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Федеральное государственное бюджетное образовательное учреждение высшего образования
«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»
(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН
на заседании кафедры иностранных языков
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Зав. кафедрой   Сарычева Л.В.

ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине (модулю)
Иностранный язык (английский язык)

Направление подготовки 44.03.01 Педагогическое образование

Профиль:

Начальное образование

Мытищи
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УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).	1. Работа на учебных занятиях 2. Самостоятельная работа

2.Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа	*Знать:* базовую лексику и выражения, а так же лексику, связанную со специальностью *Уметь:* общаться в большинстве типичных ситуаций, которые могут быть	Выполнение лексико-грамматических упражнений Тестирование Проект (защита	Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала

			при поездке в страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции	презентаци и) Аннотация Деловое письмо Устный ответ	оценивани я устного ответа, шкала оценивани я проекта (защита презентац ии), шкала оценивани я тестирован ия, шкала оценивани я аннотации
УК-4	Продвину тый	1. Работа на учебных занятия х 2. Самосто ятельна я работа	**Знать:** основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций **Уметь:** понимать развернутые доклады и лекции по знакомой теме;	Выполнени е лексико-грамматиче ских упражнени й Тестирован ие Проект (защита презентаци и) Аннотация Деловое письмо Устный	Шкала оценивани я лексико-грамматич еского упражнени я, шкала оценивани я делового письма, шкала оценивани я устного ответа, шкала оценивани я проекта (презентац ии), шкала оценивани

			написать подробное сообщение на разные темы; анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности **Владеть**: профессионально-ориентированной межкультурной компетенцией	ответ	я тестирования, шкала оценивания аннотации

Шкала оценивания выполнения лексико-грамматических упражнений

	Критерии оценивания		
Семестр	работа выполнена частично, с большим количеством ошибок	работа выполнена в полном объеме, но с ошибками	работа выполнена в полном объеме, допускаются незначительные недочеты
1	5 баллов	10 баллов	15 баллов
2	5 баллов	10 баллов	15 баллов
3	5 баллов	10 баллов	15 баллов

Шкала оценивания тестирования

Семестр	41-60 % верных ответов	61-80 % верных ответов	81-100% верных ответов
1	8-11 баллов	12-15 баллов	16-20 баллов
2	5-8 баллов	9-11 баллов	12-15 баллов
3	2-4 балла	5-7 баллов	8-10 баллов

Шкала оценивания проекта (защита презентации)

Критерий оценки	Показатели	Баллы
План работы	План работы над проектом есть	2
	План работы отсутствует	0
Глубина раскрытия темы проекта	Тема раскрыта фрагментарно	2
	Тема раскрыта полностью	4
	Знания автора проекта превзошли рамки проекта	6
Разнообразие источников информации, целесообразность их использования	Большая часть информации не относится к теме Использован незначительный объём подходящей информации из ограниченного числа однотипных источников	*2* *4*
	Представлена полная информация из разнообразных источников	*6*
Соответствие требованиям оформления	Отсутствует установленный правилами порядок, структура Внешний вид и речь автора не соответствуют	*2*

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

Шкала оценивания устного ответа

Критерий оценки	Баллы
Коммуникативная задача не решена. Высказывание сводится к отдельным словам и словосочетаниям.	1
Коммуникативная задача не решена. В высказывании отсутствуют логика и связность. Используемые языковые и речевые средства не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь очень медленная, со значительным количеством пауз. Допущено значительное	2

количество ошибок, препятствующих коммуникации.	
Коммуникативная задача решена частично. В высказывании отсутствуют логика и последовательность изложения. Оно носит незавершенный характер. Используемые языковые и речевые средства часто не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущено значительное количество произносительных, лексических и грамматических ошибок, затрудняющих коммуникацию.	3
Коммуникативная задача решена частично. В высказывании значительно нарушена логика и последовательность изложения. Оно носит незавершенный характер, отсутствует вывод. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме. Объем высказывания ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущен ряд произносительных и лексических ошибок и значительное количество грамматических ошибок, затрудняющих коммуникацию.	4
Коммуникативная задача решена не полностью. В высказывании значительно нарушены логика и последовательность изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Объем высказывания ниже программных требований. Речь недостаточно беглая. Компенсаторные умения не используются. Допущен ряд произносительных, лексических и грамматических ошибок,	5

частично влияющих на процесс коммуникации.	
Коммуникативная задача в основном решена. Высказывание носит завершенный характер, но имеются нарушения логики и последовательности изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Используемые связующие элементы не всегда адекватны решаемой задаче. Объем высказывания несколько ниже программных требований. Речь недостаточно беглая. Компенсаторные умения используются недостаточно. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.	6
Коммуникативная задача решена относительно полно. Высказывание носит завершенный характер, но имеются незначительные нарушения логики и последовательности. Отсутствует вывод, есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства в основном соответствуют ситуации / теме / проблеме, но их разнообразие ограничено. Используемые связующие элементы в основном адекватны решаемой задаче. Объем высказывания соответствует программным требованиям. Речь достаточно беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки.	7
Коммуникативная задача решена относительно полно. Высказывание носит завершенный характер, построено логично и связно. Есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации /	8

теме / проблеме и варьируются в пределах изученного материала. Используемые связующие элементы в основном адекватны. Объем высказывания соответствует программным требованиям. Речь беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.	
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Коммуникативная задача решена полностью. Высказывание построено логично, связно и имеет завершенный характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. Допущены единичные произносительные ошибки, не препятствующие коммуникации	10

Шкала оценивания аннотации

Критерий оценки	Баллы
Аннотация отражает полностью содержание текста. Структура четкая, отражает логическое деление текста. Использованы речевые клише. Грамматические и пунктуационные ошибки отсутствуют.	10 баллов
Аннотация не совсем точно передает содержание текста. Структура аннотации не достаточно верно передает логическое членение текста. Присутствуют незначительные грамматические и пунктуационные ошибки (2-4).	6 баллов
Аннотация частично передает содержание текста. Структура аннотации не соответствует логике построения текста. Речевые клише использованы неуместно, присутствуют грамматические и пунктуационные ошибки.	2 балла

Шкала оценивания делового письма

Критерий оценки	Баллы
1. Структура и оформление в соответствии с видом делового письма. Данный критерий означает, что письмо оформлено по правилам, есть четкая структура письма как в оформлении так и в самом письме.	**2**
2. Содержание. В данном критерии учитывается насколько полно, точно и правильно было написано письмо/документ на заданную тему. Оцениваются идеи и последовательность информации в раскрытии письма.	**3**
3. Лексика. Оценивается разнообразие лексических структур, используемых для составления документа/ написание письма	**3**
4. Грамматика. Оценивается разнообразие, сложность и точность грамматических конструкций.	**2**
Итого	**10**

3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Текущий контроль

УК-4. **Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).**

Знать: **базовую лексику и выражения, а так же лексику, связанную со специальностью**

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

1 семестр

Лексико – грамматические упражнения
Выберите правильный вариант ответа.
1 John has so many dresses/clothes he needs a new wardrobe to put them all in!
2 What I like about my job is that I can know/meet lots of new people.
3 The children are only behaving badly because they are annoyed/bored . Find them something to do!
4 My grandmother has to go into hospital for some tests/exams .
5 I used to have a very boring job working in a fabric/factory .
6 The doctor said I had to make an appointment with a specialist so that she could examine/visit me.
7 That was such a terrible/terrific film that I'm going to buy the DVD when it comes out.
8 Don't forget to close/switch off the TV before you go to bed.
9 I had a terrible discussion/argument with my boss, and now I'm worried I'll lose my job.
10 The nice thing about a family funeral is the chance to see all your relatives/ parents again.
11 I live in the city, but my family still lives in a small village/country in the mountains.
12 At school my favourite subject/argument was maths.

Тестирование

1. There was _____ crisis in _____ American agriculture in_____1980s.
a) the, -, the   b) a, -, the   c) a, the, the   d) -, -, the
2. According to_____New York Times_____third of _____nation's family farmers are in_____debt.
a) the, a, the, -   b) -, the, -, -   c) the, a, —, -   d) the, a, the, the
3._____1973 Arab oil embargo caused_____doubling of_____oil prices and_____inflation.
a) the, the, -, -   b) a, the, -, -   c) the, a, -, -   d) the, the, -, the
4._____effects of air pollution on_____environment have been observed for years.
a) -, -   b) the, -   c) -, the   d) the, the
5. In_____New York City area_____East River is _____good example of_____water pollution.
a) —, the, a, —   b) the, the, the, -   c) the, the, a, —   d) the, the, a, the
6. Mrs. Brown,_____young woman with_____fall of _____dark hair is_____teacher.
a) the, a, —, a   b) a, a, -, a   c) a, a, the, a   d) a, a,_____the
7. When_____Europeans came,_____Indians watched with_____horror as_____forests were cut down.
a) -, -, -, the   b) the, the, -, the   c) the, the, the, the   d) the, the, the, -
8. People always have_____hopes for_____better life in _____future.
a) -, a, the   b) the,-,the   c) the, the, the   d)-, -,the
9. Americans find it hard to accept_____idea of_____ poor people who have no_____hope and have to stay at _____bottom.
a) a, —, a, the   b) the, —, —, a   c) an, —, —, the   d) the, —, —, the
10._____Northeast is_____historic heartland of _____U.S. and_____centre of_____industry.
a) -, the, the, the, -   b) the, a, the, the, -   c) the, the, -, the, -   d) the, the, the, the, -
11._____Rockies is_____great mass of_____mountains running down_____western side of the U. S
a) -, the, —, the   b) the, the, the, the   c) the, the, —, the   d) the, a, -, -
12._____Salt Lake City was founded by_____religious   group known as_____Mormons.
a) -, a, the   b) the, -, the   c) -, a, -Ц   d) -, the, -
13. Now_____Salt Lake City is one of_____cleanest   cities in_____country.
a) the, the, the   b) -, the, the   c) —, a, the   d) -, the, a

14. To_____Mexicans America is still_____land of _____promise.
a) a, the, —   b) -, the, -   c) the, a, -   d) the, the, -
15._____United Nations claims that by_____year 2010 _____ten largest cities on_____earth will be on _____Pacific.
a) —, the, the, —, the   b) the, -, the, -, the   c) the, the, the, —, the   d) the, the, -, -, the
16._____West Coast of the U. S. is proving already that _____ Pacific is_____ocean of_____future.
a) the, the, the, the   b) -, the, the, the   c) the, the, an, the   d) the, the, the, -
17. In_____big cities_____number of people from _____Vietnam and_____Philippines is growing.
a) the, the, -, the   b) -, a, -, the   c) -, the, the, -   d) -, the, -, the
18. In California people arrive at_____Crystal Cathedrat,_____huge glass church.
a) the, a   b) —, a   c)the, the   d) a, the
19._____advertisers understand_____power of_____ television.
a)the,the, -   b) -, the, -   c) -, -, -   d) -, a, -
20._____last part was_____piece of_____film about   Reagan's campaign for_____presidency.
a) —, the, —, the   b) the, a, a,the   c) the, the, the, a d)the,the/the, -

21. Every house has_____garage,_____separate bedroom for each child in_____family and_____bathrooms.
a) the, a, the, -   b) a, the, the, —   c) a, a, the, -   d) a, the, -, -
22. For_____Americans who own their own homes,_____never-ending rise in_____house prices is_____good thing.
a) the, a, -, a   b) -,-,-, a   c) the, -, the, a   d) the, the, -, a
23._____Wall Street is_____place where_____sun   never shines.
a) the, a, the   b) -, -, the   c) -, a, -   d) -, a, the
24._____people who work in_____Wall Street area are too busy to worry about_____weather.
a) —, the, the   b) the, the, the   c) the, —, the   d) the, a, the
25. In the U. S. there is still_____aluminum,_____copper, _____oilfields in_____north.
a) -, -, the, the   b) the, the, the, the   c) -, -, the, -   d) -, -, -, the

2 семестр
Лексико – грамматическое упражнение

1 I……………………………. (lie) in the bath when the phone…………………………….(ring). It ………………………(stop) after a few rings.
2 I t…………………………(be) cold when we .... (leave) the house that day, and alight snow………….. ....(fall).
3 Your friend who…………….. .... (come) here the other day ....……………………… (seem) very nice. I………………….. .... (enjoy) meeting her.
4 When I…………………………… (see) the man, he .... (stand) outside the bank. He…………………………… (have) a black baseball cap on.
5 When I……………………….. ... (open) the cupboard door, a pile of books (fall) out.
6 I………………………… (walk) along the street when I suddenly………………………….. (feel) something hit me in the back. I……………………………… (not / know) what it was.
7 We……………………………………… (go) to London yesterday, but on the way We……………………………….. (hear) about a bomb scare in Oxford Street. So We………………………………… (drive) back home straightaway. 8 Something very strange ………………………….. (happen) to me on my way home from work yesterday afternoon. I ………………………….. (drive) along the bypass at the time. Suddenly I……………………… (see) my mother in the seat beside me. But she died three years ago.

Тестирование
Fill in the blanks.

A) do B) does C) is D) are E) have F) has
1. What subjects _ she good at?
2. _ your brother got a camera?
3. _ your mother like cooking?
4. What floor _ your bedroom on?
5. _ your parents in France now?
6. Where _ the nearest book-store?
7. _ your friend have any money?
8. Where _ your uncle work?
9. What sports _ they fond of?
10. What bike _ you got?
11. What _ the weather like today?
12. What languages _ you speak?
13. _ you like science fiction?
14. What _ your favourite pop group?
15. What bike _ she got?
16. How many apples _ you got?
17. What subject _ you like best?
18. Where _ the capital of your country?
19. _ you know what time it _ ?
20. How far _ _ London from Liverpool?

3 семестр

Лексико – грамматическое упражнение

1 Tom: Did you see …………….. (football) on television last night? Melanie: No, I hate ……………………. (football). I was watching ……………..(news) on the other channel.

2.Rachel: Did your family have a dog when you were younger? Vicky: No, thank goodness. I'm afraid of………………………………… (dogs). I didn't like …………………………(dogs) that were running around in the park yesterday. I was afraid they were going to attack me.

3. Melanie: You shouldn't drive so much, Mark. You know that………………………………… (cars) cause ……………………………(pollution), don't you? Mark: Yes, but ....……………….............. (cars) these days are cleaner than they used to be. Isn't it.. (aeroplanes) that are mainly responsible for.. (pollution) of the atmosphere?

4. Melanie: I've put some bread out in the garden for ………………………………… (birds). Tom: You like.. (birds), don't you? Melanie: Yes, I do. I love ………………………………… (wildlife), in fact. I'd much rather live in the country if I could.

5. Laura: You're always reading books about …………………………….. (history), aren't you? Harriet: It was always my favourite subject. Do you know anything about .... (history) of this area? Laura: No, but if you like looking round .... (museums) and …………………………..(old buildings), we could find out about it together.

Тестирование

Choose the correct variant.
1. What is this? … is my exercise-book.
a. it
b. these
c. those
d. they
e. them
2. There is … pen on the table.
a. some
b. such
c. an
d. a
e. three
3. … car is this?
a. what
b. who's
c. why
d. whom
e. whose
4. I'm cold. …open the window.
a. a not
b. don't
c. no
d. none
e. –
5. He … to the University by tram.
a. is going
b. can
c. goes
d. go
e. are going
6. Nick … a book now.
a. is reading

b. are reading
c. read will read
d. had read
7. I like potatoes, but I … them everyday.
a. haven't eat
b. not eat
c. doesn't eat
d. don't eat
e. isn't eating
8. I … to see my friend tomorrow.
a. are going
b. have going
c. is going
d. were going
e. am going
9. She didn't … breakfast yesterday.
a. had
b. has
c. have
d. having
e. haved
10. I can swim, but my friend …
a. is not
b. can't
c. don't
d. needn't
e. aren't
11. … I take your pen?
a. may
b. will be able
c. does
d. has
e. had
12. Must I wear these shoes? – No, you…
a. mustn't
b. can't
c. weren't
d. isn't
e. aren't
13. My grandfather … to leave school when he was 15.
a. must
b. can
c. is
d. are
e. had to
14. I … speak French last year.
a. can't
b. may not
c. must not

d.   couldn't
e.   hasn't
15.   You will … speak English in 3 years.
a.   can
b.   has
c.   had
d.   be able to
e.   were able to
16.   When I called him, he … supper.
a.   has having
b.   was have
c.   was having
d.   is having
e.   were having
17.   They … up late yesterday.
a.   get
b.   got
c.   has got
d.   gets
e.   getting
18.   It is the … book I have ever read.
a.   best
b.   better
c.   well
d.   good
e.   worse
19.   Where … go? Let's go to the cinema.
a.   won't we
b.   is we
c.   have we
d.   shall we
e.   are we
20.   What has she … ?
a.   doing
b.   do
c.   did
d.   done
e.   does

Уметь: общаться в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции

Примерная тематика проектной деятельности

1 семестр

1. Национальный флаг Великобритании Union Jack.

2. Национальная одежда Шотландцев.

3. Символика разных частей Великобритании.

4. Особенности английской кухни.

5. Британский национальный характер и особенности менталитета.

6. Английский юмор. Monty Python – творческий союз ветеранов британской комедии и сатиры

7. Озёрный край и поэты-романтики "Озёрной школы".

8. Золотой век Елизаветы I.

9. Творчество Уильяма Шекспира. Театр Глобус.

10. Поэзия Роберта Бёрнса.

11. Театры Лондона.

12. Дворцы и резиденции Королевы Великобритании.

13. Британский парламент и роль монарха.

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

Знать: основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций

1 семестр
Лексико – грамматическое упражнение

(1)………………. .... (decide) to go to Greece together for a holiday. (2)………………… (we / wait) in the queue at passport control when suddenly (3)……………………(I / realize) that (4)................(I / forget) my passport. (5)……………………. (it / be) quite a shock. (6)……………………………… (I / hurry) to a phone and (7) ……………………….. (ring) my parents. (8)…………………………… (they / work) in the garden, but luckily my mother (9)...................................... (hear) the phone. (10) ....(they / find) the passport and immediately (11)……………….. ....(drive) to the airport with it. (12).............………………….. ([] / meet) them at the information desk. (13) .... (we / have) no time to talk, but (14)……………….. ....(I / say) goodbye to them earlier that morning. (15)…………………………… (I / run) all the way to the plane. I was just in time. When (16)………………………..(I / get) there, the passengers (17)…………………(sit) in their seats ready for take-off. When (18) (they / see) me, everyone (19)…………………............... (start) clapping

Тестирование

1. There are_____biscuits left in the tin.
a) a few   b) much   c) little d) a little
2._____students know the answer to this question.
a) a little   b) much   c) few d) little
3. My days are so busy that I have_____time for reading.
a) few   b) a few   c) many d) little
4._____people give money to charity.
a) a lot of   b) many   c) little d) much
5. There is a tiny bit of butter. There is_____butter.
a) a little   b) much   c) few   d) little
6. He keeps trying although there is_____chance of success.
a) much   b) few   c) a few   d) little
7. There are many clocks in the office but_____of them work properly.
a) little   b) few   c) much   d) a little
8. She wasn't very hungry. She has just had_____soup.
a) few   b) a few   c) a little   d) little
9. There aren't_____jobs for young people.
a) much   b) a few   c) little   d) many
10. There aren't_____lessons today.
a) much   b) many   c) a lot   d) few
11. I couldn't obtain_____information from an office manager.
a) many   b) much   c) a lot of   d) some
12. When my parents moved into a new flat they had very _____furniture, just_____chairs.
a) a little, a few   b) little, a few   c) little, a little d) little, little
13. There aren't_____flats to rent in Moscow because there is_____accommodation.
a) much, little   b) a lot of, few   c) much, a few   d) many, little
14.1 haven't got_____suitcases. I have got_____luggage.

a) many, a few   b) many, few   c) a lot of, little   d) much, little
15.1 had_____time left, so I spent_____minutes in a bookshop.
a) a little, a few   b) little, a few   c) a few, a few   d) many, much
16. Very_____research will be done in this field.
a) many   b) little   c) few   d) a little
17. It's very quiet in my area. There is_____traffic.
a) little   b) much   c) a lot of   d) few
18. Usually men don't do_____house work.
a) a lot   b) little   c) a little   d) much
19. Now my father smokes_____cigarettes than he used to.
a) a few   b) less   c) fewer   d) few
20. There is too_____violence on TV.
a) many   b) much   c) a little   d) few
21. There are too_____violent films on TV.
a) many   b) much   c) little   d) a little
22. How_____money is in your wallet? Oh, you've spent only_____roubles, there are_____left.
a) many, a few, many   b) much, a few, much   c) much, a little, many   d) much, a few, many
23. I think there are_____Russian soap operas on the television. There are_____more Brazilian ones.
a) little, many   b) few, many   c) few, much   d) a little, many
24._____paper is needed to publish_____books.
a) many, a few   b) much, few   c) much, a few d) much, little
25. There are_____important papers on the desk.
a) a little   b) a lot   c) a lot of   d) much

2 семестр

Лексико – грамматическое упражнение

1 Say that you finished the crossword today.

Actually, ...

2 Admit that your room needs tidying up. I'm afraid

....

3 Explain to your teacher that you find the work difficult. I'm afraid

....

4 Say that you wanted to give the course up. Actually,

…………………………………………………..

5 Offer your friend a chocolate. Here you

are...

 6 Admit that this place depresses you. You know, ...

7 Tell your friend that you worry about your job prospects. You

know,…………………………….……………………………..

Тестирование

Choose the correct preposition.

A) at B) in C) on

1. There is a nice picture … the wall.
2. She never keeps her money … her bag.
3. Don't sit …the ground.
4. Can you see something strange …the water?
5. I think her flat is … the third floor of that building.
6. Who is the boy … that photo?
7. The car was parked … the corner of the street.
8. The children are playing … the garden.
9. My friend spent his holiday … a small village … the mountains.
10. The night is very dark. There are no stars … the sky.
11. Let's meet … the entrance to the Supermarket.
12. Our dog likes swimming … the river.
13. St. Petersburg is … the Neva river.
14. She waited for him … the bus stop … the end of Green Street.
15. There is nobody … the building.
16.1 think I left my bag … the chair … the corner of the classroom.
17. When we were … Spain we stayed … a hotel. We always left keys… reception.
18. We live … Number 54 (Market street).
19 … the left … the side there's a triangle, and there's a rectangle … the bottom.
20 … the middle there are three small dots.

Лексико – грамматическое упражнение

Make your choice.

During periods of terrorist activity by the IRA, people in Britain are always (>)being

warned to look out for bombs. Any bag or parcel without an owner (1)……………..

seen as a risk to the public. Some time ago j a cardboard box was found at the entrance

to Bristol Zoo one day. It was noticed (2)……………… a visitor and reported to the

director. Clearly, if it was a bomb and it went off, people might (3)…………… killed.

So army bomb experts (4)…………… called in, and the box was safely blown up in a

controlled explosion. Soon afterwards (5)…………….. was reported that the box had

(6) .... left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7) ………………..it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8)……………… be unenthusiastic about looking after people's unwanted pets. No one knows what I the rat thought about (9) .... blown up

Тестирование

Choose the correct variant.
1. There … many students in the room now.
a. were
b. was
c. is
d. are
e. will
2. There … a university in the centre of the city.
a. is
b. are
c. be
d. shall
e. were
3. I can't see … on my table.
a. nothing
b. nobody
c. anything
d. anywhere
e. somewhere
4. What … you going to do tonight?
a. was
b. will
c. were
d. is
e. are
5. There … any sugar in the tea.
a. weren't
b. wasn't
c. haven't
d. hadn't
e. won't
6. We … in Moscow last year.
a. lives
b. is living
c. has living
d. live

e. lived
7. Where … she work?
a. do
b. done
c. doing
d. does
e. is
8. ... speaks English well?
a. which
b. why
c. who
d. when
e. what
9. How many theatres … there in your city now?
a. were
b. are
c. have
d. is
e. was
10. What … you do tomorrow?
a. will
b. shall
c. will be
d. shall be
e. are
11. He said that he … at the plant last year.
a. are having
b. living
c. lives
d. had lived
e. lived
12. Let … tell his friends about his city.
a. his
b. him
c. he
d. her
e. she
13. My friend … breakfast when I called him.
a. were having
b. will having
c. are having
d. was having
e. is having
14. What … do you want to read?
a. another
b. yet
c. other
d. still
e. else

15. Which is the … river in our country?
a. long
b. longer
c. longest
d. large
e. larger
16. There was … in the room.
a. somebody
b. somewhere
c. anybody
d. anything
e. some
17. Who … you this story yesterday?
a. speak
b. tell
c. told
d. spoke
e. said
18. When we came in, the film … already begun.
a. are
b. is
c. were
d. was
e. had
19. The work … done well two days ago.
a. has done
b. was done
c. has been done
d. was do
e. did
20. Books by Dickens … many times.
a. is publishing
b. have published
c. are published
d. were published
e. is published

Уметь: понимать развернутые доклады и лекции по знакомой теме; написать подробное сообщение на разные темы; анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности

Read the text and match each part with its title.

В задании одна тема лишняя.
A. SUCCESSFUL CAREER
B. EDUCATION

C.   SPORTS NEWS
D.   ORIGIN OF WORDS
E.   LONG-A WAITED VICTORY
F.   IMPROVING LANGUAGE
G.   POPULAR BOOK
H.   BOOK REVIEW

1. For the first time since 1948, the British capital will host the summer Olympic Games. It was the fourth participation of Britain in the battle to host the games after failed attempts of Birmingham for the 1992 Olympics and Manchester for 1996 and 2000. "I'm looking forward to what I'm sure will be a fantastic Olympic Games," said Prince William.

2. There are many factors, both social and psychological, which influence the roles of teachers and learners in the classroom. The book "Roles of Teachers and Learners" by Tony Wright helps teachers to understand these roles. And the ways in which co-operative learning may best be fostered.

3. It's calculated that Joanne Rowling, the author of very famous books about Harry Potter, is earning $36,000,000 daily and her total profit is already more than $1,000,000,000.

4. In 2005 " Harry Potter and the Half-Blood Prince" broke the previous record of Potter series itself as wall as all other records had ever held by freshly published books: more than 8.9 million copies had been sold within 24 hours since the moment of release.

5. The word "hamburger" comes from the name of the German city Hamburg and not from the word "ham", and so the word "cheeseburger", sometimes used to mean a similar kind of sandwich with cheese instead of meat, is based on a false analogy.

6. Reading works of literature gives students an insight into the variety of ways language has been handled over the last three centuries. It is both rewarding and motivating for learners to discover they can understand the language, and that they can even enjoy the experience of reading an English or American classic.

7. The world's famous cycling race comes to its exiting conclusion when the riders cap off three weeks of road racing and 21 stages with a sprint down the Champs Elysees in Paris. The Tour de France will be broadcast live daily at Sport land at 5 p.m. until the last stage on Sunday, June 24.

1	2	3	4	5	6	7

2.   *Прочитайте текст и выполните задания. Ответьте на вопросы заданий, выбрав один из предложенных вариантов ответов 1, 2 или 3.*

    There is something about the English Channel that has always fascinated the human race and it has always played a special role in British history. The sea itself has always

been important to mankind but the Channel often created a barrier between Great Britain and the Continent. This barrier has existed for more than 12,000 years and the desire to break it has occupied the minds of many people for almost two hundred years.

The construction of the tunnel is perhaps the most incredible engineering project of the 20th century. In fact its completion was called a "technical triumph".

However, the first proposal to build a Channel Tunnel appeared in 1802, when a French engineer presented his project for two tunnels to cross it. Historians say Napoleon was interested in that plan. But Napoleon was more interested in fighting the British than in linking the two countries, and shortly afterwards a new war between England and France began. There were many other plans to build a tunnel but unfortunately all of them failed. It was not until after the last war that Britain and France began seriously considering the project. On the 12th February, 1986, Mrs. Thatcher and President Mitterrand signed the Franco-British Treaty which allowed the construction and the operation of the Channel Tunnel. The tunnel was completed eight years later.

It is now very quick and easy to cross the Channel. You don't have to book a ticket. The Channel Tunnel trains operate twenty-four hours a day, every day of the year. You can now cross the Channel in thirty-five minutes. At last the great barrier has been broken.

In 1996, the American Society of Civil Engineers, with Popular Mechanics, selected the tunnel as one of the Seven Wonders of the Modern World.

1. What has always been important to all people?
a. The English Channel.
b. The sea.
c. The tunnel.

2. What did Europeans want to do for many years?
a. To create a barrier between Great Britain and the Continent.
b. To sign a contract on the construction of the tunnel.
c. To connect Great Britain and the continent by train service.

3. When did the Channel Tunnel begin to function?
a. In 1994.
b. In 1986.
c. In 1996.

4. Who proposed the first plan to build a tunnel under the Channel?
a. Napoleon
b. A French engineer.
c. President Mitterrand.

5. When did the construction of the tunnel become possible?
a. After the treaty had been signed.
b. After the engineering project had been presented.
c. After many other plans had been discussed.

6. Why is it easy to cross the Channel at present?
a. The tickets are cheap.
b. The tickets are sold everywhere.

c. The trains go day and night.

7. What is the best title for the text?
a. Engineering Projects.
b. The Channel Tunnel.
c. Seven Wonders of the World.

1	2	3	4	5	6	7

Владеть: профессионально-ориентированной межкультурной компетенцией

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

Reading. Read the text.

TEMPERAMENT AND PROBLEMS OF EDUCATION
The individual approach to children based on their psychological traits must take due account of their temperamental distinctions. A short-term contact with a child can only provide fragmentary, more or less vivid impressions of the dynamic side of his psyche which are not sufficient for correct assessment of his temperament. In order to distinguish pupil's casual manners and habits from basic features of his temperament, the teacher must know the conditions of his development and be able to compare his behaviour and activity under different circumstances. A comparative study of pupils under similar conditions is an important method of establishing the dynamic manifestations of their psyche. In order to rate a pupil with one or another type of temperament; the teacher should first assess his activeness, emotionality and motility. 1. Activeness. This feature is evaluated by the intensity of his desire to change the environment and overcome obstacles. 2. Emotionality. This feature is evaluated by the child's sensitivity to emotional influence, by his inclination to find a cause for an emotional reaction. 3. Motility. The specificity of the child's motility shows in the rate, abruptness, rhythm, amplitude and a number of other features of muscular movements (some of them also characterize the vocal motorics). These manifestations of temperament are easier to observe and assess than others. One should bear in mind that there exist developmental specifics of temperament: in each period of childhood activeness, emotionality and motility are manifested differently. Thus, in the junior school age activeness is characterized by the easy arousal of interest, high sensitivity

to any external irritants and insufficient capacity for durable concentration of attention which features are referable to a relative weakness and excessive sensitivity of the child's nervous system. To be sure, the emotionality and motility of a junior pupil are very different from these features in an adolescent, not to speak of a youth.

Choose the correct option to complete the sentences.
1. Teachers should differentiate/generalise pupils' manners and basic features of temperament.
2. A comparative/scientific method is used to study the pupils' behavior under similar circumstances.
3. Activeness and motility should be assessed/invalidated if a teacher wants to rate a pupil with a particular type of temperament.
4. Each period of pupils' activeness, emotionality and motility are manifested similarly/variably

Промежуточная аттестация

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).

Задания, необходимые для оценивания сформированности УК-4

Список тем для беседы на зачёте и экзамене

1 семестр

1. Иностранный (английский) язык в современном мире.

2. Человек и общество.

3. Семейные ценности в современном мире.

4. География и краткая история Великобритании и США.

5. Жизнь в городе.

6. Искусство в России и за рубежом.

2 семестр

1. Система образования в России, Великобритании и США.

2. Мир профессий и карьера.

3. Информационные технологии в жизни молодежи.

4. Проблемы экологии.

5. Спорт и здоровый образ жизни.

6. Путешествия и транспорт.

3 семестр

1. Становление и развитие начального образования. История развития начального образования за рубежом и в России.

2. Первые школы.

3.Психологические особенности младшего школьника. Возрастная психология и особенности развития младшего школьника.

4. Психология развития. Личность, деятельность, общение, мышление младшего школьника. Учебная деятельность.

5. Технологии обучения в начальной школе. Педагогические методы и технологии обучения младших школьников.

6. Активные и игровые методы.

Тексты 1 семестр

Shopping for Christmas

What word goes best with Christmas in modern English?

For some people it is eating, for others it is presents, for some it is Jesus... but for a lot of people, Christmas means shopping, more than anything else.

Christmas will soon be here again. For Britain's shops, specially shops in cities, November and December are the busiest months of the year. In fact, some big shops do half their year's business in those two months.

Yet in 2022, with Covid-19 still with us, Christmas shopping will not be the same! Many people do not want to go into cities, or into big shopping centers. They are afraid of catching Covid. More and more people are now shopping on the Internet ! Internet shops are safe for shoppers, and they never shut... not even on Christmas Day !

Most people, however, spend their money before Christmas. "Christmas shopping" is different from ordinary shopping, and people like to do it differently. They go to different shops, or different online stores, more expensive shops very often. They don't just buy food from their supermarket and clothes from big department stores. They look round, they take time (if they can), they browse and they choose.

City shops do their best to attract them with exciting windows, and special offers. In the West End of London, shops spend thousands of pounds on lights, decorations, and special window displays. Some visitors come to London, just to see the lights and shop windows; but others come to shop in famous shops like Harrod's or Hamley's, Europe's biggest toy shop.

For shop assistants, it is a frantic season . There is not much time to rest. Just time for a cup of coffee or tea perhaps, then back to work. It's a good season for pay! As Christmas gets nearer, shops stay open longer, sometimes until 10 p.m. That means more pay for the staff. It also means extra staff. Some people find a job, for a few weeks at least.

Then, at about 5 p.m. on Christmas Eve, it all stops. The shops are suddenly empty - just a few people running round, looking for last minute presents. In many shops, there is a small party, a bottle of wine and mince pies or something like that. And then it's over. The shop doors close, but the lights stay on. Out in the streets, which were so busy a few hours before, there is hardly anyone. Just a few people going home, or singing in the street.

Christmas shopping is over again.... until next October or November.

But for some shops, the doors will only stay closed for a day. After Christmas shopping,

there is New Year shopping! The New Year sales used to start after January 1st. Now in some shops they start on the day after Christmas, and the crowds rush back for a few more days. Lots of things are cheaper now.

Clans, Kilts & Tartans

You can't talk of the Highlands without talking of clans and kilts and tartans. A "clan" is a sort of tribe — a group of people who belong to the same extended family, or have the same historic origin. In the past, each part of the Highlands was the territory of a clan. Clans were closely linked communities, each with its own chief. Clans were — and still are — distinguished by their tartan. A tartan is a specific design, a criss-cross of couloured threads, which is used for ceremonial clothes, such as the kilt or the plaid. There are also military tartans too, each Scottish regiment having its own tartan.

   In the past, Scottish clans often used to fight against each other. Near Fort William, there is a big and very beautiful valley called Glencoe. This was the home of the MacDonald clan. One day, about 300 years ago, the Campbell clan descended on Glencoe, and massacred the MacDonalds. This was one of the bloodiest incidents in Scottish history. And even in the 2020s, if you go to Glencoe and say that your name is Campbell, you will not be a welcome visitor. Today, many clans still have "gatherings". They are very popular with Americans of Scottish descent! As for the kilt — well there are some men who still wear it on ordinary days, but for most it is something rather special, for weddings, for "Highland Games", for official occasions, and other ceremonies.

   And please note: in Scotland we always say "wear the kilt", never "wear a kilt". It's a special expression. For other types of clothes, we use "a", as in "wear a shirt" or "wear a dress".

Salmon, Sea-food and other opportunities

If you go to a restaurant in Spain, and eat a paella with lots of sea-food in it, think of Scotland. If you go to a restaurant in France and eat salmon, think of Scotland. In the last forty years, the Highlands of Scotland have found an important new industry: fish-farming. And today, Scottish lobsters, shrimps, (crustaceans) and fish are exported all over the world. Around Fort William, there are several fish-farms. These are places where salmon and trout (in particular) are bred and raised in special cages. Some of these are in salt-water lochs, others in fresh-water lochs. Other related industries have

followed, creating opportunities for young people to find work. However, in and around Fort William, the principal industries are paper, aluminium, and tourism. All of them are relatively recent.

Traditional industries such as farming, sea fishing, and weaving, cannot provide many interesting opportunities for young people who want a good job. The situation, nevertheless, is not a bad one, compared to some other parts of Britain. The population is small, and the industries that do exist are not dying ones. There is less unemployment in the Highlands than in many parts of Britain. There are openings for young people who want to follow a Youth Training programme after they leave school; and there are various types of help for young people who want to create their own jobs. Of course, there are limited opportunities for some types of job; but on the whole, there are plenty of advantages to counteract the disadvantages. Today's young Highlanders are not all wanting to leave.

Whisky is probably the most famous product of Scotland. Whisky distilling provides work for several thousand people in the Scottish Highlands and islands, and whisky is Scotland's biggest export...

The qualities of whisky come from the water which is used to make it — the rich "peaty" water of Scotland. When whisky is first made, it is actually transparent, not brown in colour. The colour comes from the wooden barrels in which the whisky is stored for several years, to allow it to mature, and from a little added caramel.

For many years, whisky has been a very popular drink all over the world, and Scotland has produced more and more of it ; but whisky sales have not increased as fast, so there are now large reserves of whisky in Scotland, specially the good and more expensive whiskies.. Thus a lot of the whisky sold today was made several years ago, when people imagined that whisky would get more and more popular. That is one of the reasons why, today, a lot of the whisky in the shops is labelled "Ten years old", or even "Fifteen years old".

Leaving Home… a teenage dilema

"An Englishman's home is his castle"; so says an old proverb. "Home" is perhaps the most important thing in a person's life - "home sweet home", as they say. Yet in Britain's teenage culture, home has long been seen as a place to leave, rather than a place to live. And while the age of independence is, for many young people, becoming later and later, the desire for independence is developing at a younger and younger age.

Leaving home for the first time has always been a difficult turning point in life; today the difficulties are perhaps greater than ever before.

Almost every 16-year old has thought about leaving home. Many teens dream about leaving home: but the reality can often be much harder than they imagine.

Many have been thinking about it, off and on, for years; some have been dreaming of independence since they were twelve, or even younger. Leaving home is part of the teenage dream.

Recently, a survey of "Young People's Social Attitudes" asked British teenagers for their opinions about leaving home. Forty-nine per cent of 12-15 year olds thought that teenagers should be allowed to leave home at the age of 16; another 12% said 17, and 8% said "when they want". Only 23% of young teenagers thought that they should be obliged to live at home until they were 18!

Yet the teenage dream seems to conflict with the experience of real life; when the same

question was put to 18 and 19-year olds, almost half replied that teenagers should not leave home before the age of 18.

Nevertheless, leaving home is part of the process of growing up. Many teenagers leave to go and study or train or look for a job in a different town or city, returning home when the money runs out. Others leave because they just want to get out. Most, specially younger ones, are happy to go home again later; for a small number, leaving home is a definitive break.

Home or Homeless

Every year, thousands of young people in Britain leave home in search of a better or more exciting life; many of them go to London, attracted by the bright lights, the night life, the youth scene and the hope of finding work.

16-year olds who leave school with few or no qualifications find it very hard to get jobs; indeed, in some British cities, particularly in the North, finding work is almost impossible for unqualified people, specially young people. London, however, has less unemployment and more jobs; and though no one imagines that the streets of the capital are "paved with gold" (as in the legend), many teenagers make their way to the capital, hoping to set up a new home of their own.

Though there are indeed more jobs in London than in most other cities, they are not always good jobs, and the the dream of leaving home and finding a job often turns out to be just that; a dream.

Many return home; some become homeless.

Homelessness is not a new problem, and there are many associations that help homeless people to find somewhere to live. And although, overall, less people keep coming to London in search of a new life, the number of young people doing so has gone up sharply; their reasons for coming have changed too.

London's biggest homeless charity, Centrepoint, reported that causes of homelessness among teenagers have changed ; instead of leaving home because of "pull factors" (the

attraction of London, the hope of a job) more and more young people now leave home because of "push factors", victims of broken homes, poverty or physical aggression.

It's all part of our changing society. In 1961, only about 5% of children (about half a million children) in Britain lived in single-parent families; in 2013, 22% of children, that is three million children, lived in single-parent families. Single-parent families are generally poorer than traditional families.

Even teenagers with caring parents and lovely homes dream of leaving home. Kids in poor or aggressive homes dream too; in their situation, it's not surprising that they may want to make their dreams come true.

Britain is a multiracial country

Britain is a multiracial country, yet although Britain is reputed to be a country where ethnic minorities integrate easily, Britain's Blacks - also known as Afro-Caribbeans - still suffer from a degree of passive discrimination. And when times are hard, things often get worse.

In the nineteen-fifties, Britain was a nation in need of men. A decade after the second world war, it was a country with lots of children, but not enough men to work in the mines, the factories and the public services.

Hundreds of thousands of young men had been killed during the war; who could take their place? There was an easy answer; men from the colonies! Britain was still the capital of an Empire that stretched to the four corners of the earth. In the developing countries of the Commonwealth, there were millions of young men, just looking for work. When the British authorities offered them the chance to come to Britain and work, thousands wanted to come.

Most came without their families; but soon, as they settled into their new country and their new jobs, they paid for their families to come over too. While a few came from Africa, the largest contingent of Black immigrants came from Jamaica and the other

islands that make up the West Indies.

By 1960, "Afro-Caribbeans" and their families had settled in large numbers in several of Britain's cities — usually in the poorest and most unattractive parts. At the time however, the conditions they lived in in Britain were not too bad, and often better than those they had enjoyed in the West Indies. There were jobs, so there was money; there were schools for the children.

Racial tension nevertheless began to grow in some working class districts of London and other cities. Once there had been jobs for all, but now a new problem was appearing: unemployment . More and more people, both Blacks and Whites, began finding themselves in competition for a falling number of jobs. Profiting from people's misfortune, new racist political parties came into existence. The National Front and the British National Party began recruiting young people, and encouraging racism. Here and there, gangs of skinheads began to write racist graffiti in public places; there were occasional incidents between black youths and skin-heads, but generally speaking, the overt racism of the National Front did not appeal to people in Britain.

In most parts of Britain, that is still true today. Generally speaking, Britain is a very tolerant society; but even in a very tolerant society, there are a few misguided individuals and groups who continue to judge people by the colour of their skin.

Today in Britain …

In most parts of today's Britain, racism is not part of ordinary life. Most people do not judge other people by the colour of their skin. Groups like the "English Defence League"British National Party are very marginal, and do not usually win any elections. The most ugly forms of racism, at least, have been rejected; and while Britain's Blacks still have many forms of prejudice to fight against, vicious racism is not usually one of them.

Nonetheless, although black and white communities live side by side in most British cities, and there are not usually visible tensions between ordinary people, from time to time serious racist incidents take place.

The most notorious of these concerned a black teenager called Stephen Lawrence, gratuitously murdered in 1993 by a gang of white youths as he waited at a bus stop. Almost every week, racist incidents are reported in the media, somewhere in Britain. Perhaps, in a population of over 60 million people, that is inevitable, even in a country where the vast majority of people claim that they are not racially prejudiced.

Yet there are two sorts of racism: visible racism, and invisible racism.

Many black people in Britain feel that they are regularly discriminated against in invisible ways. Unemployment is higher among ethnic minorities than among Whites, and black pupils do not do as well at school as Whites - often because the schools that they go to do not have high academic reputations. (Asians , on the other hand, people from India, Pakistan or China, tend to do better than white pupils).

Black community leaders frequently complain about racism in the police, and unfortunately, some of their complaints are justified. In 1999, an official report into the (London) Metropolitan Police (the "Met"), following the murder of Stephen Lawrence, stated that "institutional racism" was widespread throughout the police service. Almost 30 years after Stephen Lawrence was killed, "institutional racism" still exists in some sectors, and in 2021 and 2022, the world of British cricket was rocked by accusations of institutional racism.

Plenty of projects have been started, to provide jobs and training to young Blacks in the poorest parts of the cities. Some have been very successful, and lots of Black teenagers do well at school, then go to university or do something else interesting, and become successful. They are, nevertheless , in a minority. Most Blacks in Britain today still live in the cities, or in the poorer districts of small towns. Sixty years after the first Afro-Caribbeans were first invited to come and work Britain, only a small minority of Britain's Black community have really integrated into the mainstream of society.

Youth and race

Generally speaking, young Blacks and young Whites get on together better than their parents' generation. A recent survey of teenage attitudes showed that 70% of British teenagers consider themselves to have "no racial prejudice at all", while only 2% admit to being racially prejudiced. The rest admit to being slightly prejudiced. There are several reasons for this.

Firstly, today's youth are growing up together, in a society which is much more multi-racial than it was in the past. Many, if not most British people aged over sixty never sat in a school classroom with people from different races; today, on the contrary, there are few secondary schools in Britain that do not have at least a few Black or Asian pupils. Today's British teenagers, whether they are Black, White or anything else, share a large degree of common experience. They have been through the same school system, they eat the same food, they watch the same television or films, and to a large extent, they like the same music. In short, most young people in Britain today share a similar - though certainly not identical - culture, whatever the colour of their skin. Hopefully, that can only result in even better race relations among future generations.

Although people from ethnic minorities about 14% of the total British population, you won't often see a black policeman, or a black Royal Marine. For many reasons, Blacks have found it hard to enter a number of professions; and once in these professions, they often find it harder to get promoted than white people.

In 1981 40% of Britain's Whites worked in professional, managerial or clerical jobs, only 13% of Blacks held similar jobs.

Blacks do, nevertheless, hold some important positions in British life; in the media, the most trusted TV newsreader is Trevor McDonald, the former anchor of ITV's popular "News at Ten" programme; and on the BBC, Moira Stewart, also black, was one of the most popular newsreaders.

In 2022 there are sixty-five ethnic minority MP's in the House of Commons, eight of them black. They include David Lammy (photo right), who was Minister for higher education in the last Labour government. Lammy was brought up as a child in a poor

quarter of London, and some people say that he is one of the brightest M.P's in the Labour Party... and possibly Britain's first black Prime Minister... could we say Britain's Barak Obama ?

Black music and sport

Black music has done more than most things to bring Black and White cultures together.

Almost the whole of today's rock and pop music has its roots in Black music: rock 'n' roll, the base of today's pop, developed out of the jazz and rhythm 'n' blues of Black America. England's Blacks, however, have added their own specific contribution to contemporary pop music, in particular through reggae music, the music of the West Indies.

Reggae came to England in the late 60's through an innovative record company called Island Records. Island soon helped lots of black bands from the West Indies and from Britain, led by Bob Marley, to become popular with British youth of all backgrounds . Other record companies soon followed, and began signing up other Black bands.

Before long, black British musicians were regularly finding themselves in the Top Ten, while white bands played more and more "black" music, and an increasing number of bands recruited musicians regardless of their colour.

Today, the world of music is one of the ways that young British Blacks dream of as a route to success. The band Sugarbabes - two black, one white - is the most successful British girl group of the 21st century – so far. Only a very small minority succeed, of course, in reaching the top, but in the world of music, as in the world of sport, the doors to success are certainly open. More importantly though, the virtual absence of "race" as an issue in most sectors of the music industry today (in Britain at least) has helped to bring young people of all colours together in a common culture and a common heritage that all recognise as their own.

Sport is another sector in which black British stars have done a lot to improve race relations. When, in the 1980's, the first black footballers were signed up by top British

football clubs, they met serious discrimination and sometimes hostility from the fans. Since then, most clubs have tried hard to eliminate racism from the game, and generally they have succeeded.

Today, with all but a bigoted minority of fans, Britain's great black footballers enjoy the same status as their white team-mates. The same is true in athletics; and everyone in Britain knows that without its black athletes, Britain would have brought back a less distinguished collection of medals from recent Olympic Games.

No more fish 'n' chips?

Can "Fish 'n' chips" survive? It is the original British fast food. Fish 'n' chips, the original "carry-out" meal, has been part of British life for well over 100 years. But will it survive much longer? Perhaps only in the form of a luxury for those who can afford it. Long before the Big Mac was invented, Britain had its own national form of fast food.

"When I was a young man, it was the sort of thing you'd have once or twice a week," remembers 82-year old Arthur Mowbrey. "Sixty years ago, you'd get a full size portion of cod and chips for sixpence. It was cheap, and good."

Fish 'n' chips was nourishing too. It was a proper meal, that you could eat in the street on your way home from work, or during the lunch-break. Wrapped in newspaper, it would keep warm to the last chip, even on the coldest days of the year. In the last quarter of a century, things have changed.

"It's not so popular with young people these days," says Lizzie, a teenager. "Most of the time, if young people want to eat out, they'll go for a hamburger or something like that, or a Chinese take-away. Fish 'n' chips is a bit old-fashioned really, I suppose. But there are still cheap chip shops around. I had fish 'n' chips about three weeks ago. We sometimes have it at home, and we go and get it from the chip shop. It saves cooking!"

Thousands of chip shops, however, have closed in the last twenty-five years. Some have been turned into Chinese or Indian take-aways, others have just closed. They have survived best in seaside towns, where the fish is really fresh, and people visit them more as a tradition than for any other reason.

Yet in spite of some changes, the classic fish 'n' chip shop could disappear from British streets in a few years' time, for a completely different reason; lack of fish.

For over twenty years, European agriculture ministers have been trying to solve the fish problem, but with little success. As a result of modern industrial fishing, some types of fish are facing extinction in the North Sea and Atlantic. "Overfishing in the North Sea has reached crisis levels," say Greenpeace. Quotas have been introduced, but each time there are new restrictions, fishermen in Britain, France, Spain and other countries protest, because jobs are lost.

Sadly, this is inevitable; and unless strict quotas are applied, thousands of European fishermen could lose their jobs, as there will be few fish left to catch (at least, few of the kinds of fish that people want to eat). One way or the other, sea fish will become rarer, and therefore more expensive.

The gradual disappearance of the traditional British fish 'n' chips shop is therefore bound to continue. Fish and chips, however, will survive as a speciality in pubs and restaurants, and in new up-market fish restaurants. Comfortable, more expensive fish restaurants, with chairs and tables, have existed for a long time of course, alongside stand-up carry-out fish 'n' chip shops. In the years to come, they may be the only type of fish 'n' chip restaurant to survive.

Every town in Britain had its fish 'n' chip shops. No British town is more than 150 km. from a sea port, and most are much closer; once railways were built in the nineteenth century, fresh sea fish could easily be bought in all British towns. Cheaper than meat, sea

fish became a popular source of protein ; by 1870, "fish and chip shops" were springing up all over the country. For a hundred years, they were the classic popular restaurant, British style.

English ghost stories

The Tower of London.... a very haunted place !

   Do ghosts really exist? There are lots of people who say that they do; and I am one of them.

   Many of Britain's ancient castles have ghosts. One of the most famous "haunted castles" in England is actually the Tower of London .

   During the Tower's long history, many men and women were thrown into its dark dungeons, or executed outside its gates! Among the most famous was Lady Jane Grey, Queen of England in the year 1554.

   Jane was just 17 when she became Queen, on July 9th 1554; however, at the same time another woman, Mary, thought that she ought to be Queen. Mary's supporters were stronger than Jane's, and within days Jane was sent to the Tower of London. On 19th July poor Jane had her head cut off outside the Tower!

   Since then, it is said that the ghost of Lady Jane Grey wanders through the rooms and corridors of the Tower of London.

   Other ghosts are not so famous. The village of Prestbury, in Gloucestershire, is reputed to be one of the most haunted villages in England.

   Many villagers have heard - and some say they have seen - the "headless horseman" who rides through the village on December 31st! People say that he was a soldier who fought in the English Civil War, in the 17th century.

   In the same village, in an old cottage, there is a ghost known as the "spinette player". Sometimes at night, people hear the sound of someone playing this old musical instrument.

The music always comes from a room that is empty.

These are just some of Britain's well-known ghosts; but there are lots of less-known ghosts too. I know; I have encountered one of them.

My own ghost story - The hands

Several years ago, I went to stay with some friends who lived in an old house in the country. I had not told them I was coming, and when I arrived, they already had other visitors.

"Never mind," said my friend Ella. "You can sleep in the small guest room. We don't often use it, but you'll be all right for one night."

As we said goodnight, Ella added. "Oh, and please, lock the door before you go to bed. Otherwise it may open by itself."

Well I locked the door, lay down in bed, and went to sleep. During the night, I slept badly; I didn't really know if I was asleep or awake. But suddenly, I knew I was awake. Hands were touching my face. I tried to push them away, but there was nothing. I found the light switch, and put on the light. There was no one in the room.

"It was just a dream," I thought. And I went back to sleep.

When I woke up next morning, I got another surprise. The door, which I had shut and locked, was open! During breakfast, I told Ella about my strange dream, and about the open door.

"You too!" she replied. "Yes, I know. that's why we don't often use that bedroom. It's the blind lady!"

"What blind lady?" I asked.

"Well, you see, many years ago, the people who lived here had a daughter who was blind. That was her bedroom. She died when she was about 30. And since then, she has kept coming back to her room. She always feels the sheets, before getting into bed. Several visitors have had the same experience..... But she was a lovely girl. She has never hurt anyone."

I felt the skin on the back of my neck go cold.... Since then, I have always believed in ghosts!

From black to green

Taxis are among the iconic images of London, and London's black taxis can be seen all over the world. But London taxis are not all black, and in the 2020s they are going green.   .

Think of London, and what iconic images come into your mind?

Big Ben? Tower Bridge? Soldiers in red uniforms? Or do you think of red buses? Or black taxis?

Only two cities in the world are famous for their taxis: London and New York. New York's iconic taxis are usually yellow; London's are black. But why black?

 Many years ago, when London's first motor taxis appeared, almost all cars were painted black. This was the age when in America, Henry Ford, who built Ford cars, famously said: "You can have any color you like, as long as it's black!". In Ford's time, almost all cars were black…. Everywhere!

Things are different today; cars come in all colours, even London taxis. There are red ones and green ones, ones with pictures on them and ones with advertising all over them; but there are still plenty of "black cabs" too.

 London's traditional taxis are very special cars, and they are different from ordinary cars. They are specially built as taxis, with a section at the front for the driver, and a section at the back for passengers. They have lots of room for luggage, and they can turn 180° in a very small circle (about 8 metres).

However London taxis are changing fast. Most taxis have diesel engines, and they cause pollution. Since November 2021 London taxis must all meet the Euro-

6 emissions standard. Basically this means that there are no longer any taxis in London built before 2008. Many taxi-drivers are unhappy, because London taxis are built to last for

20 years or more!

More changes are already coming; before long all London taxis will have to be ZEVs (zero emission vehicles); they will have to run on electricity or on hydrogen. London's biggest taxi company, which has 4,000 cabs, plans to be all electric by 2023.

 Becoming electric will be the biggest change to London's taxis in over 100 years. Some new London taxis are now just ordinary SUVs; but others still look like traditional taxis. And a lot of them are still black!

MY NAME IS BOND - JAMES BOND

   BOND IS BACK AGAIN.... and the latest Bond film, No Time to Die, is an enormous box-office hit (as all the others). This is the twenty-fifth film about James Bond. He's the most amazing guy... he doesn't look a year older than he did over fifty years ago. "My name is Bond. James Bond."

   But you knew that already, didn't you. Everyone knows that, which is rather a pity in ways. After all, I'm meant to be a secret agent, no-one's really supposed to know who I am. I should just be James to my friends, and Bond to the rest. My bosses in London call me 007... that's "Double-oh seven".

   Still I don't suppose it really matters if everyone knows who I am; I'm just proud to be the best, the most exciting and the most seductive agent in the British Secret Service.

   Actually, I'll let you into a secret. It's not surprising I'm such a good agent — I've got so much experience; you know, I've been in the job since 1952. Not bad, eh! It's obviously good for the health, this job, because I don't look or feel a day older than I did when I first joined up just after the Second World War. Quite amazing really, isn't it?

   In those days, the world was a dangerous place; there were Reds all over the place, trying to steal nuclear bombs and machines that would control the world! I made sure they never managed. I had some pretty hair-raising moments at times, of course, but I came through it all without a scratch. No wonder they're proud of me!

Do you remember the trouble I had with those extremely dangerous megalomaniacs, like Auric Goldfinger and Dr. No? When I look back on my younger days, I sometimes feel that I'm very lucky to be still alive. Actually, the more I think about it, the more I realise how incredibly lucky I've been.

Officially, you know, I'm "licenced to kill"; frankly, I think the job description ought to say "licenced to be killed"; I've quite lost count of the number of times I've brushed with death. I suppose I must have a charmed life. Maybe it's something to do with my Scottish ancestry. I know, anyway, that I'm liable to be killed from one day to the next. Any job has its risks, I suppose — and I certainly wouldn't be seen dead doing a boring job in an office, like some of my superiors. Men from the Ministry! Huh!

Perhaps you'd like to know how to become a secret agent like me? Well, honestly, it's partly a question of background, partly one of character.

My father was a Scotsman, who loved adventure; unfortunately his life wasn't as charmed as mine, and he died in a climbing accident when I was 11. That was a tragic moment for me, but I made up my mind to lead the sort of life that would make him proud.

Sherlock Holmes is growing old

He was over 1 m 80 cm tall, and so thin that he looked even taller. He had sharp eyes and a thin nose, and looked like a very determined man. He wore a round "deer-stalker" hat and a Scottish cape (as in the picture below), and he smoked a pipe. Also, he was an expert in chemistry and British law, and he played the violin very well. His favourite expression was "Elementary, my dear Watson."

This is the man who was almost called Mr. Sharps, then Mr. Ferreps, but finally appeared as Sherlock Holmes. And his life began over 130 years ago, in 1887.

The world's most famous detective is now 130 years old, and although in fact he never really existed, he is today a very real part of English culture.

Sherlock Holmes has passed on his remarkable methods to Scotland Yard. His analysis is based on the most detailed research. Holmes made famous the arts of observation

and deduction.

When he met Doctor Watson, his friend and assistant, for the first time, he said ; "I see you have been to Afghanistan," But how did he know? Watson looked like a medical and a military man. He had a dark skin, but his arms were white. His left arm was hurt. So Holmes concluded that he was an English army doctor, and he had recently come back from a hot country, with an injured arm. The only possible country, at the time was Afghanistan!

"Elementary, my dear Watson!".

Another example: when Dr. Watson showed him his watch, Holmes said: "I see that this watch belonged to your elder brother, who is now dead. He was an untidy man, and he was very poor, but he had periods of prosperity. At the end of his life he drank too much." Again, the explanation was elementary!

Stanley MacKenzie, president of the Sherlock Holmes Society, said: "Holmes is a mental superman and an eccentric. I envy his facility for solving problems in his armchair, with his eyes closed and his hands joined."

Conan Doyle did not want Sherlock Holmes to live for so long! In fact he tried to stop writing the Sherlock Holmes stories in 1893, with the story "The Final Problem". Holmes and Moriarty, his big enemy, had a fight at the Riechenbach Falls in Switzerland, and they fell together into the water. But the readers protested so much that Conan Doyle was forced to "resurrect" the detective. Holmes "miraculously" survived, and there was another book of stories ten years later. Now at Meiringen in Switzerland, at the site of the falls, there is a "Sherlock Holmes pub" and a "Sherlock Holmes hotel", and a large Sherlock Holmes museum.

In England, there is a big "Sherlock Holmes Society". Members of the Society take the stories very seriously. They have meetings and discussions, where they talk about the books, and discuss some of the problems that still exist. For example, in one of the stories, Holmes took a train from London to Paris, but arrived in Paris before the train!

Robin Hood – fact or fiction?

Robin Hood, Sherlock Holmes and Indiana Jones are all famous heroes; but were they real, or just invented heroes?

There can be no doubt about Sherlock Holmes or Indiana Jones. They are definitely invented characters. But Robin Hood: fact or fiction? That question has many answers.

It depends a bit on what you mean by a "real person". If we mean: "Was there a man called Robin Hood, who did all the things we can read about?", then the answer is no. But if we mean: "Was there a man who lived in the Middle Ages, and is remembered in the legends of Robin Hood", then the answer is yes.

The legend of Robin Hood is a very old one; and it is certainly based on reality.

According to one story, Robin was really an Anglo-Saxon nobleman, perhaps called Robin of Huntingdon, or Robin Fitz-Ooth, and he was a rebel against England's Norman rulers.

After William the Conqueror conquered England in 1066, England was ruled by Norman kings and Norman barons. Most of the ordinary Anglo Saxon people accepted their new masters; but some didn't. They became outlaws, enemies of the Norman barons and the people who worked for them.

In modern language, we could perhaps call this Robin a "resistance fighter" - though some people might call him a "terrorist". The legend tells us that he took money from the rich, and gave it to the poor. In fact, he probably took money from the Normans (who were relatively rich), and gave it to poor Anglo Saxons. This is why he soon became a legendary hero among Anglo Saxons.

Other stories claim that Robin was not an Anglo Saxon nobleman, but a common fugitive; they say that his real name was "Robert Hod", and that he only fought against his personal enemies, in particular the Sheriff of Nottingham, not against the Normans.

Many old stories said that Robin lived in Yorkshire. However, later stories had him living in Sherwood Forest, near Nottingham; and today, Robin's name is definitely attached

to the city of Nottingham, and to Sherwood Forest.

Finally, what about the "merry men" that we meet in today's stories and films? Friar Tuck, Little John and the others? And what about the beautiful "Maid Marion"?

It appears that these secondary characters have no historic base.

Nevertheless, at least one real person was the inspiration for the stories of Robin Hood; and that person must have had friends. Perhaps there was a big man called John, and a fat friar too. Perhaps there was even a beautiful young lady called Marion. Let's imagine these people really existed - because in truth, they probably did, somewhere, at some time.

Maybe Robin never lived at all in the past; but too bad! His spirit is certainly alive today.

The Loch Ness Monster - behind the myth

DOES THE LOCH NESS MONSTER REALLY EXIST ? . No one knows for certain. But one thing is certain: there cannot be just ONE monster. lf there is one monster, there must be a whole family of them....at least twenty. No creature could have survived alone for over 7000 years! ..

Photomontage - the monster at the visitor centre with Loch Ness in the background

The first written story of the monster is in a text from the year 565 AD by a Celtic biographer: this writer describes how a man was attacked by a monster while he was swimming in the river Ness. Perhaps the legend already existed in those days: it has certainly existed for many centuries in Scottish folklore.

However, the story of the monster was not very well-known in England for one simple reason: Loch Ness is a very long way from the rest of Britain. Until the age of the railway, very few people ever went to the Highlands of Scotland....except soldiers or officials from the cities of the Scottish Lowlands. No-one else had any reason to go there: the North of Scotland was wild and desolate, wet and generally cold, and inhabited more by sheep than by people.

The myth became big news in 1930; three men, out in a boat on the lake, said that they had seen a monster. Immediately, several other people said that they had seen one too. In 1933, a man took the first "photo" of the monster, from a distance of about 100 metres. The photo was not clear, but Kodak said that the photo was real. The most famous photo of all was taken in 1934 by a London surgeon; it seems to show a long neck and a small head sticking up out of the water. "Nessie" - if the photo is real - looks something like a dinosaur.

A lot of other photos have been taken since then, but none of them have been clear. Obviously, if there is a monster, it is a shy one! It doesn't often come to the surface, and it never does so near the shore on a sunny afternoon in summer!

If it had done so, lots of people would have taken photos of it, and there would be no more mystery. Until now it has tried to avoid publicity.... if it exists!

In 1987, some people used sonar equipment to try to discover Nessie.... but they found.... nothing. So no-one has proved that the Loch Ness monster exists; but no-one can prove that it does not exist. It's a great story.

WHO IS JAMES BOND ?

BOND IS BACK AGAIN.... 007 has returned to the screen. After long delays due to Covid, the latest (and longest) Bond film, No Time to Die is certain to be an enormous box-office hit (as all the others). But who is James Bond, and where does he come from ? Author Ian Fleming, the creator of James Bond, told us something about the origins of the world's most famous secret agent.......

In one of the first Bond novels, Ian Fleming tells us that James Bond - the classic "Englishman"? - was the son of a Scottish father and an Oriental mother. But perhaps this was not really true.

The title of the 19th Bond film, "The World is Not Enough", was based on the

Latin motto of the Bond family, which is mentioned in one of the early novels. However, it now appears that the motto is not that of the Scottish Bonds, but that of a different Bond family, who came from the South West of England. So perhaps, Bond really is English, not Scottish, after all. Who knows?   Bond joined the British Secret Service, where he soon got promoted to the top of the spyrachy, the "double O" category. From then on he was 007, "licensed to kill", and so began a career which would take him to all the corners of the earth.

In the early days, Bond's role was quite clear. He was working for the West, and his main enemies were men from the KGB, and other dangerous organisations. Since the end of the Cold War, the role of MI6 has changed, and Bond's job profile has changed with it. Now his main enemies are the big bosses of organised crime and international terrorism.

Unlike the Cold War, organised crime is unlikely to come to an end - at least, not in the near future. We can therefore be sure that James Bond, the best-known English fictional hero of the 20th century, has many more exciting adventures ahead of him.

Hollywood has already begun making sure of that! The original films were based on the fifteen novels written by Ian Fleming; but after the last of these was made into a film, it was clear that Hollywood was not going to stop! Bond films are too popular and too profitable to abandon. So Hollywood has invented new James Bond stories...

In many ways, Bond has changed a lot since the early days. To start with, several different actors have played the part of Bond, most notably Sean Connery, Roger Moore and today's Daniel Craig; but over the years, Bond movies have become more and more fantastic. Fleming's original character was fantastic, because he always came out alive; his adventures were incredible, but they were based on some sort of realism. Bond's original car (his Aston Martin DB5) had gadgets, but they were all plausible! They were gadgets that would let him escape if he was being chased.

More recently, Bond has had cars that can fire missiles from the headlights, and do other remarkable things! In a sense, the modern Bond is Agent Gadget - and the people who try to get him have some even more amazing gadgets - like the enormous circular saw that

hangs under a helicopter, cutting through everything that gets in its way (except Bond, of course!).

In the next Bond films, there will surely be lots more amazing things; but Bond will continue to be the same, cool, calm and collected – the classic Englishman.; Craig is unlikely to be the last 007, and Bond will doubtless go on entertaining us for many more years!

The story of BBC

During the Cold War, millions listened to the BBC behind the Iron Curtain, in their quest for news about things that their own state radio stations refused to mention. Throughout the world, even today, people listen to the BBC World Service as a reliable and honest source of news.

More recently, BBC World television has become one of the most important international TV channels. In the next few years, there will be lots more exciting innovations for both radio and television. Broadcasting, perhaps the greatest invention of the last century, has come a long way; and the BBC is one of the most important and trusted broadcasters in the world today. The British Broadcasting Company was established in 1922. Four years later, it changed its name to the British Broadcasting Corporation, better known as the BBC, and that is how it has remained ever since. From the beginning the BBC was a public service radio, but also an independent operator. Except during the war years, it has never been controlled by the government. On the contrary, several British government ministers have complained, over the years, that the BBC was biassed against them! In the early days of BBC radio, there was not a lot of news on the radio. There were music, drama, discussions and children's programmes; but news was not broadcast until after 7 p.m., to avoid competition with the newspapers! In 1936 the BBC began the world's first television service. Only a few thousand people in the London area could receive those first flickering images, which were broadcast using a screen of just 204 lines. Today we have 625 lines on ordinary television, and even more

for HDTV. Nevertheless, people liked what they saw, and as the number of transmitters increased, more and more people went out to buy new television sets.

Yet on September 1st, 1939, in the middle of a Mickey Mouse cartoon, BBC TV stopped broadcasting. The Second World War had begun. It was not until June 8th 1946, on the day of the great Victory Parade, that BBC television started again.

Since then the BBC has become one of Britain's most famous institutions. Today it has several national television channels, lots of radio channels and a growing number of international services. It also has a very popular Internet site, with news stories from Britain and around the world. As far as programme production is concerned, the BBC is Europe's biggest and most successful exporter of audio-visual material. In International competitions, the BBC regularly wins more prizes than other broadcasters.

In tomorrow's world, communications and the media will become more and more important. With almost 100 years of experience, the BBC is determined to remain one of the world's major players.

London: THE LORD MAYOR'S SHOW

It is the oldest annual parade in the world, and it takes place in London. But since it takes place in the middle of November, when there are not too many tourists in the capital, the "Lord Mayor's Show" is an event that is not very well known outside the city.

The first Lord Mayor's Show took place in the year 1215, after King John gave Londoners the right to choose their own representative. Like today's event, it was a fairly exciting procession, during which London's new "Lord Mayor" was "shown" to the people of the city. Originally, the new Lord Mayor had to present himself to the Law
Courts for approval by the King, and to swear loyalty. Today, the
Show is always attended by representatives of the Crown. For many years, until 1856 the procession included making part of the journey by barge along the Thames. Now the Show winds its way through the streets of the City.

It is usually the biggest free show of the year for Londoners; and for many years, it has been an exotic or spectacular occasion. In the year 1602, for example, the ordinary people

of London were able to see a lion and a camel in the procession. Most people had never seen these strange animals before! In the olden days, when "London" was all contained within the walls of the "City", the Lord Mayor was a powerful figure. He was the representative of the people of London, a man who was chosen by the most important people in the city; he was not appointed by the King.

Today, the "City" has a population of about 6,000 people - less than 0.1% of the population of the modern city of "Greater London". And as far as this modern London is concerned, the Lord Mayor of the City is not a very important person. For instance, he is far less important than the directly elected "Mayor of London", who is really in charge of the capital's affairs.On the other hand, the Lord Mayor is a representative of the "City", the most important financial centre in Europe; and although many of his functions are ceremonial, he also plays an important role in the world of international business. Naturally, the Lord Mayor's Show is has little to do with business. London's corporations may pay for it, but it is a show for the people.

In today's Lord Mayor's Show, the new mayor rides in his ceremonial carriage at the head of a long procession of vehicles, floats and marching bands.

Recent processions have been 4 kilometres long, and involved about 150 different groups, including 70 floats, 2,000 military personnel, and over 3,000 civilians, as well as hundreds of horses. Among the participants are many of the City of London's institutions, as well as charities and many of the big companies that are based in the city.

Naturally, the City of London is rich, as are most of the big companies that work there; this means that the Lord Mayor's Show is not only one of the biggest annual parades in the world; it is also one of the most spectacular, as firms and institutions compete with each other to produce the most exciting and original floats.

Sport cuts teenage crime

Youth crime and vandalism in the Patchway district of Bristol have fallen by 20% in just a few months. Why? Because young people have stopped encouraging each other to do stupid and antisocial things, and are now making sure that they keep out of trouble. And it's all the result of a new football league!

"Peer pressure" is a strong force, specially among young people. Almost everyone can remember a moment when they have felt compelled to do something because their friends were doing it, or to buy something because their friends had bought it.

In the age of social media, peer pressure is stronger than ever. Without it fashion would not be the same, and advertising would be much harder. There would also be fewer of today's big social problems: drugs, crime and so on. Yet although peer pressure is usually seen as a bad influence, it can also produce positive results.

They have introduced a system in which football results are linked to young people's behaviour off the pitch. Teams score points for winning their matches, but lose points if any team-member does anything he shouldn't.... on the football field or off it! Teams score ten points for winning a match, and five if they draw; but if any player is arrested, the team loses ten points. If a member is caught doing an act of vandalism, such as spraying graffiti, the team loses five points. Three points are lost for more minor offences. The teams also lose points if their members behave badly on the football pitch.

The result has been spectacular; since the football league started, crime and vandalism in the area have fallen by 20%, and none of the teenagers playing in the league has been apprehended by the police.

Instead of encouraging each other to do antisocial things, and cause problems, these teenagers are now encouraging each other to behave properly!

"If any of the lads loses points for the team, 'e won't 'alf get it from the rest!" says Craig, who plays for one of the teams. "We're making sure we all keep out of trouble!"

The idea is already raising interest in other cities. Social workers will also be looking for other ways in which "peer pressure" can be used to produce positive results, rather than negative ones. If more original ways can be found, to make positive use of peer pressure, levels of crime and other social problems among teenagers and young will fall.

In another example of positive peer pressure, statistics show that the number of British teenagers smoking and taking drugs fell steadily from 2000 to 2014. A generation ago drugs and smoking were the coolest things; today the coolest things are phones and social media. Research shows that mobiles have replaced cigarettes, or drugs as a symbol of growing up, in many teenage circles.

The Epsom Derby

The oldest and perhaps the most famous horse-race in the world.

As the rules of lots of different sports spread all over the world, so did the language of sport. In the world of horse-racing, words like groom and lad and steeplechase spread to other countries; so too did the word "Derby". The word came to mean an important race, usually between horses. One of the most famous horse races in Ireland is called the Irish Sweeps Derby, and one of the most famous American races is called the Kentucky Derby.

But where did this word come from? Why a "Derby"?

Just like "Rugby", "Derby" (pronounced "Darby") is the name of a town in the middle of England; it is also the name of England's most famous horse race, The Derby. But the Derby is not run in the town of Derby, of course! That would be too simple !

Today the Derby has the reputation of being the world's most famous classic horse race. It is certainly the oldest and one of the biggest. Some years, over 600 horses are entered for the race; however only about 25 of them will actually take part in the great race on Derby day at the beginning of June.

Legend has it that the Derby was born during a dinner party in the year 1779, at the house of a nobleman, the Earl of Derby, near Epsom, a quiet village about 20 miles to the west of London. Like most aristocrats of the day, the earl loved horse-racing, and the open hilltops near his house were an excellent place for his jockeys to test their skills and speed against challengers.

Very soon, the Derby became the most popular horse race of the year. People could easily drive out in their carriages from London to watch the big race. In 1788, the Prince of Wales came to watch the race for the first time, and by the year 1800 the Derby had become an important date in the annual social and sporting calendar.

The story of Football and Rugby. Games that England gave the world

Football (soccer) and Rugby are two of the most successful products ever invented in England. Today these games are played worldwide. This article looks at their early days, and at how Football was first exported to Brazil.

At the end of the nineteenth century, an Englishman living in Brazil sent his son across the Atlantic to be educated in England. Charles Miller went to school, then to university, where he took part enthusiastically in all aspects of life. Sport was one of them; a hundred years ago, Britain already had an established sporting culture.

During his English years, Charles grew passionately keen on football (i.e.soccer), and when in 1894 he packed his bags to return to his family in Brazil, among the things he took with him were half a dozen footballs.

Back in Brazil, he tried to get other people interested in the game. At first he had little success; the only people who showed any interest were other expatriate Brits; thus the first game of football in Brazil was played between two teams of young Englishmen, on a field from which the goats had first been removed.

Charles asked some journalists to come and see this new English game, but none came along. On the other hand, as the weeks went past, the spectacle of twenty-two young Inglés running round after a ball began attracting spectators from houses nearby; before long, young local men began kicking balls round too. "Balls" is perhaps the wrong word - the only footballs in Brazil at the time were the ones that Charles Miller had brought back with him from England. The first Brazilian amateurs had to concoct their own balls, using whatever they could find to make them with.

Nevertheless, even without real balls, there was plenty of enthusiasm for the new game, as "football" became the great attraction in the popular quarters of Sao Paolo, just like basketball is the great street-sport today in many world cities. By 1901, there was already a league of clubs in Sao Paolo, and the journalists who had originally laughed at the crazy English sport, were jumping on the bandwaggon, writing enthusiastically about the popular new game.

The rest, as they say, is history.

The origins of football and rugby

But how did English football, or soccer, and its sister-game Rugby, originate? And why did it happen in England?

The origins of football go back hundreds of years, and there are several towns and villages in England where ancient forms of football are still played. The original game had few rules, and differed from place to place. Basically the teams just had to try and get a ball (or some other object) past the opponent's line. Sometimes the lines were over a mile apart, and the field was the village street.... or even a field with no limits! People could kick the ball (and their opponents), run with it, throw it - anything was allowed.

In the nineteenth century, public schools developed fast; and since many of them were boarding schools, they had to keep boys occupied all day. Sport was a popular way of doing this; at first each school had its own games, with its own rules; but slowly fixed rules became established. In many schools, carrying the ball was not allowed; the game was

called "football". Some schools however preferred a version of the game where players were allowed to carry the ball; one of these schools was in the small town of Rugby.

In 1863, a group of enthusiasts, who had played ball games at different schools, met in London to fix rules for the game. They formed the Football Association. Eighteen years later, as the game was getting more and more popular, they organised the first F.A.Cup competition.

Following the example of schools and colleges, the owners of factories (many of whom had been educated at public schools) began encouraging employees to form teams, and football soon became very popular in the industrial north of England. By 1888, the game had become popular enough to support professional clubs, with 12 original clubs forming the Football League.

Since then, the popularity of both football and rugby has continued to spread across the world; and though rugby has not been adopted in all countries, there is probably no country in the world where football is now unknown.

The story of the bicycle

With covid and the coming climate crisis, bicycles are getting more and more popular. But where did the bicycle come from? Who invented this "velocipede"? .

You may be surprised to learn that the humble bicycle was invented several years later than the railway locomotive! But the two-wheeler has come a long way since the day it was invented by a Scottish *blacksmith*, Kirkpatrick MacMillan, back (it is said) in 1839.

MacMillan developed his bike from an older wheeled vehicle, called a "hobby horse". This was a wooden horse with two wheels. The rider sat on the horse, and pushed the vehicle along with his feet. It was not a very fast or safe vehicle, since it had no steering and no brakes.

MacMillan, nicknamed Mad Pate, modified the hobby horse, by adding a system of articulated bars. The rider could push the bars back and forwards with his feet, and make the back wheel go round. He could also steer the bike, as the front wheel could be turned.

To demonstrate his invention, he cycled 60 miles to Glasgow! It must have been a terrible journey, on the roads of the day! Pate's bike did not have rubber tyres or springs.

Mad Pate was not recognised in his time, but other people became interested in bicycles. Twenty-five years later, a Frenchman called Pierre Lallemant designed and patented the first bicycle with rotary pedals; and in 1876, H.J.Lawson added another basic feature, "chain-drive".

Other features, such as rubber tyres and gears, have appeared since then; but the basic bicycle has not changed.

Since then the bicycle has had a magnificent fortune. Today, it is probably the most common form of transport in the world, especially in developing countries; and non-polluting and easy to ride, it has a big future as the town vehicle of tomorrow. Thanks Pate!

2 семестр

Canada it's not the USA

Imagine yourself sitting in a café one day in your home town, when on the next table you hear some people speaking English with a strong North American accent. Being a friendly person, you lean over and say, "Hi! Are you American?"

"No," comes the immediate answer. "Canadian!"

Calling a English-speaking Canadian an American can be as bad as telling a Scotsman that he's English or a Swiss person he's German. In spite of a common language, there are

differences in culture and national feeling. "No," many Canadians will tell you with insistence, "We're not Americans! We're Canadians."

In the same way as Quebecers are determined to keep their identity, Canadians from the other provinces are determined to keep Canada's identity. Although the Canadian way of life is more and more like the American way of life, lots of details are different, and many Canadians, particularly Quebecers, are worried about the survival of their own differences.

Canadians use metres and kilometres and measure temperatures in Celsius; Americans use feet and miles, and measure temperature in Fahrenheit. The USA has states, Canada has provinces.

Yet about 80% of Canadians live within 150 km. of the U.S. border, and this has had a bad effect on the Canadian economy. Like most European countries, Canada has a national health service, and a good social security system; but good welfare services have to be paid for by high taxes, so the cost of living in Canada is high. Because of this, hundreds of thousands of Canadians often get in their cars and drive over to the USA to go shopping. This is one cause of economic problems in Canada. Over half of Canada's imports come from the United States, and Canada has a trade deficit with the USA.

But the American influence is not just a question of shopping. Lots of Canadians drive American cars, and cars are almost as important in Canada as they are in the USA. There is television too. While Quebecers tend to watch their own French-language TV stations, English-speaking Canadians have a choice between local English-speaking channels, national programmes from CBC, and dozens of American channels brought to them by cable or satellite. Unless they specifically want to watch local stations, they're just as likely to tune in to one of the big American channels as they are to a Canadian channel.

Perhaps it is not surprising if some Canadians are afraid that their country will soon be just like another part of the USA. If, one day, Quebec becomes independent, many Canadians fear that the rest of Canada could break up. Perhaps that's an exaggeration; many Canadians feel it is a real risk.

Winter life in Canada

 If there is one thing that unites almost the whole population of Canada, it is the experience of winter.

   While in most parts of Europe, people never know what the winter weather will be like from one week to the next, Canadians know what winter means. When the last leaves fall off the trees in Autumn, Canadians know that the winter is coming, and that it will be cold; or if it is not cold, it will be very cold! When the Arctic air blows south in the winter months, Canadians know that the temperature will fall to -20° or lower, perhaps down to -40°; but because they know that it is going to happen, Canadians are ready for it! That, as they say, is half the battle of survival!

   In Edmonton, the biggest city in the province of Alberta, the first winter snows can come in October. When this happens, Edmontonians complain that it is a bit early, but then just get on with normal life.

   For most of the winter, which usually lasts from November to April, daytime temperatures in the city rarely rise above freezing... though recently, with global warming, the city has recorded more and more unusually mild winter days. Fom time to time, Arctic winds howl down from the north, and for several days temperatures in the city may not rise above -20° (and may drop below -40°).

   But in a city where people are used to cold winters, life carries on as usual. Canadians have to know how to cope with the cold; those who can't have just two options, to emigrate or to go and live beyond the Rocky Mountains, beside the Pacific Ocean, in "B.C." – British Columbia!

   The easiest way to keep away from the cold of a Canadian winter is to stay indoors as much as possible! This does not mean that you have to stay at home, however! Many people keep their cars in heated basement garages which they can reach without going

outside. Cars are often kept warm in winter, with electric heaters which are plugged into power points.

Some shopping centres have underground or indoor parking lots: and in the city centre, it is often possible to walk from one building to another, underground or above ground, without ever having to go out in the cold. The biggest shopping centre in town has hundreds of shops, cinemas, an ice rink, a sports centre and an amusement park all under one roof! The "West Edmonton Mall" is like an indoor city — and in the heart of winter, it is a good place to go shopping.

Outside, people make the most of the snow, for leisure and recreation. Skiing, skating and snow-shoeing are popular activities that can be practised in the city's parks; many parks also have areas which are flooded in winter, to provide natural icerinks, which are lit up in the evenings. Everyone tries to enjoy the snow as much as possible!

Perhaps this is easier than it is in most parts of Europe; Canadian snow tends to be dry and powdery. For most of the winter, for example, you can't make it into snowballs, it's too cold. There is no point in putting salt on the roads, either, as at -10° and below, the snow just will not melt, even with salt! The only way to clear the roads is to use snow-ploughs or snow-blowers.

Constitutional issue

Canada's official Head of State is King Charles III, who is also the nominal head of state of 15 other Commonwealth countries. His function is purely symbolic. Many Canadians would like Canada to have a Canadian head of State; but many others want to keep the monarchy. Opinion is divided, but there is no great opposition to the King as head of state, except in Quebec.

It was not until 1982 that Canada became constitutionally an independent nation! When this happened, many Canadians were quite surprised, as they thought that their country had been independent since 1867. In practice they were right; the Canadian government in Ottawa has governed Canada since that date.

The links between Britain and Canada remain very strong, all the same. About 40% of

Canadians have ancestors from the British Isles, and about 30% have ancestors from France. In particular, lots of Scottish people emigrated from Britain to Canada in the 19th and 20th centuries, and the British Isles remained the main source of immigration to Canada until the 1980's.

Today, most new Canadian immigrants come from Asia, particularly from southern and south east Asia.

The First Canadians

Before Europeans came to North America, Canada was inhabited by native Americans, known today as First Nations, Indians, Inuit or sometmes as Eskimos.

In the Americas, the word "Indians" does not mean people from India! It means "indigenous people", people who already live in a place, or were born there.

Contrary to popular imagination, Canada's First Nations were not all nomadic people, and in eastern Canada, many Indians lived in villages made of wooden huts. Like Europeans, they grew crops and cultivated small fields.

Different groups of Indians often fought for territory, for good agricultural land, for the rivers with most fish in them. However, there was plenty of room for everyone in such a vast country, and food was not a real problem; the forests were full of wild animals.

The First Nations living in the western half of Canada were more nomadic. The great prairies of Western Canada were home to tribes who lived in teepees; these nomads lived mainly from hunting.

Today, there are about 300,000 officially registered Indians in Canada, and about a million other Canadians who are partly of First Nation origin. Indian ceremonies and festivities are an important part of Canadian culture.

Across Canada, there are over 2000 Indian reservations, many of them relatively poor.

However some Indian reservations have rich natural resources. In Alberta, First Nation communities receive hundreds of millions of dollars each year in royalties for gas and oil extracted from the ground in or under their reservations.

Coronation of King Charles

In May 2023, King Charles III was crowned as King of England, the United Kingdom and other Commonwealth Realms. The ceremony took place in London's Westminster Abbey, where English Kings and Queens have been crowned for 1000 years or more.

King Charles sat on a throne that is more than 700 years old. He was crowned by the Archbishop of Canterbury, with the "Saint Edward's Crown", a royal crown that has been used since the year 1320, and perhaps for more than 1,000 years. His wife Camilla was crowned as Queen Camilla. She wore a more modern crown, one that was made in 1911 for Queen Mary, the wife of King George V.

About 2,000 people attended the ceremony inside the Abbey, but the event was seen live on TV by millions all over the world; although Charles's coronation lasted for two hours, it was simpler and shorter than the last coronation, that of his mother "the Queen" in 1953. Times have changed, attitudes have changed, and the British monarchy has just changed considerably.

Not all things have changed! After the ceremony in Westminster Abbey, King Charles and Queen Camilla were carried to Buckingham Palace in a golden carriage, pulled by horses, . Following another tradition, they then came out onto the balcony, to wave to the crowds below.

The Coronation was a great national day of festivities all over the UK and beyond. The festivities continued all the weekend, and into Monday when there was a special national

holiday. There were flags all over the country, souvenirs and decorations in shops, monuments and public places, and street parties in cities, towns and villages.

Street parties are a popular tradition in Britain. People who live on the same street, or in the same building, bring out tables and chairs, cakes and sandwiches, tea and other drinks, and enjoy a tea party together. Anyone can organise a street party. They now happen whenever there is a big national day of celebration. Street parties do not happen every year, since there is no "national day" in Britain! Britain does not have an Independence Day like the USA, nor an Eid as in Muslim countries, nor a 14th July like France… and nobody wants to organise an outdoor street party at Christmas or for the New Year!

During the Coronation weekend, most people in Britain celebrated the Coronation, as they were happy to have a new King, but some did not. Two thirds of people in Britain are happy with the monarchy, or accept it, but there are others who want Britain to become a republic. Yet for now, republicans are in a small minority, representing just 25% of the population, according to an opinion poll made a few days after the Coronation.

What will happen next? That will depend very much on King Charles. He has said that he wants to modernise the British monarchy and make it more relevant to the 21st century. If he succeeds, the monarchy may continue for many years to come. If he fails, who knows what will happen?

London Fashion

 In the "swinging sixties", a little London street near Piccadilly Circus suddenly became the world's most famous street for youth fashions. Carnaby Street was where the stars of the sixties, from the Beatles to Jimi Hendrix, bought their amazing clothes. Until then,

"fashion"; styles came from Paris or Milan, not from old London! Since then much has changed, and today London is one of the most creative cities in the world. Though Chelsea and the King's Road, Carnaby Street and Camden are the most famous names, other parts of London have become centres of style too; pop style, punk style, neo-punk, post-punk, grunge, disco, techno and more.... there are streets for each. Today, London's famous "Fashion Week" has become the biggest fashion event in the world.

While many of the world's top fashion designers now work in London, some of London's top designers, such as John Galliano, are now in charge of major collections in Paris and New York. Vivienne Westwood, who looked at London's punk styles and redesigned them for the international "off-the-peg" market, is perhaps the most significant fashion designer of the past 50 years. Meanwhile Stella McCartney, the daughter of Paul McCartney, is the world's leading designer of eco-friendly fashion.

New generations of designers keep coming on too. London's "University of the Arts" is the largest university of the arts in Europe; its London College of Fashion and Central St. Martin's college are two of the world's most prestigious and dynamic colleges of fashion and design.

Once, "London fashion" meant men in suits, bowler hats, and rolled umbrellas; yet times have changed, and although the "suit and tie" is still a common uniform for men working in city offices, even that is changing. Indeed many firms in London now have a "mufti day" once a week, or once a month, when employees can wear what they like - jeans and trainers or whatever - instead of their traditional suits.

According to the latest surveys, traditional suits are now disappearing fast, and "dress as you want" is becoming the rule. However top businessmen and civil servants will continue dressing in suits for years to come - if not for ever - while on the streets, London fashions keep changing fast.... and first. That, of course, is what fashion is all about.

London is a fashionable capital

For centuries London has been a capital of style. In recent decades however, it has become an international capital of high fashion. Some people might call it the international capital of fashion

Although British fashion designers have been particularly successful in the last thirty years, English fashion and London styles have been famous for much longer than that.

  Two hundred years ago, English fashions were admired and copied all over Europe and North America! Fashion however was rather different in those days, as it was only for aristocrats and other wealthy people, not for ordinary people. All clothes were made by hand, or "made to measure", and there was no such thing as "off-the-peg" fashion. In England, the most fashionable tailors worked in a London street called Savile Row, and the tailors of Savile Row have long been reputed among the best in the world.

  Even today Savile Row tailors enjoy a reputation second to none, and some of them regularly travel the world, making the best suits for important businessmen, royalty, millionnaires, celebrities, diplomats and politicians in many countries. For those who cannot afford a Savile Row tailor, shops and brands like Burberry take their timeless British styles and classic designs to cities all over the world. But is this "classic chic" the same as "fashion"? Some people would perhaps say "no".

Remembering "The Queen"

 Queen Elizabeth II, who died in 2022, was one of the best-known people in the world. She lived a life that covered almost a century, and a period of enormous change.

  She was born before the age of television. When she was young, few people had cars, very few people had flown in an aeroplane, few people had telephones, and nobody had a computer. It was a different age.

  Elizabeth II was the older daughter of King George VI. As a teenager she lived through the Second World War, when she trained as a nurse and as a mechanic.

Her father died suddenly at a young age in 1952. At the time Princess Elizabeth (as she was called) was on a trip to Africa. She was just 25 and had two young children, Charles and Anne.

Her coronation took place in Westminster Abbey, London, on 2nd June 1953. It was the first big event to be shown live on television to viewers around Britain, and live on radio around the world.

When she became Queen in 1952, her first prime minister was Winston Churchill. For over 70 years, she was Britain's head of state. She was also head of the Commonwealth, and the head of state of several Commonwealth countries, including Australia, Canada, New Zealand and other smaller nations.

As head of state, she took an active part in life, meeting with her prime ministers every week, and undertaking thousands of official functions. She was head of state, but she played no part in politics, and had to remain strictly neutral in all circumstances. It was not an easy life, but she did not think of retiring when she reached the age of 65. She continued with her official business until two days before her death.

For most of her life she was very popular with people in Britain and around the world. There was a period in the 1990s, after the death of Princess Diana, when she lost some of her popularity, but her difficult years did not last long

In 2002 she celebrated her Golden Jubilee, marking 50 years on the throne. After that, she remained popular, indeed very popular, for the rest of her life. She was like a national figurehead, the nation's grandmother. People liked her, and more importantly they respected her. As head of state, she was so much better than any politician!

Even though she has now left us, she will continue to be present in British life for many years to come. Her head is on banknotes and coins, her initials E II R are on red letterboxes all over the country, her name has been given to London's newest underground railway line, and her image is in millions of photos taken over the past 96 years.

Elizabeth II marked an age in Britain, just as her great-grandmother Queen Victoria did in the 19th century. Only a few kings and queens have ever done that, in Britain or

anywhere else.

Charles III - Britain's new King

Queen Elizabeth II died on September 8th 2022, after 70 years on the British throne. She has been succeeded by her eldest son Charles. The man who, until September 2022 was "Prince Charles" is now King Charles III

ery few people alive in Britain today remember the time when Britain last had a king. Elizabeth II was Queen of England for 70 years, from 1952 to 2022, so only the very oldest people remember the last king, her father George VI.

Queen Elizabeth has marked life and times in Britain for the past seven decades, and since her death, Britain has entered a new period of history. The Second Elizabethan age is over.

For millions of people in Britain, and in other countries too, the death of the Queen has been like losing a grandmother, since the Queen was part of national life, part of the national family, and a very popular figure. Opinion polls in 2020 showed that over 80% of people in Britain appreciated the Queen.

There has been a moment of national trauma following her death; the Queen was not just "a royal", she was the Queen, a person whose image people see every day, and will continue to see for some time, on coins, on banknotes, on stamps, in magazines, in public places.

While Charles is not unpopular, he is less appreciated than his mother the Queen, and less popular than his son Prince William.

Charles was born in 1948, and has spent his life in the shadow of the Queen. He has the image of a gentleman farmer, and is still actively involved in the agricultural life of his estates. Like his father, the Duke of Edinburgh, who was president of the WWF, Charles is very concerned about the environment and the natural world, and his farms are known for their organic produce. Indeed, Charles's farms became organic in 1985, long

before the organic boom of recent years, and "Duchy Organic", set up by Charles, is one of the biggest brands of organic foods in the UK, sold in the Waitrose supermarkets.

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  Charles has also spent a lot of time trying to help underprivileged youth in Britain's inner cities. His "Prince's Trust" is a charity that has helped thousands of kids from poor parts of Britain's cities to get good training and good jobs. He has also been active on the world stage, and in 2020 he encouraged world leaders at the Davos summit "to reset capitalism", in order to prevent the worst effects of climate change. As a prince, he could say and do what he wanted; as Head of State, he will have to be more neutral. That may be difficult for him.

   How long will Charles be king? Not as long as his mother, that is sure. He came to the throne at the age of 73, an age when most people are thinking more about retirement than taking up a big and important job. If he lives as long as his mother, he will remain king for over 20 years, longer than most heads of state..

If he is a good king, then one day he will probably be succeeded by his elder son William. Few people want Britain to become a republic. A poll in 2012 showed that 80% of people in Britain wanted the monarchy to continue, with only 13% wanting a republic. Perhaps this is understandable; in Britain, as in many other countries, politicians are not particularly popular these days! God save the King !

What is Commonwealth

What does a professor in Pakistan have in common with a cowboy in Canada, a lawyer in London and a shopkeeper in Soweto?

Not much, maybe, but they do share some things: firstly, they can all probably speak the same language, English even if they also speak another language. Secondly, they are all citizens of the Commonwealth.

Until the 1960's, that meant that any of them could come and live and work in Britain if they wanted to. That "freedom of movement" did not last very long, and Britain no longer has an open door for Commonwealth immigrants. Yet millions of men, women and children from different parts of the Commonwealth, and their descendants, now live in Britain.

However, the 63 million people who live in Britain are only a very small minority of the total population of the Commonwealth, which includes nearly 2.5 billion people, almost two thirds of them in India.

The Commonwealth came into existence in 1931, when Britain gave independence to four of its most important colonies, Canada, South Africa, Australia and New Zealand. The five countries decided that although each was an independent state, they had a lot of things in common, particularly a common cultural heritage, and they would continue to keep

close links in a lot of fields. They also agreed that the King of England would be the symbolic head of state, even if each country was free to govern itself in the way it wanted to.

After the Second World War, most of Britain's colonies became independent, and most chose to become members of the Commonwealth when they did so; however, India caused a problem in 1949, by saying it wished to remain in the Commonwealth but become a republic. Obviously, if India became a republic, the King of Britain could not continue to be head of state, even symbolically.

Fortunately, Commonwealth leaders came up with a solution; and since then, states which belong to the Commonwealth have been free to choose any form of democratic constitution. Sixteen of them, including Canada, Australia and New Zealand, recognise the Queen as their head of state; five others have their own monarchies, but thirty-three Commonwealth countries are republics.

An association of equals

At the end of the Second World War, Britain was at the centre of a vast Empire that covered a large part of the world; but the age of empires was already ending. Countries like Canada and Australia had already become independent; and Gandhi's struggle led to Indian independence in 1948. After that, one by one, almost all Britain's "colonies" followed the same path, and in the space of about 20 years, the British Empire ceased to exist. Today, the Falkland Islands are among the few "colonies" (now called dependent territories) that still exist .

   However, most of the former colonies have chosen not to break all their links with Britain, but to join Britain in a new association of independent states, the Commonwealth.

  Today, the Commonwealth is the biggest international grouping of states after the United

Nations, and far from getting smaller, it has got bigger in recent years. So what is the Commonwealth? What does it mean to people?

The King is the symbolic head of the whole Commonwealth, though of course he does not have any power. In fact, one of the most important things about the Commonwealth is that it has no power, just influence. The nations belonging to the organisation all come together as equals – at least in theory – from the smallest, Nauru (an island in the Pacific, population 8,000!) to the biggest, India (population 1.4 billion). Britain is not in any way the "chief country", even if other countries recognise its special position, as the country which gave Commonwealth nations their common language, and the basis of their legal, educational and sporting traditions. The current Secretary General of the Commonwealth, Patricia Scotland, is from the Caribbean island of Dominica. Queen Elizabeth was highly respected in the Commonwealth, and made frequent visits to different countries.

The English speaking world
 In many ways, the Commonwealth is like a smaller version of the United Nations, made up of most of the world's English-speaking countries with the exception of the USA. After the U.N., it is the most important organisation in the world in which rich developed countries (like Britain, Canada, and Australia) can discuss cultural and economic questions with developing countries including some of the richest in the world (such as Brunei) and some of the poorest (e.g. Namibia and Bangla Desh).
   Unlike the United Nations, it does not have any permanent assembly.
   Heads of government from all Commonwealth countries meet once every two years. However, there are also regional Commonwealth conferences, where countries from a particular part of the world come together and discuss the problems of their continent or region of the world.
If the Commonwealth still exists in 2022, after almost 90 years, it is obvious that some

people consider it to be an important and useful institution.

Originally, the Commonwealth was an important trading block. That is no longer the case. When Britain joined the Common Market, Commonwealth countries, notably Australia and New Zealand, lost many of their special trading privileges with Britain, and had to find new markets for their products.

Interestingly, the Commonwealth is still represented in the European Union, even though the UK has left it. Malta and Cyprus are both EU7 member-states, and also members of the Commonwealth.

Today the Commonwealth's main aim is to promote peace, friendship and cooperation between the different nations which are members

For example in 2020, the Commonwealth provided help and information on the COVID-19 crisis, which was very useful for smaller nations. When the Queen made an exceptional televised speech about the pandemic, she made it for the people of the whole Commonwealth, not just for people in the U.K.

The Commonwealth and democracy

In 1961, South Africa, one of the first members of the Commonwealth, decided to leave the organisation. Perhaps that was a good decision for South Africa at the time; if it had not left in 1961, it would probably have been expelled a few years later, because other Commonwealth countries condemned Apartheid.

The Commonwealth is an organisation which includes people of all races and religions. It has, in theory, no placefor racism, for dictators or for repressive regimes.

Before South Africa left the Commonwealth, other Commonwealth nations asked Pretoria to give up its policies of racial segregation; Pretoria did not take any notice of them.

After South Africa's departure, developing nations in the Commonwealth put strong pressure on the larger nations, particularly Britain and Australia, to cut cultural and

sporting links with South Africa. The British government did not at first want to do so, but in the end the links were stopped; a lot of countries in the Commonwealth had threatened to walk out if they were not. This way, the Commonwealth helped to put international pressure on Pretoria to change its degrading policy of racial segregation. It also put pressure on Britain to be more active in fighting against racism.

In 1994, two weeks after Nelson Mandela became President of the new multi-racial South Africa, he asked for South Africa to be readmitted to the Commonwealth. A week later, he was in London with Archbishop Desmond Tutu, for an official ceremony, attended by the Queen.

South Africa was the second nation to rejoin the Commonwealth. Pakistan left the Commonwealth in 1972, but came back in 1979 after the military government was ousted from power.

Britain, that island

Just off the north coast of continental Europe, there is an island called Great Britain. Today, this island is closely connected to the rest of Europe; there are direct trains to Paris and Brussels, and thousands of people, cars and lorries cross the Channel and the North Sea every day between British and continental ports.

Britain is very much a part of Europe; we are Europeans, and British history and culture are part of European history and culture. In 1973, after years of discussion, Britain joined the European Union. However many of the people in Britain have never liked being in the E.U.; they imagine that Britain is very different from other countries. Some believe that Britain is better than other countries.

In 2016, the people of Britain (or more exactly, just over half of Britain's voters) voted for "Brexit". So in January 2020, Britain left the European Union. Why ?

"We're different, aren't we?" says Eddie, from London. "We do things differently. We don't want to become like other countries."

Millions of people think the same as Eddie. For example, a large majority did not want Britain to join the Euro. They imagine that Britain's "identity" will be lost, if we say goodbye to our pounds and our pennies. They forget that things are also very different from one European country to another.

It's quite a strange situation really; but it is a situation that can easily be explained.

"Insularity" is a deep and historic part of British culture and society. Great Britain's borders have been fixed by nature for thousands of years. If you walk in a straight line for long enough in any direction, you will know when you have reached the edge of Great Britain; you will find yourself in salty water!

If you want to go to another country from Great Britain, you have to take a ship, a plane, a train or a car; you can't just drive or walk across the border. Great Britain is physically separated from every other country; and this is the main reason why British people imagine that other countries are so "different".

Britain has chosen to "Brexit"

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Of course, lots of things about Britain are different from the rest of Europe. We drive on the left, we like our pubs, we have sports like cricket, we have our own popular TV programmes, we use pounds and pennies and miles, we drink tea with milk in it, we don't carry identity cards, and our policemen don't normally carry guns. So yes, Britain is different, in these respects, from France or Germany or Spain, or Japan, or even the USA.

Nevertheless Britain's "difference" is disappearing fast! Fifty years ago, British people drove British cars; today the cars in Britain are British, French, German, Italian, Japanese

and more. Today we buy petrol in litres (not gallons) and fruit in kilos (not pounds). Fifty years ago, our favourite foods were fish 'n' chips and "bangers and mash". Among today's young people, the most popular foods and drinks are Italian pasta and pizza, Indian curry, American hamburgers and colas, Chinese take-aways, Continental beers and Mexican tacos.

As far as culture is concerned, young Britons love their Britpop bands; but they also like American and Australian TV series, American films, and Japanese and British video games.... In fact, they like more or less the same things as young people all over Europe and North America!

The real problem is perhaps not that we are very different. It's just that lots of people (in and out of Britain) imagine that Britain is different..... because "Continentals" speak other languages, and old ideas take a very long time to die.

What is life like for people who live in the Highlands of Scotland

Scotland, famous for its whisky, its wool, its kilts, and many other fine things, covers about a third of the territory of Great Britain. Britain has a population of about 64 million inhabitants — yet less than ten per cent of them now live in Scotland, about 5.3 million people. And most of those 5.3 million people live in or near three cities, Glasgow, Edinburgh, and Dundee.

In the Highlands, which cover most of Scotland, the population is very thin. In many places — if there is actually a road — you can drive for over 30 kilometres without seeing any human habitation, except perhaps a solitary "croft", a small farm. Yet here and there, there are small towns; most of them are beside the sea. They have their inhabitants and their economic activities, their children and their teenagers.

This document from Linguapress looks at life in the Highlands, focusing particularly on the town of Fort William. Indeed, a large part of this Focus was written with the help of staff and students at Fort William's Lochaber High School.

If you ask someone to describe a Highlander to you, he will probably come up with the type of image you see in whisky advertisements. A man wearing a kilt and a sporran, and standing on a misty mountain near a haunted castle. The man plays the bagpipes, eats porridge and haggis, and drinks whisky. Now while it is true that whisky is indeed a favourite drink in the Highlands, the rest of the image is a long way from everyday reality. Few Highlanders wear the kilt, except on special occasions or for ceremony.

What are we like, then, us Highlanders? Quite ordinary in fact! We enjoy the same things that our English, American or European counterparts enjoy. As young people everywhere, we are into fashion, music, social media, dances, all kinds of sport. We worry about the same things — unemployment, our prospects for the future, war, drugs, pollution; all these things and much more besides.

Highland High School

With 830 pupils aged between 12 and 18, Lochaber High School, at Fort William, is one of the largest secondary schools in the Highlands. It covers a huge area; many of the pupils come from small communities and travel up to 40 km to get into school each day.

In the past, the school covered a much larger area and many pupils were obliged to stay in one of the school hostels, or — if older — to lodge with local families; but other high schools have opened in the West Highlands, so the catchment area for Lochaber High, though still very large, is not as large as it used to be.

. Pupils travel into school by car, by bus, or by special minibus each day, and some come on foot or by bike. The majority live in Fort William itself, or in one of the surrounding villages such as Caol, Corpach, or Inverlochy.

Pupils from our school were used as extras in two of the Harry Potter films, which were made in part near Fort William!

At the end of their school career, and after obtaining higher or advanced higher grade exam results, many fifth and sixth year pupils decide to move on to some form of further

education — either college or university. Some students can remain in or near Lochaber, taking specialised courses at the West Highland college; but most leave home in Lochaber, and go south or east to cities such as Glasgow, Edinburgh, or Aberdeen.

The train to Glasgow... the way out and home for many young people who live in the Highlands

Many young people in this area feel that there are not enough opportunities here. Going to a city inevitably means new friends, a whole new lifestyle, and the prospect of a more exciting night life.

Even though Fort William is, by some standards, small and relatively isolated, it is a beautiful place to live. It may not be exciting and incredibly trendy, but that doesn't matter. There is a real community atmosphere here, and many people know, or are related to, many other people. There is always something to do or see in Fort William; there is no excuse for being bored! As far as I am concerned, it is a great place to live — a beautiful place, with wide open spaces, fresh air, peace and quiet, and magnificent scenery. It is an area full of myths and legends — some of them true, others pure invention! But there is one thing that is certainly not "Scotch mist", and that is Highland hospitality. It is still very real, very alive! We look forward to seeing you!

A future of the country

Lots of people in Britain want to live in the country; but young people often preferliving in the city. City life is cool; but is country life cooler? Apparently yes.

After the terrible Covid-19 epidemic of 2020, lots of people would like to leave their city and live in the country.

More and more people in Britain want to live in the country, and this is causing more and more problems in some rural areas.

The population of British cities has been falling for years. Cities like Liverpool and

Glasgow have lost about 30% of their population in 30 years. But Britain's population is still growing. Where are the people going?

Answer: to the country.

The English countryside has a classic image. People imagine that life in the country is slow and calm; that there are no traffic jams, no pollution, and no crime. In some places, this is true; but in others it is not.

Small towns and villages are becoming more and more popular; people have more space and most houses have gardens. But problems are growing. Lots of people want to live in the country and work in the city; so more and more people travel long distances each day, to go to work. Of course they don't use buses (they are too slow) or trains (they don't stop in the country); they use cars. And although they live in the country, they want to use supermarkets and good fast roads.... but they do not want to see them or hear them. Besides, lots of young people say that life in the country is boring: there is not enough to do, there are not enough activities and excitements.

Little villages now have traffic problems in the morning, just like big cities! And they are getting worse.

The problems are very complicated! If everyone moves into the country, large parts of the countryside will disappear! People leave cities and big towns, to escape from urban problems; but more and more, they are bringing their problems with them.

On warm summer days, and cold winter days, air pollution can be a big problem in large parts of the south of England, not just in London. Traffic jams are now often part of life, even in the country; crime has become a serious problem in rural areas.

Perhaps there is hope for the future. Soon Britain's population will stop rising. From about the year 2030, it will perhaps start to fall. In 100 year's time, there will be less people in Britain than today - perhaps two million less. No doubt there will be less pollution too; oil and petrol will probably be rare by then.

New life for Big Ben

It's the most famous clock in the world and it's over 160 years old. The famous clock was completely renovated between 2017 and 2021, and now it's back in service again.

Every day, on British radio stations and on television, you can hear it. It gives the time before BBC radio news programmes, and on the BBC World Service. And you can hear it and see it every evening before ITV's "News at Ten". The chimes of Big Ben are recognised by almost everyone in Britain, and by millions of people all over the world.

If you have been to London, you have certainly seen "Big Ben." It's very difficult to miss, standing almost 100 metres high beside the Thames, next to the Houses of Parliament.

But have you actually seen "Big Ben"? Probably not!

The name "Big Ben" is generally used to refer to the big clock tower itself; but in reality, "Big Ben" is just the name of the biggest bell in the tower , the bell that chimes on the hour.

The famous clock tower was built in the 1850's, after the Houses of Parliament were burned down.

The new clock was to be the biggest in the world, and extremely accurate. Lots of people thought that this would be impossible; a very big clock, they thought, could not be very accurate.

In fact, they were wrong; and the clock has always kept time almost perfectly.

The original "Big Ben" bell weighed 16 tons, and was made in the North of England. However, after it had reached London, but before it had been put in place, it cracked! A new bell had to be made to replace it!

The original bell was therefore melted down (in London) and a new Big Ben was made, weighing "only" 13 tons! This bell was put in place in July 1859... but after two months it cracked. Experts decided that the hammer was too big; and after the bell was mended, and a smaller hammer was put in place, Big Ben began chiming again in 1862.

Since then, there have been several incidents. Once the clock stopped when a pot of paint got stuck between its hands! And in 1976, the clock stopped for 26 days, when a part of the mechanism broke.... after 114 years of service!

THE MEN WHO GUARD THE KING

Following the death of Queen Elizabeth in September 2022, Britain's red-coated guards have become a familiar sight on television and other media all over the world; but who are they? Are they an army, or clones, or actors? Or are they a real soldiers?

 They are among the best known icons of Britain, and if you've ever been to London, you've probably seen them. They are the soldiers in bright red jackets or shining helmets, who stand outside Buckingham Palace, or in Whitehall. They are men who can stand absolutely still, even when tourists tell them jokes, touch them, push them, or try to make them move. They look identical, and they march like robots.

But who are these soldiers? Are they an army of clones, or actors? Or are they real soldiers?

Some people are surprised to learn that they are real soldiers; and the guns that they carry are very real too. The guns are not just for show; they are loaded!

The men who stand guard outside Buckingham Palace and certain other royal palaces are in fact some of the best-trained soldiers in the British army. They belong to a number of historic regiments, such as the Grenadier Guards or the Scots Guards.

There are two main groups of guards, those who have horses and those who do not. The former are known as the "Household Cavalry", and the latter as the "foot guards".

Ceremonial duties are just a small part of a guardsman's life.

The footguards are the senior infantry regiments in the British army; most of the time, they train like other soldiers, a long way from London. Sometimes they may find themselves in war zones. In recent years they have also been sent to Bosnia and to Kosovo,

to Iraq and Afghanistan in order to help with the international peace-keeping forces.

London in the sea? Environment.

Planet Earth is getting hotter, and the level of the sea is rising. This is going to cause massive problems for many seaside cities; and London is one of them. Many parts of London will be under water by 2060, if nothing is done to protect them.

London on the Thames, yes; but London in the Sea? No thank you! Yet this could happen before 2060, if steps are taken quite quickly, to prevent it.

As a result of global warming the sea level around the south east corner of England is expected to   rise by 54 cms in just half a century! And scientists now say that many parts of London will be at serious risk from flooding by the sea   within 50 years.

It's not all of London that is in danger; just some parts to the east of the city. And they won't be under water all the time; just when there are very high tides.

The low-lying suburbs beside the Thames in the East End of London are already protected from   high tides by a massive barrier that   stretch right across the river; but more defences will be   needed along the banks of the Thames to protect a larger   area to the north of the river, and further east. And no-one really knows if the existing Thames Barrier will actually be enough to protect London, even in 2050.   Other towns and low lying areas in the east of England are facing similar problems; and it will take a lot of time, and cost a lot of money, to protect them.

Of course, there have always been occasional very high tides. A thousand years ago, there were big floods around London; and in 1953, before the Thames Barrier was built, over 300 people lost their lives in "the big flood"; but today the dangers are bigger. There are more people, more roads, more infrastructure. In the past, people did not build in places where there was a risk of flooding. Today, in southeast England, land is so expensive, that people build everywhere – even in places that are liable to be flooded. Scientists also say

that climate change is going to lead to warmer and drier summers in the south east of England. This will cause major changes in vegetation, and several species of native wildlife will not be able to survive. Wet in winter, hot in summer: is that going to be London in fifty years' time ?

London faces big problems in the next fifty years; but London is a rich city, which can pay to build the protections that will be needed. London's difficulties are likely to be be very small, compared to the problems that will be faced in some of the world's poorer counties, like Bangla Desh.

The story of London

LONDON. Capital of England, capital of Great Britain. Once the biggest city in the world, today just one of the biggest in Europe. Yet if London is no longer one of the biggest cities in the world, it remains one of the most important, and one of the most fascinating. In this article, you can learn something about the history of Britain's capital city.

When the French poet and traveller Théophile Gautier first went to London in 1843, by ship, he was quite astonished. He wrote that London was the "capital of enormities and of proud rebellion".

"On this gigantic scale," he continued, "industry almost becomes poetry, a poetry in which nature plays no part, but which is a result of the immense development of human will."

In 1843, London really was very different from any other city. It was much bigger than any other city, and it was the capital of the most industrialised nation in the world.

It was already a city with a long history, of course. London had become the British capital in Roman times, but since then, it had been built and destroyed and rebuilt so many times that there were few traces left of the capital city of Roman Britain, except deep below the ground.

Today, the oldest buildings in London include the Tower of London and Westminster Abbey, which are almost a thousand years old.

Though the Tower was always a part of London, Westminster Abbey was once over a mile from the capital city. For centuries, "London" just covered the area corresponding more or less to the Roman city. Today, this part of London is still called the City of London, and is the heart of the bigger "London".

Until recently, "the City" was home to hundreds of thousands of people; but today its population is actually well less than ten thousand! Today the City is the heart of London's financial district, full of bankers and businessmen by day, almost deserted by night.

Back in the Middle Ages, the City was already becoming too small. In the 11th century, monks built a big new abbey at Westminster, and King Cnut began to build a palace beside it. King Ethelred, his successor, then decided to move his court from the city of Winchester, to the palace of Westminster. Westminster has been the seat of the English, then British, parliament since 1265, and London has been the capital city for even longer.

While the parliament was established in Westminster, the City's growing population kept spreading to other villages all round. Villages like Chelsea and Hackney eventually became swallowed up by the metropolis which kept growing and growing.

The history of London

Today, Westminster, which contains Buckingham Palace, Parliament, Big Ben, Piccadilly Circus, Trafalgar Square, and London's most famous shopping district, is part of the "West End' of Central London. Nearby, Chelsea is an expensive residential area, and Hackney is a working-class district: they are all parts of London.

In spite of its age, Central London does not have many very old buildings. The City itself was burnt to the ground in the terrible fire of 1666, and was almost totally rebuilt after it. Large parts of London were also rebuilt in the nineteenth century and have been rebuilt again since then, for different reasons.

Charles Dickens, the author of Oliver Twist and other famous novels, lived in the London that Théophile Gautier visited, and has left us with terrible descriptions of the conditions in which the poor of London lived and worked in those days. Millions of people worked in the great city, with its docks, its offices and shops, and its services. In those days most people who lived in cities were poor, and lived in squalid conditions. But a new "middle class" was growing, specially in London, where there were lots of jobs. In this way, London, the biggest city in the world, was also the first "modern" city.

It remained the world's biggest city until after the second world war.

Since then it has continued to change, but got smaller; but with over seven million inhabitants , today's "Greater London" is, with Paris, one of the two biggest cities in Europe; and also one of the most fascinating.

Different parts of London. London rich, London poor

London is one of the richest cities in Europe, and lots of people in London have plenty of money to spend. But like almost every big city, London has its prosperity but also its poverty.
Most tourists visit the "West End", with its shops, cinemas, theatres and monuments. This is London's front window, where the streets are clean and most people, including the tourists, have jobs, and money to spend.

Harrod's store, in Knightsbridge, claims it is the most famous shop in the world; in theory you can buy anything there, from an elephant to a pencil (though naturally, they would have to order the elephant specially for you, there are none on the shelves!)

In the small streets behind Regent Street, there are all sorts of specialist shops, selling high-quality products to people who can afford them. "Gentlemen's tailor since 1788," says

the sign outside a tiny shop with beautiful suits in its window. Expensive suits. Most of this shop's customers are businessmen, celebrities and diplomats; here at least, the foreign customer, after his first English lesson, can say "my tailor is rich".

Two miles to the north east of Regent Street, the scene is very different. Here you are in the "inner city" district of London, where many of the streets are dirty, the shops look cheap, and the people do not look rich.

Few tourists visit Islington, Bethnal Green, Brixton and London's other depressed areas. A lot of the inhabitants here are from minorities — mostly West Indian or Asian — and many of them do not have any work. Those who do have work are often in unskilled jobs which do not pay well; cleaners, dustmen, shop assistants.

Nevertheless, though these areas of London are poor, they cannot be described as ghettoes, and while levels of crime are above average in many parts of the inner city, these are not dangerous areas. Twenty years ago, there was rioting and violence in the streets in Brixton, but since then things have been generally calm.

Big red London buses

They've changed over the years; they're not the same today as they were thirty years ago; but big red double-decker buses are icons of London, and they are recognised (and found) all over the world.

What is the most recognisable symbol of London? Big Ben? The statue of Eros in Picadilly Circus? Or could it be something much less artistic than that? Could it be the big red London double-decker bus?

It certainly could. Big red buses are recognised all over the world as symbols of London. Visitors climb into London buses to go and see the Niagara Falls. London buses can be seen driving round Europe to advertise big department stores, or British events . They don't need to have the words "London Transport" on the side of them. They are instantly recognised by millions of people !

It was over 100 years ago, on October 25th 1911, that the London General Omnibus Company ran their last horse-drawn omnibus through the streets of the capital. From then on, the monarchs of the road in London have been those famous red motor buses.

The idea of the "double decker" is actually much older than the motor bus. It is simply a continuation of the system that was used for public transport in the age of horse-drawn vehicles, when some of the passengers sat inside, and the rest travelled on the roof. Too bad if it was raining!

Double-deckers omnibuses

The earliest double-deckers omnibuses in London were horse-drawn vehicles. Like some of today's double-deckers, they had steps at the back, to let people climb up onto the roof. The main difference was that in those days, there was no protection for the people travelling on top. If it rained, they could pull a sort of oil-cloth cover out of the back of the seat in front of them, and pull it over them; but you still got pretty wet.

The most famous London buses, however, are not those that filled the Capital's streets in the 1930's, but the powerful "Routemasters" which dated from the 1950's and 60's. These are the buses that have been taken all over the world, the buses that feature in the tourist brochures, and the ones which have been sold, in miniature, to millions of visitors and souvenir hunters.

The Routemaster is an icon in itself! These buses were designed specially for London, by people who knew what London needed, and they served their purpose well, and did so for half a century !

Things started to go wrong for the London bus in the late 1960's. That was when the Ministry of Transport decided that it would only give financial help to bus companies that bought new buses with doors! Suddenly London Transport found they could no longer buy

any more of their favourite Routemasters, that they had designed. They had instead to choose other models. They have been buying other models ever since.

In the late 20th century, five hundred of the solid and popular old buses were extensively renovated, and put back on the road as good as new, if not better! But not even the Routemaster could resist the winds of change. Modern transport systems require one-man buses, not buses with both a driver and a conductor. So in 2005, the old Routemasters were finally taken out of normal service.

Still, it's not too late to enjoy travelling on one of these historic buses. Some of the old buses have been preserved, and were used for a while on two "heritage routes" through the centre of London, specially for tourists. Route 9 went from the Royal Albert Hall to Aldwych, via Piccadilly circus and Trafalgar Square; but the last Routmasters were used on this route in 2014. In 2020, the only route left was Route 15, which goes from Trafalgar Square to the Tower of London, via St. Paul's Cathedral. But other old Routemasters are used by the tourist bus companies, which offer trips round the centre of London.

Today, every day, thousands of Londoners use the big red buses to move - often slowly - around town. Lots of tourists know that a one-day London bus pass, valid on all regular bus routes, offers a wonderful way to see Britain's capital city.

MEET THE CELEBRITIES in LONDON!

  Madame Tussaud's is one of the most popular attractions in London.

  Here can you be sure to see the Queen, the Beatles, Alfred Hitchcock, and a whole lot of famous and infamous people .....

   Many people like to see celebrities; but celebrities don't usually like being looked at - at least, not all day every day!

   There is, however, one place in England where you can look at celebrities - lots of them - every day: this is Madame Tussaud's, the most popular tourist attraction in London.

On most days of the year, queues of visitors can be seen outside Madame Tussaud's, all wanting to get in and see some of the most famous people in the world - kings and queens, politicians, stars, and even famous criminals. They are all inside, just waiting to be looked at, or talked to.

If you like, you can talk to film stars, politicians and even tyrants in Madame Tussaud's, but they won't say anything to you, because they can't! Madame Tussaud's is a wax-works, and the "famous people" in the building are really made out of wax.

Judging by the popularity of Madame Tussaud's, that does not seem to be a problem! Ordinary people like looking at extraordinary people, even if they are only statues. It's better than nothing!

Marie Tussaud was born in Strasbourg in 1765. As a child she learned how to make wax models of people, and later went to Paris.

The most popular figures in the exhibition are royalty and stars. Princess Diana has been the overall favourite for several years, and other popular figures include Tony Blair, David Beckham, Brad Pitt and Elvis Presley.... to mention just a few of them.

Another popular part of the exhibition is the "chamber of horrors", with its famous murderers and its instruments of torture!

At Madame Tussaud's, it is only the very famous who get a place in the exhibition. That is not surprising really; it takes about six months to create a really lifelike wax model.

The sculptors use lots of photos and measurements, in order to obtain a perfect likeness. For example, it took 450 hours to re-create Spice Girl Mel G's famous curly hair! In all, a wax figure costs over £40,000 to make - a lot of money!

And, you ask, what happens to yesterday's famous people? Well, they are taken out of the collection, and their heads are stored for a while. Then, if it is clear that no one will ever want to see them again, they are melted down and re-used for another person!

Many people achieve passing fame; few achieve lasting fame!

 3   Семестр. Тексты профессиональной направленности.

Text 1 Five approaches to pedagogy

There are five traditional pedagogical approaches that educators can use in the classroom. Depending on their instructional goals and the needs of their learners, they should consider using more than one approach.

Constructivist approach

The constructivist pedagogical approach is focused on hands-on learning experiences. For this type of instruction, educators encourage learners to construct their own knowledge through experiences with people or objects.

Collaborative approach

The collaborative approach asks learners to work together to more deeply understand concepts. The benefit is that group members build on each other's knowledge and skills, rather than focusing on their own point of view.

Reflective approach

The reflective pedagogical practice centers on educators thinking about their own teaching. This helps educators figure out what is effective or what needs to be improved. They can reflect through observation, assessment data or feedback from learners.

Integrative approach

The integrative teaching method is focused on bridging topics to real-world experiences. Students use their prior knowledge to make connections to new concepts. By making these connections, the goal is for them to use critical thinking and take ownership of their learning process.

Inquiry-based approach

The inquiry-based method asks learners to explore real-world problems and engage in higher-order questioning. Educators guide learners through a series of investigative questions that trigger their curiosity and expand their knowledge and thinking.

Text 2 Six key principles for an effective pedagogy

These key principles support the pedagogical approaches and develop active learning, in which students are deeply engaged with the content.

Instructional dialogue between educators and learners

One key principle of effective pedagogy is that educators should not spend the majority of time talking. Instead, there should be conversations between educators and the class or small groups. These dialogues should be focused on an academic concept and goal, and every learner should have the chance to participate.

Classroom setup

An educator's classroom should also be set up to support the pedagogical approaches. For example, a classroom layout needs to be conducive to collaborative learning. Individual desks or tables should be placed together in fours or fives so learners can work together or have discussions. Learners can then be grouped together by learning style, project topic, mixed academic abilities or similar academic abilities. Flexible grouping can also help with differentiation. In this case, learners change groups throughout the school year depending on the instructional strategy.

Developing literacy and language across subjects

Learners need to be able to read and speak like mathematicians, scientists, historians or artists, for example, in order to successfully grasp the content. They also need to be able to use academic language during discussions or when reading and writing across subjects. Educators throughout the school should include literacy and language in their pedagogical approaches.

Modeling

Students need clarity on what they are learning, and modeling is one of the best ways for them to understand skills and concepts. In the beginning, educators should model what they want learners to do. Then they should ask learners to practice with them until learners are able to show their understanding independently. Some examples of modeling include:

An educator showing learners how to solve a math problem's first step

An educator including a video in a Hāpara Workspace about how to identify a fictional character's motivation

Discussion sentence stems posted on the classroom wall or in a Workspace

A P.E. teacher showing learners the proper technique for serving a volleyball

Complex thinking

It's important to encourage all learners to engage in complex thinking, no matter their level of academic ability. Complex thinking involves making connections between ideas, problem solving and supporting claims with evidence. Encouraging complex thinking can involve incorporating critical pedagogy practices like analyzing historical events through a lens of social justice.

The goal is not to overwhelm learners but to provide scaffolding so they can reach a level where they stretch their thinking. Educators can do this through consistent formative feedback based on academic standards so learners can progress toward more complex activities.

Providing clear and consistent feedback

Educators should give learners formative assessments throughout a lesson or project, leading up to a summative assessment. The formative assessments can be quick such as a two-question exit ticket or a class poll about the most confusing part of a concept. Or they can be activities such as a science lab write-up, a low-stakes quiz or a Google Drawing. The goal of any formative assessment is to give educators an idea of what learners do or don't understand.

After learners complete a formative assessment, they need specific feedback. It should be more than "Good job!" Learners need a clear understanding of what they do or don't know so they can improve moving forward. Educators should also provide feedback as soon as possible. Otherwise, learners will keep making the same errors or forget what they did in the first place.

Text 3 Modern pedagogical practices

Inclusive pedagogy

Inclusive pedagogy is focused on equity and is learner-centered. In this type of teaching, educators are mindful of their students' unique backgrounds, abilities and learning styles across the class. Educators and learners collaborate to develop class and school environments that are supportive so that each person feels equally valued.

Virtual simulation learning

Virtual simulations can be excellent supports for the constructivist pedagogical approach or the integrative approach. This type of technology allows learners to explore beyond the walls of their classroom. Whether it's an interactive science simulation or a virtual tour of a museum, learners are able to more deeply engage in a skill or concept.

Gamification

Educators can include gamification in teaching and learning to motivate students. Gamification uses elements of games, is interactive and includes friendly competition, instant feedback, rewards and levels. Learners get invested in this type of experience and want to continue and improve using the feedback they get.

Text 4

How does pedagogy affect the learning process?

The most effective pedagogies encompass a range of teaching techniques, including a detailed guide for teachers, structured and whole-class group work, guided learning, assessment practice and individual activity. These pedagogies focus on improving higher-order thinking and meta-cognition and make good use of questioning and dialogue in doing so. At Structural Learning, we try to steer away from teaching fads such as learning styles (it was once thought that children should be labelled a visual learner, a kinaesthetic learner or an aural learner).

Whatever learning environment you are operating in, it's good practice to utilise the research that is available to us. We all share the same goal in enhancing the learning experience of children. Our focus has always been on developing deep learning experiences. This involves unpicking the learning process and designing effective teaching strategies that really get children thinking.

Pedagogy plays a crucial role in determining the learning outcomes of students. A well-designed pedagogical approach can foster critical thinking, problem-solving skills, and creativity among students. On the other hand, a poor pedagogical approach can lead to disengagement, boredom, and lack of motivation among students. Therefore, it is important for educators to understand the impact of pedagogy on the learning process and to continuously improve their teaching methods to ensure positive learning outcomes for their students.

Text 5

Different perspectives of Pedagogy: Social Pedagogy

Social pedagogy provides a holistic way of dealing with children and their families in ways that help their growth, well-being, and education. Social pedagogy indicates that education is critical to the well-being and development of students. Therefore, in the broadest sense, these types of pedagogical practices are understood as forms of practice that support social learning and development in one's life. By nature, students are social persons.

But, they also need the education to express themselves effectively. Depending upon different cultural and social backgrounds, how public education is provided can differ from one country to the other country.

Examples of Social Pedagogy: An example of social pedagogy is, how countries are using social education to highlight the significance of things like kindness and empathy. Practitioners knowledge play a major role in using the right materials for students to explore at the right time in their development.

Social pedagogy refers to the education system that deals with common social issues related to human needs, such as social inequality, its reasons and consequences for the residential children, who are a group of vulnerable children living with a group of other children looked after by the hired workers who are hired to work on a shift basis and live in the residential setting.

Text 6

Critical Pedagogy

It is a teaching philosophy that persuades a classroom teacher to encourage learners to critique structures of oppression and power. A Brazilian educator and philosopher, Paulo Freire, is regarded as one of the founders of critical pedagogy. Freire believed that as the first step towards social change and liberation, oppressed people need to become critically conscious. He mentioned that the learners are not actively participating in their learning, in problem-solving or interacting; but they are mainly engaged in receiving, memorising, and repeating information.

Hence, Critical pedagogy is also considered progressive and even radical by some policy makers because it critiques power structures that are frequently taken for granted. Critical teaching aims to encourage students to challenge their ideas and thoughts, their practices, and their beliefs, to gain a deeper understanding and think critically.

Examples of Critical Pedagogy: Educators can incorporate critical pedagogy by using audio-visual material to encourage students to look at the causes and deeper meaning of everything from politics to war and religion; or by analysing and exploring power issues and relationships in their families. Students may also look for statements that are biased toward media and popular culture.

Critical teaching frequently depends upon the students' approach towards teaching, in which teachers uncover different strengths of students' backgrounds, and nurture them to assure that students are confident to express their feelings, and accomplish their goals.

Text 7

Socratic Pedagogy

Proposed by the Greek philosopher, Socrates, the Socratic pedagogy mainly involves the dialogue between the instructor and students. The teacher would ask students probing questions and explore the underlying beliefs that shape the perceptions and views of the students.

The teacher would provide an initial description or opinion;

Then, the teacher would ask a question to raise an exception to that opinion or description;

Provide a better opinion or description.

Using higher-order questioning for developing critical thinking, effective teaching and learning practices, teaching approach

Using higher-order questioning for developing critical thinking

Socratic pedagogy includes a process in which learners can develop their psychological and social skills to become active members of a democratic society. Students get the support to challenge traditional concepts about knowledge, explore alternatives, and create educational knowledge using their experiential learning, ideas, and meaningful dialogues with others. Thus, the Socratic pedagogy curriculum will mostly include the anonymous peer review process, collaborative instructions, comparative context and thinking as learners explore established ideas with others to open their minds and develop a better understanding of concepts.

Example of Socratic pedagogy: Socratic pedagogy in Science or Mathematics can be seen when students look beyond the obvious to assess what and why a specific scientific or

mathematical process is, and how is that applied in society. This type of discussion does not necessarily find a particular answer, but it raises new questions for the dialogue.

As an impact of traditional teaching of the past, most of the university students' class time was spent watching and listening to the professor lecturing. Also, in the previous or traditional forms of learning the learners worked individually on projects, and group work was discouraged. In current times, student-centered learning methods move the focus of activity from the instructor to the students.

Student-centered learning enables students to build knowledge, as opposed to passively receiving it, and facilitate deep learning. Student-centered learning focuses predominantly on what the learner needs to do for learning a new concept, rather than on the curriculum content or receiving the information from the teacher.

Text 8

Innovative Teaching Methods

Innovative teaching methods are essential for adapting to the diverse needs of student learning and pedagogical knowledge. Below are nine evidence-based approaches that foster critical thinking and offer dynamic opportunities for learners:

Inquiry-Based Learning (John Dewey):

Rooted in Dewey's child development theories, this method encourages students to ask questions and explore concepts, fostering a deeper understanding through investigation.

Problem-Based Learning:

This teaching style revolves around presenting real-world problems for students to solve, encouraging the application of knowledge and the development of critical thinking skills.

Flipped Classroom (Bergmann & Sams):

By revising key concepts through online learning resources at home, students come to school prepared to engage in active, collaborative problem-solving during class.

Service Learning:

This approach to teaching integrates meaningful community service with instruction and reflection, teaching civic responsibility and strengthening communities.

Montessori Method (Maria Montessori):

Based on self-directed activity, hands-on learning, and collaborative play, children make creative choices in learning, with teachers providing guidance.

Project-Based Learning (Thomas Markham):

This method allows students to gain knowledge by working for an extended period to investigate and respond to complex questions, problems, or challenges.

Experiential Learning (Kolb's Learning Cycle):

Kolb's model emphasizes learning through experience and reflection, where students engage in a concrete experience followed by observation and reflection.

Social Emotional Learning (Daniel Goleman):

Focuses on developing five key skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Gamification:

Applying game design elements in non-game contexts, gamification increases student engagement by making the learning process more interactive and rewarding.

Text 9

Early learning

Early education is the learning program that allows children to develop skills before entering kindergarten.

The timeframe of early childhood education begins when a child is born making it an important period of their lives.

The kind of skills they develop at the very foundation of their young lives will shape their learning journey all through their lives.

Children are observant and they pick up skills from their immediate environment. The family is the first and major part of the observational learning process for them. They learn how to interact with their parents, close family, peers, and teachers.

They also learn basic civic, social, emotional, and cultural skills from the environment. As such, parents should pay attention to their child's development even before they begin to attend proper school training.

Early childhood learning should not be overlooked because this is the core learning foundation of a child.

A faulty educational background will not be good for any child, the family of the child, and the society where the child comes from.

This is why nations all over the world are keen to ensure that children get the best possible learning foundation and background. Organizations are also willing to back such a vision that is embraced by many nations.

United Nations Educational, Scientific and Cultural Organization (UNESCO) pointed out that early childhood care and education is more than just creating a foundation for primary school.

Its main goal is the total development of the child's social, emotional, cognitive, and physical needs. The purpose of this is to build a solid background for lifelong learning and well-being.

Text 10

Cognitive childhood development theory

In the 19th century, Jean Piaget, a Swiss educator believed that children were active builders of knowledge and they had their own beliefs and theories of the world. He also debunked the notion that they were empty vessels that lacked knowledge.

Piaget also added that learning comes from within: children create their knowledge of the world through experience. He said that "if logic itself is created rather than being inborn, it follows that the first task of education is to form reasoning."

Piaget's framework advised teachers to guide children in gaining their knowledge rather than simply transferring knowledge to the children.

According to Piaget, young children learn by balancing their mental representations with reality. When children get new information, they tend to retain the knowledge in their mental state and create a reality in their view of the world.

Piaget created a cognitive childhood development theory and it is divided into four crucial stages:

Sensorimotor Stage is the period when children learn mainly with their senses usually between zero to two years (0-2 years)

Preoperational Stage is the period when children learn to understand how words and symbols like numbers works,

Concrete Operations is a time when children learn how to solve mental problems like math, between age six to eleven (6-11years)

Formal Operations is a stage when an individual learns advanced and abstract reasoning between the ages of eleven to adulthood (11-adult)

Teachers should encourage students to learn from their mistakes and ask questions to aid learning and development.

Text 11

Characteristics of Early Learning

1. Active

Most early learners are very active and they show a lot of interest in indoor and outdoor activities that allow them to be mobile. They always want to know more about their surroundings and are willing to explore as much as they can.

2. Curiosity

Young children are known to be curious and this makes learning easy for them. They will always move to objects that fascinate them.

Children love to know the cause and effect of the actions they take which is why you find them always pushing, touching, pulling, banging, and shaking things.

3. Playful

Early learners are always very playful and they have a lot of energy to use. To get the best out of a playful child, the learning material has to be very engaging to the child. This will maintain the focus of the child while he or she is having fun.

You can also encourage children to explore their creativity. By making learners participate in things like art, the child shows his or her learning and creative skills.

4. Rhythm and Repetition

Children easily learn concepts through songs, rhymes, and poems. Not only is it easy to recite and comprehend, but it is also another means of having fun for them.

These songs teach them basic knowledge of the alphabet and other common concepts. Constant rhythm and repetition make it easy for children to process information.

5. Physical experience

Young learners easily learn from experience more than they learn from other means. No matter how much you tell a child not to touch a hot object, he or she may never listen until the object gives them a small burn.

Their experience with such objects will teach them how to interact and react to similar situations subsequently. Children always seek to learn with their bodies first.

6. Independence

For a group of very young learners, children show a strong desire for independence. They always want to do things themselves and in their way.

Text 12

Advantages of Early Learning

1. Socialization

Children learn to socialize at a very early age. Socialization is an important process in the life of any individual.

Early childhood education allows children to interact with their immediate environment starting from the family to their peer groups.

As they socialize with other individuals, they develop interpersonal skills and self-esteem which will be useful in the future.

2. Learning motivation

With early childhood education, children learn for as long as life takes them. Interesting teachings also motivate young learners will be more receptive to learning more skills and knowledge that will be beneficial to them.

Furthermore, they understand the value of education better. Exposure to fun activities makes them eager to process valuable information.

3. Cooperation

Early childhood education teaches cooperation among children. They learn how to share, take turns, and respect other people's opinions. It is quite normal to find young children who find it difficult to be less selfish. Early learning helps them to cooperate with other children.

4. Improved educational performance

When a child undergoes early education, he or she tends to perform well in elementary school. This is because the child has been mentally developed and the foundations were well prepared.

Children who pass through quality early education need less attention from teachers because of their level of development.

5. Increased attention span

It is possible to find children easily distracted. This is because their curious mind is open to receiving information anywhere and anytime making it difficult for them to focus on one thing for some time.

Early childhood learning exposes children to new experiences and new environments. They also get to relate with new friends that create memories for them.

While this experience is going on, they learn to pay attention, contribute and participate in group work, stick to instructions and work independently.

The combination of all these keeps them focused, thereby, improving their attention span.

6. Tolerance

Early childhood learning is where children learn to tolerate and accept others irrespective of their backgrounds.

When they are taught to respect different views, religions, sex, physical conditions, and other diversities, their interpersonal skills improve.

The world has a lot of diversity now, the earlier they learn to understand it, the better their chances of accepting differences in society.

Text 13

Disadvantages of early learning

1. Low teacher-learner ratio

The low teacher-learner ratio is one of the major challenges of early childhood education. The lack of professional teachers skilled in early education affects the learning process of the child.

All the children need adequate attention from teachers to learn better but it often turns out that most teachers cannot guarantee one-on-one time to their young learners.

2. Learning limitations

Not all early childhood education allows children to be exposed to a wide range of knowledge.

Some of them are limited by what their teachers can offer them and this limits their creativity skills.

Children should not be restricted to their teachers as the main source of knowledge. They should be open to more options.

3. Learning Overload

While it is important to train children early enough, it is wrong to force knowledge on them. No matter how fast they are at picking up information, their brains need to develop at their own pace to process information.

A child should not be allowed to learn to read or write before time because such a child is not ready. This will lead to frustration and might discourage the child from enjoying education generally.

4. No attention to children with developmental delay

Not all children develop at the same pace. Some might experience delays in their physical and cognitive growth and this could affect how they process information and interact with other children.

This delay could affect them when early learning teachers or schools do not have plans for slow learners.

This can be common among children who require special needs due to physical or mental challenges. They may find it hard to relate with others and can be very slow at learning. Without special training, it might be difficult to impact such children.

Text 14 Elementary education

Elementary education is the first stage of basic formal education. Also known as primary education, this type of education is primarily taught by a teacher and occurs in a classroom between ages five and 12 years old.

Education at the elementary level is the beginning of formal education. It is also known as primary education or first and middle school. At this level of schooling, students learn reading, writing, mathematics, and the social sciences.

Additionally, it is the most important level of education, because it aims at developing the basic skills, competencies, and knowledge. That makes it possible for young people to continue their studies and be fit for life in society.

Once students enroll in elementary school, they take on an educational path that focuses primarily on learning and communication skills.

Additionally, students spend more time socializing and interacting with their peers than they would if they attended homeschooling.

These students also learn math, reading, and other skills through alphabet books and similar methods.

There are also many different types of elementary schooling routines that a student can experience, most likely dependent upon the public or private status of the school.

Text 15 Advantages of elementary education

Elementary schooling is the first stage in formal education when children are taught the basics and begin to contemplate life's big questions. This first stage in formal education ensures that children have a firm grounding before moving on to more advanced studies.

In any case, there are several different reasons to choose an education at this level. Are you interested in building a strong foundation for your child's education? The benefits of elementary education are many, so let's take a closer look at them.

1. It Is Ideal Preparation for High School

Children attend elementary school to learn the basics and lay the foundation for lifelong learning. It offers a wide range of classes, enrichment programs, and extracurricular activities, preparing students for those offered in high school.

Through it, students can build the skills they need to be successful in more complicated math and science classes that they will encounter later in life.

The elementary school focuses on a curriculum of reading, writing, and arithmetic. Students also learn their multiplication tables and begin learning division and fractions.

2. It Helps You Be Ready for a More Competitive World

An elementary education provides students with the skills and knowledge they need to succeed in a competitive world. At this point in formal schooling, students begin to develop skills, values, and attributes they will carry throughout their lives.

Students can also learn one or more foreign languages, basic computer skills, social studies, art, music, and physical education.

3. It Is the Best Stage for Children to Foster an Interest in Science, Math, and Technology

From the first stages of education to high school graduation, elementary educators help children build a strong foundation of knowledge and skills, essential to their future success.

Though formal learning begins with primary education, children need plenty of opportunities to explore their surroundings and opportunities to play with science materials.

This stage of schooling helps you discover your interests while you're still young and gets you accustomed to them at an early stage in your life.

4. Elementary Education Offers Extra-Curricular Activities and Hobbies

Elementary education offers extracurricular activities, hobbies, and sports that are suited to your children's diverse interests.

The primary motivating purpose behind this kind of education is the child's positive self-growth, and character development. It also aids the enhancement of the child's social skills, thereby stimulating their thinking power.

Furthermore, extra-curricular activities for elementary students can help build confidence and teach valuable teamwork, communication, and leadership skills.

Text 16

Levels of Secondary Schools

Lower Secondary School

Lower secondary also known as junior school is usually meant to expand on the learning outcomes of primary school. It usually lasts between 3 to 4 years as the duration varies across nations.

The purpose is usually to prepare the ground for lifelong learning and human development, allowing educational systems to improve educational possibilities in the future.

Certain educational systems may already have vocational education programs at this level. This level of education generally takes a more subject-oriented curriculum, introducing theoretical principles in a variety of subjects.

Upper secondary school

Senior Secondary is also known as High School in some countries. The 11th and 12th grades make up a student's senior secondary years.

During the Senior Secondary years, the different subjects of study are split into various streams, such as Science, Commerce, and the Arts. Students can major in any field in which they have an interest and want to pursue a career after completing their studies

The years of adolescence that correspond to the senior secondary level school are known as senior secondary years.

Text 17 Problems Secondary School Students Face

Bullying

Bullying other teenagers is a frequent technique for adolescents to feel in control since they are powerless in other areas.

This is an alarming issue in high schools around the world, and it must be handled. It is necessary to expose the bully therefore, the student must report it to his guardian and the school authorities.

2. Toxic Relationships

Around the time students finish junior school, most people begin to aspire for independence. It's natural and healthy for you to want to distance yourself from your parents because it indicates that you're growing up.

Separating oneself in harmful ways, such as violating family boundaries, hanging out with the wrong type of friends, and being secretive, leads to issues.

Teenagers aren't yet ready to make all of their own decisions, even though they should try to be completely self-sufficient.

3. Depression and anxiety

These mental illnesses are growing more prevalent among teenagers. Adolescents are more likely to experience anxiety and depression than persons of any other age group, according to The Child Mind Institute.

The comparison and social media pestilence are everywhere, and it could be contributing to overall anxiety or despair.

4. Sleep deprivation

Many students have difficulty adhering to the school timetable. They have problems getting up in the morning and are likely to stay up late at night.

Sleep deprivation affects their ability to perform during the day. Sleep deprivation can damage both physical and mental health.

5. Distractions

In recent years, distractions have become even more common. Video games, social media, and never-ending TV series consume the majority of a student's time.

As a result, students are unable to complete class assignments and perform poorly on assessments.

Text 18

What Is A High School?

High school is a level of education that typically covers grades nine through twelve in the United States and other countries.

High schools generally focus on providing students with more subject-specific knowledge and skills.

Students at this level tend to study core subjects such as math, science, social studies, English language arts (ELA), and foreign language.

Depending on their school district or regional curriculum, electives and extracurricular activities may also be available to students.

High school may also be referred to as secondary school in some countries, although this is only sometimes the case.

In the United States, high school is usually the end of compulsory education and prepares students for higher education and career paths.

High School Curriculum:

High schools typically use a more rigorous curriculum than middle and elementary schools.

This often includes advanced math, such as calculus or trigonometry, and more in-depth science courses.

In addition, English language arts classes focus on literature, essay writing, and other forms of communication.

Social studies courses cover world history, government and civics, economics, and other relevant topics.

Foreign language classes are also common at the high school level.

High School Structure:

High school structures can vary from district to district, but there are some general similarities.

For example, grades and course levels tend to be more advanced than those in middle and elementary school.

In addition, class sizes are typically larger, but students may have more opportunities to interact with their teachers and peers.

High school students often have more freedom to choose their classes and develop customized learning plans.

As a result, students can focus on areas of interest and prepare for college or career paths.

High School Teaching Methods:

High school teachers take a more hands-off approach to teaching. Students are responsible for taking notes and keeping up with course materials.

Teachers encourage students to take ownership of their learning, which gives them more autonomy and prepares them for college-level courses.

It also helps students develop self-discipline and problem-solving skills.

Text 19

Kindergarten

Kindergarten is a school or class for young children, usually aged three to six years old, that prepares them for first grade or primary education by developing basic skills and social behavior through games, exercises, music, simple handicrafts, and so on.

In countries such as the United States, the United Kingdom, Denmark and Germany, kindergarten education is usually provided to children under 5 years of age. Normally the age of admission in kindergarten is 4 years but sometimes 3-year or 4-year children go to kindergarten.

The term 'kindergarten' is derived from German. The German word 'Kinder' refers to children, and 'garten' refers to a garden; so the meaning of kindergarten is 'garden of

children'. The 'kindergarten' term was coined in the nineteenth century by a famous German child educator Friedrich Wilhelm August Froebel or Fröbel.

German educator Friedrich Wilhelm August Froebel and Establishment of kindergarten

Friedrich Wilhelm August Froebel was born in Germany in 1782. Friedrich's mother died when he was nine months old, and his father took over the care of him and his two brothers. His father, on the other hand, was careless with his children and had little time for them. To compensate for the neglect, little Friedrich spent a lot of time alone in the gardens around his house. This activity marked the beginning of his passion for nature, and it would go on to influence the institution for which he is best known.

Froebel began his career as a teacher at the Frankfurt Model School in 1805. This school strictly adhered to the teachings and philosophy of Johann Heinrich Pestalozzi, a well-known German educator at the time. Johann's philosophy advocated for children to participate actively in their education.

When Froebel left the school in 1806, he took this approach with him to become a private teacher to three sons of a Frankfurt noble family. Parents of the children he taught gave him a small plot of land to use as a garden. Between 1808 and 1810, Froebel held numerous teaching sessions with children in his garden.

All of his findings convinced him that the best way to get results from children's education is to employ Pestalozzi's direct observation and action approach. This realization inspired him to create a plan for toddler education based on the philosophy of both Pestalozzi and the French philosopher Jean-Jacques Rousseau.

Froebel founded his educational institution in 1817, but it was not well organised. In 1837, Froebel established the first-ever school for toddlers in Bad Blankenburg, which he initially called the 'Play and Activity Institute'.

Text 20

Russian primary school

General education school in Russia includes three stages: grades 1 to 4, elementary level; grades 5 to 9, basic secondary level; and grades 10 to 11, upper secondary level. The complete course totals 11 years in the general education track. There is no formal division between the levels, and the students (called ucheniki, "pupils" in Russian) usually remain

in the same building from grade one through eleven. Separate primary or basic secondary schools exist only in rural areas. Since the mid-1960s the government has been making serious efforts to restructure the school network by combining small schools into larger ones located in areas accessible for the local children. In the first grade students are divided into classes of 25 to 30 people who study as a group throughout all the years of school.

In the 1998-1999 academic year, Russia had 66,700 general education schools of different types with more than 21,100,000 students. As a result of the development of the private sector in education, there were 568 non-state schools (0.8 percent of the total number with 0.2 percent students).

The history of Russian primary education is connected with monastery schools, which emerged in the eleventh century and gave children moral and religious instruction. In the fourteenth to sixteenth centuries, "masters of literacy" taught small groups of students or tutored them individually. The foundations of the primary schooling system were laid in the early 1700s under Peter the Great.

In 1782 the Commission on Establishing Schools worked out a structure of general primary education, which was introduced in 1786. The Charter of Educational Establishments of 1804 created a network of one-year parish schools. The mid-eighteenth century was marked by the development of primary schools for peasants and pronounced interest for educating female students. The reforms of the 1860s committed primary schools to disseminating basic knowledge and religion, establishing centralized administration of the school system, and introducing uniform curricula and textbooks. Primary education of this period was significantly influenced by the progressive social movement and the publication of pedagogical journals and books, especially by K.D. Ushinsky.

Text 21

Primary teacher

A primary teacher is responsible for teaching and caring for a class of young students, usually aged between 5 and 11. They plan lessons, deliver instruction, assess student progress, and maintain a safe and orderly learning environment. In addition to academic responsibilities, primary teachers often play an important role in social and emotional development, helping students build confidence and learn to cooperate with others.

Primary Teacher job duties include:

To teach pupils aged between 4 and 11 years old in a primary school.

To plan, prepare and deliver lessons in line with the National Curriculum.

To mark pupils' work and provide feedback.

To manage pupil behaviour in the classroom and on school premises.

To liaise with parents/carers about their child's progress.

To undertake administrative tasks, such as keeping attendance records and ordering resources.

To participate in staff meetings and professional development opportunities.

To undertake supervision and support of teaching assistants.

To promote the safeguarding of pupils.

Primary Teacher Job Requirements

A primary teacher is someone who teaches academic subjects to children aged 5-11. In order to be a primary teacher, you must have at least a bachelor's degree in education or a related field. You must also be certified to teach in your state. Many states require that you have at least two years of teaching experience before you can be certified.

Text 22

Pedagogy in Early Childhood Education

Quite fundamentally, pedagogy in early childhood education involves the methods employed to educate young children. Pedagogy is not merely a meshwork of teaching strategies; rather, it is grounded in philosophy, values, and beliefs that influence all facets of an educational programme. It forms the bedrock of impactful, high-quality learning experiences, which are pivotal in a child's cognitive, emotional, and social growth.

A wide range of components, tactically interwoven, shape effective pedagogy in early childhood education, some of them include:

Explicit programming: Drawing on children's interest, abilities, and needs while planning activities or scenarios. This fosters purposeful and deep learning.

Ongoing observation and assessment: This supports educators in recognising children's learning progress, identifying areas of growth, and adjusting learning experiences accordingly.

Building relationships and interactions: Regularly engaging with children helps strengthen a child's confidence, self-esteem, and encourages an open dialogue between the child and the educator.

Inclusion and diversity: By promoting pluralism and inclusivity, children learn about acceptance, empathy, and respect for other cultures and perspectives at a tender age.

Pedagogy, when understood and implemented astutely, enhances the quality of education and builds a thriving landscape for learner engagement and success. It enlightens young minds, charges their curiosity, and creates lifelong learners who are well prepared for future challenges. Although there are similar components to effective pedagogy in early childhood education, there are a variety of pedagogical methods.

Text 23

Pedagogical methods in early education

Direct Instruction: This is a teacher-centred method, where you, the educator, would take the lead in teaching. It involves clearly explaining educational content, demonstrating skills and tasks, and providing systematic and sequenced guidance to children. Even though this might seem a 'traditional' approach, it's essential in certain scenarios such as explaining safety rules or teaching foundational skills.

Play-Based Learning: Recognised as suitable to the natural learning style of young children, this style is child-centred. Children learn through play by exploring, experimenting, and interacting with their environment. You, as an educator, provide the settings, resources, and support for this journey of discovery. Undoubtedly, this is a key pedagogical element in early childhood education, as children learn best when they are active, engaged, and enjoying themselves.

Project-Based Learning: This approach allows children to explore, investigate and learn about the world around them by engaging in long-term projects. These projects are driven by the interests of children and can range from investigations into nature to the creation of

a classroom 'restaurant'. As the educator, your role is to guide and support, while encouraging and facilitating the children's curiosity to guide the process.

Experiential Learning: This refers to learning by doing, reflecting, and then learning from experiences. This could be anything from cooking a meal, building a birdhouse to going on a field trip. You're there to guide them in their adventures and ensure they are able to connect their experiences to the learning objectives. This approach can be very effective as children learn to apply knowledge in real-life situations, developing critical thinking and problem-solving skills on the way.

Observational Learning: Children observe everything around them, often imitating behaviours, actions, and skills, thereby learning. As an educator, it's crucial to model positive behaviours, such as patience, kindness, resilience, and curiosity, as these will often be emulated by your students.

Text 24

The role of play in learning

Why is play so important? Children, when left to their own devices, are naturally inclined to play. They learn best in stimulating and enjoyable environments, where they can interact with their peers and educators, use their creativity, and engage their imagination. You'll find they're more likely to retain information gathered during such playful activities than through more formal instruction.

Play-based learning doesn't mean letting children do whatever they want. It means creating structured, yet flexible environments that encourage exploration and curiosity. It's about striking the right balance—give children the freedom to play and discover things on their own, but guide them towards learning opportunities.

What kind of skills does play help develop? The list is long, but it includes cognitive skills like problem solving and logical thinking; physical skills such as coordination and motor skills; social skills like cooperation and sharing; and emotional skills such as resilience and self-confidence.

Cognitive skills: Through play, children can develop their problem-solving abilities, learn to think critically and engage with concepts in new ways. For example, playing with blocks can give them an understanding of physics and geometry.

Physical skills: Active play, be it running around the playground or doing a jigsaw puzzle, improves a child's motor skills. Simultaneously, it also contributes to their physical health.

Social skills: Playing with their peers teaches children about collaboration, cooperation, and conflict resolution. Imagine how a group of kids learn to take turns as they play on a swing, or negotiate roles while playing pretend!

Emotional skills: Learning through play can also improve a child's self-esteem and confidence. It's through taking chances and making mistakes in a safe environment that they learn resilience and develop a lifelong love for learning.

That said, the role of the educator in play-based learning is crucial. You, as an educator, aren't merely an observer in this process. You play a key role in setting up the play environment, providing resources, and guiding the children's learning while being careful not to inhibit their creativity and exploration. You'll ask open-ended questions, provide feedback, model appropriate behaviour, and scaffold the children's learning.

Text 25

Pedagogical Assessment

Traditionally, assessment practices focused on administering tests or quizzing learners on what they had been taught. In early childhood education, assessment is a continuous and integral part of the learning process. The way you, as an educator, gauge the progress of your young students, understand their individual needs and tailor your teaching strategies to facilitate their development forms a crucial part of the pedagogical approach in this sphere.

But how do you do that? You may ask. The answer lies within pedagogical strategies, which are well-informed, deliberate choices about teaching techniques, made to optimise the learning process and ensure every individual child feels recognised and valued.

"Assessment is not about you as a teacher, it is about your students. It serves as a mirror that enables both you and your student to clearly reflect on learning processes and growth."

Here are some effective pedagogical strategies particularly useful for early childhood education, and how they coincide with assessment:

Child-Centred Learning

The heart of a thriving pedagogical approach in early childhood education is a child-centred learning environment. This approach allows your students to actively participate in their learning process, encouraging them to discover and explore at their own pace. Child-centred learning is a great way for teachers to assess a child's development and interests more holistically as observations can be made during children's autonomous play and exploration periods.

Interactive Learning

Interactive learning is all about engaging children through interactions with their peers, educators, and their environment. Interactive pedagogical methods, like group activities or hands-on experiments, not only foster social skills and teamwork but also allow children to learn concepts more tangibly. Furthermore, educators can script assessment opportunities into these experiences to gauge and document a child's progress and learning outcomes.

Thematic Instruction

Thematic instruction involves introducing a theme or a topic that integrates different subject areas. This holistic and interdisciplinary approach to learning can help children make sense of what they learn by connecting it to a broader concept. It also encourages curiosity and inquisition. As educators, you can assess children's understanding by observing their participation, responses and projects related to the theme.

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

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

Максимальное количество баллов, которое может набрать магистрант в течение семестра за текущий контроль, равняется 80/70 баллам.

Максимальная сумма баллов, которые бакалавр может получить на зачёте, равняется 20 баллам.

Максимальная сумма баллов, которые бакалавр может получить на экзамене, равняется 30 баллам

Зачет и экзамен проводится по результатам выполнения всех видов учебной работы, предусмотренных рабочей программой дисциплины, при этом учитываются результаты текущего контроля успеваемости в течение семестра.

Формой промежуточной аттестации является экзамен, который проходит в форме устного собеседования по вопросам.

Зачёт может проводиться по билетам. Вопросы охватывают все содержание программы учебной дисциплины. Зачёт состоит из двух вопросов.

За семестр студент может набрать максимально 100 баллов.

Содержание зачета (1 семестр 80 баллов текущий контроль, 20 баллов зачет)

1. Чтение и перевод фрагмента текста социокультурной направленности, понимание которого проверяется в форме беседы по содержанию. (10 баллов)

2. Беседа по одной из пройденных тем. (10 баллов)

2.Содержание зачета (*II семестр (80 баллов — учебный процесс, 20 баллов — зачет)*

1. Чтение и написание аннотации к тексту социокультурной направленности. (10 баллов)

2. Устное монологическое высказывание на одну из изученных тем. (10 баллов)

3.Содержание экзамена (*III семестр (70 баллов — учебный процесс, 30 баллов — экзамен)*

1) Чтение и беседа по тексту социокультурной направленности. (10 баллов)

2) Написание аннотации по тексту профессиональной направленности. (10 баллов)

3) Беседа по одной из пройденных тем. (10 баллов)

Шкала оценивания зачета

Баллы	Критерии оценивания
20	Студент демонстрирует отличное знание предмета (сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной): • произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений. • умеет работать с текстами разных типов, полно и точно передает содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления. • при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения. • способен вести беседу в соответствии с коммуникативной задачей. Умеет точно формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы, использует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.
16	Студент демонстрирует хорошее знание предмета: • произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной; • демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений; • владеет навыками письменной речи. • способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.
10	Студент демонстрирует отдельные речевые навыки и умения: • делает ошибки в произношении и речевой интонации; • не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки;

	• при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи. • может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.
6	Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения: • при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки; не способен вести беседу. При ответах на вопросы использует заученные фрагменты тем. Не владеет достаточным количеством устойчивых фраз и выражений для ведения беседы. Не умеет адекватно реагировать на вопросы собеседника. Владеет минимальным запасом лексики, но не умеет его использовать

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа обучающегося в течение освоения дисциплины, а также оценка по промежуточной аттестации

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

Шкала оценивания экзамена

Баллы	Критерии оценивания
30	Студент демонстрирует отличное знание предмета (сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной): • произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений. • умеет работать с текстами разных типов, полно и точно передает содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления. • при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения. • способен вести беседу в соответствии с коммуникативной задачей. Умеет точно формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы, использует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.
22	Студент демонстрирует хорошее знание предмета: • произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной; • демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений; • владеет навыками письменной речи. • способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.
14	Студент демонстрирует отдельные речевые навыки и умения: • делает ошибки в произношении и речевой интонации; • не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки;

	• при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи. • может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.
6	Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения: • при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки; не способен вести беседу. При ответах на вопросы использует заученные фрагменты тем. Не владеет достаточным количеством устойчивых фраз и выражений для ведения беседы. Не умеет адекватно реагировать на вопросы собеседника. Владеет минимальным запасом лексики, но не умеет его использовать

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа обучающегося в течение освоения дисциплины, а также оценка по промежуточной аттестации

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