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«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»

(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН

на заседании кафедры иностранных языков

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Сарычева Л.В.

## ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине (модулю)  
Иностранный язык (английский язык)

Направление подготовки 44.03.02 Психолого – педагогическое образование

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## 1.Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Этапы формирования
<b>УК-4.</b> 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	<p><b>Знать:</b> базовую лексику и выражения, а также лексику, связанную со специальностью</p> <p><b>Уметь:</b> общаться в большинстве типичных ситуаций, которые могут быть при поездке в</p>	Выполнение лексико-грамматических упражнений Тестирование Проект (защита презентации)	Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания

			<p>страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции</p>	<p>и) Аннотация Деловое письмо Устный ответ</p>	<p>я устного ответа, шкала оценивания проекта (защита презентации), шкала оценивания тестирования, шкала оценивания аннотации</p>
УК-4	Продвинутый	<p>1. Работа на учебных занятиях 2. Самостоятельная работа</p>	<p><b>Знать:</b> основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций</p> <p><b>Уметь:</b> понимать развернутые доклады и лекции по знакомой теме; написать подробное</p>	<p>Выполнение лексико-грамматических упражнений Тестирование Проект (защита презентации) Аннотация Деловое письмо Устный ответ</p>	<p>Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания устного ответа, шкала оценивания проекта (презентации), шкала оценивания</p>

			<p>сообщение на разные темы; анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности</p> <p><b>Владеть:</b> профессионально-ориентированной межкультурной компетенцией</p>		<p>тестирование, шкала оценивания аннотации</p>
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### ***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)***

<b><i>Критерий оценки</i></b>	<b><i>Показатели</i></b>	<b><i>Баллы</i></b>
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	2
	Использован незначительный объём подходящей информации из ограниченного числа однотипных источников	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	
	<p>Предприняты попытки оформить работу в соответствии с установленными правилами</p> <p>Внешний вид и речь автора соответствуют правилам проведения презентации, но автор не владеет культурой общения, не уложился в регламент</p>	<b>4</b>
	<p>Чёткое и грамотное оформление</p> <p>Внешний вид и речь автора соответствуют правилам проведения презентации, автор владеет культурой общения, уложился в регламент, ему удалось вызвать большой интерес</p>	<b>6</b>
	<b>ИТОГО</b>	<b>20 баллов</b>

### ***Шкала оценивания устного ответа***

<b>Критерий оценки</b>	<b>Баллы</b>
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.	
<p>Коммуникативная задача в основном решена.</p> <p>Высказывание носит заверченный характер, но имеются нарушения логики и последовательности изложения.</p> <p>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.</p> <p>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.</p>	6
<p>Коммуникативная задача решена относительно полно.</p> <p>Высказывание носит заверченный характер, но имеются незначительные нарушения логики и последовательности.</p> <p>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.</p> <p>Используемые связующие элементы в основном адекватны решаемой задаче. Объем высказывания соответствует программным требованиям. Речь достаточно беглая. В случае затруднений используются компенсаторные умения.</p> <p>Допущены отдельные произносительные, лексические и грамматические ошибки.</p>	7
<p>Коммуникативная задача решена относительно полно.</p> <p>Высказывание носит заверченный характер, построено логично и связно. Есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации /</p>	8

<p>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.</p>	
<p>Коммуникативная задача решена полностью. Высказывание построено логично и 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. В случае необходимости используются компенсаторные умения. Допущены единичные произносительные и грамматические ошибки, не препятствующие коммуникации.</p>	9
<p>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</p>	10

<b>Критерий оценки</b>	<b>Баллы</b>
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***

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

### **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, -II      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 Cathedral, \_\_\_\_\_ 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. I haven't got \_\_\_\_\_ suitcases. I have got \_\_\_\_\_ luggage.

- a) many, a few    b) many, few    c) a lot of, little    d) much, little
15. I 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. I 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 well 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
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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.

### OVERVIEW OF PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes. Such study can involve both animal and human behaviors. When applied to humans, psychology covers everything that people think, feel, and do. Psychologists differ in how much importance they place on specific types of behavior. For example, some psychologists believe that you should

study only behavior that you can see, observe, or measure directly. Steve's behavior of logging on and remaining on the Internet for hours at a time is an observable behavior. Some psychologists believe that our thoughts, feelings, and fantasies are also important, even though these processes are not directly observable. Steve may log on because he feels intimidated by others or by schoolwork, but psychologists cannot directly observe that these are the reasons that Steve is engaging in this behavior. While psychologists may differ on which types of behavior are important, they do agree that the study of behavior must be systematic.

The use of a scientific method of asking and answering questions about why people think, act, and feel as they do reduce the chances of coming to false conclusions. Consider the story of the blind men and the elephant.

A long time ago, three very wise, but blind, men were out on a journey when they came across a sleeping elephant. Because they could not see the elephant, they did not know what was blocking their way, so they set about to discover what they could about the obstacle.

As it happened, each man put his hands on a different section of the Elephant, examining it in great detail and with much thought. The first Man, having felt the elephant's trunk, described a creature that was long, wormlike, and quite flexible. "No, no! You must be mistaken," said the Second man, who was seated astride the elephant. "This creature is wide, very round, and does not move very much." The man who was holding one of the elephant's tusks added his description of a small, hard, pointed creature.

(Source: Richard A. Kasschau "Understanding Psychology", Glencoe, 2003).

### Understanding details

Choose the correct option to complete the sentences.

1. Psychologists have a similar/different opinion on the importance of the specific types of behaviour.
2. Steve's behaviour of remaining online for hours is an observable/covert one.
3. Psychologists disagree/agree that the study of behaviour should be systematic.
4. The use of the scientific method can help avoid/make false conclusions.

## **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 психологии. История развития психологии за рубежом и в России.
2. Виды психологии. Возрастная психология, педагогическая психология, клиническая психология.
3. Категории психологии. Мотив, образ, деятельность, личность, общение, переживание.
4. Направления психологии. Психоанализ.
5. Гештальт, бихевиоризм.
6. Когнитивная психология.

## **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 coloured 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 dilemma**

"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 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, Centrepont, 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 in 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. If 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 spyarchy, 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 biased 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 Inglês 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  $-20^{\circ}$  or lower, perhaps down to  $-40^{\circ}$ ; 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. From time to time, Arctic winds howl down from the north, and for several days temperatures in the city may not rise above  $-20^{\circ}$  (and may drop below  $-40^{\circ}$ ).

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  $-10^{\circ}$  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 sometimes 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 Galiano, 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

Very 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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William has now become the new Prince of Wales - the historic title of the heir to the throne

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 place for 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 "Continental" 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 prefer living 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 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 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 ghettos, 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 Routemasters 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.**

## **Overcoming Phobias**

People can learn to overcome phobias by gradually facing their fears. This is not easy at first. It takes willingness and bravery. Sometimes people need the help of a therapist to guide them through the process.

Overcoming a phobia usually starts with making a long list of the person's fears in least-to-worst order. For example, with a dog phobia, the list might start with the things the person is least afraid of, such as looking at a photo of a dog. It will then work all the way up to worst fears, such as standing next to a person who's petting a dog, petting a dog on a leash, and walking a dog.

Gradually, and with support, the person tries each fear situation on the list — one at a time, starting with the least fear. The person works on each fear until he or she is comfortable. The person takes as long as needed to feel comfortable and isn't forced to do anything.

A therapist could also show a person with a dog phobia how to approach, pet, and walk a dog, and help the person to try it, too. The person may expect terrible things to happen when near a dog. Talking about this can help, too. When people find that what they fear doesn't actually turn out to be true, it can be a great relief.

A therapist might also teach relaxation practices such as specific ways of breathing, muscle relaxation training, or soothing self-talk. These can help people feel comfortable and bold enough to face the fears on their list.

As a person gets used to a feared object or situation, the brain adjusts how it responds and the phobia is overcome.

Often, the hardest part of overcoming a phobia is getting started. Once a person decides to go for it — and gets the right coaching and support — it can be surprising how quickly fear can melt away.

## **How Is Depression Different From Regular Sadness?**

Everyone has some ups and downs, and sadness is a natural emotion. The normal stresses of life can lead anyone to feel sad every once in a while. Things like an argument with a friend, a breakup, doing poorly on a test, not being chosen for a team, or a best friend moving out of town can lead to feelings of sadness, hurt, disappointment, or grief. These reactions are usually brief and go away with a little time and care.

Depression is more than occasionally feeling blue, sad, or down in the dumps, though. Depression is a strong mood involving sadness, discouragement, despair, or hopelessness that lasts for weeks, months, or even longer. It interferes with a person's ability to participate in normal activities.

Depression affects a person's thoughts, outlook, and behavior as well as mood. In addition to a depressed mood, a person with depression can also feel tired, irritable, and notice changes in appetite.

When someone has depression, it can cloud everything. The world looks bleak and the person's thoughts reflect that hopelessness and helplessness. People with depression tend to

have negative and self-critical thoughts. Sometimes, despite their true value, people with depression can feel worthless and unlovable.

Because of feelings of sadness and low energy, people with depression may pull away from those around them or from activities they once enjoyed. This usually makes them feel more lonely and isolated, making the depression and negative thinking worse.

Depression can be mild or severe. At its worst, depression can create such feelings of despair that a person thinks about suicide.

Depression can cause physical symptoms, too. Some people have an upset stomach, loss of appetite, weight gain or loss, headaches, and sleeping problems when they're depressed.

### **What Is Obsessive-Compulsive Disorder?**

Everyone feels anxiety, fear, uncertainty, or worry at some time. These normal emotions and reactions help people protect themselves, stay safe, and solve problems. Usually these feelings don't last long and don't come too often.

But for people with obsessive-compulsive disorder (OCD), these feelings are taken to extremes. It's as if the brain's filter for sorting out what's dangerous from what's not dangerous isn't working properly. Instead of keeping normal worry in perspective, there is a constant stream of uncertainty, doubt, or fear in the person's mind.

OCD is a type of anxiety disorder. People with OCD become preoccupied with whether something could be harmful, dangerous, wrong, or dirty — or with thoughts about bad stuff that might happen. With OCD, upsetting or scary thoughts or images, called obsessions, pop into a person's mind and are hard to shake. People with OCD may also worry about things being "out of order" or not "just right." They may worry about losing "useless" items, sometimes feeling the need to collect these items.

People with OCD feel strong urges to do certain things repeatedly — called rituals or compulsions — in order to banish the scary thoughts, or to try to ward off the bad thing they dread, or to make extra sure that things are safe or clean or right. By doing a ritual, someone with OCD is trying to feel absolutely certain that something bad won't happen.

Although people with OCD feel a brief sense of relief when they do a compulsion, the compulsions actually strengthen the OCD thoughts, encouraging them to return. The more someone does the compulsions, the stronger the illness becomes. When OCD is severe, the fear obsessions can be extremely distressing and rituals can take up hours of a person's day. But for someone with OCD, resisting the urge to do compulsions can be very difficult.

### **What Are Learning Disabilities?**

For someone diagnosed with a learning disability, it can seem scary at first. But a learning disability doesn't have anything to do with a person's intelligence - after all, such successful people as Walt Disney, Alexander Graham Bell, and Winston Churchill all had learning disabilities.

Learning disabilities are problems that affect the brain's ability to receive, process, analyze, or store information. These problems can make it difficult for a student to learn as quickly as someone who isn't affected by learning disabilities. There are many kinds of learning

disabilities. Most students affected by learning disabilities have more than one kind. Certain kinds of learning disabilities can interfere with a person's ability to concentrate or focus and can cause someone's mind to wander too much. Other learning disabilities can make it difficult for a student to read, write, spell, or solve math problems.

The way our brains process information is extremely complex - it's no wonder things can get messed up sometimes. Take the simple act of looking at a picture, for example: Our brains not only have to form the lines into an image, they also have to recognize what the image stands for, relate that image to other facts stored in our memories, and then store this new information. It's the same thing with speech - we have to recognize the words, interpret the meaning, and figure out the significance of the statement to us. Many of these activities take place in separate parts of the brain, and it's up to our minds to link them all together.

Nearly four million school-age children and teens have learning disabilities, and at least 20% of them have a type of disorder that makes it difficult to focus.

### **What Causes Dyslexia?**

Research has shown that dyslexia happens because of the way the brain processes information. Pictures of the brain, taken with modern imaging tools, have shown that when people with dyslexia read, they use different parts of the brain than people without dyslexia. These pictures also show that the brains of people with dyslexia don't work efficiently during reading. So that's why reading seems like such slow, hard work.

Most people think that dyslexia causes people to reverse letters and numbers and see words backwards. But reversals occur as a normal part of development, and are not seen only in people with dyslexia. The main problem in dyslexia is trouble recognizing phonemes, which are the basic sounds of speech. Therefore, it's a struggle to make the connection between the sound and the letter symbol for that sound, and to blend sounds into words.

This makes it hard to recognize short, familiar words or to sound out longer words. It takes a lot of time for a person with dyslexia to sound out a word. The meaning of the word is often lost, and reading comprehension is poor. It is not surprising that people with dyslexia have trouble spelling. They may also have trouble expressing themselves in writing and even speaking. Dyslexia is a language processing disorder, so it can affect all forms of language, either spoken or written.

Some people have milder forms of dyslexia, so they may have less trouble in these other areas of spoken and written language. Some people work around their dyslexia, but it takes a lot of effort and extra work. Dyslexia isn't something that goes away on its own or that a person outgrows. Fortunately, with proper help, most people with dyslexia learn to read.

## **Which Kids Are at Risk for Suicide?**

Teenage is a time of tremendous possibility but it can also be a period of great confusion and anxiety. There's pressure to fit in socially, to perform academically, and to act responsibly. There's the awakening of sexual feelings, a growing self-identity, and a need for autonomy that often conflicts with the rules and expectations set by others.

A teen with an adequate support network of friends, family, religious affiliations, peer groups, or extracurricular activities may have an outlet to deal with everyday frustrations. But many teens don't believe they have that, and feel disconnected and isolated from family and friends. These teens are at increased risk for suicide.

Factors that increase the risk of suicide among teens include:

- a psychological disorder, especially depression, bipolar disorder, and alcohol and drug use (in fact, approximately 95% of people who die by suicide have a psychological disorder at the time of death)
- feelings of distress, irritability, or agitation
- feelings of hopelessness and worthlessness that often accompany depression (a teen, for example, who experiences repeated failures at school, who is overwhelmed by violence at home, or who is isolated from peers is likely to experience such feelings)
- a previous suicide attempt
- a family history of depression or suicide (depressive illnesses may have a genetic component, so some teens may be predisposed to suffer major depression)
- physical or sexual abuse
- lack of a support network, poor relationships with parents or peers, and feelings of social isolation
- dealing with homosexuality in an unsupportive family or community or hostile school environment

## **What Is Anxiety?**

It's completely normal to worry when things get hectic and complicated. But if worries become overwhelming, you may feel that they're running your life. If you spend an excessive amount of time feeling worried or nervous, or you have difficulty sleeping because of your anxiety, pay attention to your thoughts and feelings. They may be symptoms of an anxiety problem or disorder.

Anxiety is a natural human reaction that involves mind and body. It serves an important basic survival function: Anxiety is an alarm system that is activated whenever a person perceives danger or threat.

When the body and mind react to danger or threat, a person feels physical sensations of anxiety — things like a faster heartbeat and breathing, tense muscles, sweaty palms, a queasy stomach, and trembling hands or legs. These sensations are part of the body's fight-flight response. They are caused by a rush of adrenaline and other chemicals that prepare the body to make a quick getaway from danger. They can be mild or extreme.



The fight-flight response happens instantly when a person senses a threat. It takes a few seconds longer for the thinking part of the brain to process the situation and evaluate whether the threat is real, and if so, how to handle it. If the cortex sends the all-clear signal, the fight-flight response is deactivated and the nervous system can relax.

If the mind reasons that a threat might last, feelings of anxiety might linger, keeping the person alert. Physical sensations such as rapid, shallow breathing; a pounding heart; tense muscles; and sweaty palms might continue, too.

## **Self-Esteem Problems**

Before a person can overcome self-esteem problems and build healthy self-esteem, it helps to know what might cause those problems in the first place. Two things in particular — how others see or treat us and how we see ourselves — can have a big impact on our self-esteem.

Parents, teachers, and other authority figures influence the ideas we develop about ourselves — particularly when we are little kids. If parents spend more time criticizing than praising a child, it can be harder for a kid to develop good self-esteem. Because teens are still forming their own values and beliefs, it's easy to build self-image around what a parent, coach, or other person says.

Obviously, self-esteem can be damaged when someone whose acceptance is important (like a parent or teacher) constantly puts you down. But criticism doesn't have to come from other people. Some teens also have an "inner critic," a voice inside that seems to find fault with everything they do. And people sometimes unintentionally model their inner voice after a critical parent or someone else whose opinion is important to them.

Unrealistic expectations can also affect a person's self-esteem. People have an image of who they want to be. Everyone's image of the ideal person is different. For example, some people admire athletic skills and others admire academic abilities. People who see themselves as having the qualities they admire usually have high self-esteem.

People who don't see themselves as having the qualities they admire may develop low self-esteem. Unfortunately, people who have low self-esteem often do have the qualities they admire. They just can't see that they do because their self-image is trained that way.

## **Normal Anxiety**

Anxiety is a natural human reaction that involves mind and body. It serves an important basic survival function: Anxiety is an alarm system that is activated whenever a person perceives danger or threat.

Everyone experiences feelings of anxiety from time to time. Anxiety can be described as a sense of uneasiness, nervousness, worry, fear, or dread of what's about to happen or what might happen. While fear is the emotion we feel in the presence of threat, anxiety is a sense of anticipated danger, trouble, or threat.

Feelings of anxiety can be mild or intense, depending on the person and the situation. Mild anxiety can feel like a sense of uneasiness or nervousness. More intense anxiety can feel

like fear, dread, or panic. Worrying and feelings of tension and stress are forms of anxiety. So are stage fright and the shyness that can come with meeting new people.

It's natural for new, unfamiliar, or challenging situations to prompt feelings of anxiety or nervousness. Facing an important test, a big date, or a major class presentation can trigger normal anxiety. Although these situations don't actually threaten a person's safety, they can cause someone to feel "threatened" by potential embarrassment, worry about making a mistake, fitting in, stumbling over words, being accepted or rejected, or losing pride. Physical sensations — such as a pounding heart, sweaty hands, or a nervous stomach — can be part of normal anxiety, too.

Because anxiety makes a person alert, focused, and ready to head off potential problems, a little anxiety can help us do our best in situations that involve performance. But anxiety that's too strong can interfere with doing our best. Too much anxiety can cause a person to feel overwhelmed, tongue-tied, or unable to do what they need to do.

### **What Are the Effects of Abuse?**

When people are abused, it can affect every aspect of their lives, especially self-esteem. How much abuse harms a person depends on the situation and sometimes on how severe the abuse is. Sometimes a seemingly minor thing can trigger a big reaction. Being touched inappropriately by a family member, for example, can be very confusing and traumatic.

Every family has arguments. In fact, it's rare when a family doesn't have some rough times, disagreements, and anger. Punishments and discipline — like removing privileges, grounding, or being sent to your room — are normal. Yelling and anger are normal in parent-teen relationships too. But if punishments, arguments, or yelling go too far or last too long it can lead to stress and other serious problems.

Teens who are abused (or have been in the past) often have trouble sleeping, eating, and concentrating. They may not do well at school because they are angry or frightened, or because they can't concentrate or don't care.

Many people who are abused distrust others. They may feel a lot of anger toward other people and themselves, and it can be hard to make friends. Abuse is a significant cause of depression in young people. Some teens may engage in self-destructive behavior, such as cutting or abusing drugs or alcohol. They may even attempt suicide.

It's normal for people who have been abused to feel upset, angry, and confused about what happened to them. They may feel guilty and embarrassed and blame themselves. But abuse is never the fault of the person who is being abused, no matter how much the abuser tries to blame others.

People who are abused may have trouble getting help because it means they'd be reporting on someone they love — someone who may be wonderful much of the time and awful to them only some of the time. A person might be afraid of the consequences of reporting, either because they fear the abuser or the family is financially dependent on that person. For reasons like these, abuse often goes unreported.

### **Why Study Psychology History?**

Contemporary psychology is interested in a large range of topics, looking at human behavior and mental process from the neural level to the cultural level. Psychologists study human issues that begin before birth and continue until death. By understanding the history of psychology, you can gain a better understanding of how these topics are studied and what we have already learnt. From the earliest beginnings, psychology has been faced with some questions. The first question is how to define psychology. This question helped establish it as a science separate from physiology and philosophy. Additional questions that psychologists have faced throughout history include: Is psychology really a science? Should psychologists use research to influence public policy, education, and other aspects of human behavior? Should psychology focus on observable behaviors, or on internal mental processes? What research methods should be used to study psychology? Which topics and issues should psychology be concerned with? 9 Background: Philosophy and Physiology While psychology did not emerge as a separate discipline until the late 1800s, its earliest history can be traced back to the time of the early Greeks. During the 17th century, the French philosopher Rene Descartes introduced the idea of dualism, which asserted that the mind and body were two entities that interact to form the human experience. So, what makes psychology different from philosophy? While early philosophers relied on methods such as observation and logic, today's psychologists utilize scientific methodologies to study and draw conclusions about human thought and behavior. Physiology also contributed to psychology's eventual emergence as a scientific discipline. Early physiological research on the brain and behavior had a dramatic impact on psychology, contributing to applying scientific methodologies to the study of human thought and behavior.

## **What Is Burnout?**

Excessive and prolonged stress can cause a state of emotional, physical and mental exhaustion known as burnout. It occurs when you drained feel emotionally and you can not meet the constant demands that are placed on you. As the stress continues you start to lose interest and motivation in some or all aspects of your life. Burnout may suck your energy, reduce your productivity and leave you feeling more and more helpless, hopeless and cynical. It can eventually lead to you feeling like you have nothing more to give. 16 Burnout doesn't just affect your work life; it may also affect your home and social life. It can cause long term changes to your body which could make you more vulnerable to illnesses such as a cold and the flu. Due to its many consequences and effects, it is important to deal with burnout immediately. You may have days when you feel helpless

and miserable and even days when it is hard to get out of bed and deal with everyday life. However, if these feelings occur every day, then you may be experiencing burnout. Burnout doesn't happen overnight; it is a slow process that can creep up on you if you are unaware of the signs. These signs can be subtle to begin with, but as time goes on, they get worse. If you actively try to address these signs you can prevent a major breakdown, if you don't, you may eventually burn out. These signs can be physical, emotional and behavioural.

### **Is Losing Interest and Motivation Inevitable as We Age?**

Many of us have the experience of losing interest in some of the activities that excited us in the past. This is expected as our lives change and we experience new things. However, some people have a more general decrease in their ability to experience pleasure in activities they used to find enjoyable. Psychologists refer to this as anhedonia. <sup>18</sup> Anhedonia<sup>3</sup> can look different in different people. Some individuals have little motivation to put any effort into doing activities they used to enjoy. For example, someone who previously enjoyed gardening now no longer has interest in the activity. Other individuals might have the motivation to get started, but they find that they are getting little or no pleasure from the activity. To use the gardening example, the individual might continue to garden but no longer find it enjoyable or fulfilling. In both cases, the person is not experiencing pleasure or a sense of reward from their activities. Anhedonia is an important, but often overlooked, mental health concern in older adults. Research has shown that anhedonia increases with age; in fact, as many as 1/3 of older adults experience symptoms of anhedonia. Even though anhedonia is common in older adults, it is not an inevitable part of aging!

### **What are the branches of psychology?**

Clinical and health psychology. This is one of the most well-known branches of psychology, if not the most, and consists of research and intervention focused on more or less severe psychological problems that affect people's quality of life. If psychological disorders have to do with mental disorders, clinical psychologists will work together with other health professionals in the diagnosis, prognosis, intervention and control of the psychological disorders. People who belong to this specialty of psychology offer a service called psychotherapy and whose form, approach and procedures can vary greatly, depending on the psychological orientation that one has and the tools that are available.

Educational and developmental psychology. Almost all branches of psychology focus their attention on learning processes, but the specialization of educational psychology directs all their attention towards them. The objective of this branch is to apply techniques and strategies to make learning take place in the most satisfactory way possible, ensuring that there is a good fit between learners and teachers. Furthermore, educational psychology understands the concept "education" in its broadest sense. It does not have to do only with what young people do in school, but it applies to all areas in which learning plays a leading role, whether in training courses for workers or within families and communities that must adapt to a new situation.

Industrial-organizational psychology has to do with research and intervention on workers, aiming to find strategies to make their performance level optimal taking into account their needs and the needs of the organization as a whole. This branch of psychology refers to the discipline of human resources, characterized by being involved in all processes that affect the employees of an organization. One of its facets, for example, is aimed at what makes each of the workers, individually, perform well in their job. It studies their strengths and weaknesses, conducts ergonomic studies to check whether or not they work comfortably, etc.

## **Sports psychology**

1. Sports psychology is a relatively young discipline in psychology; the first research lab devoted to the topic opened in 1925.
2. Sports psychology is the study of how

psychological factors influence sports, athletic performance, exercise, and physical activity. 3. Sports psychologists investigate how participating in sports can improve health and well-being. They also help athletes utilize psychology to improve their athletic performance and mental wellness. 23 4. An educational sports psychologist uses psychological methods to help athletes improve sports performance. This includes teaching them how to use certain techniques such as imagery, goal setting, or self-talk to perform better on the court or field. 5. Clinical sports psychologists work with athletes who have mental health conditions such as depression or anxiety. This work involves using strategies from both sports psychology and psychotherapy. 6. Contemporary sports psychology is a diverse field and there are a number of different topics that are of special interest to sports psychologists, for example, attentional focus or mental toughness.

**Abnormal psychology** is the scientific study of abnormal behavior in order to describe, predict, explain, and change abnormal patterns of functioning. Abnormal psychology in clinical psychology studies the nature of psychopathology, its causes, and its treatments. Of course, the definition of what constitutes abnormal has varied across time and across cultures. Individuals also vary in what they regard as normal or abnormal behavior. In general, abnormal psychology can be described as an area of psychology that studies people who are consistently unable to adapt and function effectively in a variety of conditions. The four main contributing factors to how well an individual is able to adapt include their genetic makeup, physical condition, learning and reasoning, and socialization. The English suffixes *phobia*, *phobic*, *phobe* (of Greek origin) occur in technical usage in psychiatry to construct words that describe irrational, disabling fear as a mental disorder (e.g., *agoraphobia*), in chemistry to describe chemical aversions (e.g., *hydrophobic*), and in biology to describe organisms that dislike certain conditions (e.g., *acidophobia*). In common usage they also form words that describe dislike or hatred of a particular thing or subject. Many people apply the suffix *phobia* inappropriately to mild or irrational fears

with no serious substance; however, earlier senses relate to psychiatry which studies serious phobias which disable a person's life. For more information on the psychiatric side of this, including how psychiatry groups phobias as agoraphobia, social phobia, or simple phobia, sea phobia. Treatment for phobias may include desensitization (graduated exposure therapy) or flooding. The following lists include words ending in phobia, and include fears that have acquired names. In many cases people 27 have coined these words as neologisms, and only a few of them occur in the medical literature. In many cases, the naming of phobias has become a word game. A list of all possible phobias would run into many thousands and it would require a whole book to include them all, certainly more than an encyclopedia would be able to contain.

## **Nyctophobia**

Nyctophobia is an excessive and irrational fear of darkness that can significantly impact daily activities, cause avoidance of certain situations, and generate anxiety in anticipation of low light conditions. Nyctophobia, also known as lygophobia, is a mental health condition defined as an acute fear of darkness and dark places. The term comes from two Greek words – nyktos (night) and phobos (fear). Although it is usual for children to be afraid of the dark, a strong fear of darkness in adulthood can impair daily functioning and overall wellbeing. Research shows that being in a dark environment can cause a “startle” response in humans that releases certain chemicals enhancing our perception of anxiety. People with nyctophobia experience intense anxiety at night or in dark places. On a day-to-day basis, such people may avoid going into dark rooms and may carry a flashlight wherever they go. Additionally, they may also sleep at night with lights on and get anxious when the day turns to night. Dark places such as the theater or the nightclub can also act as nyctophobia triggers. In a 2020 study conducted among college students, about 54 % of participants rated darkness as one of their top 5 fears.

## **Sigmund Freud**

Sigmund Freud Psychology's most famous figure is also one of the most influential and controversial thinkers of the 20th century. Sigmund Freud, an Austrian neurologist born in 1856, is often referred to as the "father of modern psychology". Freud revolutionized how we think about and treat mental health conditions. Freud founded psychoanalysis as a way of listening to patients and better understanding how their minds work. Psychoanalysis continues to have an enormous influence on modern psychology and psychiatry. Sigmund Freud's theories and work helped shape current views of dreams, childhood, personality, memory, sexuality, and therapy. Freud's work also laid the foundation for many other theorists to formulate ideas, while others developed new theories in opposition to his ideas. Freud's theories were enormously influential but subject to considerable criticism both now and during his life. However, his ideas have become interwoven into the fabric of our culture, with terms such as "Freudian slip", "repression", and "denial" appearing regularly in everyday language. Freud's theories include: – Unconscious mind: This is one of his most enduring ideas, which is that the mind is a reservoir of thoughts, memories, and emotions that lie outside the awareness of the conscious mind. – Personality: Freud proposed that personality was made up of three key elements: the id, the ego, and the superego. The ego is the conscious state, the id is the unconscious, and the superego is the moral or ethical framework that regulates how the ego operates. – Life and death instincts: Freud claimed that two classes of instincts, life and death, dictated human behavior. Life instincts include sexual procreation, survival and pleasure; death instincts include aggression, self-harm, and destruction.

## **Abraham Maslow**

Abraham Maslow was an American psychologist who developed a hierarchy of needs to explain human motivation. His theory suggested that people have a number of basic needs that must be met before people move up the hierarchy to pursue more social, emotional, and self-actualizing needs. 40 Abraham Maslow began teaching at Brooklyn College in 1937 and continued to work as a member of the school's faculty until 1951. During this



time, he was heavily influenced by Gestalt psychologist Max Wertheimer and anthropologist Ruth Benedict. During the 1950s, Maslow became one of the founders and driving forces behind the school of thought known as humanistic psychology. His theories – including the hierarchy of needs, self-actualization, and peak experiences – became fundamental subjects in the humanist movement. His theories focused on the positive aspects of human nature. At a time when most psychologists focused on aspects of human nature that were considered abnormal, Abraham Maslow shifted focus to look at the positive sides of mental health. His work influenced how we see mental health. His interest in human potential, peak experiences, the improvement of mental health, and personal growth had a lasting influence on psychology. His work continues to exert an influence today. While Maslow's work fell out of favor with many academic psychologists and some suggest his hierarchy might be due for an update, his theories enjoy a resurgence due to the rising interest in positive psychology.

## **Lev Vygotsky**

Lev Vygotsky was a Russian psychologist who published multiple books on topics related to child development and education. He died at a very young age, only 37, but during his short life he was able to make lasting contributions to the field of psychology that would be relevant to 42 researchers and educators long after his death. He is best known for his work on social learning theory, scaffolding, and the zone of proximal development. Vygotsky investigated child development and how this was guided by the role of culture and interpersonal communication. Vygotsky observed how higher mental functions developed through social interactions with significant people in a child's life, particularly parents, but also other adults. Through these interactions, a child came to learn the habits of mind of her / his culture, including speech patterns, written language, and other symbolic knowledge through which the child derives meaning and it affected a child's construction of her / his knowledge. This key premise of Vygotskian psychology is often referred to as cultural mediation. The specific knowledge gained by a child through these interactions

also represented the shared knowledge of a culture. This process is known as internalization. Internalization can be understood in one respect as “knowing how”. For example, riding a bicycle or pouring a cup of milk are tools of the society and initially outside and beyond the child. The mastery of these skills occurs through the activity of the child within society. A further aspect of internalization is appropriation in which the child takes a tool and makes it his / her own, perhaps using it in a way unique to himself. Internalizing the use of a pencil allows the child to use it very much for his / her own ends rather than draw exactly what others in society have drawn previously.

### **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.

### **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.

### **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 work,

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

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.

## 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.

## Memory

Human memory involves the ability to both preserve and recover information. However, this is not a flawless process. Sometimes people forget or misremember things. Other times, information is not properly encoded in memory in the first place.

Memory problems are often relatively minor annoyances, like forgetting birthdays. However, they can also be a sign of serious conditions such as Alzheimer's disease and other kinds of dementia. These conditions affect quality of life and ability to function.

In order to create a new memory, information must be changed into a usable form, which occurs through a process known as encoding. Once the information has been successfully encoded, it must be stored in memory for later use.

Researchers have long believed that memories form due to changes in brain neurons (nerve cells). Our understanding today is that memories are created through the connections that exist between these neurons—either by strengthening these connections or through the growth of new connections.

This is why reviewing and rehearsing information improves the ability to remember it. Practice strengthens the connections between the synapses that store that memory.

Much of our stored memory lies outside of our awareness most of the time, except when we actually need to use it. The memory retrieval process allows us to bring stored memories into conscious awareness.

Unfortunately, memories don't always last, so we tend to forget a great deal of the things we learn. Some memories are very brief, just seconds long. Such memories allow people to take in sensory information about the world.

Short-term memories are a bit longer and last about 20 to 30 seconds. These memories mostly consist of the information people are currently focusing on and thinking about.

Some memories are capable of enduring much longer—lasting days, weeks, months, or even decades. Most of these long-term memories lie outside of immediate awareness but can be drawn into consciousness when needed.

## **Memory types**

While several different models of memory have been proposed, the stage model of memory is often used to explain the basic structure and function of memory. Initially proposed in 1968 by Richard Atkinson and Richard Shiffrin, this theory outlines three separate stages or types of memory: sensory memory, short-term memory, and long-term memory.

### **Sensory Memory**

Sensory memory is the earliest stage of memory. During this stage, sensory information from the environment is stored for a very brief period of time, generally for no longer than a half-second for visual information and three or four seconds for auditory information.

People only pay attention to certain aspects of this sensory memory. Attending to sensory memory allows some of this information to pass into the next stage: short-term memory.

### **The Science Behind Echoic Memory: How Sound Lingers in Your Mind**

### **Short-Term Memory**

Short-term memory, also known as active memory, is the information we are currently aware of or thinking about. In Freudian psychology, this memory would be referred to as

the conscious mind. Paying attention to sensory memories generates information in short-term memory.

While many of our short-term memories are quickly forgotten, attending to this information allows it to continue to the next stage: long-term memory. Most information stored in active memory will be kept for approximately 20 to 30 seconds.

This capacity can be stretched somewhat by using memory strategies such as chunking, which involves grouping related information into smaller chunks.

The term "short-term memory" is often used interchangeably with "working memory," which refers to the processes that are used to temporarily store, organize, and manipulate information.

In a famous paper published in 1956, psychologist George Miller suggested that the capacity of short-term memory for storing a list of items was somewhere between five and nine. Some memory researchers now believe that the true capacity of short-term memory is probably closer to four.<sup>9</sup>

## Long-Term Memory

Long-term memory refers to the continuing storage of information. In Freudian psychology, long-term memory would be called the preconscious and unconscious.

This information is largely outside our awareness but can be called into working memory for use when needed. Some memories are fairly easy to recall, while others are much more difficult to access.

## **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	<p>Студент демонстрирует отличное знание предмета (сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной):</p> <ul style="list-style-type: none"><li>• произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений.</li><li>• 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.</li><li>• при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения.</li><li>• 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.</li></ul>
16	<p>Студент демонстрирует хорошее знание предмета:</p> <ul style="list-style-type: none"><li>• 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;</li><li>• демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений;</li><li>• владеет навыками письменной речи.</li><li>• 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</li></ul>

	поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.
<b>10</b>	<p>Студент демонстрирует отдельные речевые навыки и умения:</p> <ul style="list-style-type: none"> <li>• делает ошибки в произношении и речевой интонации;</li> <li>• не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки;</li> <li>• при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи.</li> <li>• 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.</li> </ul>
<b>6</b>	<p>Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения:</p> <ul style="list-style-type: none"> <li>• при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки;</li> </ul> <p>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</p>

### **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***

<b>Баллы</b>	<b>Критерии оценивания</b>
<b>30</b>	<p>Студент демонстрирует отличное знание предмета (сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной):</p> <ul style="list-style-type: none"> <li>• произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений.</li> <li>• 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.</li> <li>• при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения.</li> <li>• 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.</li> </ul>
<b>22</b>	<p>Студент демонстрирует хорошее знание предмета:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений;</li> <li>• владеет навыками письменной речи.</li> <li>• 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</li> </ul>

	грамматические ошибки. Демонстрирует словарный запас в рамках программы.
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<b>6</b>	<p>Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения:</p> <ul style="list-style-type: none"> <li>• при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки;</li> </ul> <p>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</p>

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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
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