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ФИО: Наумова Наталия Александровна

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«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»

(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН

на заседании кафедры иностранных языков

Протокол от « 24 » мая 2023 г., № 10

Зав. кафедрой



Сарычева Л.В.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине (модулю)
Иностранный язык (английский язык)

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

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

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

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа	<p>Знать: базовую лексику и выражения, а также лексику, связанную со специальностью</p> <p>Уметь: 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>Знать: основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций</p> <p>Уметь: 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>Владеть: профессионально-ориентированной межкультурной компетенцией</p>		<p>тестирования, 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)

<i>Критерий оценки</i>	<i>Показатели</i>	<i>Баллы</i>
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>	4
	<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>	6
	ИТОГО	20 баллов

Шкала оценивания устного ответа

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

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

частично влияющих на процесс коммуникации.	
<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

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

Шкала оценивания делового письма

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

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

Текущий контроль

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

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

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

1 семестр

Лексико – грамматические упражнения

Выберите правильный вариант ответа.

1 John has so many dresses/clothes he needs a new wardrobe to put them all in!

2 What I like about my job is that I can know/meet lots of new people.

3 The children are only behaving badly because they are annoyed/bored . Find them something to do!

4 My grandmother has to go into hospital for some tests/exams .

5 I used to have a very boring job working in a fabric/factory .

6 The doctor said I had to make an appointment with a specialist so that she could examine/visit me.

7 That was such a terrible/terrific film that I'm going to buy the DVD when it comes out.

8 Don't forget to close/switch off the TV before you go to bed.

9 I had a terrible discussion/argument with my boss, and now I'm worried I'll lose my job.

10 The nice thing about a family funeral is the chance to see all your relatives/parents again.

11 I live in the city, but my family still lives in a small village/country in the mountains.

12 At school my favourite subject/argument was maths.

Тестирование

1. There was _____ crisis in _____ American agriculture in _____ 1980s.
a) the, -, the b) a, -, the c) a, the, the d) -, -, the
2. According to _____ New York Times _____ third of _____ nation's family farmers are in _____ debt.
a) the, a, the, - b) -, the, -, - c) the, a, —, - d) the, a, the, the
3. _____ 1973 Arab oil embargo caused _____ doubling of _____ oil prices and _____ inflation.
a) the, the, -, - b) a, the, -, - c) the, a, -, - d) the, the, -, the
4. _____ effects of air pollution on _____ environment have been observed for years.
a) -, - b) the, - c) -, the d) the, the
5. In _____ New York City area _____ East River is _____ good example of _____ water pollution.
a) —, the, a, — b) the, the, the, - c) the, the, a, — d) the, the, a, the
6. Mrs. Brown, _____ young woman with _____ fall of _____ dark hair is _____ teacher.
a) the, a, —, a b) a, a, -, a c) a, a, the, a d) a, a, _____ the
7. When _____ Europeans came, _____ Indians watched with _____ horror as _____ forests were cut down.
a) -, -, -, the b) the, the, -, the c) the, the, the, the d) the, the, the, -
8. People always have _____ hopes for _____ better life in _____ future.
a) -, a, the b) the, -, the c) the, the, the d) -, -, the
9. Americans find it hard to accept _____ idea of _____ poor people who have no _____ hope and have to stay at _____ bottom.
a) a, —, a, the b) the, —, —, a c) an, —, —, the d) the, —, —, the
10. _____ Northeast is _____ historic heartland of _____ U.S. and _____ centre of _____ industry.
a) -, the, the, the, - b) the, a, the, the, - c) the, the, -, the, - d) the, the, the, the, -
11. _____ Rockies is _____ great mass of _____ mountains running down _____ western side of the U. S.
a) -, the, —, the b) the, the, the, the c) the, the, —, the d) the, a, -, -
12. _____ Salt Lake City was founded by _____ religious group known as _____ Mormons.
a) -, a, the b) the, -, the c) -, a, -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 Cathedrat, _____ huge glass church.
a) the, a b) —, a c) the, the d) a, the
19. _____ advertisers understand _____ power of _____ television.
a) the, the, - b) -, the, - c) -, -, - d) -, a, -
20. _____ last part was _____ piece of _____ film about Reagan's campaign for _____ presidency.
a) —, the, —, the b) the, a, a, the c) the, the, the, a d) the, the/ the, -

21. Every house has _____ garage, _____ separate bedroom for each child in _____ family and _____ bathrooms.
 a) the, a, the, - b) a, the, the, — c) a, a, the, - d) a, the, -, -
22. For _____ Americans who own their own homes, _____ never-ending rise in _____ house prices is _____ good thing.
 a) the, a, -, a b) -, -, -, a c) the, -, the, a d) the, the, -, a
23. _____ Wall Street is _____ place where _____ sun never shines.
 a) the, a, the b) -, -, the c) -, a, - d) -, a, the
24. _____ people who work in _____ Wall Street area are too busy to worry about _____ weather.
 a) —, the, the b) the, the, the c) the, —, the d) the, a, the
25. In the U. S. there is still _____ aluminum, _____ copper, _____ oilfields in _____ north.
 a) -, -, the, the b) the, the, the, the c) -, -, the, - d) -, -, -, the

2 семестр

Лексико – грамматическое упражнение

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

Тестирование

Fill in the blanks.

A) do B) does C) is D) are E) have F) has

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

3 семестр

Лексико – грамматическое упражнение

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

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

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

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

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

Тестирование

Choose the correct variant.

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

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

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

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

Примерная тематика проектной деятельности

1 семестр

1. Национальный флаг Великобритании Union Jack.
2. Национальная одежда Шотландцев.
3. Символика разных частей Великобритании.
4. Особенности английской кухни.
5. Британский национальный характер и особенности менталитета.
6. Английский юмор. Monty Python – творческий союз ветеранов британской комедии и сатиры
7. Озёрный край и поэты-романтики “Озёрной школы”.
8. Золотой век Елизаветы I.
9. Творчество Уильяма Шекспира. Театр Глобус.
10. Поэзия Роберта Бёрнса.
11. Театры Лондона.
12. Дворцы и резиденции Королевы Великобритании.
13. Британский парламент и роль монарха.

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

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

1 семестр

Лексико – грамматическое упражнение

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

Тестирование

1. There are _____ biscuits left in the tin.
 a) a few b) much c) little d) a little
2. _____ students know the answer to this question.
 a) a little b) much c) few d) little
3. My days are so busy that I have _____ time for reading.
 a) few b) a few c) many d) little
4. _____ people give money to charity.
 a) a lot of b) many c) little d) much
5. There is a tiny bit of butter. There is _____ butter.
 a) a little b) much c) few d) little
6. He keeps trying although there is _____ chance of success.
 a) much b) few c) a few d) little
7. There are many clocks in the office but _____ of them work properly.
 a) little b) few c) much d) a little
8. She wasn't very hungry. She has just had _____ soup.
 a) few b) a few c) a little d) little
9. There aren't _____ jobs for young people.
 a) much b) a few c) little d) many
10. There aren't _____ lessons today.
 a) much b) many c) a lot d) few
11. I couldn't obtain _____ information from an office manager.
 a) many b) much c) a lot of d) some
12. When my parents moved into a new flat they had very _____ furniture, just _____ chairs.
 a) a little, a few b) little, a few c) little, a little d) little, little
13. There aren't _____ flats to rent in Moscow because there is _____ accommodation.
 a) much, little b) a lot of, few c) much, a few d) many, little
14. 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.

The History of Interior

Design In the modern world, human life activities are played out in interior spaces. We may love being out-of-doors for the sense of open air and sky, for the escape it offers from life inside enclosure, but the very joy of being outside reflects the reality that so much of life is spent inside. Buildings and their interiors are planned to serve the purposes and styles from the times of their origins, but they exert their influence on the activities and lives that they house as long as they continue to be used. The study of interior design, its development and change through history is a useful way both to explore the past and to make sense of the spaces in which modern life is lived. Professional interior designers are expected to study design history, to know the practices of the past in the terms of “styles”, and to know the names and the nature of the contributions of those individuals who generated the most interesting and influential approaches to design.

True or false:

1). Human life activities are played out in interior spaces.

2). The very joy of being outside reflects the fact that we spend a greater part of our

life outside.

3). Buildings and their interiors exert their influence only on the activities of people.

4). The study of interior design, its development and change through history is a useful way to explore the past.

5). Professional interior designers are expected to know the names of the people who contributed much to the development of the design.

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. История живописи в России, Европе и США.

2. Станковая живопись как вид изобразительного искусства

3. Жанры живописи.

4. Традиционные и инновационные технологии создания живописной картины.

5. Композиция картины.

Тексты 1 семестр

Shopping for Christmas

What word goes best with Christmas in modern English?

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

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

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

Most people, however, spend their money before Christmas. "Christmas shopping" is different from ordinary shopping, and people like to do it differently. They go to different shops, or different online stores, more expensive shops very often. They don't just buy food

from their supermarket and clothes from big department stores. They look round, they take time (if they can), they browse and they choose.

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

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

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

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

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

Clans, Kilts & Tartans

You can't talk of the Highlands without talking of clans and kilts and tartans. A "clan" is a sort of tribe — a group of people who belong to the same extended family, or have the same historic origin. In the past, each part of the Highlands was the territory of a clan. Clans were closely linked communities, each with its own chief. Clans were — and still are — distinguished by their tartan. A tartan is a specific design, a criss-cross of

couloured threads, which is used for ceremonial clothes, such as the kilt or the plaid.

There are also military tartans too, each Scottish regiment having its own tartan.

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

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

Salmon, Sea-food and other opportunities

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

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

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

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

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

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

Leaving Home... a teenage 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 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 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° or lower, perhaps down to -40° ; but because they know that it is going to happen, Canadians are ready for it! That, as they say, is half the battle of survival!

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

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

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

The easiest way to keep away from the cold of a Canadian winter is to stay indoors as much as possible! This does not mean that you have to stay at home, however! Many people keep their cars in heated basement garages which they can reach without going outside. Cars are often kept warm in winter, with electric heaters which are plugged into power points.

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

is a good place to go shopping.

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

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

Constitutional issue

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

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

The links between Britain and Canada remain very strong, all the same. About 40% of Canadians have ancestors from the British Isles, and about 30% have ancestors from France. In particular, lots of Scottish people emigrated from Britain to Canada in the 19th and 20th centuries, and the British Isles remained the main source of immigration to Canada until the 1980's.

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

The First Canadians

Before Europeans came to North America, Canada was inhabited by native Americans, known today as First Nations, Indians, Inuit or 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 Routmasters were used on this route in 2014. In 2020, the only route left was Route 15, which goes from Trafalgar Square to the Tower of London, via St. Paul's Cathedral. But other old Routemasters are used by the tourist bus companies, which offer trips round the centre of London.

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

MEET THE CELEBRITIES in LONDON!

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

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

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

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

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

If you like, you can talk to film stars, politicians and even tyrants in Madame Tussaud's, but they won't say anything to you, because they can't! Madame Tussaud's is a wax-works,

and the "famous people" in the building are really made out of wax.

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

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

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

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

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

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

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

Many people achieve passing fame; few achieve lasting fame!

3 Семестр. Тексты профессиональной направленности.

Creativity

Creativity is a phenomenon whereby something new and valuable is formed. The created item may be intangible (such as an [idea](#), a [scientific theory](#), a [musical composition](#), or a [joke](#)) or a physical object (such as an [invention](#), a printed [literary work](#), or a [painting](#)).

Scholarly interest in creativity is found in a number of disciplines, primarily [psychology](#), [business studies](#), and [cognitive science](#). However, it can also be found in [education](#), the [humanities](#), [technology](#), [engineering](#), [philosophy](#) (particularly [philosophy of science](#)), [theology](#), [sociology](#), [linguistics](#), [the arts](#), [economics](#), and [mathematics](#). These disciplines cover the relations between creativity and general [intelligence](#), personality type, mental and neural processes, [mental health](#), or [artificial intelligence](#); the potential for fostering creativity through education and training; the fostering of creativity for national economic benefit; and the application of creative resources to improve the effectiveness of teaching and learning.

Theories of creativity (particularly investigation of why some people are more creative than others) have focused on a variety of aspects. The dominant factors are usually identified as "the four Ps" — process, product, person, and place (according to [Mel Rhodes](#)). A focus on *process* is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking. Theories invoking divergent rather than convergent thinking (such as [Guilford](#)), or those describing the staging of the creative process (such as [Wallas](#)) are primarily theories of creative process. A focus on creative *product* usually appears in attempts to measure creativity (psychometrics, see below) and in creative ideas framed as successful [memes](#).

Art of the United Kingdom

The **Art of the United Kingdom** refers to all forms of visual art in or associated with the United Kingdom since the formation of the Kingdom of Great Britain in 1707 and encompasses English art, Scottish art, Welsh art and Irish art, and forms part of Western art history. During the 18th century, Britain began to reclaim the leading place England had

previously played in European art during the Middle Ages, being especially strong in portraiture and landscape art.

Increased British prosperity at the time led to a greatly increased production of both fine art and the decorative arts, the latter often being exported. The Romantic period resulted from very diverse talents, including the painters William Blake, J. M. W. Turner, John Constable and Samuel Palmer. The Victorian period saw a great diversity of art, and a far bigger quantity created than before. Much Victorian art is now out of critical favour, with interest concentrated on the Pre-Raphaelites and the innovative movements at the end of the 18th century.

The training of artists, which had long been neglected, began to improve in the 18th century through private and government initiatives, and greatly expanded in the 19th century. Public exhibitions and the later opening of museums brought art to a wider public, especially in London. In the 19th century publicly displayed religious art once again became popular after a virtual absence since the Reformation, and, as in other countries, movements such as the Pre-Raphaelite Brotherhood and the Glasgow School contended with established Academic art.

The British contribution to early Modernist art was relatively small, but since World War II British artists have made a considerable impact on Contemporary art, especially with figurative work, and Britain remains a key centre of an increasingly globalized art world

There was a recognition that, even more than the rest of Europe given the lack of British artists, the training of artists needed to be extended beyond the workshop of established masters, and various attempts were made to set up academies, starting with Kneller in 1711, with the help of Pellegrini, in Great Queen Street. The academy was taken over by Thornhill in 1716, but seems to have become inactive by the time John Vanderbank and Louis Chéron set up their own academy in 1720.

English ART

In the modern popular mind, English art from about 1750–1790 — today referred to as the "classical age" of English painting — was dominated by Sir Joshua Reynolds (1723–1792), George Stubbs (1724–1806), Thomas Gainsborough (1727–1788) and Joseph Wright of Derby (1734–1797). At the time Reynolds was considered the dominant figure, Gainsborough was very highly reputed, but Stubbs was seen as a mere painter of animals and viewed as far a less significant figure.

The late 18th century and the early 19th century characterized by the Romantic movement in British art includes Joseph Wright of Derby, James Ward, Samuel Palmer, Richard Parkes Bonington, John Martin and was perhaps the most radical period in British art, also producing William Blake (1757–1827), John Constable (1776–1837) and J.M.W. Turner (1775–1851), the later two being arguably the most internationally influential of all British artists.^{[38][39]} Turner's style, based on the Italianate tradition although he never saw Italy until in his forties, passed through considerable changes before his final wild, almost abstract, landscapes that explored the effects of light, and were a profound influence on the Impressionists and other later movements.^[40] Constable normally painted pure landscapes with at most a few genre figures, in a style based on Northern European traditions, but, like Turner, his "six-footers" were intended to make as striking an impact as any history painting.

During the late Victorian era in Britain the academic paintings, some enormously large, of Lord Leighton and the Dutch-born Lawrence Alma-Tadema were enormously popular, both often featuring lightly clad beauties in exotic or classical settings, while the allegorical works of G. F. Watts matched the Victorian sense of high purpose. The classical ladies of Edward Poynter and Albert Moore wore more clothes and met with rather less success. William Powell Frith painted highly detailed scenes of social life, typically including all classes of society, that include comic and moral elements and have an acknowledged debt to Hogarth, though tellingly different from his work.

Vorticism was a brief coming together of a number of Modernist artists in the years immediately before 1914; members included Wyndham Lewis, the sculptor Sir Jacob Epstein, David Bomberg, Malcolm Arbuthnot, Lawrence Atkinson, the American photographer Alvin Langdon Coburn, Frederick Etchells. The early 20th century also includes The Sitwells artistic circle and the Bloomsbury Group, a group of mostly English writers, intellectuals, philosophers and artists, including painter Dora Carrington, painter and art critic Roger Fry, art critic Clive Bell, painter Vanessa Bell, painter Duncan Grant among others. Although very fashionable at the time, their work in the visual arts looks less impressive today. British modernism was to remain somewhat tentative until

after World War II, though figures such as Ben Nicholson kept in touch with European developments.

How the Past Influences the Present (Graphic design)

The history of graphic design can serve as an excellent source of inspiration, especially if you study how art and technological developments influenced certain designers. While the entire history of graphic design is way too long, here are some interesting details to note. Advertising existed in ancient times. Egyptians wrote sales messages and designed wall posters on papyrus, while politicians in Pompeii and ancient Arabia created campaign displays. The lines between graphic design, advertising, and fine art often blurred together until the mid-1800s. At that time, Henry Cole explained the importance of graphic design to his government (in Great Britain) in the Journal of Design and Manufactures. Cole went on to become influential in the growth of design education. You can see an incredibly successful example of a logo as far back as 1885, when Frank Mason Robinson created the classic Coca Cola logotype. Yet the actual term “graphic design” didn’t appear until 1922, when it was coined by the type designer, illustrator, and book designer William Addison Dwiggins. Throughout the 20th century, new styles and technologies emerged rapidly, each one exerting some influence on graphic design. For instance, the Bauhaus movement embraced mass production and the new machine culture after World War I; after World War II photography began replacing illustrations in most graphic design, and post-modernism brought new materials, bright colours, and humour to design. And of course with computers came the digital revolution. Hopefully you’ll look further into some of these design movements. After all, who says Art Nouveau can’t be used in a 7 digital format, and computer fonts can certainly recreate ancient calligraphy. Perhaps graphic designs of the past can help enhance your own work in original ways today.

Graphic designers

We think graphic design is not just a beautiful visual representation, but a science in its own right, with its own philosophy and history. It marries painter's art and analyst's precision. After all, any graphic design, operating non-verbal and visual symbols, may exert great influence on the audience. Graphic designers - or graphic artists - plan, analyze, and create visual solutions to communications problems. They find the most effective way to get messages across in print and electronic media using colour, type, illustration, photography, animation, and various print and layout techniques. Graphic designers develop the overall layout and production design of magazines, newspapers, journals, corporate reports, and other publications. They also produce promotional displays, packaging, and marketing brochures for products and services, design distinctive logos for products and businesses, and develop signs and signage systems -called environmental graphics - for business and government. An increasing number of graphic designers also develop material for Internet Web pages, interactive media, and multimedia projects.

Graphic designers also may produce the credits that appear before and after television programs and movies. The first step in developing a new design is to determine the needs of the client, the message the design should portray, and its appeal to customers or users. Graphic designers consider cognitive, cultural, physical, and social factors in planning and executing designs for the target audience.

Designers gather relevant information by meeting with clients, creative or art directors, and by performing their own research. Identifying the needs of consumers is becoming

increasingly important for graphic designers as they continue to develop corporate communication strategies in addition to creating designs and layouts.

Designers' work

Beginning designers usually need 1 to 3 years of working experience before they can advance to higher positions. Experienced graphic designers in large firms may advance to chief designer, art or creative director, or other supervisory positions. Some experienced designers open their own firms or choose to specialize in one area of graphic design. Most graphic designers work in specialized design services; advertising and related services; printing and related support activities; or newspaper, periodical, book, and directory publishers. A small number of designers produced computer graphics for computer systems design firms. Some designers do freelance work - full time or part time - in addition to holding a salaried job in design or in another occupations. Graphic designers with Web site design and animation experience will especially be needed as demand increases for design projects for interactive media - Web sites, mobile phones, and other technology. Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services. Growth in Internet advertising, in particular, is expected to increase the number of designers. However, growth may be tempered by reduced demand in the print publishing, where many graphic designers are employed.

A Book Designer

Working as a Book Designer Working in book design can mean several things. For some, it may be creating elaborate book covers and jacket designs from scratch. For others, it may mean hours of detailed oriented layout work. Designing a book cover means first understanding the nature of the book, and then the audience, and in today's market, creating something that sells. This work may be done as a freelancer or in-house for a book publisher. When working in book design one can expect to: Design covers; Design book jackets; Work in page layout; Learn the rules of typography; Work with deadlines.

Depending on the project, book design and layout can call for all types of graphic design software. Covers that incorporate photography will most likely be brought into Photoshop at some point. Others that need original artwork and clever typography will likely be done in a program like Illustrator. For layout of full books, In Design and Quark are used throughout the industry. Book designers must pay close attention to the legal issues to protect their work. A fair contract will enable the designer to make additional money for a second printing or paperback printing that goes beyond the original run of a book. This allows the designer to share in the success of the product and not give unlimited use of the design. Designers should also look to get their credit on books they design, which will help to promote their business.

Designing Album Cover Art Many designers who work on album cover art work on a freelance basis and are hired on a per-project basis. If you want to work as a freelance designer, you may find you have to start out designing a few album covers for free to build

up a portfolio of work. Once you get started, if people are pleased with what you're producing, then you will likely find that most of your work comes to you through referrals.

Shapes

Form, Shape and Space in graphic design Shapes are at the root of graphic design. They are figures and forms that make up logos, illustrations and countless other elements in all types of designs. Using shapes properly is one of the keys to successful graphic design. The form, colour, size and other characteristics for the shapes in a layout can determine its mood and message. Soft, curved and rounded shapes are perceived differently than sharp, angled shapes. The “white space” or negative space left between shapes will also significantly impact a design. Experimentation and altering of shapes within a design can ultimately lead to the desired result. Current graphics software has transformed the way graphic designers can deal with shapes. Adobe Illustrator is the most useful tool for shape creation and manipulation. Simple shapes such as circles, squares and triangles can be created with a click and drag of the mouse. Adjusting lines and curves using the tools in Illustrator and similar programs can create more complex shapes, of limitless dimensions. Colours, patterns, opacity and other characteristics of shapes can easily be altered. It is important for designers to master the shape tools within their favourite software, as almost any shape that can be imagined can now be created. Form and shape are areas or masses which define objects in space. Form and shape imply space; indeed they cannot exist without space. There are various ways to categorize form and shape. Form and shape can be thought of as either two dimensional or three dimensional. Two dimensional form has width and height. It can also create the illusion of three dimension objects. Three dimensional shape has depth as well as width and height. Form and shape can also be described as either organic or geometric. Organic forms such as these snow-covered

boulders typically are irregular in outline, and often asymmetrical. Organic forms are most often thought of as naturally occurring. Shape is an area enclosed by a line. It visually describes an object.

Brand design, development and promotion

Brand design, development and promotion Professional branding is a complicated and multilevel process of a brand or a trade mark creation and promotion including target market analysis, advertising actions, brand positioning means, naming, visual brand images, brand strategy, analysis of marketing efficiency. Marketing terms "brand" and "branding" derive from English "brand" which throws back to Norse "brandr", which means "fire, to burn". Brand is a complex of information about a company, goods, service, including a name, a logotype, corporate style allowing consumers to define it among multiple competitors, creates its image and reputation at the market of goods and services.

From the legal side brand is a trade mark, defining a producer and belonging to him. Some authors consider a brand to be a complex of copyright objects, such as a trade mark and a corporate name. A brand includes the following components: 1. trade mark name (naming), 2. logotype, symbolising some goods, service or company, 3. corporate style – colours and fonts.

Brand can be a sell and buy object. "Business week" regularly publishes the prices of the leading brands, where the first ten is Coca-Cola, Google and Microsoft. Each of them costs more than fifty billions of dollars. The idea of branding as a way of product definition was greatly developed in the late XXth century when there appeared high competition and lots of similar products and services. And nowadays the modern market is constant fighting of brands. The more original and individual the brand is the more competitive the product.

Now branding is a strong marketing tool, allowing to form a customer's certain emotional perception of a product, which influences its image, its reputation and of course, the demand for it. Corporate identity Corporate identity is one of the main promotional and marketing instruments of any modern company. If selected in a proper way, corporate identity sometimes becomes the most important factor for success.

Advertising

Advertising is a form of communication that typically attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service. While now central to the contemporary global economy and the reproduction of global production networks, it is only quite recently that advertising has been more than a marginal influence on patterns of sales and production.

Mass production necessitated mass consumption, and this in turn required a certain homogenization of consumer tastes for final products. Many advertisements are designed to generate increased consumption of those products and services through the creation and reinvention of the "brand image". For these purposes, advertisements sometimes embed their persuasive message with factual information. Every major medium is used to deliver these messages, including television, radio, cinema, magazines, newspapers, video games, the Internet, carrier bags and billboards.

Advertising is often placed by an advertising agency on behalf of a company or other organization. Organizations that frequently spend large sums of money on advertising that sells what is not, strictly speaking, a product or service include political parties, interest groups, religious organizations, and military recruiters. Non-profit organizations are not typical advertising clients, and may rely on free modes of persuasion, such as public service announcements.

Television commercials

The TV commercial is generally considered the most effective mass-market advertising format, as is reflected by the high prices TV networks charge for commercial airtime during popular TV events. The majority of television commercials feature a song or jingle that listeners soon relate to the product. Virtual advertisements may be inserted into regular television programming through computer graphics. In a TV commercial the advertiser is trying to persuade you to go out and buy something. He wants to make you feel that you really must have it. He can use a number of different effects to do this:

- The snob effect. This tells you that the product is most exclusive and of course rather expensive. Only the very best people use.
- The scientific effect. A serious-looking man with glasses and a white coat, possibly a doctor or a professor, tells you about the advantages of the product.
- The words-and-music effect. The name of the product is repeated over and over again, put into a rhyme and sung several times in the hope that you won't forget it. The sung rhyme is called a "jingle".
- The ha-ha effect. The advertiser tries to make you laugh by showing people or cartoon figures in funny situations.

- The VIP (Very important person) effect. Well-known people, like actors or football players, are shown using the product.
- The supermodern effect. The advertiser tries to persuade you that this product is a new, sensational breakthrough.

- The go-go effect. This is suitable for teenage market. It shows young people having a party, singing, laughing, having a wonderful time, and, of course, using the product.

By skilfully using advertising baits, representatives of business are quite able to exert a substantial influence on the content of TV and radio programs.

Packaging

Packaging is the science, art and technology of enclosing or protecting products for distribution, storage, sale, and use. Packaging also refers to the process of design, evaluation, and production of packages. Packaging can be described as a coordinated system of preparing goods for transport, warehousing, logistics, sale, and end use.

Packaging contains, protects, preserves, transports, informs, and sells. In many countries it is fully integrated into government, business, institutional, industrial, and personal use.

Package labelling (en-GB) or labeling (en-US) is any written, electronic, or graphic communications on the packaging or on a separate but associated label.

The first packages used the natural materials available at the time: baskets of reeds, wineskins (Bota bags), wooden boxes, pottery vases, ceramic amphorae, wooden barrels, woven bags, etc. Iron and tin plated steel were used to make cans in the early 19th century. Paperboard cartons and corrugated fibreboard boxes were first introduced in the late 19th century.

As additional materials such as aluminium and several types of plastic were developed, they were incorporated into packages to improve performance and functionality. The purposes of packaging and package labels Packaging and package labelling have several objectives: Physical protection - The objects enclosed in the package may require

protection from, among other things, mechanical shock, vibration, electrostatic discharge, compression, temperature etc. Barrier protection - A barrier from oxygen, water vapour, dust, etc., is often required. Permeation is a critical factor in design. Keeping the contents clean, fresh, sterile and safe for the intended shelf life is a primary function.

Interior design

Interior design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. These solutions are functional, enhance the quality of life and culture of the occupants, and are aesthetically attractive.

Designs are created in response to and coordinated with code and regulatory requirements, and encourage the principles of environmental sustainability. The interior design process follows a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process, whereby the needs and resources of the client are satisfied to produce an interior space that fulfils the project goals.

The work of an interior designer draws upon many disciplines including environmental psychology, architecture, product design, and traditional decoration (aesthetics and cosmetics). They plan the spaces of almost every type of building including: hotels, corporate spaces, schools, hospitals, private residences, shopping malls, restaurants, theatres, and airport terminals.

Today, interior designers must be attuned to architectural detailing including floor plans, home renovations, and construction codes. Some interior designers are architects as well. The specialty areas that involve interior designers are limited only by the imagination and are continually growing and changing.

With the increase in the aging population, an increased focus has been placed on developing solutions to improve the living environment of the elderly population, which takes into account health and accessibility issues that can affect the design. Awareness of the ability of interior spaces to create positive changes in people's lives is increasing, so interior design is also becoming relevant to this type of advocacy.

Interior Designers

An interior designer is responsible for the interior design, decoration, and functionality of a client's space, whether the space is commercial, industrial, or residential. Interior designers work closely with architects and clients to determine the structure of a space, the needs of the occupants, and the style that best suits both. Interior designers have to be good with more than colour, fabric, and furniture; interior designers must know materials, have budgeting skills, communicate well, and oversee the ordering, installation, and maintenance of all objects that define a space.

They also have to know about electrical capacity, safety, and construction. This broader range of required knowledge distinguishes them from interior decorators. Interior designers have to be able to work with contractors and clients alike, planning and implementing all aesthetic and functional decisions, from faucet handles to miles of carpeting - and all this

usually must be done within a fixed budget. Interior designers are hired for their expertise in a variety of styles and approaches, not merely their own personal vision.

Therefore, they have to be able to balance their own tastes and their clients' tastes - and be willing to put their clients' tastes first. Interior designers are often asked to begin their planning before construction of a space is finished; this means that they must be good at scheduling and comfortable reading blueprints.

Interior design is hard work, but those who do it well find the work very satisfying.

Postsecondary education - either an associate or a bachelor's degree - is necessary for entry-level positions; some States license interior designers. Interior designers draw upon many disciplines to enhance the function, safety, and aesthetics of interior spaces.

Designers in Architecture

An increasing number of designers are becoming involved in architectural detailing, such as crown moulding and built-in bookshelves, and in planning layouts of buildings undergoing renovation, including helping to determine the location of windows, stairways, escalators, and walkways. Interior designers must be able to read blueprints, understand building and fire codes, and know how to make space accessible to people who are disabled.

Designers frequently collaborate with architects, electricians, and building contractors to ensure that designs are safe and meet construction requirements. Whatever space they are working on, almost all designers follow the same process. The first step, known as programming, is to determine the client's needs and wishes. The designer usually meets face-to-face with the client to find out how the space will be used and to get an idea of the client's preferences and budget.

The designer also will visit the space to take inventory of existing furniture and equipment and identify positive attributes of the space and potential problems. After collecting this information, the designer formulates a design plan and estimates costs.

Today, designs often are created with the use of computer-aided design (CAD) software, which provides more detail and easier corrections than sketches made by hand. Upon completing the design plan, the designer will present it to the client and make revisions based on the client's input. When the design concept is finalized, the designer will begin specifying the materials, finishes, and furnishings required, such as furniture, lighting, flooring, wall covering, and artwork. Depending on the complexity of the project, the designer also might submit drawings for approval by a construction inspector 86 to ensure that the design meets building codes.

The necessity of a good Portfolio

An artist's portfolio is an edited collection of an artist's best artwork intended to showcase their style or method of work. A portfolio is used by artists to show employers their versatility by showing different samples of current work. Typically, the work reflects an artist's best work or a depth in one specific area of work.

Historically, portfolios were printed out and placed into a book. With the increased use of the internet and email, however, there are now websites that host [online portfolios](#) that are available to a wider audience. Sometimes an artist's portfolio can be referred to as a [lookbook](#).

A [photography](#) portfolio can focus on a single subject. It can be a collection of photographs taken with a certain type of camera, in one geographic area, of one person or a group of people, only black & white or sepia photos, a special event, etc.

Many photographers use portfolios to show their best work when looking for jobs in the photography industry. For example, wedding photographers may put together a book of their best wedding photos to show to engaged couples who are looking for a wedding photographer. [Photojournalists](#) may take a collection of their best freelance work with them when looking for a job.

Every artist needs a portfolio to showcase their work, and an interior decorator is no different. The purpose of a portfolio is to convince a client or a firm to hire you, so, along with your designs, you should include any other documents (such as letters of recommendation and 'design boards', which are poster boards containing pictures and samples of materials that you use, like fabrics, flooring, wallpaper, etc.) that will convince your future employer (client or firm) of your talents. However, the majority of your portfolio should consist of pictures of work that you have completed. On every job you should be sure to take 'before' and 'after' photos of the rooms that you design. Then, from this group, you should choose 15-20 pictures to present in your portfolio.

Logo

logo (abbreviation of **logotype**; from [Ancient Greek](#) λόγος (*lógos*) 'word, speech', and τύπος (*týpos*) 'mark, imprint') is a [graphic](#) mark, [emblem](#), or [symbol](#) used to aid and promote public identification and recognition. It may be of an abstract or figurative design or include the text of the name it represents as in a [wordmark](#).

In the days of [hot metal typesetting](#), a logotype was one word cast as a single piece of type (e.g. "The" in ATF [Garamond](#)), as opposed to a [ligature](#), which is two or more letters joined, but not forming a word. By extension, the term was also used for a uniquely set and arranged [typeface](#) or [colophon](#). At the level of [mass communication](#) and in common usage, a company's logo is today often synonymous with its [trademark](#) or [brand](#).

Since a logo is the visual entity signifying an organization, logo design is an important area of [graphic design](#). A logo is the central element of a complex identification system that must be functionally extended to all communications of an organization. Therefore, the

design of logos and their incorporation in a visual identity system is one of the most difficult and important areas of graphic design. Logos fall into three classifications (which can be combined). Ideographs, such as Chase Bank, are completely abstract forms; pictographs are iconic, representational designs; logotypes (or wordmarks) depict the name or company initials.

These elements can be combined in a set position and relative size in a logo lock-up, so named because elements are "locked" together and should not be broken apart or resized individually. Because logos are meant to represent companies' brands or corporate identities and foster their immediate customer recognition, it is counterproductive to frequently redesign logos.

Rob Woodcox

Rob Woodcox is a fine art and fashion photographer currently living between Mexico and the US. As he creates each artwork, Rob strives to capture fragments of a vivid life sewn by the threads of reality, memory and dream. Each concept is a declaration of his experience and seeks to tell a meaningful story to each individual that views it.

Rob's passion for photography has developed into a dedication to advocacy; he has produced projects raising consciousness and conversation around the US foster system and adoption, queer identity, body neutrality, racial equality and environmental justice. Having been adopted as a child and interacting often with the foster care system, Rob creates from a unique perspective, finding hope in human connection and the will to overcome negative constructs within our complex societies.

In 2013 Rob went through his own "coming out" experience, a societal passage only necessary from the lack of education and acceptance within the greater population. Though a challenging and demanding experience, Rob used this energy to pursue his

photographic goals full time and began touring the world teaching workshops and creating sponsored content. Rob has taught thousands of students in 6 continents, 15 countries and 34 cities worldwide. He has been featured in various major publications, gallery exhibits and has produced commercial work for clients like Universal Pictures and Capitol Records. In 2020 Rob released his first photographic art book “Bodies Of Light”. He continues to embark upon new personal and client creative endeavors

Salvador Dalí

Salvador Dalí, in full **Salvador Felipe Jacinto Dalí y Domenech**, (born May 11, 1904, Figueras, Spain—died January 23, 1989, Figueras), Spanish Surrealist painter and printmaker, influential for his explorations of subconscious imagery.

As an art student in Madrid and Barcelona, Dalí assimilated a vast number of artistic styles and displayed unusual technical facility as a painter. It was not until the late 1920s, however, that two events brought about the development of his mature artistic style: his discovery of Sigmund Freud’s writings on the erotic significance of subconscious imagery and his affiliation with the Paris Surrealists, a group of artists and writers who sought to establish the “greater reality” of the human subconscious over reason. To bring up images from his subconscious mind, Dalí began to induce hallucinatory states in himself by a process he described as “paranoiac critical.”

In the late 1930s Dalí switched to painting in a more-academic style under the influence of the Renaissance painter Raphael. His ambivalent political views during the rise of fascism alienated his Surrealist colleagues, and he was eventually expelled from the

group. Thereafter, he spent much of his time designing theatre sets, interiors of fashionable shops, and jewelry as well as exhibiting his genius for flamboyant self-promotional stunts in the United States, where he lived from 1940 to 1955. In the period from 1950 to 1970, Dalí painted many works with religious themes, though he continued to explore erotic subjects, to represent childhood memories, and to use themes centring on his wife, Gala. Notwithstanding their technical accomplishments, those later paintings are not as highly regarded as the artist's earlier works. The most interesting and revealing of Dalí's books is *The Secret Life of Salvador Dalí* (1942)

Embracing the Beauty of Deaf Culture: A Journey Through Deaf Eyes

Discover the transformative power of 'Through Deaf Eyes,' a revolutionary documentary that illuminates the vibrant and multifaceted realm of Deaf culture. Welcome to this enlightening journey that delves deep into the rich tapestry of the Deaf community. Prepare to embark on a voyage of discovery, as we unravel the intricate threads of their experiences, history, and remarkable achievements. Together, we shall debunk prevalent misconceptions surrounding deafness, paving the way for a more inclusive and understanding society. Let's dive in and explore the vibrant world of the Deaf community! In this enlightening piece, we explore the profound importance of "Through Deaf Eyes" and its powerful influence in fostering awareness and cultivating a deeper understanding.

The documentary offers a truly remarkable viewpoint, presenting personal narratives, accounts from the past, and enlightening conversations with individuals from the Deaf community. This incredible piece of work showcases a diverse range of stories that beautifully illustrate the unwavering determination, inner power, and deep-rooted heritage of individuals within the deaf community.

Through the captivating documentary “Through Deaf Eyes,” we are enlightened with a diverse array of perspectives that shatter the misconception that deafness is merely a disability. Instead, this eye-opening film highlights the incredible depth of Deaf culture and showcases the extraordinary ways in which Deaf individuals perceive and engage with the world around them.

From the artistry of sign language to the adoption of oralism and the revolutionary use of cochlear implants, this thought-provoking film sheds light on the diverse approaches to communication and their profound influence on individual identity and the unity of the community. Sign language is truly remarkable! It plays a crucial role in the lives of Deaf individuals, allowing them to communicate effectively and connect with others in their community. It’s incredible how this unique language empowers them to express themselves fully and be actively involved in various social interactions.

Moreover, the documentary “Through Deaf Eyes” has served as a powerful catalyst for various forms of media and artistic expressions that delve into the depths of Deaf culture, while simultaneously questioning and reshaping prevailing societal beliefs and attitudes. By fostering a creative environment, it has inspired filmmakers, writers, and artists to authentically share their personal narratives, thus enriching the depiction of the Deaf experience with a greater sense of truth and inclusivity. The enlightening documentary acts as a powerful catalyst, igniting a much-needed movement towards greater representation and acknowledgement of the vibrant Deaf community in the realm of media and the arts.

The Conk Hairstyle: Cultural Expression and Identity Redefined

Hairstyles have long been a medium for individuals to express their identity, cultural heritage, and personal style. One such hairstyle that holds significant historical and cultural significance is the Conk. Originating in African American communities during the early 20th century, the Conk represented more than just a fashionable hairdo—it became a symbol of resistance, self-expression, and the complex interplay between societal norms

and individual identity. This essay delves into the unique story of the Conk hairstyle, exploring its historical roots, cultural implications, and its enduring legacy.

The Conk hairstyle gained prominence during the 1920s and 1930s as part of the larger cultural movement known as the Harlem Renaissance. African Americans, who were navigating the challenges of racial segregation and oppression, sought avenues to assert their identity and challenge prevailing beauty standards that favored Eurocentric features. The Conk emerged as a response, embodying a form of self-determination and reclaiming agency over personal appearance.

The term “Conk” derives from the word “conklay,” which referred to a method of straightening hair using a combination of lye-based products and hot combs.

This process allowed individuals with tightly coiled hair to achieve a straightened, slicked-back look. While the Conk offered aesthetic appeal, it also represented a deeper sociocultural statement. By altering their natural hair texture, African Americans challenged societal norms that deemed their natural hair as inferior or unattractive. The Conk hairstyle became a symbol of reclaiming cultural identity, embracing personal expression, and resisting the pressures of assimilation.

During the early stages of its popularity, the Conk hairstyle was primarily adopted by African American entertainers and artists.

Musicians like Cab Calloway and Little Richard donned the Conk, using their public personas to challenge racial stereotypes and redefine notions of beauty.

The Gateway Arch: Reaching New Heights in Architectural Marvel

In the heartland of America, nestled along the banks of the mighty Mississippi River, stands a towering symbol of innovation and ingenuity: the Gateway Arch in St. Louis, Missouri. As one of the most iconic landmarks in the United States, this architectural

masterpiece captivates visitors with its majestic presence and unique design. The Gateway Arch, also known as the St. Louis Arch, stands as a testament to human achievement and serves as a gateway to the rich history and vibrant culture of the city.

So, just how tall is this magnificent arch? The Gateway Arch soars to a height of 630 feet (192 meters). Its imposing stature makes it the tallest man-made monument in the Western Hemisphere, dwarfing other renowned structures such as the Statue of Liberty and the Washington Monument. The architectural marvel of the Gateway Arch was the brainchild of renowned Finnish-American architect Eero Saarinen.

His vision was selected through a national design competition held in the late 1940s, aimed at commemorating St. Louis' role as the Gateway to the West. Saarinen's design embraced the spirit of progress and expansion that defined America's westward expansion in the 19th century, and his creation has since become an enduring symbol of the city's identity.

The Gateway Arch is not just a magnificent steel structure; it is also an engineering marvel. Its distinctive form takes the shape of a weighted catenary curve, which is the ideal shape assumed by a free-hanging chain.

This design choice allows the arch to distribute its weight evenly, ensuring stability and structural integrity. The arch is constructed using stainless steel on the exterior, giving it a gleaming silver appearance that glimmers in the sunlight and reflects the changing hues of the sky.

Visitors to the Gateway Arch have the opportunity to experience its grandeur from multiple vantage points. The arch serves as the centerpiece of the Jefferson National Expansion Memorial Park, a sprawling green space that provides visitors with a serene and picturesque setting.

Western Civilization: An Overview and Definition

Western civilization is a term often used to describe the cultural, intellectual, and socio-political developments that have taken place in the Western world. It encompasses a vast array of historical events, ideologies, and achievements that have shaped the modern world. In this essay, we will explore the definition of Western civilization, its key characteristics, and its significant contributions to human progress.

Western civilization refers to the heritage and cultural traditions that originated in the Western world, primarily Europe and North America, although its influence has spread globally.

It is characterized by its rich history, diverse languages, artistic expressions, scientific advancements, political systems, and philosophical ideas./p>

Ancient Greece and Rome: The foundations of Western civilization can be traced back to the ancient Greek and Roman civilizations. They laid the groundwork for democracy, philosophy, literature, architecture, and other cultural and intellectual pursuits that continue to influence contemporary society.

Judeo-Christian Influence: The influence of Judeo-Christian values and ethics is a significant characteristic of Western civilization.

The teachings of Judaism and Christianity have shaped moral and ethical frameworks, legal systems, and societal norms in Western societies.

Contributions to Human Progress:

Western civilization has made enduring contributions that have shaped the modern world in numerous ways:

Philosophy and Critical Thinking: Western philosophers, from Socrates and Plato to Descartes and Kant, have explored fundamental questions about the nature of reality,

morality, and the purpose of life. Their ideas continue to influence philosophy, ethics, and critical thinking.

Art, Literature, and Architecture: Western civilization has produced renowned artists, writers, and architects who have created enduring works. From Leonardo da Vinci's Mona Lisa to Shakespeare's plays, and from the Parthenon to the cathedrals of Europe, Western art, literature, and architecture have become symbols of human creativity and cultural expression.

Superiority for Inclusive Coexistence

Embracing the Tapestry of Humanity: Challenging Cultural Superiority for Inclusive Coexistence

Cultural diversity acts as the vibrant fabric that intertwines various threads of human civilization. Nevertheless, societies have wrestled with the tendency to perceive their own culture or group as superior to others throughout history. This inclination towards cultural superiority impedes understanding, fosters prejudice, and obstructs harmonious coexistence. In this essay, we will delve into the origins and manifestations of this tendency, explore its consequences, and propose approaches to cultivate a more inclusive and empathetic global community.

Cultural superiority often finds its roots in historical narratives, societal norms, and individual biases. The remnants of colonialism and imperialism have perpetuated the notion that a single culture's values, customs, and beliefs are inherently superior to others. Additionally, psychological factors, such as the human inclination towards familiarity, contribute to associating familiarity with superiority.

Cultural superiority manifests in various ways, ranging from subtle biases to overt discrimination. Ethnocentrism, marked by the belief that one's own culture is the center of the universe, dismisses or marginalizes other cultures.

Stereotyping, prejudice, and xenophobia often stem from a sense of cultural superiority, fostering division, inequality, and social unrest.

The consequences of cultural superiority are extensive and detrimental to individuals and societies alike. Intellectual curiosity is stifled, hindering the exchange of ideas and impeding societal progress. Moreover, cultural superiority perpetuates social inequality, as marginalized groups face discrimination and limited opportunities based on their cultural background. It obstructs the development of mutual respect, empathy, and collaboration, creating an environment rife with hostility and animosity.

Masterpieces built by famous foreign architects in Russia

While the topic hasn't garnered much press coverage over the past 20 years, the stars of world architecture have been quite busy in Russia.

Since the earliest days, foreign architects have been active in the Russian lands. In the Middle Ages, Italians played an important role building the Kremlin and the earliest Moscow churches. In the 18th and early 19th centuries, the tsars and tsarinas turned to Italian and French architects to build St. Petersburg, while in the second half of the 19th century architects from northern Europe become more prominent, especially with the Art Nouveau.

In the 21st century, foreign architects face a more complicated political and social terrain, and they are not always welcomed for various reasons: highly innovative projects sometimes don't match the aesthetic tastes of many Russians, and other times the projects are simply too expensive.

1. Garage Museum of Contemporary Art, by Rem Koolhaas

The prominent Dutch architect and his company OMA took the challenge to reconstruct an old Soviet restaurant and turn it into the Garage Museum of Contemporary Art. Under contract from Russia's most famous art patron, Dasha Zhukova, Koolhaas turned the ruins of an abandoned Soviet building into a modern polycarbonate rectangular construction with emphasis on functionality. Inside, however, he left the remaining decorative elements such as tile and mosaic panel.

2. The Dominion Tower, by Zaha Hadid

First, an office building in Moscow, the Dominion Tower, was built in Hadid's favorite deconstructivist style. The project was conceived in 2005 and work began in 2008. Due to the global financial crisis, however, it was postponed and the building opened only in September 2015.

3. Golden Bridge in Vladivostok, by Norman Foster

Lightning strikes the city skyline at night beyond the Golden bridge on Golden Horn Bay in Vladivostok. A general view of the bridge behind a statue of Saints Cyril and Methodius who invented Cyrillics.

4 Academy of Chess in Khanty-Mansiysk, by Erick Van Egeraat

Dutch architect Erick Van Egeraat has been working in Russia since the early 2000s saying that the country has great potential. He built the Academy of Chess in Khanty-Mansiysk, winning the Best Building Award in 2011.

Van Egeraat was originally slated to design the City of Capitals towers for the Moscow City International Business Center. The project, however, was deemed too complicated and the contract was instead given to the American architecture firm, NBBJ.

5. New Stage of the Mariinsky Theater in St. Petersburg, by Diamond Schmitt Architects

Valery Gergiev, head of the Mariinsky Theater, came up with the idea of a new theater in 1997, and when a competition was held five international architectural firms put in bids. French architect Dominique Perrault won, but some time later he was booted from the project and the new theater was completed by Canada's Diamond Schmitt Architects. According to rumors, the new company was chosen personally by Gergiev.

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">• произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений.• умеет работать с текстами разных типов, полно и точно передает

	<p>содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления.</p> <ul style="list-style-type: none"> • при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения. • способен вести беседу в соответствии с коммуникативной задачей. Умеет точно формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы, использует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.
16	<p>Студент демонстрирует хорошее знание предмета:</p> <ul style="list-style-type: none"> • произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной; • демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений; • владеет навыками письменной речи. • способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.
10	<p>Студент демонстрирует отдельные речевые навыки и умения:</p> <ul style="list-style-type: none"> • делает ошибки в произношении и речевой интонации; • не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки; • при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи. • может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.
6	<p>Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения:</p>

	<ul style="list-style-type: none"> • при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки; <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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Итоговая шкала оценивания результатов освоения дисциплины

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

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

Шкала оценивания экзамена

Баллы	Критерии оценивания
30	<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"> • произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений. • умеет работать с текстами разных типов, полно и точно передает

	<p>содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления.</p> <ul style="list-style-type: none"> • при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения. • способен вести беседу в соответствии с коммуникативной задачей. Умеет точно формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы, использует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.
22	<p>Студент демонстрирует хорошее знание предмета:</p> <ul style="list-style-type: none"> • произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной; • демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений; • владеет навыками письменной речи. • способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.
14	<p>Студент демонстрирует отдельные речевые навыки и умения:</p> <ul style="list-style-type: none"> • делает ошибки в произношении и речевой интонации; • не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки; • при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи. • может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.
6	<p>Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения:</p>

	<ul style="list-style-type: none"> • при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки; <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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Итоговая шкала оценивания результатов освоения дисциплины

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

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