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АМУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

(ФГБОУ ВО «АмГУ»)

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

по дисциплине «Специальное страноведение»

для направления подготовки 45.03.02 – Лингвистика

Благовещенск 2017

ВВЕДЕНИЕ

Дисциплина направлена на изучение географии, экономики, политической системы, социального устройства, культуры и быта США и Великобритании, а также расширение словарного запаса за счет культурно обусловленных языковых единиц при усвоении страноведческой и культуроведческой информации.

Цель дисциплины – сформировать страноведческую компетенцию через адекватное восприятие аутентичных текстов на английском языке.

В качестве способа по формированию умений и навыков в учебной программе предусмотрены лекции и самостоятельная работа.

Практические занятия – основная форма формирования знаний, умений и навыков по иностранному языку как неродному.

Эффективная организация самостоятельной работы студента имеет решающее значение для освоения дисциплины, ввиду ограниченного количества аудиторных академических часов, отводимых на ее освоение.

1 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ЛЕКЦИОННЫМ ЗАНЯТИЯМ

1.1 Общие рекомендации

Цель данного курса – сформировать страноведческую компетенцию через адекватное восприятие аутентичных текстов на английском языке.

Задачами курса является изучение географии, экономики, политической системы, социального устройства, культуры и быта США и Великобритании, а также расширение словарного запаса за счет культурно обусловленных языковых единиц при усвоении страноведческой и культуроведческой информации.

Дисциплина «Специальное страноведение» способствует развитию учебных умений (конспектирование лекций на иностранном языке) и практических навыков (аудирование, письмо, говорение, чтение) на иностранном языке. Данная учебная дисциплина входит в совокупность дисциплин, связанных с изучением иностранного языка и культуры страны изучаемого языка в современном состоянии и историческом развитии и поэтому тесно связана с такими дисциплинами как «Древние языки и культуры», «История», «Основы языкознания», «Введение в специальность».

Одновременно с этим, знания, полученные в ходе освоения данной дисциплины, закладывают основу для адекватного понимания иноязычного текста и находят свое отражение в теоретических и практических дисциплинах, изучаемых на старших курсах.

В процессе освоения данной дисциплины студент формирует и демонстрирует следующую компетенцию:

владением наследием отечественной научной мысли, направленной на решение общегуманитарных и общечеловеческих задач (ОК-6).

В результате освоения курса обучаемые должны:

знать:

основную информацию страноведческого характера, касающуюся исторических и национальных особенностей жизни носителей англоязычной культуры в разных сферах (ОК-6);

лексические единицы и коммуникативные формулы, отражающие особенностей жизни носителей англоязычной культуры в разных сферах (ОК-6);

основные термины и понятия, изучаемые в курсе страноведения (ОК-6).

уметь:

адекватно понимать в процессе чтения аутентичных текстов и передавать в переводе национально-обусловленную лексику с учетом фоновой информации (ОК-6).;

использовать изученные языковые единицы в соответствующих моделируемых коммуникативных ситуациях (ОК-6).;

работать со страноведческим и лингвострановедческим словарем (ОК-6);

сопоставлять факты, явления и языковые единицы «своей» и изучаемой культуры (ОК-6).

владеть:

навыками работы со страноведческими и лингвострановедческими словарями (ОК-6);

навыками поиска современной информации об изменениях в политической, экономической и культурной жизни изучаемой страны (ОК-6).

Отличительной чертой данного курса является то, что он читается на английском языке, а материалом являются аутентичные источники: учебники и справочники по страноведению США и Великобритании на английском языке, а также ресурсы масс-медиа.

Методологической основой данного курса явился учебное пособие для студентов высших учебных заведений Комарова, А. И. Английский язык. Страноведение : учебник для вузов / А. И. Комарова, И. Ю. Окс, В. В. Колосовская. — 2-е изд., испр. и доп. — М. :

Издательство Юрайт, 2018. — 473 с., а также учебно-методические пособия российских и зарубежных авторов (уровень Upper-Intermediate, Advanced). Широко используются источники Интернет и источники на электронных носителях, а также аутентичные аудио- и видеоматериалы. Учебными материалами служат оригинальные тексты научно-популярного характера.

Учебный материал сгруппирован по тематическому принципу и включает 11 тем. В центре внимания находится изучение основ профессиональной коммуникации на английском языке и особенности терминологической лексики. Продолжается совершенствование навыков и умений бытовой коммуникации, полученных на предыдущей ступени образования. Совершенствуются навыки ознакомительного, просмотрового и поискового чтения на иностранном языке, связанного с дальнейшим увеличением темпа извлечения информации из текстов технического и научно-популярного научного характера, а также изменением сложности учебных текстов.

Большое внимание уделяется функционально-стилистическим особенностям лексических, грамматических и синтаксических явлений.

При обучении аудированию происходит поэтапное увеличение объема и сложности материала, предназначенного для восприятия на слух. В качестве аудитивного материала используются аутенитичные и адаптированные аудио- и видеотексты.

Развитие устной речи также связано с овладением жанровыми особенностями монологической и диалогической речи. Достижению этой цели способствует проблемное обсуждение прочитанных материалов, текстов для аудирования.

Особое внимание следует уделять проведению дискуссий в рамках изучаемой тематики, так как именно этот вид работы обеспечивает овладение неподготовленной, спонтанной речью.

Помимо обязательной самостоятельной подготовки к каждому практическому занятию, в течение курса предусмотрено выполнение студентами самостоятельных письменных заданий, проектов и презентаций по изучаемым темам. По окончании каждого семестра студенты сдают зачет.

1.2 Рекомендации по обучению языковым навыкам
Чтение (Reading)

В рамках данного курса предполагается, что студент должен владеть в первую очередь быстрым чтением, поскольку именно этот тип чтения наиболее важен для успешной профессиональной деятельности в любой области и, как показывает опыт, обычно сформированы хуже, чем умение читать аналитически.

В каждой теме курса при обучении навыкам чтения включены разные типы быстрого чтения: *ознакомительного* (fast reading), предполагающего понимание 75% информации без пользования словарем, *просмотрового* (skimming) для понимания общего смысла текста и *поискового* (scanning) для извлечения определенной конкретной информации.

Обязательным условием обучения быстрым видам чтения является систематическое чтение текстов на скорость в аудитории. Ориентировочные параметры: для ознакомительного чтения – 120-140 слов в минуту, для просмотрового – 160-180, для поискового – не менее 200.

Данный курс также предполагает тексты для *аналитического* чтения со словарем. Задание на выполнение аналитического чтения целесообразно внести в самостоятельную работу студентов. Однако неотъемлемым условием является сохранение минимальной скорости чтения не менее 80-90 слов в минуту.

Предтекстовые вопросы и задания ко всем видам чтения целесообразно выполнять в аудитории, так как *совместная* работа студентов с преподавателем дает необходимые фоновые знания, развивает языковую догадку и умение прогнозировать содержание текста.

Задания, предполагающие использование глоссария, также целесообразно выполнять в аудитории, по крайней мере, на первом этапе.

Для проверки понимания текстов для изучающего чтения служат вопросы после текста (comprehension questions), для ознакомительного чтения – утверждения, требующие ответа «верно/ неверно» (true/false statements). Для просмотрового и поискового видов чтения предлагаются задания, ориентирующие студентов на конкретную информацию, которую они получают из текста. Проверку понимания текстов для быстрого чтения целесообразно проводить сразу по прочтении.

Результатом работы по обучению навыкам чтения студенты должны умение читать, используя разные виды чтения, с целью извлечения информации заданного типа из текстов профессиональной тематики.

Говорение (Speaking)

Задания на развитие навыков говорения направлены на развитие подготовленной и неподготовленной устной речи, монологической и диалогической. Для этого необходимо развивать умение четко, логично, последовательно и доказательно излагать свою точку зрения. Студент уровня Intermediate должен понимать, что речь должна быть не только беглой и чистой с точки зрения языка, но и осмысленной, т.е. служить определенной цели: передать информацию, обосновать точку зрения, убедить собеседника и т.д.

Большинство материалов по обучению навыкам говорения содержат тексты или отрывки текстов по тематике уроков с вопросами для обсуждения. Эти материалы можно использовать как для подготовленной, так и неподготовленной речи.

На начальном этапе, очевидно, целесообразнее задавать на дом тексты для самостоятельного изучения и продумывания ответов на вопросы. Для многих студентов полезно проговаривать свой ответ вслух и записывать на магнитофон, что позволит затем прослушать его и оценить со стороны. В аудитории целесообразно организовать обсуждение в парах или фронтальную работу. Для большей ее эффективности рекомендуется дополнительно давать студентам задания, побуждающие их быть постоянно «включенными», например: «Внимательно выслушайте собеседников и определите, чьи точки зрения совпадают».

При обучении навыкам говорения также можно использовать высказывания, в том числе известных людей, по вопросам, связанным с темой урока, с которыми студент должен согласиться или не согласиться.

Студентам также предлагается ознакомиться с разными формулами речевого этикета, которые относятся к разным стилям общения: официальному, нейтральному и бытовому. На эти различия необходимо обратить внимание.

Особое место при обучении навыкам говорения занимают доклады, сообщения, презентации проектов и ролевые игры. Все эти задания являются частью профессиональной подготовки студентов и требуют основательной предварительной работы.

Презентация доклада (сообщения) или проекта не есть чтение написанного текста. Несмотря на то, что доклад заранее подготовлен, но то, как он подается, как докладчик взаимодействует со своей аудиторией, во многом определяется в момент выступления, что характерно для неподготовленной речи, в чем и состоит особенность этого вида устной речи.

Студент делает доклад (сообщение), руководствуясь четкими требованиями, и аудитория оценивает его выступление по определенным параметрам.

Ролевая игра, которая также является синтезом подготовленной речи, требует тщательной подготовки как с преподавателем в аудитории, так и самостоятельной. Введение ролевой игры определяется тем, что в ней активизированы все умения устной речи, которые отрабатываются на предыдущих занятиях: умение сделать сообщение, выслушать собеседника / оппонентов, согласиться или не согласиться с ними, обосновать

свою позицию и, в конечном итоге, выработать совместное решение. Хорошо подготовленная ролевая игра позволяет студенту наиболее полно реализовать свою речевую компетенцию в условиях, имитирующих реальное общение на официальном уровне.

Работа по обучению навыкам говорения призвана сделать речь студентов лексически богатой, правильной с точки зрения грамматики и использования свободных словосочетаний, логичной, содержательной и выдержанной стилистически.

Работа с лексикой

Данные разделы составляют ядро работы над расширением активного словарного запаса студентов и являются обязательными во всех уроках. Студентам предлагаются словарные списки, составленные по тематическому принципу, представляющей интерес для будущих специалистов в технике и инженерии летательных аппаратов.

Все слова и многие словосочетания даны с переводом на русский язык, чтобы студенты знали их полное соответствие на родном языке.

Студенты обязаны вести страноведческий глоссарий, который по итогу дисциплины должен насчитывать не менее 800 лексических единиц фоновой и безэквивалентной лексики.

Работа над лексикой представляет систему упражнений на ее введение, закрепление и активизацию в речи. Студентам предлагается выполнить разные упражнения, например, вставить пропущенные слова при наличии первой буквы искомого слова, которая облегчает подстановку слов из списка. Далее студентам предлагаются упражнения на предлоги, производные от слов. Упражнения на парафраз и подстановку слов в связном тексте без опоры на списки слов - этап закрепления.

Особое место занимают упражнения на перевод предложений с английского языка на русский, с русского языка на английский, свободный перевод связного текста, который предполагает передачу основного содержания с использованием активной лексики, но без жесткого требования переводить текст слово в слово. Эти упражнения не только закрепляют лексику, но и развивают первичные навыки перевода. Целесообразно задавать эти упражнения на дом для письменного выполнения, с последующим анализом в аудитории. Упражнения на свободный перевод целесообразнее выполнять устно в аудитории совместно с преподавателем, по крайней мере, на первых этапах. Эта работа должна носить исключительно обучающий характер, что позволит избежать грубых ошибок, свойственных дословному переводу и сформирует правильный подход к выполнению перевода.

Некоторые упражнения рекомендуется выполнять в аудитории, остальные - дома со словарем. Систематическая самостоятельная работа с этим разделом формирует устойчивый навык работы со словарем.

Одна из задач обучения – расширение пассивного и активного словаря студентов, придания их речи образности за счет использования таких средств как идиомы. Для выполнения этой задачи рекомендуется внедрение в процесс обучения заданий, практикующих использование в речи фразовых глаголов и идиоматических выражений, которые вводятся по тематическому принципу.

1.3 Содержание лекционных занятий

Тема 1 Введение в курс «Специальное страноведение»	1. Что изучает страноведение? Страноведение как направление географии. Предмет и задачи научной дисциплины. Различия и сходства между страноведением и лингвострановедением. 2. Языковые единицы с национально-культурной семантикой: критерии их выделения и разновидности.

Отражение национально-культурных ценностей в языковых единицах.

3. Проблемы передачи в переводе языковых единиц с национально-культурной семантикой. Безэквивалентная лексика.

4. Построение курса «Специальное страноведение».

Тема 2 The USA: the Land and the People	1. Geographical Position of the USA, its borders. 2. Geographical regions of the USA. The states. Their peculiarities, capitals, large industrial and cultural centers. 3. Physical environments. Plains. Mountain chains. Plateaus. Lowlands. Highlands. 4. Largest rivers and lakes. 5. Diversity of climate on the territory of the USA. Peculiarities of climatic conditions on the Atlantic and Pacific Coasts, in the South and Alaska, other regions. Climate phenomena: torrential rains, tornadoes, hurricanes, blizzards, etc. 6. Vegetation in different parts of the USA. Animal life. National parks and reservations. Environmental problems. Names of species of flora and fauna typical of the USA. 7. General statistics: total population, male, female, population density, population distribution. Largest metropolitan areas. Mobility of the population. 8. Ethnic Composition: white, African Americans, American Indians, Hispanics, people of some other race. Native Americans.
Тема 3 Great Britain: the Land and the People	1. British or English? 2. The United Kingdom/Great Britain/British Isles. 3. The Formation of the United Kingdom: a Historic Outlook. 4. The Island of Great Britain: General Geographic Information. 5. England. The South of England, its Geography and Climate. 6. The Midlands and the North: Geographical Position and Climate 7. Scotland. 8. Wales. 9. Northern Ireland. 10. Language Variation.
Тема4 Family Values	1. Family Values Defined. 2. Basic American and British Family Values Compared. 3. British and American Traditional Household. 4. British Royal Family and the First Couple as a Symbol of National Values and Identity. 5. Modern Family Life. Non-traditional Families. 6. Traditions of Dating and a Wedding Ceremony.
Тема 5 Educating a Person in the US and GB	1. What is education? Attitude to Education in the USA and in Great Britain. 2. Stages of Education: Primary and Secondary, Further and

	Higher Education
	3. School Life.
	4. Grades and Points.
	5. Entering a University or College. Students' Life.
	6. Degrees and Certificates.
	7. Post-Graduate Education.
Тема 6 Power Relations	1. The Public Attitude to Politics 2. British and American Political Systems: Constitutional Monarchy vs. Representative Democracy. 3. Political Institutions in GB and the USA. 4. Elections. 5. The Party System in GB and the USA. 6. Personalities in Power: The President and the Queen.
Тема 7 Time out: Shopping. Eating. Leisure Time. Habits and Ways	1. Eating Habits in the US and GB. English Breakfast vs. Continental Breakfast. English Tea. Sunday Dinner. American Barbecue Tradition. 2. Eating Out. British Pub. Fast Food Restaurants. Family Restaurants. 3. Attitude to Money. Tipping. Spending Money. Shops and Shopping. 4. Attitude to Free Time. Leisure Activities and Hobbies. British Love for Animals and Nature. 5. National Passion for Sports: British Football and American Baseball.
Тема 8 Attitudes to Arts and Crafts in Britain and the US	1. Attitudes to the Arts: High Culture vs. Pop Culture. 2. Theatre. 3. Going to the cinema. 4. Music. 5. Museum as a Special Place to Enjoy the Arts.
Тема 9 Searching for Identity	1. Problems of Multinational and Multicultural Societies. 2. National Character: The Americans and the British. 3. National Self-Expression: the British. British or English? The Portrait of the British Nation. 4. The USA: "The Nation of Immigrants". "Melting Pot" or "Salad Bowl"? The American Dream.

1.4 Рекомендации по работе с аутентичными аудио и видео материалами, компьютерными программами

В процессе работы с аутентичными аудио и видео материалами, компьютерными программами студенты должны научиться:

• воспринимать с достаточной степенью понимания англоязычную речь, произнесенную в темпе, приближающемся к нормальному для носителей данного языка или полностью неадаптированную;

• правильно воспринимать англоязычную речь и адекватно и быстро реагировать на высказывания или информацию, полученную от собеседника;

• максимально точно воспринимать информацию на слух и воспроизводить ее в письменной речи;

• реферировать и анализировать прослушанную информацию;
• вычленять на слух языковые модели и составлять собственные высказывания, опираясь на речевые образцы, выделенные в процессе аудирования;
• выполнять предложенные упражнения, основанные на прослушанном материале, после одно- или двукратного прослушивания аудио/видеотекста;
• имитировать аутентичное произношение при работе с аудио/видеотекстом.

1.5 Образовательные технологии

В данном курсе применяются следующие интерактивные формы и образовательные технологии:

• портфолио – для накопления и оценки материалов по проблематике курса;
• «поиск сокровищ» (Treasure Hunt), предполагающей поиск информации, позволяющий ответить на вопросы фактического и проблемного характера;
• конструктивная дискуссия;
• элементы проектной деятельности в группах и обучения в сотрудничестве;
• интерактивные лекции с элементами дискуссии и вопросами проблемного характера;
• интерактивные лекции с применением ценностно-ориентированного подхода;
• информационных технологии – с целью систематизации и творческого освоения знаний по одному из разделов или тем курса.

8 академических часов курса проводятся в интерактивной форме.

№ п/п	Раздел дисциплины	Вид интерактивной работы	Трудоёмкость в акад. часах
1	The USA: the Land and the People. National Symbols and Icons of the USA	1) «поиск сокровищ» (Treasure Hunt); 2) интерактивные лекции с использованием ценностно-ориентированного подхода, элементами дискуссии; 3) портфолио.	1
2	Great Britain: the Land and the People. National Symbols and Icons of Great Britain USA	1) «поиск сокровищ» (Treasure Hunt); 2) интерактивные лекции с использованием ценностно-ориентированного подхода, элементами дискуссии; 3) портфолио.	1
3	Family Values	1) моделирование коммуникативных ситуаций (case study); 2) «поиск сокровищ» (Treasure Hunt); 3) интерактивные лекции с использованием ценностно-ориентированного подхода, элементами дискуссии; 4) технология коллективной деятельности	1
4	Educating a Person in the US and GB. The British and American Systems of Education	1) конструктивная дискуссия; 2) портфолио – для накопления и оценки материалов по проблематике курса; 3) интерактивные лекции с использованием информационных технологий. ценностно-ориентированного подхода, элементами дискуссии	1
5	Power Relations. The Political System	1) портфолио – для накопления и оценки материалов по проблематике курса; 2) интерактивные лекции с использованием информационных технологий. ценностно-	1

№ п/п	Раздел дисциплины	Вид интерактивной работы	Трудоёмкость в акад. часах
		ориентированного подхода, элементами дискуссии	
6	Time Out: Shopping. Eating. Leisure Time. Habits and Ways	1)портфолио – для накопления и оценки материалов по проблематике курса; 2) моделирование коммуникативных ситуаций (case study) 3) технология обучения как учебного исследования.	1
7	Attitudes to Arts and Crafts in Britain and the US	1) конструктивная дискуссия; 2) интерактивные лекции с использованием информационных технологий, ценностно-ориентированного подхода, элементами дискуссии	1
8	Searching for Identity. National Symbols and Icons of Great Britain and the USA.	1) конструктивная дискуссия; 2) элементы проектной деятельности в группах и обучения в сотрудничестве; 3) интерактивные лекции с использованием информационных технологий, ценностно-ориентированного подхода, элементами дискуссии.	1
		ИТОГО	8 акад. часов

1.6 Методические рекомендации для преподавателя

Целью курса является повышение общей, коммуникативной и профессиональной компетенции студентов. Развитие общей компетенции достигается за счет совершенствования полученных ранее когнитивных приемов, позволяющих совершать познавательную и коммуникативную деятельность. Повышение уровня профессиональной и коммуникативной компетенции предполагает работу над лингвистическим, социокультурным и прагматическим компонентами дискурса. Решению данных задач способствуют использование аутентичных текстов, аудио-визуальных и мультимедийных материалов, лексикографических источников, направленных на совершенствование навыков поиска, выделения, усвоения и самостоятельной работы с указанными компонентами дискурса и, одновременно, выступающие в качестве источника лингвострановедческой информации и иллюстрации программных тем.

В ходе лекционных и практических занятий рассматриваются базовые концепты американской и британской культур в их взаимосвязи и национально-культурной специфике: национальный характер, патриотизм, государственное устройство, идеалы и жизненные устремления, классы, работа и бизнес, отношение к другим культурам, к деньгам, здравоохранение, судебная система, национальная пресса, спорт, национальный юмор. Сравнительный подход в представлении данных тем (англичане глазами американцев и наоборот) предполагает наличие у студентов базовых лингвострановедческих знаний и умение вычленять объективную информацию из информационно-оценочного текста.

Курс рассчитан на 80 часов: 19 лекционных часов, 19 часов семинарских занятий и 42 часа самостоятельной работы студентов. Лекционный материал отражает основные национальные особенности различных сфер культурной жизни и этапы исторического развития США и Великобритании. В ходе лекций акцентируется внимание на ценностном осмыслении социо-культурной реальности страны изучаемого языка, что обеспечивает

адекватное восприятие и более глубокое понимание страноведческого материала и элементов языковой культуры. Кроме того, это способствует пониманию стимулов и мотивов коммуникативного поведения представителей определенной языковой общности и усвоению моделей их поведения в повседневной жизни. Такой подход к изучению лингвокультуры позволяет не только интегрироваться с «чужой» культурой, через освоение «чужого кода», но и идентифицироваться со «своей» родной культурой.

Тематика семинарских занятий соответствует лекционному курсу. Однако в процессе подготовки и проведения семинарских занятий более детально рассматриваются лексические единицы и коммуникативные формулы, адекватное понимание и передача в переводе которых требует знания дополнительной культурной, «фоновой» информации. Семинарские занятия включают обсуждение особенностей (исторических, национальных) различных сфер культуры страны; изучение языковых единиц, наиболее значимых для данной области культуры, обладающих ярко выраженной семантикой (реалии, коннотативная лексика, фоновая лексика), а также фразеологизмов. Практические занятия предусматривают выполнение упражнений, ролевые игры, просмотр видеофильмов с последующим обсуждением культурно значимой информации и языковых единиц.

Курс читается на английском языке. Обязательным является конспектирование лекций, так как при этом формируются навыки аудирования и письма на английском языке. В процессе обучения студенты получают возможность расширить свой словарный запас, относящийся к области экономики, политики, культуры, образования, религии, повседневной жизни англо-говорящих сообществ и т. д. Каждую лекцию рекомендуется сопровождать списком слов (глоссарием), в первую очередь реалий, необходимых для усвоения.

Систематизированные фоновые знания, приобретаемые студентами в рамках курса, способствуют формированию общей и профессиональной культуры лингвиста и необходимы для адекватного понимания текстов и устной речи на английском языке.

Исходя из вышеизложенного, курс способствует развитию учебных умений (конспектирование лекций на иностранном языке) и практических навыков (аудирование, письмо, говорение, чтение) на иностранном языке и поэтому тесно связан с такими практическими дисциплинами как «Практический курс иностранного языка», «Практикум по культуре речевого общения». Одновременно с этим, знания, полученные в ходе освоения данной дисциплины, закладывают основу для адекватного понимания иноязычного текста и речи и находят свое отражение в теоретических и практических дисциплинах, изучаемых на старших курсах: лексикологии, теории и практики перевода, истории языка, стилистики, теории межкультурной коммуникации.

Курс рассчитан на один семестр. По окончании курса студенты предоставляют самостоятельно разработанный групповой проект по одной из предложенных тем. Формой итогового контроля является зачет, который состоит из трех заданий, направленных на проверку усвоения определенной страноведческой информации, умения интерпретации страноведческой информации и адекватной передачи ее в переводе.

2 МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

2.1 Общие рекомендации по организации самостоятельной работы студентов

Половина времени, отводимая на освоение дисциплины приходится на самостоятельную работу студента. Эффективно организованная самостоятельная работа имеет важное значение для освоения дисциплины.

Самостоятельная работа студентов включает:

1. Повторение представленного в ходе практических занятий материала.
2. Подготовку к практическим занятиям (подготовка ответов на контрольные вопросы, выполнение письменных работ).
3. Поиск информации по рассматриваемым в рамках практических занятий вопросам на основе списка основной и дополнительной литературы.
4. Составление терминологического глоссария.
5. Работу с учебной, научно-популярной литературой, справочниками, словарями с целью самостоятельного поиска ответов на контрольные вопросы.
6. Работу с учебной литературой, справочниками, словарями (краткий конспект текста, поиск ответов на заранее поставленные вопросы к тексту, составление глоссариев, анализ, обобщение, систематизация материала практических занятий).
7. Упражнения: лексические, грамматические, речевые.
8. Выполнение самостоятельных проверочных работ.
9. Подготовка устных докладов.
10. Перевод предложений / текстов с русского на английский/ с английского на русский язык.
11. Выполнение ролевых заданий.
12. Аудирование диалогов и текстов.

Виды упражнений и письменных работ к каждому практическому занятию определяются преподавателем в соответствии с программой дисциплины. В ходе выполнения заданий, необходимо, в первую очередь, решить задачи, поставленные преподавателем. Рекомендуется использовать слова и выражения, зафиксированные в индивидуальном словаре студента. Основная и дополнительная литература, включая электронные источники информации, содержится в фондах библиотеки университета.

Эффективность обучения во многом зависит от правильной организации самостоятельной работы студентов. Самостоятельная работа студентов 1-2 курсов имеет обобщенно-повторительный, тренировочный и контрольный характер.

Студентам предлагается выполнение следующих видов самостоятельной работы:

1). Чтение и перевод текстов различных жанров согласно тематике, составление тематического глоссария по прочитанному тексту.

Описание последовательности действий студентов.

• Неоднократно прочитать текст вслух, отработать технику чтения.
• Обратить внимание на чтение трудных слов (после текстов часто указываются трудные слова с транскрипцией).
• Перевести текст с английского языка на русский. В случае затруднения устного перевода студентам рекомендуется перевести текст письменно, что позволит в классе внести некоторые коррективы. Рекомендуется для перевода использовать одноязычные и двуязычные словари.

2). Комментирование лексико-грамматического материала текста. Студенты должны уметь объяснять на английском языке значение (значения) слов/выражений/конструкций и приводить примеры.

3). Выполнение различного рода тренировочных упражнений по закреплению тематической лексики.

Описание последовательности действий студентов:

Лексические упражнения выполняются письменно в рабочей тетради. После проверки упражнений в аудитории студенты готовят чтение переводных упражнений с листа.

4). Выполнение различного рода коммуникативных упражнений по закреплению тематической лексики.

Описание последовательности действий студентов:

Студентам рекомендуется сначала записать коммуникативное высказывание (ответ на вопрос, пересказ текста, и др.) в письменной форме, затем отработать это высказывание в устной форме. Можно рекомендовать студентам записывать свой ответ дома на диктофон с его последующим прослушиванием.

5). При подготовке пересказа текста обратить внимание на структурирование (выделить части, главную идею и главных персонажей, высказать свою точку зрения).

6). Выполнение контрольных работ (диктантов, лексических и грамматических тестов).

Курс предусматривает формирование высокого уровня коммуникативной компетенции и ее составляющими: лингвистической, социолингвистической и прагматической, которые формируются в процессе практического овладения иностранным языком. Студентам для овладения курсом необходимо:

- практическое владение языковыми и речевыми реалиями по изучаемой тематике;

- владение и дальнейшее совершенствование умений различных видов чтения, позволяющих самостоятельно извлекать профессионально значимую информацию;

- практическое владение умениями основных видов речевой деятельности, создающих базу для развития умений и навыков создания вторичных текстов – реферирования, аннотирования, краткого или детального изложения, что необходимо в будущей профессиональной деятельности.

Контроль и оценка уровня сформированности умений осуществляется в ходе рубежного контроля по разделу, текущей и промежуточной аттестации. В ходе текущей аттестации оценивается качество освоения содержания конкретных разделов. Для этого используется тесты по основным разделам.

Важное значение для успешного освоения курса имеет систематическая, регулярная подготовка к занятиям.

Формой контроля по данной дисциплине является экзамен. Обязательным условием освоения дисциплины является:

- посещение практических занятий;

- выполнение всех заданий для самостоятельной, внеаудиторной работы;

- наличие положительных оценок по всем формам промежуточного контроля, как устного, так и письменного;

- ведение терминологического глоссария.

Студент, не выполнивший вышеперечисленные требования (пропустивший более двух практических занятий без уважительной причины, не выполнивший задания для внеаудиторной работы и имеющий более 30% неудовлетворительных оценок по различным заданиям промежуточного контроля), по решению преподавателя, ведущего данную дисциплину, может быть допущен к сдаче зачета только в случае удовлетворительного выполнения дополнительных заданий по пройденному материалу.

2.2 Рекомендации по работе с литературой

Эффективная работа студентов с литературой невозможна без соответствующего лексикографического обеспечения. Особо значимую роль в овладении языком играют, наряду с двуязычными (переводными) и одноязычными (толковыми), учебные словари для российских студентов, изучающих английский язык в качестве иностранного. Их составители учитывают такие факторы как родной язык обучаемых, уровень их предшествующей языковой подготовки, жизненный опыт и другие социальные и

психологические особенности. Учебные словари дают не только всестороннюю семантическую характеристику иноязычных слов, но и показывают, как и когда носители языка употребляют их в устной и письменной речи.

Помимо литературных источников и словарей следует пользоваться рекомендованными электронными ресурсами. При подготовке к практическим занятиям рекомендуется вести не только терминологический глоссарий, но и записывать и изучать ранее неизвестную общеразговорную лексику с целью формирования навыков письма на иностранном языке, а также разговорные фразы. Студентам необходимо составлять тематический глоссарий, который будет способствовать расширению словарного запаса, накоплению знаний, относящихся к области их профессиональной деятельности.

2.3 Содержание самостоятельной работы студентов по дисциплине

Самостоятельная работа студентов по освоению указанных тем включает:
1. Работу с учебной, научно-популярной литературой, справочниками, словарями (краткий конспект текста, поиск ответов на заранее поставленные вопросы к тексту, составление глоссариев, анализ, обобщение, систематизация лекционного материала и материала семинарских занятий).
2. Самостоятельные проверочные работы: диктанты, ответы на контрольные вопросы.
3. Подготовка докладов.
4. Перевод текстов с русского на английский/ с английского на русский язык.
5. Выполнение групповых заданий (составление словаря реалий (глоссария), отражающего национальные, исторические особенности различных сфер культуры Великобритании и США, разработка и проведение социологического опроса «Великобритания / США глазами студентов и преподавателей», создание презентации).

№ п/п	Раздел дисциплины	Форма (вид) самостоятельной работы	Трудоёмк ость в акад. часах
1	Введение в курс «Специальное страноведение»	Работа с учебной литературой, справочниками, словарями, составление краткого конспекта статьи, систематизация лекционного материала составление глоссария на основе видео фильма, подготовка к терминологическому диктанту, выполнение практических заданий.	2
2	The USA: the Land and the People. National Symbols and Icons of the USA	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий	4
3	Great Britain: the Land and the People. National Symbols and Icons of Great Britain USA	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий	4
4	Family Values	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий, написание сочинения.	3

№ п/п	Раздел дисциплины	Форма (вид) самостоятельной работы	Трудоёмкость в акад. часах
5	Educating a Person in the US and GB. The British and American Systems of Education	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий.	4
6	Power Relations. The Political System	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий, подготовка к тесту.	4
7	Time Out: Shopping. Eating. Leisure Time. Habits and Ways	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий, составление глоссария по теме, лингвострановедческий комментарий текста.	3
8	Around the Year	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий.	2
9	Attitudes to Arts and Crafts in Britain and the US	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий, подготовка к тесту.	4
10	Communicating the World	Работа со справочниками, словарями, работа с учебной литературой, систематизация лекционного материала, поиск ответов на заранее поставленные вопросы к тексту, выполнение практических заданий, лингвострановедческий комментарий текста.	2
11	Searching for Identity. National Symbols and Icons of Great Britain and the USA.	Подготовка группового доклада, презентации, работа со справочниками, словарями, работа с учебной литературой.	4
		ИТОГО:	36 акад. часов

2.4 Дополнительные тексты для самостоятельного изучения

1. National Character
Plan
1. British character
2. The English
3. The Scots
4. The Welsh
5. The Irish

1.   Like any other nation or society, the British like to create an agreeable picture of themselves. They think that their important national values are tolerance, decency, moderation, consensus. The British pride themselves on fair play and a genius for compromise. As seen by outsiders, qualities of the typical British also include reserve and modesty, politeness and helpfulness, a gift for understatement and awkwardness with women and children. One writer, contrasting England with neighbouring France, said: "At times it seems that French and English national characters could be expressed in a series of antitheses: wit — humour, logic — tradition, gallantry — courage, thrift — expenditure, taste — comfort, town — country, vanity — pride".

There is one more quality of the British national character which remains indisputable. The British people are known to be profoundly conservative by temperament. They always prefer their glorious past with its reassurance to the uncertainty of the future. Their conservatism on a national scale may be illustrated by reference to the public attitude to the Monarchy, an institution which is held in affection and reverence by nearly all British people, to the old traditions and ceremonies which are so carefully cherished.

National conservatism explains why tradition and creativity are in conflict in Britain and why antimodernism has been a prevalent theme in British culture: in architecture, art, design, craft and manufacture. There was a strong revolt against the brutality of Modernist architecture, against the use of bare concrete and against the high-rise buildings. In the late 1980s Prince Charles openly championed a return to traditional architecture and building materials. The British think it safer to live with the quiet authority of a rural past than the uncertainties of the urban present.

Being conservative they love old familiar things and suspect change, intellectuals and ideologies, fads, fancies and foreigners. Unlike elsewhere in Europe, someone described as "intellectual" usually feels embarrassed rather than flattered. Due to their conservatism the British were slow in adopting the metric system which came into general use only in 1975. Being traditionally-minded the British people are less fashion-conscious than other Europeans. The majority dress conservatively, "safely", rather than fashionably. The British may be among the least smartly dressed people in Europe, they wear what they want when they want. Clothing bought "off the peg" is most popular.

The British are community-minded people. They have had a long tradition of democracy, not so much in the sense of creating formal institutions, but in the active sense of popular cooperation to uphold the will of the people. The British have a strong civic sense, and participate in public affairs as their birthright. There are 160000 charities officially registered with the government, and another 200000 voluntary organizations, including sports clubs, trade-unions, rambling clubs, protest groups and societies. Britain is described as "the country of voluntary obedience, of spontaneous organization". The impulse to organise oneself and one's neighbours in some cause for bettering their life is a strong British tradition and understanding of their democracy. Due to that kind of activity and organisation there is a fundamental liberty in Britain not easily found elsewhere.

The British are not only community-minded but individualist-minded people as well. They emphasise individuality because they hate the idea of appearing the same. British .individualism is built into custom and practice, into local work and community organisation. Every regiment in the army, every school or university, many municipal corporations, clubs and other institutions tend to

have their own uniform, traditions or their signs identifying them and making them different from others. British sense of dignity and importance of the individual explains their extraordinary toleration of individual eccentricities. And it is their individualism which explains why the British sense and feeling for privacy is so notorious.

The British people more strongly than other nations are attached to their country and to their homes. British patriotism is almost fabulous and is based on insular pride, on a deep sense of security. Englishmen as individuals may have been insecure, threatened with the loss of job, unsure of themselves or unhappy in many ways. But as a nation they have been for centuries secure, serene in their national success. This national sense of security hardly threatened by the Armada, or by Napoleon, or by World War I, has been weakened by World War II (the loss of the Empire) and by the invention of the atomic bomb. For them there is no place like home, there they feel most comfortable and their privacy is guaranteed. Everyone in Britain dreams of living in a detached house (separate building) with a beautiful garden and smooth lawn in front of it. Tower-blocks (or high-rise blocks) are the least popular housing, as they do not create a rural feeling and don't suit British attitudes. Only 40% of the population lives in high-rises, many of them hating those flats and dreaming of coming into possession of their own house with a "real fire". A fire-place is a traditional symbol of warmth, the atmosphere which is exceptionally dear to the British heart. Nowadays, those who cannot afford "real fire" can buy an imitation of open fire with plastic coal. A detached house is not only a status symbol for Englishman. Together with a garden and a lawn it separates the owners from the world and ensures their privacy. The British are on guard of their privacy and respect privacy of other people. They prefer, whenever possible, sending a letter to making a telephone call which may happen to be untimely and intrusive.

Britain is supposed to be the land of law and order. The British deeply respect law, both written and unwritten, and strictly obey it. They never violate traffic order or game rules, they play fair and prefer to turn any conflict into a compromise. They are prudent and careful about almost everything. Cleanliness and orderliness are carefully measured, seats are carefully assigned, closing and opening hours are vigorously observed. Queuing is noticed to be the national passion. An Englishman, even if he is alone, forms an orderly queue of one. Jumping the queue is very rare as woe betide anyone1 who attempts to jump the queue. On some special occasions (Wimbledon tickets, for example) overnight queues may often turn into a party. Part of the British sense for law and orderliness is love of precedent. For an Englishman the best of all reasons for doing something in a certain way is that it has always been done in that way.

Many British people are guided by Victorian values and make them the principle of their life. Victorian values teach to work hard, to improve yourself, to live within your income, to give a hand to your neighbour, to respect yourself, to be self-reliant, to be a good member of your community, to take it as duty to help others voluntarily when you get greater prosperity, to have tremendous pride in your country.

The best known and universally marked qualities of the British people, especially the English, are coldness and reserve. They do not talk very much to strangers, do not show their emotions openly. But foreigners also confess that English reserve is not unpleasant. And when you get to know the English better they will turn out to be very companionable, friendly and warm-hearted people.

Close related to British reserve is British modesty. English people hate boastfulness. That's why A. Maurois advises travellers to Britain to be modest. "If you are a world tennis champion, say "Yes, I don't play too badly". If you have crossed the Atlantic alone in a small boat, say "I do a little sailing". An Englishman will say: "I have a little house in the country", when he invites you to stay with him you will discover that the little house is a place with three hundred bedrooms".

Snobbery is not so common in England today as it was at the beginning of the century. It still exists, however, as the British accept and enjoy the distinctions of social class. They love hierarchy and see nothing wrong in the differential attitude that it breeds. The simplest clue to class distinction is accent. The way English is spoken gives away not only regional identity but class status too. The so-called RP (Received Pronunciation) systematically established through the Public

School is the accepted dialect of the national elite. There are two kinds of RP: "unmarked" (the language of well-educated people, BBC radio and television) and "marked" RP (the language of high social class). Although spoken by less than 5% of the population, RP has immense influence and those who speak it enjoy a social authority that contradicts democratic ideals.

Some job advertisements demand "well spokeness", and some ambitious politicians will hide their regional accents with RP The majority of middle class people speak a sort of classless, democratic version of RP, with a slight admixture of a local regional accent. People's attitude to the various regional accents depends on a whole range of historical and social factors. The Birmingham is considered ugly, cockney is associated with criminals, Scottish is thought of as serious and sensible, Irish as poetic. Westcountry accent is identified with farm-workers, sometimes considered stupid by city folk. It is the Cinderella among accents, confined to comedy and gardening programs.

The British people are great lovers of gardens, dog, and horses. Their devotion to animals and gardening is a tradition that is rooted not only in their own souls but in the minds of the rest of the world too. Animals are not only loved but protected by law. The Royal Society for the Prevention of Cruelty to Animals (RSPCA) was established in 1824, more than half a century before its national counterpart for the prevention of cruelty to children (1884). Nowhere in the world cats and dogs are so deeply cared for as in Britain. An Englishman is almost always likely to share his pet's sympathies and antipathies. If a host's dog show s dislike to one of his guests the latter will be treated with suspicion. If anyone leaves a cat to starve in an empty house while the owner goes for his holiday, he can be sent to prison. There are special dogs' cemeteries and monuments in the country and a "Birds Hospital" in Cornwell. The British celebrated the 150th anniversary of the RSPCA by printing special stamps.

One of the most striking aspects of the national character is the love of the countryside. The British view life in the city as an 'unnatural' economic necessity The British idea is to preserve a piece of country and fit a house into it, or rather hide a house in it. Many people, whether they live in suburban house or in a flat in a high-rise block, would say their dream home was a country cottage with roses growing over the door. A basic reason so many town dwellers wish to live in the suburbs is to have a garden in which to grow flowers. English people have many times been described as a nation of flower-growers. Gardening is one or the most popular hobbies in the country. To meet people's interests there are large garden centres where people can buy shrubs and other plants for outdoor and indoor cultivation. Many social activities are connected with gardening. There are flower-shows and vegetable-shows, with prizes for the best exhibits. Gardening clubs and evening classes in this subject attract a large number of enthusiasts.

Do-it-Yourself has become another popular hobby in Britain. The average British is keen on doing the various jobs about the house himself and only occasionally hires professional help. Books and magazines are published giving step-by-step instructions and there are also shops, which cater for the requirements of the amateur craftsmen.

Though Britain does not often produce world-famous sportsmen, the British people are sport-lovers and taught the rest of the world organised games. Golf was first played in Scotland in the 15th century, cricket was first played in England in the 16th century. The first team sports such as football, rugby and hockey were first played in British Public Schools. The rules for all these games were also written in Britain in the 18th and 19th centuries. Besides these popular national games there are sports "essentially dear to the English nature... to the gentleman class": fox-hunting, rowing and horse racing. But they have remained primarily upper-class pastime. Most British people go in for cheaper sports for pleasure and to keep themselves fit. The British are great lovers of competitive sports. From his earliest youth a Briton plays games; and when he is neither playing nor watching games he likes to talk about them, when he can't do that — to think about them. At a football match the quiet reserved British shout and yell as much as any nation. Regretfully British football supporters have a reputation for violence.

The British are a gambling nation. The total amount staked on all forms of gambling probably amounts to 1/20 of all earnings. There are thousands of betting shops in Britain. The most popular forms of betting, apart from horse-racing, are bingo and football pools. Hundreds of

cinemas are now used as bingo halls, and it is estimated that more than 6 million people, mainly women, play bingo fairly regularly — though the stakes are very small.

The British people are the world's greatest tea drinkers. They drink a quarter of all the tea grown in the world each year. Tea is the national beverage. Many of the British drink tea on at least 8 different occasions during the day. In a British home there is the early morning cup of tea, tea at breakfast, tea at 11 o'clock in the morning, tea at lunch, then tea after lunch; there is tea for tea, tea for supper and then the last thing at night is tea.

One of the points, which is difficult for foreigners to understand, is the English sense of humour. This is perhaps the most fundamental trait the British have in common. Is is an ironic sense of humour which lends itself to self-caricature. Yorkshire folk, for instance, have been described by a distinguished Yorkshireman as being like the Scots but without their generosity (the Scots are reputed as the stingiest people on Earth). "He is a man of humour" or "He has no sense of humour" is often heard in Britain, where humour is so highly prized.

British people are known to be practical and realistic, they are full of common sense and are not easily misled by romantic delusions. The English tradition in philosophy has always been realistic and hostile to mysticism. And they always prefer practical compromises to theoretical exactness.

British people are polite in public much more than any other nation. Most British people expect the person in front of them to hold the door open for them. They think you are rude, if you do not do this. It is considered polite to give up one's seat to a woman who is standing, carry things for her and so on. British people do not readily ask each other to do anything, they prefer to wait for a service to be offered before asking for it. If they do ask, then they say something like "I don't really like asking you, but".... They are friendly and warm-hearted, they talk quietly and are never too talkative because they respect silence and think that "no one will blame you for silence". They try to avoid making confidences, particularly about other people. Though gossip exists there, as everywhere, yet it is less common and more serious.

A good conclusion about the British national character may be the reference to the words of Arthur Kolstler, a foreign writer who lived in Britain for many years and who described average Englishman as an attractive hybrid between an ostrich and the lion: keeping his head in the sand as long as possible, but when forced to confront reality capable of heroic deeds.

But some people doubt whether there is anything that can be called a British national character as the Scots, the Welsh, the Irish have retained their separate identities despite English domination.

2.   The English are reputed to be cold, reserved, rather haughty people. They are steady, easy-going and fond of sport. The English are a nation of stay-at-homes. There is no place like home, they say. "The Englishman's home is his castle", is a saying known all over the world; and it is true that English people prefer small houses, built to house one family, perhaps with a small garden. The fire is the focus of the English home. They tend to be rather conservative, they love familiar things.

3.   The Scots are not English. (Nor are the Scots British, as English and Scots derived from different mixed sources racially and historically. Each nation has developed strong national characteristics, which separate them in custom, habit, religion, law and language. Scottish people are known for their dourness, pawkiness, implacability and splendid courage.

The Scottish people have also a reputation of being the stingiest people. As the Scottish people admit they do not like to spend money, but they like spending money on their friends and visitors — not on themselves. The Scots are very clever and simple people with a natural sense of humour. And they are hard working people although they like to dance very much\ Glasgow, the biggest city of Scotland, has more dancing schools than any other European city.

Every Scotsman belongs to a clan, a big family group. All the people with the same family name belong to the same clan, but sometimes the family name may differ from the name of their clan. A lot of Scottish family names begin with "Mac" or "Mc": MacDonald, MacMillan, McHale. Each clan has it own special tartan. There are more than 300 tartans, and some clans have more than one tartan. By the colour of the tartan one can learn which clan the man belongs to. The tartan of the Queen of Great Britain is gray with black, red and blue. On festive occasions many Scotsmen wear their traditional clothes (socks, shoes, a kilt, a tie, a jacket and a bonnet) with great pleasure.

4.   There is no other part of the British Isles where national spirit is stronger, national pride more intense or national traditions more cherished than in Wales.

Welsh proverb says "The Celt always fights and always loses". Militarily and politically this has been true of the Welsh but out of the centuries of ceaseless struggle the Welshman emerged victorious spiritually — they preserved their highly developed artistic sense, their indefinable passion for music and poetry and their distinguished record in poetry, song and drama. With extraordinary tenacity Welsh people cling to its traditions, customs, its language and its own way of life, j

The Welsh are known in Great Britain for their singing. They like singing together. Every village has more than one choir. They sing in competitions, on holidays and every time they want to sing. Welshmen sing louder than anybody. The Welsh as well as the Scots still proudly wear their national dress on festive occasions. A Welsh woman wears a red cloak, a long black skirt, an apron and a high black hat on her head. The men do not have a national costume. They smile: "We have no money after we have bought clothes for our wives!"

5.   Irish people are reputed as optimistic, reckless, "leg-pulling" and ironical about themselves. But there is an introversion, too, a tend to melancholy and self-absorption. This contradiction of the national character is marked by G. K. Chesterton in his Ballad of the White Horse:

For the great Gaels of Ireland
Are the men that God made mad,
For all their wars are merry
And all their songs are sad.

The Irish take delight in the jokes made against them and print selections on linen tea-towels and sell them in souvenir shops. On souvenir towels one can also find the Irish philosophy of optimism. It reads as follows:

"There are only two things to worry about: either you are well or you are sick. If you are well, then there is nothing to worry about. But if you are sick, there are two things to worry about: either you will get well or you will die. If you get well, then there is nothing to worry about. If you die, then there are only two things to worry about: either you will get to heaven or to hell. If you get to heaven, there is nothing to worry about. But if you get to hell, you'll be so damn busy shaking hands with friends, you won't have time to worry. Why worry?"

The wit of the Irish people is also reflected in the legendary coat of arms of Northern Ireland presenting a red hand which the owner cut off and threw onto the shore to be the first to touch the Irish land and thus to come to its possession.

Irish are huggable
Irish dream is green.
Irish know the importance of cuddling to keep warm.
Irish believe in impossible things,
Just long enough to make them come true.
Irish invented rosy cheeks, giggles and being stubborn
Irish see fairies and leprechauns when no one else does.
Irish wear freckles where angels have kissed them.
Irish sing songs when they are happy
And then sing them even louder when they are sad.
Irish dance dangerous jigs and write passionate poetry
And can tell the most magical stories of all.
Irish have the biggest welcome mats in all the world
And miss you the most when you are away.
Irish are the guardians of the little bit of heaven
That once fell very gently from the sky.

2. British Leisure
Plan
1. British leisure
2. Pubs
3. The proms
4. Clubs

1.   Time Use Survey (2005)

Hours and minutes per day		
	Males	Females
Sleep	8.04	8.18
Resting	0.43	0.48
Personal care	0.40	0.48
Eating and drinking	1.2	1.19
Leisure		
Watching TV/DVD and listen to radio/music	2. 50	2.25
Social life and entertainment/culture	1.22	1.32
Hobbies and games	0.37	0.23
Sport	0.13	0.07
Reading	0.23	0.26
All leisure	5.25	4.53
Employment and study	3.45	2.26
Housework	1.41	3.00
Childcare	0.15	0.32
Voluntary work and meetings	0.15	0.20
Travel	1.32	1.22
Other	0.13	0.15

An average of 142 minutes was spent on housework in Great Britain in 2005 - 30 minutes less than in 2000. Seventy seven per cent of men and 92 per cent of women spent some time each day doing housework (compared with 86 per cent and 96 per cent respectively in 2000).

The three main activities carried out by people in Great Britain in 2005 were sleeping, working, and watching TV and videos/DVDs or listening to music. These activities take up more than half the day (13 hours and 38 minutes out of the 24 hours available). About a third of the day was spent sleeping. Men were more likely to watch TV or listen to the radio and to take part in other activities (sport, entertainment, hobbies and using the computer). Women are more likely than men to spend time reading or spend time with other people.

So, Britain's most common leisure activities are home-based or social. Watching television and videos and listening to the radio are by far the most popular leisure pastimes, with an average of 20 hours a week devoted to these. Britain's regular weekly dramas or 'soap operas' such as 'EastEnders' and 'Coronation Street' have more viewers than any other programme.

Listening to music is also a popular pastime, with nearly 176 million compact discs (CDs) bought yearly. Pop and rock albums are the most common type of music bought, and pop is by far the most popular form of musical expression in Britain. The most common free-time activity outside the home amongst adults is a visit to the pub. Other popular leisure activities include visits to the theatre or cinema. There are over 1,800 cinema screens in Britain, and no less than 123 million visits are made to the cinema annually. Britain also has about 300 theatres, of which about 100 are in London. Britain's most famous theatre company, The Royal Shakespeare Company, performs in Stratford-upon-Avon, Shakespeare's birthplace, and in London and tours around the country.

Of all sporting activities, walking is by far the most popular for men and women of all ages. Whilst men tend to dominate golf and cue sports such as snooker and billiards, women generally prefer swimming, keep-fit classes and yoga.

2. One of the main attractions of the pub for all regular pubgoers is that it offers good company in friendly surroundings. Where else can you appear as a complete stranger and at once be able to join in a conversation with a diverse group of people? Often the style of the pub and its locality will dictate the kind of clientele you can expect to find there. Village pubs with their country furnishings and real ales attract not only local folk but city dwellers out for a drive, hikers fresh from a long day's walk and pensioners enjoying a pub lunch. City pubs tend to have a more mixed clientele - businessmen and women discussing the latest deal, theatre goers or groups of friends enjoying a drink together before going off to a restaurant or nightclub.

Good conversation and good beer are two essential items provided by the pub. The drinking of beer in a public house is not compulsory, but as any publican will tell you, beer remains the mainstay of the trade. It is said that beer is the perfect drink for the pub - it comes in large measures (one pint glasses) so that just one drink provides plenty of conversation time! Many pubs also serve food, from snacks to full meals.

Other attractions offered by city and country pubs alike include a game of darts (short, weighted steel darts are thrown at a circular dartboard numbered in sections) and snooker, a game similar to billiards.

The lure of the pub can lie in the variety of pub names; each pub has its own name, depicted on a painted inn sign hung outside the premises. A pub name can refer to historical events, landmarks, sundry beasts or its meaning can be a complete puzzle. Some include references to animals, many with their origins in heraldry - The White Hart, the Nag's Head, the Black Bull, and the Bear to name but a few!

3. The Proms or Promenade Concerts are an annual series of music concerts sponsored by the BBC and held at the Royal Albert Hall and other venues in London. They are called 'Promenade Concerts' because originally the audience 'promenaded' or walked about during the concerts, although now they stand or sit.

The Proms originated in 1895, and since that time have become a hugely popular event. The programmes are usually of classical music, and reflect popular taste as well as more original and adventurous pieces. These days jazz, world music and other musical styles also feature on the concert programme.

The Proms take place each year, from mid-July to mid-September; although the most popular evening is the Last Night of the Proms, when concert goers fill the Hall and stand tightly packed in the arena in front of the orchestra for an evening of stirring music.

Seasons of orchestral and choral concerts are also promoted every year in many large towns and cities, while in central London the principal concert halls (including the Royal Festival Hall and the Barbican Hall) draw packed audiences.

In addition to possessing a thriving interest in classical music, British music lovers have a passion for all other areas of music, from opera to folk and jazz, from rock to the latest chart topping pop group.

The word pub is short for public house. There are over 60,000 pubs in the UK (53,000 in England and Wales, 5,200 in Scotland and 1,600 in Northern Ireland). One of the oldest pubs, Fighting Cocks in St. Albans, Herts, is located in a building that dates back to the eleventh century. Pubs are popular social meeting places Pubs are an important part of British life. People talk, eat, drink, meet their friends and relax there.

Pubs often have two bars, one usually quieter than the other, many have a garden where people can sit in the summer. Children can go in pub gardens with their parents.

Groups of friends normally buy 'rounds' of drinks, where the person whose turn it is will buy drinks for all the members of the group. It is sometimes difficult to get served when pubs are busy: people do not queue, but the bar staff will usually try and serve those who have been waiting the longest at the bar first. If you spill a stranger's drink by accident, it is good manners (and prudent) to offer to buy another drink.

Most pubs belong to a brewery (a company which makes beer) but sell many different kinds of beer, some on tap (from a big container under the bar) and some in bottles. The most popular kinds of British bear are bitter and lager.

4.   The club is a decidedly British institution. No other institution has become more utterly representative of a certain aspect of the British way of life than the club. There exist school clubs and college clubs, political clubs and cultural clubs, town clubs and country clubs. There are sports clubs of all sorts including yacht clubs and driving clubs and the Pony Club with a membership of 77,000.

In London Clubland is concentrated in the palatial houses in and around St James's Street and Pall Mall. Among the most famous clubs of London *The Other Club* occupies a special niche. It was founded in 1911 by Winston Churchill. Members of the club gather for dinner once a month when Parliament is in session and their traditional meeting place is the Pirate Room of the Savoy Hotel.

The Other Club is rich in tradition, many of them attributed to Winston Churchill. At his behest a large wooden black cat was seated near him at dinner with a napkin tied around its neck. The name of the black cat was Kaspar. It was designed and carved from a piece of plane tree and was placed near to Winston Churchill whenever there were only thirteen at table.

Limited to fifty, the list of membership includes members of the Commons and the Lords and other prominent people. It was given the name *The Other Club* because it aims always to hear the other man's point of view.

3. Architecture and Design
Plan

1. Anglo-Saxon Period (c. 700 - c. 1066)
2. Norman (Romanesque) and Anglo-Norman Period (c. 1066 - c. 1200)
3. Early English (Early Gothic) Period (c. 1150 - c. 1250)
4. Decorated and Perpendicular (Late Gothic) Period (c. 1250 - c. 1500)
5. Tudor, Elizabethan and Jacobean periods
6. Renaissance and Baroque Period (c. 1620 - c. 1720)
7. Georgian Period (c. 1720 - c. 1830)
8. Victorian Period (c. 1830 - c. 1900)
9. Twentieth Century

10. Landscape Architecture (Landscape Gardening)

The variety of architecture to be seen in Britain, from prehistoric monuments to the skyscrapers of modern London, provides a record for the nation's history. Buildings that are historically or architecturally important are recorded by the government as "listed buildings" and are subject to conservation laws. These buildings may not be altered without "planning permission" from the local authority, which is responsible to the Department of the Environment. If a "listed building" is demolished, a careful record of it is made by the Royal Commission on Historical Monuments. The most important prehistoric monument in Britain is the stone circle at Stonehenge in Wiltshire, which was completed during the Bronze Age. Remains of the Roman occupation of Britain can be seen in many places, including Colchester, St Albans, Bath, and traces of the Roman wall in the north of England.

Apart from these early remains, it is the castles, churches, cathedrals and country houses of Britain that represent the architectural heritage of the country and attract tourists.

1. When the Anglo-Saxons invaded England in the 5th century, four centuries of Roman Britain came to an end. From the Dark Ages (the 5th – 11th centuries) only a few churches, like those at Earls Barton in Northamptonshire or Barton-upon-Humber in Lincolnshire, are left, their towers punctuated by tiny windows and their small size testifying to the poverty of the era. The oldest surviving churches date from the 10th to the 12th centuries. Churches built before the Norman Conquest were formerly called Saxon and those built alter 1066 - Norman, but the style of this whole period is now usually called Romanesque.

2. The Normans built castles, most notably the Tower of London. Other famous castles include those at Windsor, Dover, and Norwich. In Wales there are some famous castles while Scotland has many medieval castles, which with their distinctive towers and turrets are similar to the French chateaux on the river Loire. Edinburgh Castle is a fine example belonging to a later period, with its impressive ramparts built in the 18th century.

3. Many people regard Gothic as a particularly English style. It is usually classified into three stages of development: Early English (mainly 13th century), Decorated (14th century) and Perpendicular (15th and 16th centuries). The stages are distinguished by the development of the design of the windows and the introduction of vaulting and buttressing. The pointed arch of the windows is characteristic of the whole Gothic period and distinguishes it from the Romanesque style of rounded arches. Examples of the Early English period are the cathedrals at Salisbury, Peterborough and Wells.

4. Decorated and perpendicular styles of architecture were wide spread in the 14th and 15th centuries. They are characterized chiefly by large windows with vertical lines of tracery; wide arches, becoming flatter and squarer; rich decoration, fan vaults. Bricks and glass windows first used. Domestic architecture developed.

Examples of the style are St George's Chapel at Windsor Castle, King's College Chapel, Cambridge; some Oxford and Cambridge Colleges.

5. Later architectural periods (c. 1500 - c. 1620) include the Tudor (first half of the 16th century), with its characteristic half-timbered houses, Elizabethan (second half of the 16th century), with its sculptured and moulded ornamentation, and Jacobean (early 17th century) - a development of Elizabethan style and not always easily distinguished from it.

By 1500 the Tudor peace that suppressed the private armies of feudalism made fortifications unnecessary. Manor houses began to be built with large windows on the outside as well as opening onto the courtyard. They were built not as castles but as homes.

During the Elizabethan and Jacobean periods significant changes took place in the house. The enclosed court, a relic of the feudal castle, though still preserved in some houses, was generally abandoned, and houses were designed with projecting wings on either end of a certain block, and perhaps also with a shorter protrusion in the centre. The resulting plan, shaped like an E, though often said to be a compliment to Elizabeth I, was in reality the result of changed social conditions.

During the Elizabethan and Jacobean periods, English architecture had fallen out of step with advanced thought on the continent. However, one architect of the time, Inigo Jones, conceived an unbounded enthusiasm for Andrea Palladio, a 16th-century Italian architect and theorist. In addition to studying his books, Jones went to examine Palladio's many buildings in Italy. When Jones designed the Queen's House, Greenwich, he discarded the lingering medievalism of the Jacobean style, and substituted the restraint, order, and rule of Palladio's late Renaissance manner. The plan is a perfect square with no projecting turrets or bay windows. Horizontality replaces verticality. The chimney pots are grouped here and are unobtrusive. The windows, sufficient in size, punctuate the walls but do not replace them. Inigo Jones became the first great English architect to design Renaissance-Classical buildings. He is also important as a stage designer.

6.   Although the Gothic style may have not originated in England, in its English version it became so completely English from the 12th through the 15th century that it did not really yield in the 16th century to the foreign style of the Renaissance. Indeed, in such simplified forms as the picturesque cottages English Gothic persisted at least into the 18th century. Nevertheless, with the Tudor period, the influence of the Italian Renaissance was already beginning to make itself felt. Henry VIII(1491—1547), like his French rival François I, admired and coveted the sophistication of the Italian Renaissance and did his best to induce Italian artists to come to England. Small colonies of Italian craftsmen sprang up in London and Winchester to act as both teachers and producers of work executed in the new manner. The Italianisms could at first be only superficial. Thus in Hampton Court, both structure and design are fundamentally Gothic, but on either side of the court doorway terracota roundels with busts of Roman emperors were inserted. The contemporary Hardwick Hall in Derbyshire has more glass than wall. Here the Renaissance principle of symmetry was accepted, but the Gothic love of the vertical persisted in the square, towerlike forms at each corner.

From about 1640 to 1830 almost all English architecture was inspired by the legacy of classical Rome. Important examples of the classical influence are the Baroque London churches of Christopher Wren (esp. St Paul's Cathedral); the work of Vanbrugh, for example, at Blenheim Palace and Castle Howard; the elegant Georgian houses in cities such as Bath, and the work of Inigo Jones in the "Palladian" style, for example the Banqueting House at Whitehall and Somerset House on the bank of the Thames.

7.   The main features of the Georgian period were dignity and restraint, and a special regard for symmetry. Georgian buildings are considered to be very attractive, and are often built in red brick with white stone decoration.

A particular development of the Georgian style, fashionable during the regency of the Prince of Wales (1810—20), was called Regency. Characterized by the use of stucco instead of the stone of Georgian buildings, it was used especially Brighton, and the terraces in Regent's Park, London.

A more complex succession of styles is to be found in the buildings of the 19th century, including the Greek and Gothic Revivals. The Greek Revival influenced the style of many public buildings such as St George's Hall in Liverpool and Leeds Town Hall. The neo-Gothic style was used especially for the many Anglican churches built during the first half of the century and was also chosen for the Houses of Parliament, built in 1840, because of their proximity to Westminster Abbey.

8.   Victorian period is a period, when a great variety of styles were used, most notably that of the Gothic Revival, from about 1840 onwards. In architecture the Victorian age was characterized by the recreation of styles from the past, the use of coloured brick as decoration and by the introduction of new methods of construction using iron, steel, and glass. Crystal Palace, built for Great Exhibition in 1851, and the main London railway terminals were the spectacular products of the new building method.

Other examples of the period were: Houses of Parliament, London; Albert memorial, St Pancras station; churches, country houses, railway stations, university buildings, all designed in elaborate, even pedantic Gothic. Many industrial buildings were built: Crystal Palace; Clifton Suspension Bridge.

9.   At the beginning of the 20th century, architects such as Philip Webb, Charles Voysey and Charles Rennie Mackintosh preferred a return to simple undecorated style, sometimes turning to medieval styles as a model.

Until about 1920 the leading style of public building was "Imperial" — elaborate and rather old-fashioned. The arts and crafts movement left a legacy of simpler private houses and of town planning in the "garden-city" style. Modern functionalism was slow in arriving, but was encouraged by the arrival of leading German architects in the 1930s. London County Council's architectural office led the other public authorities in providing large-scale housing. Prefabricated building, which meant that sections of buildings could be made in factories where work does not depend on the weather, made construction quicker and cheaper.

The expansion of universities in the 1960s led to much building. Coventry Cathedral and the Roman Catholic Cathedral, Liverpool, are among the few large religious buildings of our time. New towns, e. g. Harlow, Cumbernauld were built.

Popular opinion, has, on the whole, favoured traditional methods of building, and contemporary architecture has been a subject of public controversy throughout the 20th century. The Prince of Wales entered the debate by publicly condemning certain modern trends, especially criticizing a lot of the new buildings in London.

Much of the heated debate about modern versus traditional architecture has arisen when new development schemes involve the demolition of old buildings, as has happened on several occasions in the City of London. Criticism of modern architecture is strengthened by design problems of much of the often rapidly constructed public housing of the 1960s.

10.   The first great age of English gardens was the late 16th and early 17th centuries. The typical English garden of that period was a flower garden arranged in formal patterns, with bushes cut in ornamental shapes. Herbs were often grown; mazes were a feature of many gardens, e. g. the famous one at Hampton Court. The first botanic garden in England was that at Oxford, begun in 1621. Kew Gardens (a large park in the W of London, open to the public, where scientific study of the plants is carried out and which contains plants from all over the world) dates from 1749. Formal gardens continued in fashion until the 18th century when, a freer, more natural style of landscape gardening was brought in. During the 19th century many tropical plants were introduced. The late 19th and early 20th centuries saw the development of woodland gardens with ornamental plants.

4. Religion in Britain

Plan

1. The Church of England
2. The other Christian Churches
3. Other religions

Only 17 per cent of the adult population of Britain belongs to one of the Christian churches, and this proportion continues to decline. Yet the regional variation is revealing. In England only 13 per cent of the adult population are members of a church. The further one travels from London, however, the greater the attendance: in Wales 23 per cent, in Scotland 37 per cent and in Northern Ireland no fewer than 80 per cent. In England and Wales 71,8 per cent of white Britons describe themselves as Christian. 14,8 per cent of white Britons say they have no religion.

Today there is complete freedom of practice, regardless of religion or sect. But it was not always so. Until the mid nineteenth century, those who did not belong to the Church of England, the official 'established' or state Church, were barred from some public offices. The established Church still plays a powerful role in national life, in spite of the relatively small numbers of people who are active members of it.

1.   There are two established or state Churches in Britain: the Church of England, or Anglican Church as it is sometimes called, and the Church of Scotland.

In 1533 the English king, Henry VIII, had broken away from Rome and declared himself head of the Church in England. His reason had been purely political: the Pope's refusal to allow him to divorce his wife, who had failed to produce a son. Apart from this administrative break, the Church at first remained more Catholic than Protestant. However, during the next two centuries when religion was a vital political issue in Europe, the Church of England became much more Protestant in belief as well as organization.

Ever since 1534 the monarch has been Head of the Church of England. No one may take the throne who is not a member of the Church of England. However, if the monarch or the next in line decided to marry a Roman Catholic it would cause a constitutional crisis. For the past 300 years that crisis has not arisen, but it has always been understood that if such a marriage went ahead, the monarch or heir would have to give up their claim to the throne. The monarch is crowned by the senior Anglican cleric, the Archbishop of Canterbury.

As Head of the Church of England, the monarch appoints the archbishops, bishops and deans of the Church, on the recommendation of the Prime Minister, who might well not be an Anglican. Many in England's ruling establishment still feel it appropriate to belong to the state Church. All Anglican clergy must take an oath of allegiance to the Crown, a difficult proposition for any priest who is a republican at heart. Thus Church and Crown in England are closely entwined.

The Church of England is frequently considered to be a 'broad' church because it includes a wide variety of belief and practice. Traditionally there have been two poles in membership, the Evangelicals and the Anglo-Catholics. The Evangelicals give greater emphasis to basing all faith and practice on the Bible, and are sometimes criticized for being too literal in their interpretation of it. The Anglo-Catholics give greater weight to Church tradition and Catholic practices, and do not feel the same level of disagreement as many Evangelicals concerning the teaching and practices of the Roman Catholic Church. There is an uneasy relationship between the two wings of the Church, which sometimes breaks into open hostility.

But nevertheless, The Church of England is above all things a church of compromise. It takes a long view, and distrusts zealous theological or ideological certainty. It prefers to live with disagreements of belief rather than apply authoritarian decisions. It fudges issues where it can, to keep its broad body of believers together. Most of its members are happy with the arrangement. In that sense the Church of England is profoundly typical of the English character. It distrusts the rigid logic of a particular tradition of theology and prefers the illogical but practical atmosphere of 'live and let live' within a broader church climate.

Because of its historical position, the Church of England has been closely identified with the ruling establishment and with authority. As a result it used to be known as 'the Tory Party at prayer', a description which suddenly ceased to be appropriate from 1979 onwards when the Church became increasingly critical of the government's social policies. The Church of England has been gradually distancing itself from the ruling establishment over the past twenty-five years or so, and may eventually disengage from the state. 'Disestablishment', as this is known, becomes a topic for discussion each time church and state clash over some issue.

Nevertheless, the Church of England remains overwhelmingly establishment in its social composition, having been mainly middle and upper class in character since the Industrial Revolution. Most working-class people in England and Wales belong to the nonconformist or 'Free' Churches, while others have joined the Catholic Church in the past 140 years.

2. The Free or nonconformist Churches are distinguished by having no bishops, or 'episcopacy', and they all admit both women and men to their ministry. The main ones today are: the Methodist Union (450,000 full adult members); the Baptists (170,000); the United Reformed Church (130,000) and the Salvation Army (56,000). These all tend towards strong evangelicalism. In addition there are a considerable number of smaller sects. The Roman Catholic Church only returned to Britain in 1850. During the preceding 300 years the few Catholic families which refused to accept the new Church were popularly viewed as less than wholeheartedly English. The English Protestant prejudice that to be Catholic is to be not quite wholly English has only really disappeared

in the past twenty-five years. Since 1850 the Roman Catholic Church has grown rapidly with about 5,7 million members today, of whom 1,4 million are regular attenders.

3.　　Apart from Christianity, there are at least five other religions with a substantial number of adherents in Britain. These are usually either immigrants or the descendants of immigrants. The oldest is the Jewish community. There are also more recently established religious groups: Hindus, Buddhists, Muslims. In England and Wales Muslims make up three per cent of the population. Islam is the second biggest religion after Christianity. The Indian population is the largest non-white ethnic group, accounting for 1,8 per cent. Pakistani Muslims are the biggest non-white ethno-religious group. Black Caribbeans account for one per cent of the population. More than 60 000 white Britons are Muslims.

5. The System of Education
Plan

1. British school today
2. Some essentials
3. Pre-school education
4. Primary (elementary) education
5. Secondary education schools
6. Problems of state schools
7. Independent schools
8. Preparatory schools
9. Public schools
10. After sixteen
11. Exams and certificates
12. Education in Scotland
13. Admission to a university

1.　　British education today is aimed to realise the potential of all, for the good of the individual and society as a whole. The general policy for education which is now being implemented throughout the United Kingdom is much the same with some national variations in Scotland, Wales and Northern Ireland. All schools of Great Britain are known as state schools (state supported, state maintained) and independent schools.

Independent schools are fee-paying schools ranging from public schools with centuries-old traditions to private experimental schools.
Schools supported by the state from public funds are of three kinds:
- county schools — the largest group, provided and maintained by Local Educational Authorities (LEAs) wholly out of public funds, no fees are charged to parents; they are Primary Schools (infant and junior), Comprehensives, some Grammar Schools, Secondary Modern Schools, Sixth Forms;
- voluntary schools — financially aided and controlled by government but provided by a voluntary body; mostly they are the Church of England schools or Roman Catholic schools;
- direct-grant schools — completely independent of LEAs, receiving grants from the Department for Education and science; these are mainly Grammar Schools, which receive the grant for taking pupils from the state system (from a quarter to a half, the rest being fee-paying pupils).

2.　　The most essential features of British education are the following:
- School education is divided into three stages: primary, secondary and further education. In England and Wales the primary cycle lasts from 5 to 11. Children of 5 enter Infant Schools moving on to Junior School at the age of 8 and then on to Secondary School. The transition from Primary to Secondary School is made at the age of 11. Most Secondary Schools in Britain (about 90%) are Comprehensive Schools. They are state schools which take children of all

abilities (84%). About 6% of children go to Grammar Schools, state schools which take only students who pass "Eleven Plus" examination.

- About 7% of children go to private schools, which do not receive any money from the State, parents pay for their children's education. The most expensive private schools are called Public Schools.
- Full-time education is compulsory for 12 years for all children between the ages of 5 and 16.
- All schools, including independent schools, are subject to official (government) inspection and control.
- Local Education Authorities (LEAs) finance most schools and further education at the local level. They employ teachers and allocate budgets to schools. School budgets include books, teachers' salaries and cleaning.
- Schools can apply for "grant-maintained status". This means that they "opt out" of LEA control and receive funding from central government, becoming direct-grant schools.
- Every state school has a governing body, responsible for the school's main policies. It includes teachers, parents and members appointed by LEAs.
- Excepting the core subjects, obligatory for all pupils, the British school syllabus is divided into Arts (or Humanities) and Sciences, which determine the division of the Secondary School pupils into study groups: a *Science pupil* will study Chemistry, Physics, Mathematics (Maths), Economics, Technical Drawing, Biology, Geography; an *Art pupil* will do the English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education (PE), Home Economics for girls and Technical subjects for boys, General Science, Information Technology (IT), Sex Education (SE), Religious Education (RE). Computers play an important part in education. The system of options exists in all kinds of *Secondary Schools*.
- In English schools by law all children receive religious education and take part in daily prayers. But parents have the right to withdraw their children from such classes. In all kinds of voluntary school there is opportunity for denominational instruction. Roman Catholic children generally have their own classes.
- Physical education, including organised games, is a part of the curriculum of all schools. Organised games include tennis, cricket, football, hockey, netball and lacrosse.
- Medical Inspection and free medical and dental treatment for all children attending state schools is provided. LEAs have a duty under certain conditions to assist financially in the provision of transport for pupils between home and schools.
- Boys and girls are generally taught together in *Primary Schools*. Most of *Secondary Schools* are co-educational, mixed schools. But the majority of the *Secondary Schools* in the independent sector (private schools) are single sex, that is either for boys or for girls. Statistics show that girls get better results when they are separated from boys. Most children go to the school whose "catchment area" they live in. This is usually, though not always, the nearest school to their home.
- Most pupils in British schools wear school uniform, which differ from school to school. The favourite colours for school uniforms are blue, grey, black and maroon.
- The pupils who violate various school regulations may be punished in the following ways: for lateness, truancy they may be reported to the Headmaster or named in school assembly. They may be detained in school after ordinary hours.
- Corporal punishment has recently been banned in state schools. But in most Public Schools it is still allowed. Caning is the usual punishment for serious misbehaviour in class, damage and vandalism. Many teachers remark that standards of discipline have fallen since corporal punishment was banned by the Government.
- Each school has its system of rewards: medals and prizes for the best pupils.
- Schools in Britain have three terms a year, each with a short midterm break for one week (known as "half-terms") and longer holidays at Christmas, Easter and in the summer. All in all schools have 13 weeks' holiday per year.

- All schools assess children's progress by their own internal tests at the age of 7, 11 and 14. 16-year-olds take the General Certificate of Secondary Education (GCSE). At the age of 16 pupils can leave school or continue their education. Pupils cannot repeat a year in the system which is based strictly on age. However badly they do, pupils go up to the next year. The only exception is GCSEs and A-levels, which pupils can repeat if they need better results.
- The system of marking may be out of 10 (9, 8 and a half...), in grades (A, B, C, D, E), in per cent — the highest is 100, the lowest — "naught", the pass is 50% or higher. League tables are published in the national press showing the exam results of each school. Consequently, some schools are more popular than others.
- About 45% of 16-year-olds stay in full-time education. Some attend so called *Sixth Form* (sixth form of a Secondary School or a Sixth Form college) which requires two more years of study after GCSE and which prepare them for taking A-level examinations. For other school-leaves and for adults of all ages universities, polytechnics and other colleges provide a vast net of courses, both academic and vocational.

3.   Compulsory education in Britain begins at the age of 5 but in some areas there are Nursery Schools for children under 5 years of age. Some children between 2—5 receive education in nursery classes or in infant classes in Primary Schools. Many children attend informal pre-school play-grounds organised by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon — while their parents are at work. Here the babies play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them.

For day nurseries, which remain open all the year round, the parents pay according to their income. The local education authority's nurseries are free. But only about 3 children in 100 can go to them: there aren't enough places, and the waiting lists are rather long.

4.   Most children start school at the age of 5 in a primary school. A *Primary School* is divided into *Infant* and *Junior* ones. At Infant Schools reading, writing and arithmetic (three "Rs") are taught for about 20 minutes a day during the first year, gradually increasing to about two hours in their last year. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing. By the time children are ready for the Junior School they will be able to read and write, do simple addition and subtraction of numbers.

At the age of 7 children go on from the Infant School to the Junior School. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all "Eleven Plus" subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable. Core subjects are English, Maths, Science (Foreign languages in Secondary Schools). Exams in them are taken at the age of 7 and 11.

Pupils are streamed, according to their ability to learn, into A-, B-, C- and D-stream. The least gifted are in the D-stream. Formerly towards the end of their fourth year the pupils wrote their "Eleven Plus" Examination. The hated examination was a selective procedure on which not only the pupils' future schooling but their future careers depended. The abolition of selection at "Eleven Plus" Examination brought to life Comprehensive Schools where pupils of all abilities can get secondary education.

5.   Comprehensive Schools dominate among all types of schools in secondary education: 90% of all state-financed Secondary Schools are of this type. Most other children receive secondary education in Grammar, Secondary Modern and very few Secondary Technical Schools. Those who can pay go to Public Schools.

The transition from Primary to Secondary School is made .between the age of 11—12 years. At this age only some children sit for the selective examinations to be admitted to Grammar Schools. "11+" is retained mostly in Wales.

Comprehensive Schools were introduced in 1965. The idea of comprehensive education, supported by the Labour Party, was to give all children of whatever background the same opportunity in education. So Comprehensive Schools are non-selective ("all-in") schools, which provide a wide range of secondary education for all the children of a district. They are the most

important type of school because they are attended by 88% of all Secondary School pupils. All Scottish state pupils also attend non-selective schools.

There are various ways in which a Comprehensive School can be organised. It can by "streaming" within the school try to keep children of approximately similar ability in one group or class; or it can leave the children to choose between large numbers of courses; or it can combine the two methods. Pupils may leave the school at the age of 16 or 18.

Comprehensive Schools are often very large with up to 2000 pupils.

Grammar Schools mainly provide an exam-centred academic course from 11 to 18. It is the main route to the universities and the professions. A large proportion of university students is recruited from Grammar Schools, though they make 3% of all schools.

Most Grammar School pupils remain at school until 18 or 19 years old, especially if they want to go on to a university. Some degree of specialisation, especially as between arts and science subjects, is usual in the upper forms. The top form is always called the "sixth form". Pupils may remain in this form for 2-3 years, until they leave school. Selection of Primary School children for Grammar Schools is usually based on school record cards, teachers' reports, tests and consultation with parents. After the Reform Act of 1988 many Grammar Schools were turned into Comprehensives and the change was in many cases very painful.

Secondary Modern Schools give a general education with a practical bias. It is common for more time to be given to handicrafts, domestic sciences and other practical activities than in Grammar Schools. Foreign languages are not thought there.

"Streaming" is practised in secondary modern schools. The children in each group are usually placed in three streams — A, B and C; C-stream is for children of the least academic type, concentrating mainly on practical work.

Secondary Technical Schools, a smaller group (less than 2%.) offer a general education largely related to industry commerce and agriculture. These schools are not very popular and few places have them. They provide teaching up to the age of 18.

6.   During the 1970s it was discovered that British system of education underestimated the importance of craft skills and national targets for education. So at that time grater emphasis was made on education and training. Many new colleges of further education were established to provide technical or vocational training. But British education remained too academic for the less able, and technical studies remained weak with the result that a large number of less able pupils leave school without any skill at all. By 1990s 9 out of 10 West German employees had vocational training qualification while in Britain only one in 10.

Another problem is the continued high drop-out rate at the age of 16 and low level of achievement in Mathematics and Science among school-leaves. While over 80% of pupils in West Germany and the USA and over 90% in Japan stayed on till the age of 18, hardly 1/3 of British pupils did so.

Standards of teaching and learning are not high enough. State-maintained schools have to operate with fewer resources in more difficult circumstances, with low pay. This resulted in teachers' flight from the profession. By 1990 there were as many trained teachers not teaching as teaching. The shortage of teachers was great, especially in the subjects of greatest national importance: Maths and Science. Britain filled the gap by employing unemployed teachers from Germany, Netherlands, Australia and other countries.

The shortfall is not only in the total number of teachers, but also in the inadequate level of qualification of a high proportion of primary teachers, particularly in Science and Maths.

Though the expenditure on education increased almost twice compared with mid-1950s it is not enough, because "standards of learning are never improved by poor teachers and there are no cheap high quality routes into teaching". One can't but agree with these words of Eric Bolton, England's Chief Inspector of schools.

In England the Independent/State School Partnership Scheme was set up in 1997. It aims to encourage the sharing of experience and good practice between the two sectors.

7.   Independent schools are private schools charging tuition fees and that is why they are independent of public funds, independent of the state educational system, but they are open to government control and inspection. The Department for Education has the power to require them to remedy any objectionable features in their premises, accommodation or instruction (teaching) and to exclude any person regarded as unsuitable to teach or to be proprietor of a school.

There is a wide range of independent schools covering every age group and grade of education. They include Nursery Schools and Kindergartens (taking children of Nursery and Infant School ages), Primary and Secondary Schools of both day and boarding types.

The most important and expensive of the independent schools are known as Public Schools, which are private Secondary' Schools taking boys from age of 13 to 18 years, and Preparatory Schools (colloquially called "Prep" Schools), which are private Primary Schools preparing pupils for Public Schools. The terms "primary" and "secondary" are not normally applied to these independent schools because the age of transfer from a Preparatory School to a Public School is 13 or 14 and not 11 as in the state system of primary and secondary education.

8.   Preparatory Schools are usually small (for 50—100 children). They prepare the pupils for the Common Entrance Examination, set by independent Secondary Schools. "Prep" Schools are situated chiefly in the country or at the seaside resorts. They are much later development than the Public Schools. Few of them date back further than 1870. Preparatory Schools admit pupils aged 8 and teach them up to 13-14. Each pupil is given personal attention.

9.   Public Schools form the backbone of the independent sector. With a few exceptions all Public Schools are single-sex boarding schools, providing residential accommodation for their pupils, though many of them take some day pupils too. A typical Public School has about 500 boys but a few have more (e. g. Eton has more than 1100 boys).

Some of the Public Schools date from the 16th century or earlier and they form the pinnacle of fee-paying education (in the 1990s the boarding Public School fees were between 5000 and 15000 pounds annually). Of the several hundred Public Schools the most famous are the Clarendon Nine. Their status lies in an attractive combination of social superiority and antiquity. These are the oldest and most privileged Public Schools: Winchester (1382), Eton (1440), St. Paul's (1509), Shrewsbury (1552), Westminster (1560), The Merchant Taylor's (1561), Rugby (1567), Harrow (1571) and Charterhouse (1611).

When choosing a school some parents consider the availability of an "Old School Tie" network, which may help their child to get a job and to develop socially useful lifelong friendships, cooperative and self-help lines known as "jobs for the boys". The most famous of such networks may be the grouping of old Etonians, Harrorians and others known as the Establishment. Girls' schools offering access to this network would be Roedean, Benenden or Cheltenham Ladies College. (The cost of education in these privileged schools is 15000 pounds per year.) There are about 35000 Secondary Schools in Britain, only 2300 are independent, of which 427 are Public Schools.

Demand for Public school education is now so great that many schools register babies' names at birth. Eton maintains two lists: one for the children of "old boys", those who studied there, and the other for outsiders. Usually there are 3 applicants for every vacancy. For example, in 1988 there were 203 names down for only 120 places at Radley School in the year 2000. And it is not surprising that Public Schools cream off many of the ablest teachers from the state sector, and teaching standards are very high and much better than in any other Secondary Schools.

Public Schools admit pupils from private Preparatory Schools ("Preps") which prepare children for the Common Entrance Examination.

Public Schools offer entrance scholarships (from 6 to 10 annually). But the fees remain heavy even for scholarship winners. The competition for those scholarships is very severe, and the syllabuses of the scholarship examinations with their high standard in Latin and other subjects are quite out of keeping with the Primary School curriculum.

Independent fee-paying schools were exempted from teaching according to the National Curriculum.

10.	Pupils going on to higher education or professional training usually take A-level examinations in 2—3 subjects. These require two more years of study after GCSE, either in the Sixth Form of a Secondary School or in a separate Sixth-Form college. The A-level exam is taken at the age of 18, and is the main standard for entry to university education and to many forms of professional training. But some pupils want to stay on at school after taking their GCSE, to prepare for a vocational course or for work rather than for A-level examinations. Then they take the CPVE examination — the Certificate of Pre-Vocational Education.

What Sixteen-Year-Olds Do:

27% Youth-Training schemes

25% State schools

14% Further education including Sixth-Form colleges

12% Unemployed

10% Full-time employment

6 % Independent schools

5% Part-time education in employment (further-education courses)

11.	Besides 3 standard assessment tests (at the age of 7, 11, 14) two public examinations are set: GCSE exam on completion of the compulsory education (at the age of 16) and GCE A-level, or AS exams on completion of the two voluntary years (Sixth Form).

At the age of 16 pupils take the General Certificate of Secondary Education (GCSE), introduced in 1989. They must take the English Language, Maths and Science for GCSE, as well as a half GCSE in a foreign language and Technology. GCSE replace O-level Certificate.

About 45 % of school-leavers continue with full-time education after 16. Those pupils who stay on for two more years usually take A (Advanced) levels, AS (Advanced Supplementary) levels or GNVQs (Greater National Vocational Qualifications). It is quite common to combine two A-levels with one AS-level or one A-level with one GNVQ. Pupils taking A-levels study traditional subjects such as French, Physics or History. To go to a university pupils need two or three A-levels.

AS-level is the same standard as A-level, but only half the content. For example, AS-level German pupils take A-level the German Language exam, but do not take A-level the German Literature exam.

GNVQs are vocational qualifications. Pupils usually take one GNVQ in subjects such as Business, Leisure and Tourism, Manufacturing, Art and Design. One GNVQ at advanced level is equal to two A-levels.

12.	Scotland, with a separate education tradition, has a slightly different system. Children stay in the Primary School until the age of 12. The National Curriculum does not apply in Scotland and each school director decides what subjects the school will teach. At the age of 16 pupils take the Scottish Certificate of Education (SCE), and instead of A-level take the Scottish Higher Certificate which is more like continental European examinations, since it covers a wider area of study than the highly specialised A-level courses. Scots pupils may take the Certificate of Sixth Year Studies (CSYS).

Secondary education in Northern Ireland and Wales is organised along selective lines according to children's abilities,

13.	Every university admits each year a definite number of students for each of its courses. Applications are made to the UCCA (Universities Central Council for Admission) months before a student takes his A-level. He completes a form writing down the names of 6 universities in order of preference. He may put down only two or three names, thus stating that if not accepted by these universities he could be willing to go to no other.

The copies of the form are sent to the universities concerned, and the university board or department members consider the student's form, the account of his out-of-school activities, the references one of which must be from the headteacher of his school. If there are no reasons for immediate refusal the student may be given a personal interview. On the basis of all this he may be sent a definite rejection or made a conditional offer. The offer depends on A-level results. If the candidate fulfils the conditions of the university he receives a definite offer. The candidate must

accept or refuse the offer within 72 hours. Some candidates may get offers from several universities. Generally applicants for university places exceed the number of places available, so entry to the universities is competitive. The more popular the university, the more applicants for a place it will have and the higher grades it will ask for.

2.5 Задания для самостоятельной работы

Тема №1

1. К какой группе (реалии, фоновая лексика, коннотативная лексика) вы бы отнесли следующие лексические единицы: privacy, academy, All Fool's Day, Baker Street, public house, bobby, club, happy hour, Lady, mini-cab, tea, cricket, Nelson's Column, NHS (National Health Service), the tube?

2. Изучите статью В.П. Конецкой «Лексико-семантические характеристики языковых реалий» (1, с.532-538) и обратите внимание на следующие понятия: референт, реалии, квазиреалии, универсалии. Как соотносятся понятия «реалия» и «безэквивалентная лексика»? Что позволяет выделить реалии и квазиреалии в особую группу?

3. Как бы вы передали следующие имена собственные: *Rotten Row* (аллея для верховой езды), *Battle of Trafalgar, St Bride's Church, Suffolk Punch* (вид бабочки), *Twiglets* (печенье), *Rotary Club, National Gallery, Union Jack* (название государственного флага), *Maris Baldric* (сорт ячменя), *March Hare* (персонаж книги "Алиса в стране чудес"), *Guildhall School of music and drama, Emerald Isle Express* (железнодорожный экспресс), *Mappin & Webb* (название магазина). Сверьте свой вариант со словарем.

Тема №3

1. Translate into English paying attention to the realia:

Британцы – народ закаленный, они успешно противостоят всяческим оккупантам, начиная с **Вильгельма Завоевателя**, так что те «пытки», которым их методично подвергают еврократы с «**континента**» - это сущие пустяки. Другое дело – **туннель под «Проливом»**. Эти 22 мили водного пространства между **Дувром** и **Кале** имели огромное психологическое значение.

2. Read the poem below and say what traits of the English character are revealed in this humorous piece of poetry. Write a humorous character sketch of an Englishman / an American / a Russian man.

The English
They dress in what they like;
They are interested in sport;
They partake in all activities
If they think they ought.
They all succeed in doing
Their job in five short days,
Which leaves them the two longest ones
To spend in different ways.
Then some indulge in gardening,
Or walking in the rain.
And some delight in cricket
Or in riding in the plain.
In spite of what's around him,
The average Englishman
Does crosswords in the newspaper
In pencil – if he can.

Involved in any accident
The English take a pride
In being unemotional:
They take things in their stride.
In any circumstances – Whatever they may be –
The English solve their problems
With an English cup of tea.

Do the stereotypes described in essays, anecdotes, poetry help us understand other nations or do they mislead us?

Тема № 4

1   Put each of the following words or phrases in its correct place in the passage below.
election campaign   support   polling day   opinion poll   vote
polling station   predict   ballot box   candidate
People sometimes try to (a) _____the result of an election weeks before it takes place. Several hundred people are asked which party they prefer, and their answers are used to guess the result of the coming election. This is called an (b)_____. Meanwhile each party conducts its (c) _____with meetings, speeches, television commercials and party members going from door to door encouraging people to (d) _____their party. In Britain everyone over 18 is eligible to (e) _____. The place where people go to vote in an election is called a (f) _____and the day of the election is often known as (g) _____. The voters put their votes in a (h) _____and later they are counted. The (i) _____with the most votes is then declared the winner.

2. Read and act out the following short conversations. Imagine the situations when you can hear them. Define the roles and the status of the speakers.
    A.
    -Do you have **Presidents' Day off** on Monday?
    -Sure do and I need the break!
    -Doing anything special?
    -I plan to go car shopping. This is the perfect time to do it. All of the car dealers are having fabulous **sales** on leasing and on buying.
    -You can't go wrong on a day like that. Why don't you drive by after you've gotten "the deal of deals" and let me see what you've picked up?
    B.
    -Al, I might be coming late for work tomorrow. I'm stopping by my polling place to vote.
    -Oh yeah, tomorrow's **Election Day**. The date slipped my mind.
    -How could you forget? All the TV commercials have been about the candidates. Their posters are plastered on everyone's lawn.
    -I was kidding when I said the date slipped my mind. I'm just upset with **the candidates' debates** preempting my favorite TV programs. To tell you the truth, I will be glad when this whole thing is over.
    Explain the meaning of the italicized expressions. Do the Russians have similar customs and traditions?

    3. The following passage has been taken from a worldwide bestseller written by the British novelist Jeffrey Archer. The author is largely experienced in political issues. He himself entered the House of Commons in 1969, was the deputy Chairman of the Conservative Party and was created a Life Peer in 1992. The story depicts the turns of race for power in British Parliament to gain the ultimate goal – the office of Prime Minister.
    From *First among equals*

Jeffrey Archer

THURSDAY 10 DECEMBER 1964

Mr. Speaker rose and surveyed **the Commons**. He tugged at his long black silk gown, then nervously tweaked the full-bottomed wig that covered his balding head. **The House** had almost got out of control during a particularly rowdy session of **Prime Minister**'s questions, and he was delighted to see the clock reach three-thirty. Time to pass on to the next business of the day.

He stood shifting from foot to foot waiting for the **500-odd members** present to settle down before he intoned solemnly, "Members desiring to take the oath." The packed assembly switched its gaze from the Speaker to the far end of **the Chamber**, like a crowd watching a tennis match. There, standing at the bar of the Commons, was the victor of the first **by-election** since **the Labour party** had taken office some two months before.

The new member, flanked by his proposer and seconder, took four paces forward. Like well-drilled guardsmen, they stopped and bowed. The stranger stood at six-foot-four. He looked like a man born with **the Tory party** in mind, his patrician head set on an aristocratic frame, a mane of fair hair combed meticulously into place. Dressed in a dark grey, double-breasted suit and wearing a Guards' tie of maroon and blue, he advanced once again towards the long table that stood in front of **the Speaker's chair** between the two front benches which faced each other a mere sword's length apart.

Leaving his sponsors in his wake, he passed down **the Government side**, stepping over the legs of the Prime Minister and **Foreign Secretary** before being handed the oath by **the Clerk of the House**.

He held the little card in his right hand and pronounced the words as firmly as if they had been his marriage vows. ……

Answer the questions:

1.   How does the author describe the appearance of the Speaker and the new MP member? Does it help to get inside their emotional state? Does it give you any cultural information about the dress code of MPs?

2.   What does the author compare the House of Commons to?

3.   The narrator tells about the House of Commons session in British Parliament. Use the dictionary to explain the meanings of the italicized words and expressions. What kind of cultural information do they give to the reader?

4.   Can you provide the Russian equivalents for the following expressions**:** *the Commons, the Speaker, Prime Minister, the Chamber, by-election, Foreign Secretary, the Clerk of the House, MP.* Which kind of realia are they?

5.   Do such realia exist in Russian culture?

6.   Using the given realia tell about the structure of British Parliament.

4. Find out the difference in meaning of the following words and expressions: politics / policy, home policy / foreign policy, political authority / political capacity. *Suggest your sentences with these words.*

Темар №5

1. Put each of the following words or phrases in its correct space in the passage below

state	**terms**	**seminar**	**degree**	**co-educational**
private	**primary**	**tutorial**	**graduate**	**nursery school**
grant	**secondary**	**lecture**	**break up**	**compulsory**
fees	**academic**			

When children are two or three years old, they sometimes go to a (a) _____, where they learn simple games and songs. Their first real school is called a (b) _____school. In Britain children start this school at the age of five. The (c) _____year in Britain begins in September and is divided into three (d) _____. Schools (e) _____for the summer holiday in July, (f) _____education begins at the age of about eleven, and most schools at this level are (g) _____ , which means that boys and girls study together in the same classes. In Britain education is (h)_____from five to 16 years of age, but many children choose to remain at school for another two or three years after 16 to take higher exams. Most children go to (i) _____schools, which are maintained by the government or local education authorities, but some children go to (j) _____schools, which can be very expensive. University courses normally last three years and then students (k) _____which means they receive their (l) _____. At university, teaching is by (m) _____ (an individual lesson between a teacher and one or two students), (n) _____ (a class of students discussing a subject with a teacher), (o) _____ (when a teacher gives a prepared talk to a number of students) and of course private study. Most people who receive a university place are given a (p) _____by the government to help pay their (q) _____and living expenses.

Compare the British educational system to the Russian one. Find out differences and similarities.

2. *Explain the difference between the following words and expressions:*
1) to sit an exam and to set an exam
2) to take an exam and to pass an exam
3) compulsory and voluntary education
4) to educate and to bring up
5) a pupil and a student

Тема №6

1. Put each of the following words or phrases in its correct position in the passage below.
deposit   fee   flat   advertisements   accommodation agency
landlord   rent   block   self-contained   references

The first thing I had to do in Belfast was find somewhere to live, if possible a small, one-bedroomed (a) _____. I didn't want to share a kitchen or toilet; I wanted to be independent in my own (b) _____place. I decided I could pay a (c) _____of £50 a week. I couldn't find what I wanted in the newspaper (d)_____so I went to an (e) _____ They offered me a nice place. It was in a modern (f) _____on the third floor. I had to pay the agency a (g) _____and the (h) _____wanted a big (i) _____and (j) _____from my employer and bank manager.

2   *Explain the difference between the following:*
a) a landlord and a tenant
b) a house and a bungalow
c) ground floor and first floor

3. Тематический словарь (тезаурус) Роже в гнездо, объединенное понятием *house* 'дом' и *small house* 'маленький дом, домик' включает 77 слов; тезаурус Вебстера, включающий только слова, употребительные в США, — 52 слова. Английским словам *house, cabin, hut, shack, shanty, lodge* соответствуют в русском языке *дом, хижина, лачуга, убогое жилище.* Даже заимствованное *коттедж* имеет в русском суженное значение — «небольшой жилой благоустроенный дом в пригороде, в рабочем поселке». Сравните значения английского

слова *cottage:* I. a small house, usually of only one story ('коттедж', 'небольшой дом', 'загородный дом'); 2. a small house at a lake, mountain resort, etc., owned or rented as a vacation home *(амер.* 'летняя дача, часто в курортном районе у моря'); 3. one of a group of small, separate houses, as for patients at a hospital or students at a boarding school ('больничный флигель', 'сельская больница', 'корпус больницы, общежития').

Use Dictionaries of Language and Culture to define the types of houses. Provide the Russian equivalents if possible. Compare them with types of houses in Russia: town house, cottage, chalet [fae'lei], dream home, "starter home", ranch, trailer , efficiency , walk-in apartment , walk-in kitchen, closet, half-bath .

Тема№ 7

1. The following text has been taken from the novel of a British writer, Victoria Holt, "Mistress Melina". Read the text about Christmas celebration.

Christmas was rapidly approaching, and it brought with it all that excitement which I remembered so well from the old days in my father's vicarage.

The weather was warm, more like the approach of spring than of winter. On my walks in the woods I noticed that the primroses had begun to bloom.

I began to think about **Christmas presents** and I made a little list. There must be something for Phillida and her family, and Aunt Adelaide; but I was mainly concerned with the people at Mount Mellyn. I had a little money to spend, as I used very little and had saved most of what I had earned since I had taken my post at Mount Mellyn

One day I went into Plymouth and did my **Christmas shopping**, bought books for Phillida and her family and had them sent direct to her; I bought a scarf for Aunt Adelaide and that was sent direct too. I spent a long time choosing what I would give the Mellyn household. Finally, I decided on scarves for Kitty and Daisy, red and green which would suit them; and a blue one for Gilly to match her eyes. For Mrs. Polgrey I bought a bottle of whisky which I was sure would delight her more than anything else and for Alvean some handkerchiefs in many colours, with A embroidered on them.

I was pleased with my purchases. The weather continued very mild. And on *Christmas Eve* I helped Mrs. Polgrey and the girls to decorate the great hall and some of the other rooms. The men had beep out the previous day and brought in **ivy, holly, box** and **bay**. I was shown how the pillars in the great hall were entwined with these leaves and Daisy and Kitty taught me how to make **Christmas bushes**; they were delightedly shocked by an ignorance like mine. I had never before heard of **a Christmas bush**! We took two wooden hoops — one inserted into the other — and this bail-like frame-work we decorated with evergreen leaves and furze; then we hung oranges and apples on it; and I must say this made a pretty show. These we hung in some of the windows.

The biggest logs were carried in for the fireplaces, and the house was filled with laughter, while the servants' hail was decorated in exactly the same manner as the great hall.

«We do have our ball here while the family be having theirs," Daisy told me; and I wondered to which ball I should I go. Perhaps to neither. A governess' s position was somewhere in between, I supposed.

«My life!" cried Daisy, "I can scarcely wait for the day. Last Christmas was a quiet one . . .had to be on account of the house being in mourning. But we in the servants' hall managed pretty well. There was **dash-an-darras** and **metheglin** to drink, and Mrs. Polgrey's sloe gin had to be tasted to be believed. There was mutton and beef, I remember, and **hog's pudd***ing*. No feast in these parts ain't complete without **hog's pudding**. "

All through *Christmas Eve* the smell of baking filled the kitchen and its neighbourhood. Tapperty, with Billy Trehay and some of the boys from the stables, came to the door just to smell it. Mrs. Tapperty was up at the house all day working in the kitchen. I scarcely recognised the usually

calm and dignified Mrs. Polgrey. She was bustling about, her face flushed, purring, stirring and talking ecstatically of pies which bore the odd names of **squab** and **lammy, giblet, muggety** and **herby. I** was smiling fatuously at a whole batch of pasties which had just come out of the oven, golden-brown pastry with the smell of savoury meats and onions, when Kitty came in shouting: "M'am, the curl singers be here." I followed her into the hall, where a company of village youths and girls had gathered. They were already singing when we arrived, and I understood that the curl singers were what were known in other parts of the country as **carol singers.** They rendered *«The Seven Joys of Mary," " The Holly and the Ivy," " The Twelve Days of Christmas"* and *"The First Noel"*. We all joined in. Then the leader of the group began to sing: "Come let me taste your Christmas beer that is so very strong, And I do wish that Christmas time, With all its mirth and song, Was twenty times as long." Then Mrs. Polgrey signed to Daisy and Kitty, who were already on their way, I guessed, to bring refreshment to the party after this gentle reminder.

Metheglin was served to the singers with blackberry and elderberry wine, and into their hands were thrust great pasties, some containing meat, some fish. The satisfaction was evident.

And when they had finished eating and drinking, a bowl — which was tied with red ribbons and decorated with furze — was handed to Mrs. Polgrey who very majestically placed some coins in it.

I realised that I had a great deal to learn concerning the habits of the Cornish, but I did feel that I was enjoying their way of celebrating Christmas. "Oh, Miss, I forgot to tell 'ee," cried Daisy. "There be a parcel in your room. I got it from Mr. Pastern," she said. I was delighted.

I went up to my room, and there I found Phillida's parcel. I took out a shawl of black silk on which was embroidered a pattern in green and amber. There was also an amber comb of the Spanish type. I stuck the comb in my hair and wrapped the shawl about me. I was startled by my reflection. I looked exotic, more like a Spanish dancer than an English governess. There was something else in the parcel, I undid it quickly and saw that it was address — one of Phillida's which I had greatly admired. It was of green silk, the same shade of green as in the shawl. A letter fell out. "Dear Marty, how is the govemessing? Your last letter sounded as though you found it intriguing. I believe your Alvean is a little horror. Spoilt child, I'll swear. Are they treating you well? It sounded as if that side of it was not too bad. What is the matter with you, by the way? You used to write such amusing letters. Since you've been in that place you've become uncommunicative. I suspect you either love it or hate it. Do tell. The shawl and comb are my **Christmas gift.** I hope you like them.

Happy Christmas, dear Marty, and do write soon sending the real news. The children and William send their love. Mine to you also.
Phillida

Tasks:

1. *Comment on the Christmas realia from the text. Try to provide the Russian equivalent for them. Are there such realia in the Russian language?*
2. *Define the type of the italicized realia.*
3. *What are the traditions of celebrating Christmas you knew from the text?*

Тема № 8

1. *The British are very conscious of the distinction between high art or "culture" and light "entertainment". In what area of the arts have they succeeded in establishing a widely accepted and approved compromise which appeals to a broad range of people from different social backgrounds and with varying levels of education? Is there such a division in the Russian culture?*
2. *Search in the Internet for a biography of any major British theatrical figure of this century (for instance, Sir Laurence Oliver). What kind of information does it give about the history of the theatre in Britain and about British theatre in general?*
3. *Make a list of your country's most famous novelists. What do they write about?*
4. *Translate into English:*

Что делает фильм истинно английским? Во-первых, то, что он снят в Англии, как «Супермен» или «Интервью с вампиром». Во-вторых, то, что его снял англичанин как «Судью Дредда» или он должен быть посвящен британской тематике как «Храброе сердце», картина о шотландском патриотизме, снятая австралийским актером в Иордании. Однако ни один из перечисленных фильмов по идее не может квалифицироваться как английский в полном смысле. Неудивительно, что британская киноиндустрия страдает комплексом неполноценности, и время от времени сталкивается с кризисом собственного «я».

Тема № 9

1. Answer the questions:
a) Compare your TV watching habits with that of the average person in Britain. Are they the same or fdifferent?
b) Should the media publish information gained secretly from politicians? To what extend should the press be free?

2. Put each of the following words or phrases in its correct place in the passage below.

viewers	**subjective**	**mass media**	**quiz shows**	**indoctrinate**
channels	**objective**	**soap operas**	**commercials**	**switch**

(a) _____ is a phrase often used to describe ways of giving information and entertainment to very large numbers of people. It includes newspapers, advertising and radio and, of course, television. In most countries people can (b) _____ to any of three or four different (c) _____. Do television programmes influence our minds? Do they (d) _____ us? Is the news completely (e) _____(neutral) or is it (f) _____(considered from one particular point of view)? Don't the (g) _____ for alcohol, food and other goods condition our minds? Even the (h) _____ week after week telling the story of one family or group of people sometimes make us want to copy the life-style we see on the screen. Also (i) _____which give people big prizes for answering simple questions can make us greedy. Some programmes are watched by tens of millions of (j) _____.

3 Explain the difference between the following:
a) viewers and listeners
b) mass circulation and small circulation
c) editor, reporter and critic

Тема № 10

1. Make notes about things to see on the River Thames, tell your partner about London and the River Thames.
2. Which guided walk would you like to do? Why? Map a guided tour round London and prepare the presentation of the places you plan to sightsee.

2.6 Примерные темы для выполнения группового проекта

1. Проявление менталитета британцев: их отношение к жизни в языке.
2. Анекдоты как источник стереотипных представлений о национальном характере британцев.
3. Британская культура через университетский фольклор.
4. Нравственное и эстетическое значение британских пословиц.
5. Влияние британской музыки на русскую культуру.
6. Особенности британского юмора.

7. Британский фольклор как отражение народной культуры Великобритании.
8. Лингвострановедческий комментарий имён собственных в составе английских фразеологических единиц.
9. Национально-культурные особенности неологизмов в английском языке.
10. Особенности британской культуры через призму рекламы и объявлений.
11. Реалии британской системы образования, лингвострановедческий комментарий.
12. Британские политические реалии как источник лингвострановедческой информации.
13. Английская чайная церемония.
14. Английские литературные персонажи в повседневной жизни.
15. Рождественские реалии как источник информации о британской культуре.
16. Открой для себя Лондон: путеводные заметки.
17. Британские спортивные реалии в культуре и языке.
18. Один день из жизни англичанина: лингвострановедческий комментарий реалий британского быта.
19. Рождественские традиции.
20. Особенности британской кухни.
21. Мой дом – моя крепость: представления британцев о доме.
22. Особенности британских регулятивных текстов.
23. История американского бутерброда.
24. Повседневные американские аббревиатуры.
25. История и традиции Дня Благодарения.
26. История и традиции празднования Halloween в Великобритании и Америке.
27. Язык жестов в американской культуре.
28. Влияние американской поп-индустрии на российскую культуру.
29. Символы американской нации.
30. Образные названия американских штатов (Nicknames).
31. Американская политика в лицах (об американских президентах).
32. Роль религии в американском обществе.
33. Американские спортивные реалии в культуре и языке.
34. Движение за политкорректность в языке.
35. Американские средства массовой информации.

Требования: к проекту

1) соответствие содержания доклада теме;
2) четкое композиционное структурирование;
3) использование изученного лексического и грамматического материала, риторических приемов в тексте доклада;
4) актуальность, дискуссионность представляемого материала;
5) творческий подход к представлению материала: оформление плаката, презентации в Power Point, видеоролика и т.д.

Критерии оценки выполнения проекта

соответствие требованиям, предъявляемым к содержанию, композиции, лексико-грамматической корректности оформления доклада, творческий подход к представлению материала – «отлично»;

неполное соответствие требованиям к содержанию и композиции доклада, допущение незначительных лексико-грамматических ошибок – «хорошо»;

неполное соответствие требованиям к содержанию, структуре доклада, наличие лексических, грамматических и иных ошибок в речи – «удовлетворительно»;

невыполнение работы, несоответствие работы предъявляемым требованиям – «неудовлетворительно».

СОДЕРЖАНИЕ

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