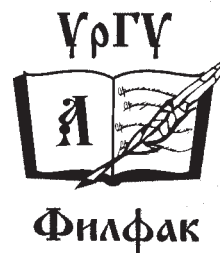


МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
им. А. М. ГОРЬКОГО

ПРАКТИКА УСТНОЙ РЕЧИ

Английский язык

Учебно-методическое пособие
для студентов 1-го курса отделения
романо-германской филологии



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Составитель Н. В. Кардапольцева

Пособие предназначено для студентов 1-го курса отделения романо-германской филологии и ставит целью развитие навыков аудирования в рамках курса «Практика устной речи».

Основой каждого раздела пособия является видео- или аудиоматериал, который служит логическим развитием тематики «Учебника английского языка для 1-го курса языкового вуза» Г. М. Фроловой (М., 1994). Различные виды упражнений пособия направлены на закрепление практических навыков студентов и способствуют развитию у них языковой интуиции.

В пособии использованы материалы из видеокурсов «Peoples and Places», «Project», «Advanced Conversation» и «Headway».

Unit 1. THE CLIMATE AND WEATHER IN GREAT BRITAIN

Talking about the weather

Listen to these phrases on the cassette. Then listen and repeat.

(It's a) lovely day, isn't it.	What miserable weather!
(Yes, isn't it) lovely.	(Absolutely) miserable.
beautiful.	awful
gorgeous.	terrible.
great.	dreadful
wonderful.	ghastly
fantastic.	
marvellous.	Well, not as bad as yesterday!

Not bad. Better than yesterday.

The climate in Britain

- 1 Watch the whole video unit "Climate" and answer the following questions:
 - a What questions does the film try to answer?
 - b What makes the climate in Britain?
 - c Which part of Britain is the wettest (the driest; the most beautiful)?
Where is the most popular place for summer holidays in Great Britain? Why?
 - d What kind of projects did the children work at?
What things did they find out?
 - e In what way is the climate on the Earth changing?
- 2 Watch the first part of the unit and answer the questions:
 - a What is the prevailing wind in Britain?
 - b What is the wind from the ocean like?
 - c What happens when the wind meets the hills?

d Why can the air in the hills hold less water?

e What happens in the hills?

f What is the climate in Wales like?

What is this climate good for?

- 3 Watch the second part of the unit and answer the questions:
 - a What is the climate like in the east? Why?
 - b What is this climate good for?
 - c What is the winter like in the east and in the west? Why?
- 4 Watch the third part of the unit and answer the questions:
 - a What things does farming depend on?
 - b What kind of farms are there in the west?
 - c What crops do people grow? Where?
- 5 Watch the fourth part of the unit and answer the questions:
 - a What things change the climate?
 - b In what way do people influence the climate?
 - c Is it bad or good that the climate is changing?
What will happen if the earth temperature keeps going up?
What are some scientists afraid of?
 - d What do you know about the "greenhouse effect"?

Unit 2. HOUSING

There are many different types of housing in Britain, ranging from the traditional thatched country cottage to flats in the centre of towns.

1 Do you know these words for types of housing?

Match the type of house (1–5) with its description (a – e).

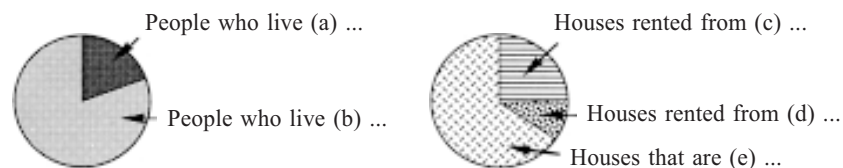
1 bungalow	a small house, usually with its own garden,
2 flat	found in a village or in the countryside
3 cottage	b house which is attached on one side to
4 semi-detached house	another house
5 terraced house	c one of a row of houses, all attached
	d one-floor section of a larger building
	e house with only one storey

Houses are often described by the period in which they were built (for example, Georgian, Victorian, 1930s, or post-war) and whether they are terraced, semi-detached or detached. As well as preferring houses to flats, for many people a garden is also an important consideration. Although Britain is relatively small the areas where people live vary considerably: there are new towns and inner cities, suburbs, commuter belts and the open countryside.

2 Read this passage, and then complete the charts.

In Britain, the majority of people (about eighty per cent) live in houses, as opposed to flats. Approximately fifty per cent of all families live in housing that was built after 1945.

Pattern of housing in the United Kingdom



1 Proportion of flat to houses

2 Pattern of housing ownership

The three most common ways of acquiring housing are: buying your own house or flat, renting your accommodation from your local council, or renting from a private person. About two-thirds of all housing is owner-occupied, about a quarter

is rented from a local authority, and fewer than one in ten houses are rented from a private landlord.

Council houses

Twenty-six per cent of the British population live in council houses.

Britain is divided into a number of local government areas. Each local authority owns a number of houses, called council houses, which are available to people living in the area. Anyone can apply for a council house, although the waiting list is sometimes very long, occasionally three or four years. People who live in council houses pay the local authority a monthly rent, which is usually less than the amount that would be needed to rent a house privately, or to buy a house with a mortgage from a building society. Most people who rent council houses can buy them from their local authority if they wish.

DISCUSSION

Is there a similar system in your country? Who can benefit from it – everyone, or only people who cannot afford to buy or rent a house or flat?

Paying for the home you live in is the biggest single item in the budget of most families and getting on the housing “ladder” can be difficult. First-time house buyers on an average salary may have to borrow 90 or even 100 per cent of the value of the property they want to buy. It is possible for people to borrow up to three times their annual income or sometimes even more. As prices vary, the cost of a six-bedroom farmhouse in a remote part of Scotland is about the same as a small flat in an expensive area of west London. People moving from the north to the south of Britain have to pay a lot more for the same type of house.

The average family moves once every seven years and the process of moving involves an estate agent (responsible for advertising houses for sale), a building society, bank or insurance company for the finance, and a solicitor to handle the legal aspects of the buying and selling. The size of a house or flat in Britain still tends to be measured by the number of bedrooms rather than the area in square metres. In keeping with a nation of home owners, gardening and DIY are popular spare time activities.

David Mair in Glenrothes

Before you watch the video, check that you understand the following words connected with industry:

technology technological hi-tech (high technology) electronics
micro-electronics circuit micro-circuit components high precision
engineering multi-national company investment skill

INTRODUCTION

00:00–01:08

Watch the video and answer these questions:

- 1 What are the bridges examples of, according to the narrator?
- 2 What did you learn about Glenrothes?

Before you watch the next part, read this short text.

David Mair is 21 years old. He is single and he lives alone in a rented flat. He works for a company called Hughes Pharmaceutical.

01:08–01:44

Watch and answer:

- 3 Can you find three errors in the text above?

DISCUSSION

Would you prefer to live in a house or a flat? Why?

A TYPICAL DAY

01:44–02:53

We first see David's early morning routine.

*Watch **without sound** and do these tasks:*

- 1 Finish the sentence "Every morning David ..." by describing five actions that we see David do, one action that we see James do, and two things that they do together.
- 2 What do you think David says outside his flatmate's bedroom door?

01:44–04:03

Now watch the whole section with sound and answer these questions.

- 3 What did David say outside James's bedroom door?
- 4 What does David do in the evenings?

WORK

04:03–07:37

Watch and answer:

- 1 What is David's job?
- 2 What did David ask John?
- 3 What was Heather's problem? How will David solve it?
- 4 Why do many of the workers wear special clothing?
- 5 Are the people working with the small components mainly men or mainly women? Why do you think this is?

SCOTLAND

In this section David talks about being Scottish.

07:37–09:23

Watch the video and say whether the following statements are true or false:

- 1 David resents working for an American company.
- 2 Some nationalists would like Scotland to be separate from the rest of the United Kingdom.
- 3 David is proud of Scottish achievements.
- 4 David often visits London and would like to live there.

DISCUSSION

David is proud of being Scottish. Is it a healthy pride?
Is pride in one's country always a good thing?

LEISURE

In this section we see David engaged in his main hobby.

09:23–11:34

Watch and answer:

- 1 What is David's hobby?
- 2 What are Canniesburn and Western?
- 3 How does David say the phone number?
- 4 Why do people ring that number?
- 5 What do David and his colleagues "pride themselves on"?

09:44–10:46

Watch the scene in the studio again and do this task.

6 How many items of equipment can you name?

11:34–13: 07

Watch and answer:

7 Who is Shirley?

8 On what day was the disco held?

What happens every year on that day?

GLENROTHES

In this section David talks about the town of Glenrothes.

Before you watch, do this exercise on some of the language that you will hear.

1 Match these words to their definitions.

- | | |
|------------------|---|
| 1 environment | a fashionable |
| 2 converge | b come together and meet at a point |
| 3 further afield | c external boundary, outer limits |
| 4 trendy | d some distance away |
| 5 facilities | e the surroundings where you live or work |
| 6 periphery | f buildings, equipment, etc. that make it possible to do things |

13:07–14:58

Now watch the section, with pauses, and do the tasks.

2 Fill in the table. In the middle column, fill in the gaps with words that David says; in the right-hand column, put a tick or a cross to show whether it is a good ✓ or a bad ✗ feature of Glenrothes.

Feature	Comment	✓ or ✗
atmosphere	quite , at times sometimes even	
public transport	a) it has public transport b) it spreads .....	......
shopping centre	you can find you'd be	
countryside	some of Scotland	

Feature	Comment	✓ or ✗
pubs	There really is only in Glenrothes, and those are There's not really	
sports facilities	a) I find them b) they could be perhaps c) they are right on the .....	.........

3 Answer the question.

Do you think that David likes Glenrothes?

DISCUSSION

"I'm used to a small town that has been developed over hundreds of years, whereas Glenrothes is a town that has developed over forty years and has really been planned to such an extent that everything's very finely structured" (David Mair).

Would you prefer to live in an old town that has just grown up or a new town that has been carefully planned?

TOWN ART

In this section we see a few of the pieces of sculpture to be found in Glenrothes.

14:58–16:32

Watch and answer:

- How many pieces of sculpture were shown?
- Choose suitable names for the sculptures from this list.



- | | | | |
|-------|----------|----------|-----|
| Birds | Clouds | Heritage | Age |
| Youth | Shoppers | Hands | |

THE TOWN ARTIST

The Town Artist, Malcolm Robertson, talks about his job and then explains some of the sculptures.

16:32–17:42

Watch and answer:

- 1 Can you sum up what Malcolm thinks is the job of a town artist?
- 2 How does he describe the artist in Renaissance times?
- 3 Who does Malcolm work with?

17:42–18:58

Watch and answer:

- 4 Can you describe the sculpture?
- 5 In what ways have people reacted to it, according to Malcolm?
- 6 Where is the sculpture?
- 7 What is it called?
- 8 What do you think of it?

18:58–20:00

Watch and answer:

- 9 Can you describe the sculpture?
- 10 What is it called?
- 11 What does the sculpture represent, and what is its aim?
- 12 What do you think of it?

20:00–21:01

Watch and answer:

- 13 Can you describe the sculpture?
- 14 Where is the sculpture?
- 15 Who was the model?
- 16 What do you think of the sculpture?

DISCUSSION

Can you think of any sculpture in your home town?
What should the purpose of town sculpture or town art be?

In the final section of the film Malcolm and Chris talk about the town.

21:01–21:46

Listen to Chris's two questions several times.

- 17 Make a list of all the nouns and adjectives he uses to describe Glenrothes? Which two nouns and which two adjectives does he use that are very similar in meaning?
- 18 What do you think Chris feels about Glenrothes?



Question 4



Question 9



Question 13

21:01–22:28

Watch the video to the end.

DISCUSSION

What impression of Glenrothes do you have?

New Towns

About two million people live in the thirty-two New Towns in Britain, all of which have been built or developed since 1946. There were two aims in the development of New Towns:

- to attract new industry and so improve the economy in areas like Glenrothes, where the traditional industries were in decline.
- to move industry and people away from overcrowded major cities like London, Birmingham and Glasgow.

As you saw in the programme, David lives in a small terraced house on a housing estate in Glenrothes. Houses on an estate are all designed and built at the same time, and they are usually identical or, at least, very similar in style.

Phoning a landlord

<p>ROOM TO LET FAMILY HOUSE CONVENIENT FOR PUBLIC TRANSPORT WOULD SUIT STUDENT REASONABLE RENT PHONE 678 5423 – ANY TIME</p>

Angela saw this advertisement for a room to let, and decided to phone to ask for more information.

Listen and write down the things she asked the landlord about.

1 What is the rent?

What is the address?

2 *Listen to the conversation again and give English equivalents for the following Russian phrases:*

- комната для одного человека;
- вам ничего не нужно платить дополнительно;

- платить за комнату ежемесячно;
- задаток в размере недельной платы;
- оплачиваемый вперед;
- звучит разумно (справедливо);
- придерживаться правил проживания в доме;
- внести залог за ключ от входной двери;
- иметь неприятности;
- это совсем недалеко от общественного транспорта;
- рядом, рукой подать;
- взглянуть на комнату.

3 What information did Angela get about the room?

Do you think the accommodation and rules sound reasonable?

4 *Make up your own dialogues.*

Unit 3. THE WEEKEND

Sir James Spicer in Beaminster

INTRODUCTION

00:00–02:34

Watch the first part of the video and say whether these statements are true or false.

- 1 Sir James Spicer is the MP for West Dorset.
- 2 Jim came to live in Dorset after he became an MP.
- 3 The large country house that we see is in need of repair.
- 4 Erosion of the coastline is a problem in Dorset.
- 5 Jim is trying to attract more people to live on the coast.

02:34–03:59

The next scene deals with Jim's new knighthood: he is now *Sir James*, and his wife is *Lady Winifred*.

Watch the video and answer these questions.

- 6 How would you describe Jim and Winifred's attitude to their titles?
- 7 Why was Jim given a knighthood?

AN MP IN LONDON

03:59–04:58

Watch and answer:

- 1 How does Jim divide his week between London and Beaminster?
- 2 Where does his talk with Marcus Fox take place?
- 3 What favour does Jim want from Marcus Fox?

04:58–06:11

Watch and answer:

- 4 Jim says that one of the biggest problems of the work of an MP is the "tremendous increase in correspondence ... from constituents". What does that phrase mean?
- 5 Fill in the gaps in this description of a typical day in the life of an MP. Jim arrives at his office at or He answers letters until or He then does work until lunchtime.

After lunch he usually joins the other MPs in the House of , which sits at

06:12–07:26

In this section we see Jim doing committee work.

Watch and answer:

- 6 What issue is the committee looking at?
- 7 Which of the people we see is not a member of the Conservative Party of Great Britain? What is he or she?

07:26–09:04

Watch and answer:

- 8 What is the "Queen's Speech"?
- 9 Which two areas of politics does the Queen mention?
- 10 When does the parliamentary year start and when does it finish?

07:44–08:30

Watch this part again, with pauses.

- 11 Describe in as much detail as you can the appearance of
 - a the Queen;
 - b the official who asks the MPs to attend her speech.

WORK IN DORSET

Before you watch the next part, do this exercise on some of the language you will hear.

- 1 Match the words (1–5) with their definitions (a – e).

- | | |
|-------------|---|
| 1 charities | a game in which players knock down wooden objects with a ball |
| 2 skittles | b make something old look new again |
| 3 marathon | c owner of a pub (or rented house) |
| 4 refurbish | d organisations for helping the poor, hungry, homeless, etc. |
| 5 landlord | e very long event to raise money for the poor, etc. (or a long run) |

09:04–09:58

- 2 Watch this scene, and try to understand the general meaning. Then fill in the missing words in this short text.

In this section, a man makes a speech and the landlady of a pub gives Winifred a for £500. This money was raised by people in the pub, and it is going to be spent on a for sick children.

Before you watch the next part, do this exercise on some of its language.

3 Match the words (1–11) with their definitions (a – k).

- | | |
|---------------------|--|
| 1 constituents | a finishing |
| 2 bazaar | b to limit |
| 3 completion | c permission from local government to build something |
| 4 site | d a part of a building that has been added on |
| 5 planning approval | e a market where the profits usually go to charity |
| 6 councillor | f sum of money given regularly for something specific |
| 7 restrict | g the area of land that a building stands on, or will stand on |
| 8 allowance | h person at the head of a Department of State |
| 9 minister | i people living in the area represented by an MP |
| 10 extension | j erosion of the coast by the sea |
| 11 slippage | k an important person in local government |

09:58–10:31

Watch and answer:

4 What three things does Jim mention that an MP might be asked to do at the weekend?

We now see Jim doing the constituency work of a typical weekend.

10:31–12:12

Watch and answer:

5 What is Jim doing?

6 The first woman wants Jim to

- a build a new hospital.
- b tell her when the new hospital will be finished.
- c change the site of the new hospital.

7 The second woman wants to

- a have an allowance to leave the country.
- b increase the amount of an allowance.
- c increase the length of time an allowance is paid.

8 The man wants

- a people living on the coast to move inland.
- b people living inland to move to the coast.
- c people living inland to help with coastal problems.

12:12–14:13

Watch and answer:

9 What two events do we see Jim attending?

14:13–15:04

Watch and answer:

10 What is Jim doing?

11 What is he going to talk about?

DISCUSSION

Do you think that the weekend of an MP in your country would be similar to Jim's?

FAMILY

We now find out something about the family life of the Spicers. Jim and Winifred have two grown-up daughters: Claire, who lives and works in Devon, and Gaye, who is a teacher in London.

15:04–17:37

Watch and answer:

1 How often does the family get together?

2 How do the eating habits of the girls and the parents differ?

3 Why should Jim think that it is difficult for Gaye to hold similar political views to his?

4 What points does Winifred make about their political disagreements?

SUNDAY LUNCH

The final part of the video shows Sunday lunch at the Spicers'. First we see Winifred and her daughters in the kitchen. Claire is wearing a blue and black jumper; Gaye is wearing a yellow and black jumper.

17:37–19:07

Watch the video with pauses but without sound, and do these activities:

1 Put these actions in the order in which you see them by writing the numbers 1–10.

- | | |
|---|--|
| a Claire takes the nut roast out of the oven. | c Claire puts the potatoes and parsnips into the oven. |
| b Claire checks the potatoes and parsnips. | d Winifred puts the meat back into the oven. |

- e Winifred takes the meat into the dining room. h Gaye puts the apple pie into the oven.
 f Winifred puts the meat onto a plate. i Gaye puts the Yorkshire puddings into the oven.
 g Winifred pours juice on the meat. j Gaye burns herself.

2 Describe what you have seen, like this: "First Claire checked the potatoes and parsnips. Then ..."

17:37–19:07

Now watch the scene again with sound and answer these questions.

- 3 How many times during the scene does Winifred say "please"?
 4 Are both the girls tempted by the sight of the meat?

19:07–22:12

Watch and answer:

- 5 Jim says that he believes it is important to have meat for Sunday lunch and he disagrees with those of his daughters' generation who believe that people should never eat meat. Can you notice the different ways in which Winifred and Gaye disagree with his views?
 6 Do Claire and Gaye agree with Jim's political views?
 7 Chris asks what they all agree about. What is Jim's answer? What is Gaye's answer?

Finally, enjoy the music *The roast beef of England* and the aerial views of Maiden Castle, a prehistoric fort in Dorset.

Sunday – the day of rest

In the programme, you saw Chris having Sunday lunch with the Spicer family. Sunday lunch is an important tradition in Britain. What other traditions are associated with Sundays?

The Sunday papers

Most families buy at least one Sunday newspaper. The British "Sundays" are usually much bigger than the daily newspapers. Many of them have several separate sections – on sport, the arts, financial news and so on. Many also have a colour supplement – a pictorial magazine which deals with current news items, fashion, gossip and other matters of interest.

Sunday shopping

For many British families, Sunday has lost most of its religious significance. Nevertheless, many of the old laws which restrict activities on Sunday still exist. Pubs cannot open until midday, and must close between three and seven o'clock in the afternoon. Shops may only sell certain goods – newspapers and essentials like food. Although on Sunday you can buy a magazine which deals with sex or violence, it is illegal for a shop to sell a Bible as the Bible is a book, not a newspaper!

Sunday lunch

Many families, like the Spicers, still have a traditional lunch. The Spicers are traditional in other ways too – it is usually the mother, helped sometimes by the daughters, who prepares the meal.

Four basic Sunday lunch menus:

- | | |
|-------------------|-----------------|
| 1 Roast beef | 2 Roast chicken |
| Yorkshire pudding | Bread sauce |
| Horseradish sauce | Stuffing |
| 3 Roast lamb | 4 Roast pork |
| Mint sauce | Apple sauce |
| Onion sauce | |

each with gravy and vegetables, followed by pudding.

DISCUSSION

In most countries, at least one day a week is set aside as a religious festival. Do you think that there should be special laws governing what may and may not be done on these days?

In the kitchen

1 Here is an extract from the scene in the programme where Winifred and her daughters are cooking Sunday lunch.

Use the verbs below in the correct form to complete the conversation. Some verbs are used more than once.

come do look put get

Claire The potatoes(a)..... good, but the parsnips aren't quite(b)..... yet, I don't think.

- Winifred* No. Well, we'll(c)..... them back. for a little while, shall we?
How's the apple pie(d)....., Gaye?
- Gaye* Fine, I think. Do you want to finish this now?
- Winifred* Yes please, because I want to(e)..... that in. I wonder how
the nut roast is(f)..... .
- Claire* I'll have a look. I think these are(g)..... now.
- Winifred* Shall I,(h)..... these back in here?

To get

I normally *get in* about half past seven, *get on* with my correspondence until about 10.30, and then *get* involved in committee work.

2 *To get* is one of the most commonly used verbs in English because it has a lot of meanings.

*Put the appropriate preposition or prepositional phrase from the list into the sentences (1–6) so that the expression with **get** means the same as the word in brackets at the end of the sentence.*

on with over up to on top of on for through

- 1 I don't think he's got his brother's death yet. (*recover from*)
- 2 Hurry up! It's getting eight o'clock. (*nearly*)
- 3 All this studying is getting me. (*becoming too much for, depressing*)
- 4 Although he's very polite, I just don't get him. (*like*)
- 5 I've been trying to phone all afternoon, but I can't get to him. (*nobody answers, or the phone is out of order*)
- 6 What've you been getting lately? (*doing*)

TV or not TV?

The speaker is talking about TV and TV programmes he and his daughter watch.

- 1** *Listen to the interview and answer the question.*
 - a When does the speaker watch television?
 - b Which programmes does he like?
 - c When does his daughter watch television?
 - d How long does children's television last?
 - e Does the daughter always watch programmes from beginning to end?

- f What examples does he give of programmes that are good for children?
- g What does he see as the two main dangers to children?
- h Does he feel that the number of hours you watch is important?

2 *Find English equivalents for the following Russian words and phrases:*

- программы о текущих событиях;
- если мне больше нечего делать;
- случайно встретить (натолкнуться);
- время, когда включен телевизор;
- непоследовательный;
- телевизионные постановки по детским книгам;
- без разбора (смотреть все подряд);
- выборочно;
- все зависит от родителей;
- знакомить детей с хорошей литературой.

3 *Summarise the speaker's view on television for children. Use the following words and phrases:*

- a great benefit to children;
- give good educational information presented in an attractive way;
- a nature programme;
- attract children to go and read the book;
- commercialism;
- to be flooded with;
- a tremendous pressure on children.

DISCUSSION

Do you watch television selectively or indiscriminately? Give examples.

Unit 4. EDUCATION. THE SCHOOL SYSTEM IN ENGLAND

The place

Nottingham lies about 200 kilometres north-west of London. It is the main city of the region of England known as the East Midlands. A major river, the Trent, flows through the city.

For centuries, Nottingham was famous for its traditional craft of lace-making. Then came the industrial developments of the eighteenth and nineteenth centuries: developments which were so great and happened so fast that they are known as the Industrial Revolution.

A major textile and clothing industry developed, which still employs more people than any other industry in the city. Among Nottingham's other main products are electronic components, pharmaceuticals and coal. The coal-mining villages of the county of Nottinghamshire were made famous in the novels of a man who was born there: D. H. Lawrence.

Nottingham is not only a provider of employment for the region. It is a thriving city, a centre for culture, entertainment, shopping and sport.

History or legend?

The history of Nottingham is a long one, dating back a thousand years to Anglo-Saxon times. But the city is best known for its association with someone who may not even have existed: Robin Hood. According to the legend, Robin's traditional enemy was the Sheriff of Nottingham – and he certainly did exist. There is still a Sheriff of Nottingham, and there has been one for about a thousand years.

The legend provides names for Nottingham pubs, coffee bars and even some of its streets, such as Friar Lane and Maid Marian's Way.

INTRODUCTION

00:00–01:09

Watch this section, which is the introduction to the video unit, and answer these two questions:

- 1 Why might Nottingham be a good place for John Mills to live?
- 2 What is John's job?

01:09–02:51

Watch the next scene and look for these main points:

- 3 Where does the scene take place?
- 4 What is the situation?
- 5 Who is the speaker? What is he wearing?
- 6 Who are the audience? What are they wearing?
- 7 What is the man talking about?

01:09–02:51

Now watch the scene again and listen for details:

- 8 Does he believe that the legend is a solid piece of history?
- 9 What does he think the legend represents?

IN NOTTINGHAM

02:51–03:28

Watch the video and complete these two sentences by filling in the gaps in 1 and by writing or saying as much as you can remember in 2.

- 1 In the centre of Nottingham is a of Robin Hood, standing with his legs , about to
- 2 Robin Hood is shown wearing

Before you watch the next part, answer these questions on the language you will hear.

- 3 Can you explain the meaning of these words?
a town council *b* by-election
c Conservative, Labour and Communist
- 4 What is the difference between a political party "having an absolute majority" and "holding the balance of power"?

03:28–04:13

Now watch the video.

- 5 What is the large building?
- 6 What situation could the by-election produce?

04:13–06:06

Watch and answer:

- 7 Which sports are mentioned?
- 8 What does John's wife, Sue, do for a living?

LEISURE

06:06–07:55

Watch and answer:

- 1 What two advantages are there for parents who are teachers?
- 2 How do John and Sue divide up the gardening?

Goose Fair is a very large fair that lasts for three days and is held in Nottingham every October. Its origins are a medieval fair: a fair held in the Middle Ages.

In the next part of the video, we see the Mills family at Goose Fair.
Before you watch read this short description and answer the question.

- 3 When were the Middle Ages: 700–1100, 1100–1500, or 1500–1800?

07:55–09:39

Now watch the video and answer these questions from what Sue says.

- 4 What is Goose Fair now? Where is it held?
- 5 What did it use to be? Where did it use to be held?
- 6 These photos show the two main elements of the fair. What does Sue call them?
- 7 What are the family eating at the fair?

JOHN'S SCHOOL

09:39–10:07

Watch this section with pauses after each of John's answers, and fill in the questionnaire by putting a cross in one box for each question.

SCHOOLS QUESTIONNAIRE

- 1 Name of school *Fairham Community College*
- 2 Is the school primary secondary tertiary?
- 3 Is the school grammar comprehensive public other?
- 4 Does the school accept pupils only of a high academic standard
 only of a low academic standard
 of any academic standard?
- 5 Is the school mixed for boys only for girls only?
- 6 Is the school private state?
- 7 Are the pupils mainly middle class mainly working class?

10:07–10:36

Watch the video with pauses and do the tasks below.



- 1 Write the words that John uses next to the correct arrows.
- 2 What do the two pictures show?
- 3 What two reasons does John give for changing the uniform?
- 4 John used the expression "to vote with one's feet". What does it mean?



DISCUSSION

Is school uniform a good or a bad thing?

10:36–11:14

Watch this section in which John talks about discipline.

- 5 What is he trying to express? Explain in your own words.

A TYPICAL SCHOOL DAY

11:14–12:28

John's day starts with a "briefing" given by the Head and Deputy Head – a meeting in which something is explained by the headmaster and his second-in-command.

Watch the scene without sound and answer these questions.

- 1 Where does the briefing take place?
- 2 Who are the people listening to?
- 3 Describe the Deputy Head (the woman talking) in as much detail as you can.
- 4 What might she be saying?

11:14–12:28

Now watch again with sound and answer these questions.

- 5 What does the Deputy Head ask them to do?
- 6 What is the choice of reward if they do it?

12:28–13:10

Watch and answer:

7 What are John’s two main jobs at the school?

Now read this extract from the Fairham school prospectus about their house system, and answer the questions below.

For pastoral purposes pupils at Fairham are placed in one of five houses. The five houses all have their own facilities and their own personalities. A Head of House has overall responsibility for the day to day running of the house and for creating and sustaining contact with each pupil’s home.

Each house is like a small school in its own right and, as only a fifth of the pupils are in any one house, this helps to prevent new pupils to the school being overwhelmed by Fairham’s size.

Pupils have full house assemblies every week, and there are inter-house competitions, particularly sports competitions. The house is a great social centre, each having its own recreational facilities like television and table tennis, most of which have been paid for by parents in fund-raising events.

8 Find these phrases in the text and explain them in your own words, perhaps by giving examples:

- their own facilities
- their own personalities
- fund-raising events

9 What are the main advantages of the house system?

10 What are John’s main duties as a Head of House or house master?

13:10–15:16

In this scene we see John teaching a class.

Watch and answer:

11 Which war is John talking about?

12 What was the correct answer to John’s question?

15:16–16:30

Watch the video and complete the timetable.

TIMES	MONDAY	TUESDAY
8.50–9.15	.....	.....
9.15–.....	1st Period	.....
10.10–11.10	.....	.....
11.10–.....	.....	.....
.....–12.20	.....	.....
.....–.....
1.35–.....	.....	.....
.....–2.45	Break	.....
.....–.....	5th Period	.....

13 Write the missing times in the left-hand column and write these words in the right-hand column:

- Break, Assembly,
- Lunch, 2nd Period, etc.

About half of the pupils at Fairham have school lunch.

Before you watch the next scene, look at this poster from the school dining hall, and answer these questions:

14 What does the slogan mean?

15 Think of a typical meal that you think the pupils might eat.

16:30–17:52

Now watch and answer:

16 Why do some pupils get school lunch free?

17 Do the pupils take much notice of the poster?

18 Why does the school provide “junk food”?

SIXTH FORMERS

In the final part of the video John talks about examinations, and we meet some of the pupils in their final year at school.

17:52–19:00

Watch and answer:

1 How many GCSE subjects do most pupils take at Fairham?

2 At what age do they take GCSEs?

3 Can you describe what a “sixth former” is?

4 What does “taking re-sits” mean?

5 How many A levels do most sixth formers take?

19:00–22:30

Watch and answer:

6 Where does the scene take place, do you think?

7 Are all of the pupils hoping to go to university?

8 Are they bored at school?

9 Do pupils wear uniform in the sixth form?

DISCUSSION

Lynette: “After two years’ work I don’t think I could do any more. You see your friends going out; they’ve got the money and they’re going

out having a good time. You're still studying. I don't think I could take doing that for a few more years. I'd prefer to get a job."

Do you agree? Why/why not?

Idioms

In the programme you heard several idiomatic expressions, particularly in the scene where Chris chatted to a group of sixth formers.

1 Match the expressions (1–7) to their explanations (a – g).

- | | |
|--|--|
| 1 keep one's options open | a be eager, keen to do something |
| 2 not take any chances | b would never do something |
| 3 vote with one's feet | c make a special effort to help someone |
| 4 cannot wait (to do something) | d express disapproval by leaving or by staying away |
| 5 would not dream of (doing something) | e not decide on one course of action if it rules out another |
| 6 treat someone as an equal | f make certain by taking precautions |
| 7 go out of one's way (for someone) | g behave to someone younger or in a lower position as if they were of your age or position |

2 Fill in the blanks in the following sentences with the correct forms of the expressions above (1–7).

- 1 She is going to be so pleased – I to see her face.
- 2 I don't want to make a decision yet; I want to
- 3 Even though he's my boss and he's twenty years older than me, he really
- 4 Attendances are falling because our style of football is not attractive enough: the fans are
- 5 Do it only if it's no trouble – I don't want you to
- 6 They say they will provide a flipchart for my talk, but I'm bringing my own, just in case: I'm
- 7 She's his mother; I'm sure she doing anything to hurt him.

3 Watch the scene again (19:00–22:08) and put up your hand each time you hear one of the expressions.

Which expression was *not* used in the scene?

School education

The information in this section is mainly concerned with schools in England and Wales. Scotland and Northern Ireland have slightly different systems of education.

Here are some of the most common questions that people ask about the school system in Britain.

Q: Some people say that Britain, unlike other countries, doesn't really have an educational system. Is this true?

A: Britain's system of education is not easy to summarise. This is because there are relatively few laws governing how children are educated. The day-to-day running of schools is mainly organised by local education authorities, boards of governors and the individual head teachers.

Britain is divided into a number of local government areas. Local government is responsible for providing a number of services, such as hospitals, the maintenance of roads, the police force and education. The *local education authority* (LEA) is responsible for providing schools, and pays for them with money from central government and with money raised from local taxes.

Every state school (school paid for by public money) has a *board of governors*. This board is made up of representatives of the LEA, teachers and parents. They decide on the policies of their school and have some control over the selection of teachers and other staff. Within the school, the *head teacher* (sometimes called the headmaster or headmistress) is in charge of the teaching and administration, and often leads school assemblies and other meetings of the school.

Q: So, in Britain, education can differ from area to area, and from one school to another. But does the government have any control over what happens in schools?

A: Yes. There are certain laws which all LEAs and schools have to obey:

- all children should attend full-time education between the ages of five and sixteen (the school-leaving age), and this education should

be free (unless parents choose to send their children to a private school)

- all schools should provide religious instruction (though parents have the right to refuse to allow their children to attend)
- all schools should provide education in certain basic subjects: mathematics, English and science, as well as history, geography, technology, music, art, physical education and (at secondary schools) a foreign language.

Everything not covered by these laws is decided by the local education authority and the head teacher.

Q: What are the main types of school?

A: There are many different types of school in England and Wales. However, schools fit into three main systems.

The comprehensive system

The majority of children, about ninety-three per cent, go to state schools – schools which are run by the state, through the LEA, and which do not charge school fees. Of these children, more than ninety per cent go to schools in the comprehensive system, introduced in the 1960s. Fairham Community College, the school in this programme, is a comprehensive school. Children go to a primary (or first) school at the age of five. Depending on the policy of the local education authority, they may go directly to the upper school – usually called the comprehensive school – at the age of eleven, when they begin their secondary education. Alternatively, they may spend some time at a middle school before going to the upper school. The comprehensive system is non-selective. This means that all children go from one school to another without taking any exams, and without being selected according to their abilities.

The selective system

A small number of local education authorities still provide a type of selective education, a system which was originally introduced in 1944. Under the selective system, all children go to a primary school until the age of eleven; they then take the eleven-plus examination. Those who pass continue to a grammar school, where they receive a more academic education. Those who fail go to a secondary modern school,

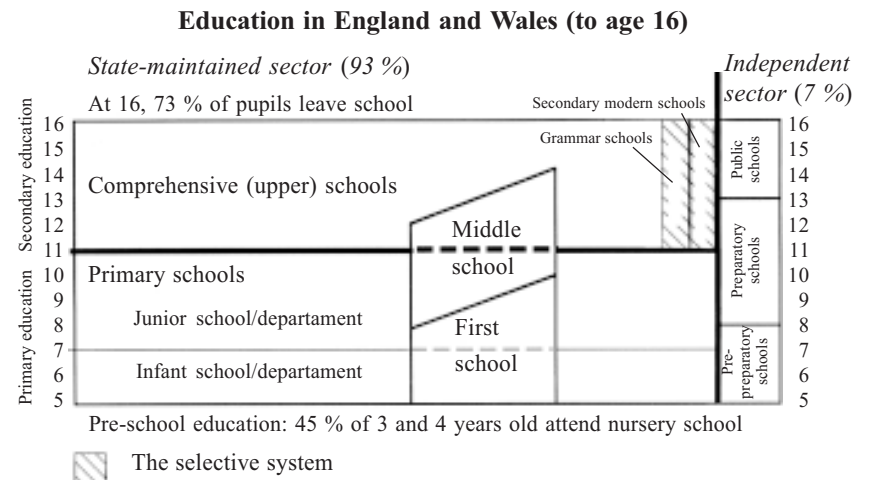
where they receive an education which is vocational rather than academic – it is intended to train them for a job when they leave at the age of sixteen.

The private (independent) system

Only seven per cent of children go to private schools. There are three levels of private school: pre-preparatory schools (for children aged five to seven or eight); preparatory (prep) schools (seven or eight to thirteen); and public schools (thirteen to eighteen). In order to gain entrance to public school, children leaving preparatory school have to pass an examination known as Common Entrance. Many preparatory and most public schools are boarding schools: the children live at the school during the school terms.

Even within one geographical area or one of these three systems, there can be a wide variety of schools, for instance: all boys’ schools; all girls’ schools; mixed (co-educational) schools; voluntary schools. Voluntary schools often have a religious background, such as Roman Catholic or Church of England schools. These are usually paid for from public money but founded by a voluntary organisation.

You can see that school education is rather complex. This chart will help you to understand the different schools a British child might attend up to the age of sixteen.



Q: What examinations are taken at school?

A: The most important examinations in British schools are GCSEs and A levels. GCSE stands for the General Certificate of Secondary Education. Pupils usually take their GCSEs at the age of sixteen. Some children take three or four subjects; others take as many as ten or eleven. Older school children who have passed their GCSEs may remain at school for another two years and take their A (advanced) level examinations.

Most grammar and comprehensive schools have their own sixth form, where pupils study for their A levels. Some pupils, however, go to a special sixth form college, where the atmosphere is less like a school and more like a college where they are treated as adults. Any student who wants to go to university needs to pass A level examinations in two or three subjects.

Q: Are sports and games part of school life?

A: All schools have to provide some form of physical education (PE). This sometimes takes place within lesson times, sometimes at special times in the afternoons after school. Most secondary schools offer not only compulsory PE lessons, but also a wide range of other sporting activities – football, cricket, netball, tennis, swimming, athletics and so on.

How well have you understood British education? Here are two young people with different educational experiences.

Fill in the missing words (1–11) to complete the stories of their lives at school. Use the information in this section to help you.

My name's Fiona Snowdon, and I'm seventeen. I first went to (1) school when I was (2) years old. I left there at the age of nine, and went on to a (3) school, and then to a comprehensive. I took ten (4), and now I'm in the (5) form studying French, English and history for my (6) exams.

I'm Bill Lewis. I'm eighteen, and I work as a car mechanic. After (7) school I failed my (8) exam, and went to my local (9) school. I passed four (10) and left school when I was (11)

DISCUSSION

Now that you have read these pages, you should know quite a lot about school education in Britain. In pairs, or as a class, discuss the main differences between schooling in Britain and in your country.

- 1 Do you think it's a good or bad thing that schooling in Britain can be different from area to area and from school to school?
- 2 British education provides both selective and non-selective (comprehensive) education. Which do you think is better?
- 3 Parents who have enough money can still buy their children greater opportunities in life by sending them to private schools. Do you think that this is fair?

Topic: Choosing a career

Choosing is not so easy as it looks

1 Read and act out the dialogue.

Jane: Hallo, Bob!

Bob: Hallo!

Jane: Oh, you've just left college, haven't you?

Bob: Yes.

Jane: What are you going to do?

Bob: Er... well, it looks like a choice between teaching or going into an office and ... I think I'd much prefer to go in for teaching, because ... well you get long holidays.

Jane: But, Bob, wouldn't you get bored with the same routine year after year teaching ... teaching the same material to the children. And ... a sense of responsibility you need – all those children, all those parents.

Bob: Oh, look, it wouldn't be as boring as ... as working in an office. Teaching is terribly stimulating. It's ... new every day – I'm sure I'd enjoy it.

Jane: But I mean, there's so much variety in office work! Look at my job: I'm dealing with people and their problems, there're new situations to cope with all the time.

Bob: Yes, that's quite true, but I think there's a number of differences between teaching and office work and, well, I think I'll go for teaching because ... it really attracts me.

2 Make up your own dialogues on choosing a career. Use the following word combinations:

- | | |
|--|--|
| to make/take a (careful) choice | to be devoted to smth. or smb. |
| to have no choice | to be responsible for smth. |
| to be interested in | to take/accept responsibility |
| to leave/finish school | to go in for teaching |
| school leaver | to have/need a sense of responsibility |
| to consider teaching (medicine, etc.)
as a career | to be in teaching (medicine, banking,
etc.) |
| to take up a career/a job | to cope with smth. |
| to be in/out of one's line | love for/of smth. or smb. |
| rewarding/stimulating work | to earn/enjoy gratitude and respect |
| | to have (no) respect for smb. or smth. |

Unit 5. LONDON

INTRODUCTION

00:00–00:57

Watch the video **without sound** and answer these questions.

1 Which of these famous sights or landmarks do you see? Put them in the order in which you see them by writing the numbers 1–4.

- Houses of Parliament
- Buckingham Palace
- Trafalgar Square
- Tower of London
- Big Ben
- Tower Bridge

2 The programme is about a man called John Veal. What do you think his job might be?

00:00–01:47

Now watch the whole section **with sound** and answer these questions.

3 What is John's job?

4 What time of year is it?

5 Can you fill in the missing details of John's family in the table on the right?

	Name	Age
Husband	John	33
Wife	Des	33
Son	...	...
Daughter	...	...

JOHN'S JOB

01:47–03:58

Watch and answer:

1 What hours does John normally work?

2 What do we see John do when he gets into his taxi? Why?

3 Which railway station do we see?

4 What do we see John do after he has dropped his passenger?

03:58–05:38

Watch and answer:

5 Can you say in your own words what 'The Knowledge' is?

6 What four tests does someone have to go through to become a taxi driver?

ORIGINS

05:38–07:14

Watch the video and say whether these statements are true or false.

- 1 John was born in Bristol. ...
- 2 John has spent most of his life in London. ...
- 3 John has a typical London or ‘Cockney’ accent. ...
- 4 John doesn’t see himself as a Londoner. ...
- 5 Des was born in Brazil. ...
- 6 The West Indies are in the Caribbean. ...
- 7 Guyana is in British Commonwealth. ...
- 8 Des is a school teacher. ...
- 9 John is a good cook. ...

LEISURE

Before you watch, do these exercises on idioms that you will hear.

1 Fill in the gaps with the correct form of:

be into get into knock split up off

- a She doesn’t have many hobbies, but she cinema.
- b He art when he lived in Paris.
- c London into 35 districts.
- d He likes his job because he gets lots of time to do his hobbies.
- e She is very proud of that car – don’t it.

2 Fill in the gaps in this table by writing in each idiom or its definition.

Idiom	Definition
time off	
	criticise, mock
	be interested in, have as a hobby
	become interested in
split up	

07:14–10:21

Now watch the scene and answer these questions.

- 3 What is John’s main hobby?
- 4 Can you describe in detail the two exercises that we see John doing?

DISCUSSION

Does body-building appeal to you?
In what ways might it be good or bad for you?

We next find out about Marlon and Zoe’s interests.

Watch and answer:

- 5 Which three of Marlon’s interests does John mention?
- 6 Why does Des say that Zoe’s room is like a ‘shrine’? Who is it a shrine to?
- 7 We see Zoe and her friend buying records. How much do they cost?
- 8 What kind of clothes does Marlon usually buy?

CUSTOMERS

14:23–16:00

Watch and answer:

- 1 What does John like most about his job?
- 2 In what ways can passengers be difficult, according to John?
- 3 Are you surprised that John hasn’t had much trouble with passengers?

16:00–18:48

Watch and answer:

- 4 Which three landmarks do tourists most often ask for?
- 5 Can you complete the dialogue below?
1st tourist Taxi! Can you take us to please?
John Yes,
1st tourist How much is that,?
John
1st tourist There you go. Keep
John Thanks
2nd tourist Are you?
John Yeah.

2nd tourist Could you take us to ,?
 John Yes,
 2nd tourist Can you to Regent Street – the
 lights,?
 3rd tourist Thank you.
 John Yes,

CHRISTMAS

18:48–22:20

Watch and answer:

- 1 What are “the lights”?
- 2 What is Harrods?
- 3 What are John and Des’s views on Christmas?
- 4 What do they eat for Christmas lunch (dinner)?

Watch the video to the end.

Read this text on London taxi drivers, or “cabbies” as they are often called. Fill in the missing prepositions.

London cabbies have the reputation (1)..... being the best trained taxi drivers (2)..... the world. To become a taxi driver in London, you have to pass a very difficult exam called “The Knowledge”. This is a test (3)..... the driver’s knowledge (4)..... London – all its streets and major buildings, as well as every club, hospital, police station and library. It can take a person up (5)..... three years to study (6)..... this exam, and the result is that London cabbies can usually take you anywhere you want to go (7)..... the most direct route, and without having to look (8)..... a map. A cabbie must also have a medical examination and have no criminal convictions.

Tipping

In Britain, it is normal to tip taxi drivers and waiters and waitresses in restaurants. Be careful, though, to check your bill thoroughly in a restaurant, as many nowadays include a ten per cent (or even fifteen per cent) service charge – in which case you are not expected to leave a tip. If you are in doubt, ask “Is service included?”

The normal tip in restaurants and taxis is about ten per cent.

Did you notice the very common expression that John used instead of saying “Thank you”?

Christmas

Christmas is a Christian festival to celebrate the birth of Christ. During this time families traditionally went to church – either to a midnight mass on Christmas Eve, or to a morning service on Christmas Day – exchanged simple gifts, played games together and enjoyed an extensive Christmas lunch.

Nowadays, however, there is a strong commercial emphasis, with shops and manufacturers competing to get the public to spend as much money as possible. Many people do not like this side of Christmas and say, like John and Des, that the spirit of Christmas has been lost – that commerce has taken over from religion. They are particularly concerned about people who drink too much and then drive, for the road accident rate is high at this time of year.

Despite this, Christmas for most people is still an enjoyable occasion with many traditional aspects. Children particularly love Christmas. A few weeks beforehand they write letters to Father Christmas – who is also called Santa Claus – telling him what gifts they want. Then on the night before Christmas, Christmas Eve, they hang stockings at the end of their beds. Father Christmas arrives from the North Pole on his sleigh pulled by reindeer, climbs down the chimney and fills each child’s stocking with small presents, leaving the larger ones under the Christmas tree.

When the special Christmas pudding is made – a rich pudding containing dried fruit and brandy – every child in the family is allowed to stir the mixture and make a wish. A coin is often put in the pudding to bring good luck to whoever finds it. Children also like decorating the Christmas tree and the main rooms of the house. At school they perform nativity plays, telling the story of the birth of Christ, as proud parents look on.

The highlight of Christmas Day is the Christmas lunch. This usually consists of roast turkey with vegetables, followed by Christmas pudding. During the meal, the family pull crackers. Inside each cracker is a joke, a paper hat and a small present.

Although many adults, exhausted by the preparations, say “Never again!”, they know that they will do it all again simply because they do actually enjoy it.



**What's black and white
and red all over?**
– A newspaper

*If you don't understand the joke,
think what other word sounds
the same as 'red'.*

DISCUSSION

What is the most important religious (or other) festival in your country? Make a list of the activities associated with it, and compare it with the British Christmas. Have your festivals, like Christmas, become more commercialised? Is this a good thing? Who benefits from this kind of commercialisation?

A Trip along the Thames in a Boat

1 Watch the video unit “The River” and answer the question:

- What do you know about the river Thames?
- How many bridges are there across the Thames within London? What are the five bridges that the guide mentions?
- Explain why the guide has chosen this way of doing the sights of London?
- Name the places of interest shown in the film?

2 Watch and answer:

- Why can one get a wonderful view of London from Waterloo Bridge? What is Westminster famous for? What is the city famous for?
- How long has Westminster been the government centre of Britain? How old is the building of the Houses of Parliament? What is the correct name of the building? What happened to the old Palace? When? Where does the Prime Minister live?

- What is strange about the old Blackfriars Bridge?
- Who built St. Paul's Cathedral? When? What have you learnt about the Great Fire of 1666? How many churches did Wren build in the city? What kind of building was St. Paul's 300 years ago?
- What is the tallest building in Britain? How high is it?
- What do you know about London Bridge? Where is the old London Bridge now?
- What does the Monument commemorate? How high is it? Why?
- Who built the Tower of London? When? What has it been since that time? What is it famous for?
- What is Docklands? When did the old docks close? Why? Where are the new docks? What is happening now in Docklands? How has the character of the area changed?
- What places of interest can we see at Greenwich? What is the name of the old sailing ship? Who painted the scene in the eighteenth century? What is the name of the railway? What is unusual about the trains?
- Where did the trip finish?

Unit 6. BRITISH WRITERS AND POETS

Read the poems.

A RED, RED ROSE

by Robert Burns

O my Luvè's¹ like a red, red rose,
That's newly sprung in June;
O my Luvè's like the melodie²
That's sweetly play'd³ in tune.
As fair art thou⁴, my bonnie lass⁵,
So deep in luvè am I:
And I will luvè thee still⁶, my dear,
Till a' the seas gang dry⁷;
Till a' the seas gang dry, my dear,
And the rocks melt wi'⁸ the sun;
And I will luvè thee still, my dear,
While the sands o' life shall run⁹.
And fare thee weel¹⁰, my only Luvè!
And fare thee weel a while¹¹!
And I will come again, my Luvè,
Tho'¹² it were ten thousand mile.

EXPLANATORY NOTES

- ¹ O my Luvè's = O my Love is
² the melodie = the melody
³ play'd = played
⁴ As fair art thou = As fair thou art (art [á:t] – *уст. 2-е л. ед. ч. настоящего времени*
эл. to be; thou [ðaʊ] – уст., поэт. ты
⁵ bonnie (= bonny) lass – красивая девушка
⁶ thee still (thee – *уст., поэт. тебя; still – до сих пор*)
⁷ Till a' (= all) the seas gang dry – пока не высохнут все моря
⁸ wi' = with
⁹ While the sands o' life (= of life) shall run – пока будет протекать жизнь
¹⁰ fare thee weel (= well) – до свидания
¹¹ a while – пока (на время)
¹² Tho' = Though

MY HEART'S IN THE HIGHLANDS

My heart's in the Highlands¹, my heart is not here;
My heart's in the Highlands, a-chasing² the deer;
Chasing the wild deer, and following the roe
My heart's in the Highlands wherever I go.
Farewell to the Highlands, farewell to the North!
The birthplace of valour, the country of worth;
Wherever I wander, wherever I rove,
The hills of the Highlands for ever I love.

Farewell to the mountains high covered with snow!
Farewell to the straths³ and green valleys below!
Farewell to the forests and wild-hanging woods⁴!
Farewell to the torrents and loud-pouring floods!
My heart's in the Highlands, my heart is not here;
My heart's in the Highlands, a-chasing the deer;
Chasing the wild deer, and following the roe
My heart's in the Highlands wherever I go.

EXPLANATORY NOTES

- ¹ Highlands – the mountainous Northern part of Scotland
² a-chasing – chasing (a – kind of prefix used before verbals)
³ strath (Scotch) – a flat, wide river valley
⁴ wild-hanging woods – wood covering steep mountain slopes or reaching the edge of precipices

Unit 7. EDUCATION AFTER SCHOOL

East Anglia

To the immediate north-east of London lies East Anglia. The northern part is fenland – flat land, crossed by rivers and waterways. It is famous for its bird life, its fishing and its attraction to boaters. The counties of East Anglia are Norfolk, Suffolk, Essex and Cambridgeshire; the major towns are Norwich, Ely, Ipswich, Colchester and Cambridge.



Cambridge

Cambridge is a market town for the surrounding area. It is also a centre for tourism, language schools and new “hi-tech” industries. But when people think of Cambridge, it is usually as one of the two most famous university cities of England.

The University of Cambridge, like Oxford, is made up of colleges – thirty-one colleges in the case of Cambridge, attended by 12,000 students. You will hear seven of the colleges mentioned in the programme: Christ’s, Churchill, Clare, King’s, Newnham, St John’s and Trinity.

College life

Each student is a member of one college, and the colleges are almost self-sufficient. Each college has its own “Master” and “Fellows” who make up the governing body of the college; it has its own canteen, dining room, bedrooms, library, teaching rooms; it even has its own church – the college chapel. Colleges have their own scarves, sports teams and social life. In fact, apart from lectures and exams, students need never leave their own colleges. Consequently, the “university” is a very vague idea for Cambridge students, whereas their college is a very real one.

INTRODUCTION

00:00–00:49

Watch the video and try to catch three important pieces of information about Henry Button.

A TOUR OF CAMBRIDGE

00:49–03:05

Watch this section once, and try to catch the main points of Henry’s guided tour.

If the same tour had appeared in a guide book of Cambridge, it might have looked something like this.

1-HOUR TOUR OF CAMBRIDGE

START: Silver Street Bridge

The river beneath your feet is called the Cam. The fact that the town is called Cambridge is an important reminder to us that this was an important place long before any university: because you could cross the river here. The Romans came here – in fact, the main road of Cambridge is a Roman road. The Saxons built a bridge in the 9th century; the Danes came in the 9th century; then the Normans came and built a great castle. That was all long before the university arrived.

Go down Silver Street in the direction of the city centre. Turn left at the T-junction (Trumpington Street). 200 metres on your left is King's College.

King's College Chapel has become the symbol of Cambridge; indeed it is perhaps as famous as any building in Britain. King Henry VI founded the college in 1441 and it took about 100 years to finish. It has long been famous for its music. It is one of two colleges with its own choir school. The young choristers can be seen wandering round Cambridge in top hats and black suits. During term-time there is a daily service in the chapel and most days the choristers take part.

00:49–03:05

Now try to catch the details of Henry's guided tour by listening to it sentence by sentence. Compare the written text above with what Henry said, word for word, and note all the differences.

IMPRESSIONS OF CAMBRIDGE

03:05–04:17

Watch the video, with pauses, and do these tasks.

- 1 How many forms of transport can you see in this section?
- 2 Suppose that a commentary had been added to this section instead of music. Write a suitable commentary to go with the pictures.

HENRY'S COLLEGE

Henry next shows Chris round his college.

Before you watch, answer this question.

- 1 Henry starts with the courtyard. He says that Christ's College has all of the five necessary elements of a college in one court. What do you think those five elements are?

13:01–14:50

Now watch the video to see if you were right.

14:50–16:29

Henry next shows Chris the dining hall.

Watch and answer:

- 2 Who were Charles Darwin and John Milton? Why are their portraits here?
- 3 What can you say about the seating arrangement in the dining hall?

- 4 What difference does Henry mention between now and his student days?

To end the tour of his college Henry shows Chris the chapel. What do you expect to see there? What do you expect them to talk about?

16:29–17:33

Now watch the video and answer these questions.

- 5 Were your guesses correct?
- 6 Which two features of the chapel were shown in close-up? Can you describe them?

A RIVER TRIP

The picture shows a rowing boat and a boat called a "punt". What are the main differences between them?



Punting on the river is a popular Cambridge pursuit for students and tourists. It was from a punt that Henry gave Chris his guided tour of Cambridge.

17:33–21:17

Watch the video and enjoy the sights of Cambridge with Henry as your guide.

18:17–18:40

Watch this short section again and answer these questions.

- 1 What are the exact words of Chris's question?
- 2 What is Henry's answer?

19:19–19:35

Watch the section on Wren's library again and answer these questions.

- 3 Can you describe the building?
- 4 What did the architect do and why did he do it?

DISCUSSION

Would you like to be a student at Cambridge? What wouldn't you like? Which town in your country is most like Cambridge? How does Cambridge resemble or differ from the town you live in?

Education after school

Cambridge University is an example – though not a particularly typical one – of an institution which provides post-school (tertiary) education in Britain. It is an institute of higher education.

Even in the very academic atmosphere of Cambridge, however, things are changing. Nowadays, the emphasis in tertiary education is no longer so much on the study of purely academic subjects. More and more, the government and large companies are encouraging colleges to provide more practical subjects – subjects that will help the student to learn the specific skills for jobs in industry and technology, and that will help Britain compete in the international market. Twenty years ago, a degree in Classics (Latin and Ancient Greek) from Oxford or Cambridge would probably have guaranteed a young person a good job. In the 1990s, the valuable degrees are more likely to be in engineering or computer technology.

There are two main types of post-school education in Britain.

Further education

Colleges of further education and most polytechnics run courses designed to take students up to the equivalent of A level standard. Although most of these colleges run courses for GCSE and A level, the majority are designed to improve the students' abilities for specific jobs, such as hairdressing, secretarial work, catering and plumbing. Many employers will allow their employees to study part-time for these courses during working hours. This type of study is known as "day release". Other students may attend evening courses. Most successful students at the end of a course of further education will receive a professional qualification.

Higher education

The main aim of higher education is to take a student to an educational standard beyond A level. It is of a higher standard than further education, and students are usually required to have passed A levels be-

fore they are accepted for an undergraduate (first degree) course. There are two main types of higher education course:

- Those which are designed to give students an academic education in subjects like history, mathematics, sociology, languages or literature. These courses are offered by universities and polytechnics.
- Those which are designed to prepare students for specific careers. Although many universities and polytechnics organise these courses, a lot of students choose to go to specialist colleges for this type of training – for instance, to art, law, agricultural, commercial, medical or teacher training colleges, or to a College of Technology.

The majority of undergraduates in higher education will study for three years and, if successful, will be awarded a degree at the end of their studies. Some courses of study, like medicine and veterinary science, take between five and seven years.

Research is an important aspect of higher education, and some students remain at college or university after their first degree to study for a postgraduate degree.

The Open University



At the Open University (OU), students study in their own homes. They watch OU lectures on the television and listen to them on the radio. They do their written work at home, and send it to be marked by OU teachers. Anyone can register as a student of the OU – you don't need to have A levels – and their degrees are equivalent to degrees from other universities.

Professors

In Britain, a person may only be called Professor if they hold a certain position in a university or polytechnic – usually head of a department.

Degrees

Universities and polytechnics normally award degrees to their successful students. The actual titles of these degrees are not always the same from one university to another. The most common titles, however, are:

Undergraduate degrees

- BA (Bachelor of Arts – for humanities subjects like history and languages)
- BSc (Bachelor of Science – for science subjects)
- BEd (Bachelor of Education – for people who have studied to become teachers)

Postgraduate degrees

- MSc (Master of Science)
- MA (Master of Arts)
- PhD or DPhil (Doctor of Philosophy – for any subject)
- DSc (Doctor of Science)

DISCUSSION

In small groups, decide which of these two opinions is nearest to your own. Why?

“The emphasis of tertiary education should be on training young people to be more successful in the work-place. There is not much point in teaching academic subjects.”

“It is very important that universities and colleges of higher education should continue teaching purely academic subjects. Society should always value and encourage learning for its own sake.”

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Составитель

Кардапольцева Наталья Викторовна

Редактор и корректор М. А. Овечкина
Компьютерная верстка Н. В. Комардина

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