

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
Федеральное государственное автономное
образовательное учреждение высшего образования
«Национальный исследовательский Нижегородский государственный
университет им. Н.И. Лобачевского»

BRITISH HERITAGE: Monarchy, London, British Empire

Учебно-методическое пособие

Рекомендовано методической комиссией Института международных отношений и мировой истории для студентов ННГУ, обучающихся по направлению подготовки 46.03.01 «История»

Нижний Новгород
2019

УДК 811.111(07)
ББК 143.21я.73
Л 68

Л 68 BRITISH HERITAGE: Monarchy, London, British Empire: учебно-метод. пособие [Электронный ресурс] / Н.С. Лобанова, Ю.Г. Ремаева, Е.Б. Ходырева. – Нижний Новгород: Изд-во ННГУ, 2019. – 52 с.

Рецензент: канд. псих. наук, доцент **М.В. Архипова**

В настоящем пособии собраны материалы на английском языке, предназначенные для развития навыков работы с текстовыми заданиями по различной тематике, определения степени усвоения группой и каждым студентом материала по темам дисциплины, выявления структуры знаний на содержательном уровне.

Пособие предназначено для студентов 1-го, 2-го курсов Института международных отношений и мировой истории, обучающихся по направлению подготовки бакалавров 46.03.01 «История».

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Введение

Данное учебно-методическое пособие по английскому языку предназначено для студентов Института международных отношений и мировой истории, обучающихся по направлению подготовки «История», изучающих английский язык как основной.

Учебно-методическое пособие представляет собой тематический сборник текстов исторической направленности по ряду интересных и актуальных тем: Британская монархия, Британская империя, Содружество наций, Лондон.

Цель пособия – совершенствование умения работы с текстом на различных уровнях, обучение чтению специальной литературы и анализу текста, развитие речевых навыков подготовленной и спонтанной речи, умений вести беседу и делать развернутые сообщения в рамках предлагаемого тематического материала, развитие навыков аудирования аутентичной речи, а также творческого письма.

Учебное пособие содержит наиболее употребительные слова и словосочетания, составляющие необходимый минимум активной лексики для устного и письменного общения в сфере некоторых аспектов истории Великобритании, страны изучаемого языка. Подобные тексты обеспечивают не только ориентированную языковую подготовку учащихся, но и вводят их в проблематику исторического становления и развития Великобритании как уникальной страны, по настоящий день важной для мирового сообщества.

Разнообразные задания, в том числе и с использованием современных Интернет-ресурсов при обучении всех видов речевой деятельности в освещении известных исторических событий Великобритании, составляют оригинальность учебно-методического пособия.

Пособие, соответствующие профессионально-образовательным программам учащихся вуза, призвано повысить интерес к изучаемой тематике и систематизировать лингвострановедческие знания студентов-историков.

BRITISH MONARCHY

Warm-up

1. Discuss the following questions:

1. What comes to mind when you hear the word “monarchy”?
2. What monarchies do you know around the world?
3. Why do many countries still maintain their monarchies?
4. Why do people in some monarchies respect their monarchs so much?
5. Do you think monarchs should have powers to change governments and constitutions?
6. What do you think monarchs think about their subjects?
7. Would you prefer your country to be a monarchy or a republic?

2. Read the questions and choose the correct answers; in some questions there is more than one correct answer.

1. *What is the surname of the Royal Family?*
a) Buckingham b) Windsor c) Kensington
2. *Which member of the Royal Family is next in line to the throne?*
a) Prince Charles b) Prince William c) Prince Andrew
3. *What’s the name of the Queen’s official residence in London?*
a) The Tower of London b) Buckingham Palace c) Westminster House
4. *Which member of the Royal Family died on 31st August in 1997?*
a) Lady Diana b) the Queen Mother c) Princess Margaret
5. *What is Prince Charles’ wife’s official title?*
a) Princess of Cornwall b) Queen of Cornwall c) Duchess of Cornwall
6. *Which of the following things does the Queen not have?*
a) Number plates on her cars b) Money in her handbag c) A vote at general elections
7. *When did Elizabeth II become Queen of England?*
a) 1962 b) 1972 c) 1952 d) 1942
8. *The Queen is the Head of ...*
a) State b) Nation c) the Armed Forces d) the Church of England e) the Commonwealth
9. *The Royal Family is the symbol of the...*
a) country, its traditions and history b) right political regime c) national identity, unity and pride

3. Watch the video devoted to the British monarchy and the Royal Family and make notes: https://www.youtube.com/watch?v=ks_baTuL4Pw

a. What topics were mentioned in the video?

1. An official residence of the Royal Family
2. Royal Palace protection
3. The Queen's birthday
4. Royal duties
5. London sights
6. The Palace interior
7. The Prime Minister

b. Watch the video again and answer the questions.

1. Who protects the Royal Place? How can you recognize them?
2. When can you watch the changing of the guard?
3. How many birthdays does the Queen have? When are they?
4. Does she rule the country?
5. What does the Queen represent?
6. How many children does the Queen have?
7. When can you visit Buckingham Palace?

c. Choose the correct answer.

1. *What has been home to the Royal family for nearly 200 years?*
 - a) Windsor Palace
 - b) Buckingham Palace
 - c) Hampton Court
2. *A statue to what monarch can be seen near the palace?*
 - a) Elizabeth I
 - b) Victoria
 - c) Mary I
3. *When can people watch the Changing of the Guard?*
 - a) Every day at 11 in the morning.
 - b) Every day at midday.
 - c) On weekdays at 11 a.m.
4. *What is true about a busby hat?*
 - a) It is made from real bear fur.
 - b) It is 45.7 cm tall.
 - c) It weighs nearly two kilos.
5. *Who is the Earl of Wessex?*

- a) Queen's husband, Philip.
 - b) Queen's middle son, Andrew.
 - c) Queen's youngest son, Edward.
6. *What kind of monarchy is Britain?*

- a) Constitutional
- b) Absolute
- c) Theocratic

7. *What is not true about the Queen?*

- a) She does not use her last name (family name).
- b) She never votes.
- c) She is not politically neutral.

8. *What is Pall Mall?*

- a) The longest shopping street in London.
- b) The long road that leads to Buckingham Palace.
- c) The street famous for its pubs.

9. *When can common people visit Buckingham Palace?*

- a) Any time they want.
- b) Only in the summer time.
- c) Never.

d. Complete the sentences with some missing information.

1. The main responsibility of the Queen's foot guards is to
2. Visitors and tourists can watch the members of the Royal Family coming from Buckingham Palace in
3. The Queen is Head of State, that's why she does not
4. Being Head of the Armed Forces she decided when the county.....
5. As Head of the Church she appoints
6. Elizabeth II reigns but
7. The Queen gives a sense of
8. The monarch represents
9. It is an old tradition for the Royal Family to come out onto the balcony and.....
10. The colours of the smoke during the traditional flyover represent.....

Speaking

Prepare a report about one of the members of the Royal Family.

Reading 1

Look through the text and chose the most suitable headline for each paragraph from the list. There are two extra headings.

- A. Defender of the Faith
- B. The Monarch and the Law
- C. A Constitutional Monarchy
- D. The Monarch and the Executive Branch of Power
- E. Head of the Armed Forces
- F. The Future of the British monarchy

What is the British Monarchy?

Monarchy is the oldest form of government in the United Kingdom. In a monarchy, a king (male) or queen (female) is Head of State. They are also referred to as the Monarch, the Sovereign and Her or His Majesty.

1.

Today, the British monarchy is known as a constitutional monarchy. This means that whoever is on the throne does not 'rule' the country, but fulfils important ceremonial and formal roles with respect to Government.

Although there is no political or executive role, he or she continues to play an important part in the life of the nation. As Head of State, the Monarch undertakes constitutional and representational duties. These have developed over a thousand years of history.

In addition to these State duties, the Monarch has a less formal role as 'Head of Nation'. The Sovereign acts as a focus for national identity, unity and pride; gives a sense of stability and continuity; officially recognises success and excellence; and supports the ideal of voluntary service. In all these roles the Sovereign is supported by members of their immediate family known as the Royal Family.

The Monarch represents Britain to the rest of the world. For example, receiving foreign ambassadors, entertaining visiting Heads of State, and making State visits overseas to other countries, in support of diplomatic and economic relations.

They are also Fount of Justice, Head of the Armed Forces and have important relationships with the established Churches of England and Scotland.

2.

Throughout history, Kings and Queens have had strong links with the Armed Forces. Armies have defended and attacked territories on behalf of their rulers and have looked to them for guidance and inspiration in times of war and peace since ancient times.

The first British Sovereigns were the military commanders, rulers and administrators with the best fighting forces behind them. They were fighters as well as military strategists, and many were present on the battlefield. In 1066 King Harold died on the battlefield and the soon-to-be new king, William I 'The Conqueror' directed his troops.

Over time, rulers have taken part from a safer distance, leaving the business of warfare to experienced commanders. This did not prevent some of them from being great leaders, motivating their troops as they fought for King or Queen and Country. In 1588 on the eve of the Spanish Armada, Elizabeth I addressed her troops in a rousing and often quoted speech.

In the centuries since, Monarchs have assumed a more politically neutral, motivational role. Today members of the Royal Family are encouraged to serve in the Armed Forces and to develop special relationships to better understand the ongoing work and culture.

3.

In the United Kingdom, the Queen has important and distinct constitutional relationships with the Established Churches of England and Scotland, dating back to the sixteenth and seventeenth centuries. As Head of the Nation and Head of the Commonwealth, Her Majesty also recognises and celebrates other faiths in the UK and throughout the Commonwealth.

The Sovereign holds the title 'Defender of the Faith and Supreme Governor of the Church of England'. These titles date back to the reign of King Henry VIII, who was initially granted the title 'Defender of the Faith' in 1521 by Pope Leo X. Later his daughter Queen Elizabeth I was proclaimed 'Supreme Governor' of the Church of England. Today, on the advice of the Prime Minister the Queen appoints Archbishops, Bishops and Deans of the Church of England.

Monarchs have sworn to maintain the Church of Scotland since the sixteenth century. This duty was affirmed in the 1707 Act of Union between England and Scotland. The Church of Scotland is entirely self-governing and is managed on the local level.

4.

In the earliest times the Sovereign was a key figure in the enforcement of law and the establishment of legal systems in different areas of the UK. As such the Sovereign became known as the 'Fount of Justice'. While no longer administering justice in a practical way, the Sovereign today still retains an important symbolic role as the figure in whose name justice is carried out, and law and order is maintained. Although civil and criminal proceedings cannot be taken against the Sovereign as a person under UK law, The Queen is careful to ensure that all her activities are in strict accordance with the law.

Scanning

1. Find the following information in the text:

1. the peculiarities of a constitutional monarchy in Britain
2. the monarch's responsibilities as Head of State/ Head of Nation
3. the monarch's duties as Head of the Armed Forces
4. the experience of British sovereigns as military commanders
5. the implication of the title 'Defender of the Faith and Supreme Governor of the Church of England'
6. the significance of being the 'Fount of Justice' and its coherence with the law

2. Answer the following questions:

1. What kind of monarchy is Britain today?
2. What exactly does a constitutional monarchy mean?
3. How are British kings and queens referred to?
4. What role does a monarch play in the life of the nation?
5. What duties does a monarch undertake as Head of State?
6. What sense does a monarch give to their people?
7. Who is a monarch supported by?
8. Why do monarchs have to make overseas visits to other states?
9. What other titles do British monarchs have?
10. Why did sovereigns have strong links with the Armed Forces?
11. Who did the troops motivated by inspiring commanders fight for?
12. Why are members of the Royal Family encouraged to serve in the Armed Forces?
13. What king was granted the title 'Defender of the Faith'?
14. What queen was proclaimed 'Supreme Governor' of the Church of England?
15. Who are archbishops and bishops of the Church of England appointed by?
16. Why do kings and queens maintain the Church of Scotland?

17. What does title the 'Fount of Justice' imply?

18. What role does the Queen retain today?

Pronunciation

Watch the pronunciation of the following words. Consult the dictionary if necessary.

Sovereign	continuity	reign
monarchy	ambassador	executive
civil	proceedings	justice
throughout	maintain	title
supreme	quoted	law
affirm	Archbishops	distinct
conqueror	encourage	ceremonial

Word Study

1. Translate from Russian into English:

Являться ключевой фигурой; жаловать титул; экономические отношения; законодательная система; назначать епископов; понимать что-то лучше; часто цитируемая речь; опытные полководцы; провозглашать; умереть на поле битвы; сражаться за короля; Содружество Наций.

2. Translate from English into Russian:

In strict accordance with the law; to motivate one's troops; to become known as; on behalf of; the soon-to-be new king; to entertain visiting Heads of State; to be self-governing; since ancient times; representational duties; date back to; civil proceedings; with respect to Government; His Majesty; executive role; on the advice of the Prime Minister.

3. Complete the table.

Noun	Verb	Adjective
.....	.....	symbolic
.....	recognise	.....
.....	.....	motivational
system	.....	.....
.....	celebrate	.....
advice	.....	.....
strategist	.....	.....
.....	.....	legal
.....	prevent	.....

4. Fill in the gaps with suitable parts of speech from the box.

1. Earlier British sovereigns played an important role in the establishment of _____ systems.
2. The first British Sovereigns were also the military commanders who were excellent _____.
3. On maps, a cross is the _____ for a church.
4. To _____ means to mark a happy or important day and enjoy oneself in some way.
5. The queen _____ the government on economic affairs.
6. It is easier to _____ something happening than undo the damage later.
7. He possessed excellent powers of _____ and leadership.
8. A _____ banquet was held last week.

5. Match the two columns to form word-combinations from the text.

Adjective

1. diplomatic
2. foreign
3. formal
4. national
5. military
6. great
7. important
8. criminal

Noun

- a. leaders
- b. proceedings
- c. ambassadors
- d. relationships
- e. relations
- f. role
- g. commanders
- h. identity

6. Complete the sentences with the word-combinations from the box.

1. Under UK law _____ cannot be taken against the Sovereign as a person.
2. Some _____ became _____ motivating their troops to fight for the monarch.
3. Monarch welcome _____ and Heads of State to support _____.
4. It is stated that the Sovereign acts as a focus for _____ unity and pride.
5. Monarchs in Britain fulfil significant _____.

7. Read the sentences paying attention to the underlined infinitive and –ing forms. Translate the sentences into Russian.

1. The Monarch represents Britain to the world. For instance, receiving foreign ambassadors, entertaining visiting Heads of State, and making State visits overseas to other countries, in support of diplomatic relations.
2. Although there is no executive role, the queen continues to play an important part in the life of the nation.

3. Over time, rulers have taken part from a safer distance, leaving the business of warfare to experienced commanders.
4. This did not prevent some of them from being great leaders, motivating their troops as they fought for King or Queen and Country.
5. In the United Kingdom, the Queen has important and distinct constitutional relationships with the Established Churches of England and Scotland, dating back to the sixteenth and seventeenth centuries.
6. Today members of the Royal Family are encouraged to serve in the Armed Forces and to develop special relationships to better understand the ongoing work.
7. Monarchs have sworn to maintain the Church of Scotland since the sixteenth century.
8. While no longer administering justice in a practical way, the Sovereign today still retains an important symbolic role as the figure in whose name justice is carried out.
9. The Queen is careful to ensure that all her activities are in strict accordance with the law.

Speaking

Prepare the summary of the text in about 15 sentences. Use the following word combinations:

- to be known as a constitutional monarchy;
- to fulfil important ceremonial and formal roles;
- to give a sense of stability and continuity;
- to undertake constitutional and representational duties;
- to represent Britain to the rest of the world;
- to do sth in support of diplomatic and economic relations;
- to have important relationships with sb;
- to receive foreign ambassadors;
- to have had strong links with sb;
- to develop special relationships with sb;
- to assume a politically neutral role;
- to fight for King or Queen and Country;
- to grant the title;
- to be a key figure;
- to retain an important symbolic role;
- to act in strict accordance with the law.

Reading 2

Read the article about Elizabeth II and name the Queen's greatest accomplishments during her decades on the throne.

Queen Elizabeth II breaks royalty record

On September 9, 2015 Queen Elizabeth II became the longest-reigning British monarch in history.

Queen Elizabeth II, who took the throne on February 6, 1952, became the longest-serving British monarch in history, second in the world to Thai King Bhumibol Adulyadej, who has ruled since 1950.

To put this further in perspective: When young Elizabeth was crowned, Harry Truman was president and Josef Stalin was leader of the USSR.

On September 9, 2015 Queen Elizabeth II surpassed her great-great-grandmother Queen Victoria's record of 63 years, seven months, and two days on the throne, reports CNN. "Already the country's longest-lived monarch and the world's oldest-serving sovereign," Elizabeth, now at age 92, is the sixth queen and 40th monarch of the United Kingdom.

What has Queen Elizabeth accomplished in her decades on the throne?

Over the course of her rule, Queen Elizabeth has traveled to 116 countries, and she was the first reigning British sovereign to visit Saudi Arabia or China. She assented to more than 3,500 Acts of Parliament, including a change to the law of succession that will allow first-born daughters to take precedence over later-born sons. She is heavily involved in charity work, serving as patron of over 600 charities and organizations.

As monarch, the Queen is head of state for the United Kingdom and 15 other Commonwealth realms, as well as head of the Commonwealth itself, an association of 53 independent countries.

The sovereign still plays a critical role in the Britain. She "acts as a focus for national identity, unity and pride; gives a sense of stability and continuity; officially recognizes success and excellence; and supports the ideal of voluntary service," according to the British Monarchy's official website.

Parliament controls the vast majority of Britain's political power, but the monarch maintains three rights, noted Victorian economist and writer Walter Bagehot: "the right to be consulted, the right to encourage, the right to warn."

Her understated authority has contributed to her record popularity, with 69 percent in favor of the queen, according to a 2012 Guardian/ICM poll.

To commemorate the record-breaking date, Queen Elizabeth appeared in public to open the Borders Railway in Tweedbank, Scotland, “the longest domestic line to be built in Britain for more than 100 years,” says Arbiter.

During her royal tenure, the world has transformed, as Roberts told NBC: “Elizabeth has overseen a period of extraordinary technological advancement and social change.”

*Annika Fredrikson
September, 2015*

After-reading questions

1. When was Elizabeth II crowned to be queen?
2. What record was broken by her in 2015?
3. Whose record did she surpass?
4. What are the names of world-famous leaders mentioned in the article?
5. How many countries has Elizabeth II visited?
6. How many Acts of Parliament has she assented to?
7. What fact proves that she is into charity work?
8. What role does the queen play in Britain?
9. What is she the head of?
10. What rights does the queen maintain?
11. What is the percentage of the subjects supporting her and monarchy?
12. What did the queen do to commemorate the record-breaking date?

Word study

1. Read the definitions of the verbs and find them in the article.

1. to transform the appearance or character of sth/sb completely
2. to succeed in doing sth; to complete sth successfully
3. to keep a great person, event, etc. in people’s memories
4. to have power or authority over sb/sth; to limit or regulate sth
5. to give support, confidence or hope to sb

2. Explain the following phrases from the article:

1. the longest-reigning monarch
2. to take the throne
3. to be crowned
4. to surpass sb’ record
5. to maintain the right
6. to be consulted
7. to take precedence

2. Fill in the gaps with the missing words.

1. Elizabeth was the first _____ British sovereign to visit Saudi Arabia.
2. She is involved in charity work, serving as _____ of over 600 charities and organizations.
3. One of the Acts of Parliament was about a change to the law of succession that will _____ first-born daughters to take precedence over later-born sons.
4. The British Monarchy's official website says that Elizabeth II "gives a sense of _____ and continuity".
5. The monarch has many rights though Parliament controls the vast _____ of Britain's political power.

Speaking

1. Comment on the statement:

"The sovereign still plays a critical role in Britain".

- 2. Speak about Queen Elizabeth II. Use of the active vocabulary from the *Word study* section. Make sure you include the information about her functions and duties.**

Reading 3

Read the text about one of Elizabeth's remarkable predecessors.

The epoch of Henry VIII and the Henrician Reformation

Henry VIII was one of the most famous kings of England. He was born on June 28, 1491. Henry was the second son of Henry VII and Elizabeth of York. He was the second king of the House of Tudor. Henry VIII became king at the age of eighteen when his father died. He succeeded his father Henry VII, who left the country stable and prosperous for the first time in 100 years. In English history, the time when he and his family lived is known as the Tudor age. Tudor was Henry's family name. Henry lived at a time of changes. People had new ideas in art, science and religion. They sailed off to explore new lands. Most people in Henry's England lived in villages. Towns were much smaller than towns today. London was the biggest city, with about 50,000 people.

As king, Henry wanted to look rich and powerful. He built castles and palaces. He lived at Hampton Court Palace for most of his life. As a young man, Henry was handsome and clever. He was good at sport, music and dancing. He learned to speak

many languages. He enjoyed hunting. Henry also liked horse riding and archery. The king played the lute and the harp.

Despite his reputation Henry was an outstanding ruler.

- King Henry VIII was successful in wars against the Scots and the French.
- He built up the English navy.
- He annexed Wales into Britain, creating a unified nation.

• He was granted the title 'Defender of the Faith' by the Pope. Later the Church refused to grant him a divorce from his first wife, so he questioned its authority. As a result, he split from the Catholic Church and established the Church of England.

• He took England from under Rome's religious control and declared himself as the reigning Head of State and the new Head of the Church. This new branch of the Christian Church, neither Roman Catholic nor truly Protestant, became known as the Anglican Church of England.

Henry is also famous for the fact that he had six wives.

1. When Catherine of Aragon did not produce a living son, he divorced her. (She was the mother of Mary I.) After Henry split with the Church and divorced her, he married Anne Boleyn.

2. Anne Boleyn was the mother of Elizabeth I, who later reigned England for many years. Anne Boleyn was beheaded.

3. Next, Henry married Jane Seymour. Jane died while giving birth to Henry's only living son, Edward VI. His son took the throne at the age of nine and ruled England until he died at the age of sixteen.

4. Henry's next wife was Anne of Cleves. He married her as a political alliance but divorced her immediately when he didn't like the way she looked.

5. His next wife, Catherine Howard, was beheaded when Henry found she was interested in someone else.

6. His last wife, Catherine Parr, outlived King Henry. She looked after his children.

An interesting fact is that all three of Henry's children ruled England, and all three died without an heir.

Even though King Henry loved sports, later he became very large, as many famous paintings of him show. Besides, he injured his leg and it led to his early death on January 28, 1547 at the age of 56. He was buried at Windsor Castle next to his third wife, Jane Seymour. His son Edward (VI) inherited the throne. And then his daughters Mary I ("Bloody Mary") and Elizabeth I became queens. They were the last Tudors who reigned the country.

Scanning

1. Decide if the following statements are *true* or *false*.

1. During the reign of Henry's predecessor England became a flourishing country.
2. Windsor was Henry's family name.
3. Henry VIII was a very talented person who was good at many things.
4. The monarch succeeded in making the British navy stronger.
5. The sovereign was not too religious, that is why he split with the Catholic Church.

2. Answer the following questions.

1. What was London like in the epoch of Henry VIII?
2. What kind of person was Henry?
3. What did he enjoy doing? What were his special interests?
4. What country did he annex into England?
5. Why did he question the authority of the Catholic Church?
6. What church did he establish?
7. Why did he divorce his first wife?
8. Why was his second wife beheaded?
9. Did he always marry for love?
10. Who inherited the throne after his death?

Pronunciation

Watch the pronunciation of the following words. Consult a dictionary if necessary.

prosperous	to reign
archery	the Bible
Catholic	succeed
Christian	immediately
alliance	alliance
to bury	authority
to injure	reigning
castle	faith

Word study

1. Translate from English into Russian.

to question somebody's authority; to establish the Church of England; to die without an heir; to leave the country prosperous; to give birth to someone; to declare oneself as; to live at a time of changes; to be interested in someone else.

2. Translate from Russian into English.

исследовать новые земли; строить замки; увлекаться стрельбой из лука; играть на арфе; говорить на иностранных языках; развестись с кем-то; быть успешным в чем-то; править страной; унаследовать престол; повредить ногу; быть обезглавленной; пережить кого-то; быть известным благодаря чему-то.

3. Insert correct prepositions.

1. This monarch was born _____ the 28th of June. 2. Henry became king _____ the age of 18. 3. He was good _____ learning foreign languages and doing sports. 4. He was also interested _____ playing musical instruments. 5. When he started reigning, the country was stable _____ the first time in 100 years. 6. He decided to split _____ the Catholic Church. 7. Henry VIII took England _____ Rome's religious control. 8. This sovereign annexed Wales _____ Britain. 9. He built _____ the English navy. 10. Catherine Parr looked _____ his children. 11. Henry was successful in wars _____ the French. 12. The king was famous _____ many achievements.

4. Add suitable adjectives.

_____ country; _____ ruler; _____ young man; _____ ideas about art; _____ paintings of him; _____ nation; _____ control; _____ alliance.

5. Form the indicated parts of speech. Compose five sentences with the words you get.

1. to succeed – noun, adjective
2. to marry – noun
3. Religion – adjective
4. to divorce – noun
5. to injure – noun
6. political – noun, noun
7. to create – noun, adjective
8. to explore – noun
9. science – adjective
10. to refuse – noun

6. Give definitions of the following words from the text and use them in the sentences of your own.

1. heir
2. to inherit
3. to succeed
4. prosperous
5. to divorce
6. to declare
7. religious
8. to grant.

Grammar

1. Give the second and third forms of these irregular verbs.

to become; to leave; to know; to build; to speak; to split; to take; to have; to lead.

2. Transform the sentences into the Passive Voice.

1. People of that time explored many new lands.
2. Henry VII left the country stable.
3. The king built many palaces.
4. He established the Church of England.
5. He questioned the authority of the Catholic Church.
6. Henry created a unified nation.
7. He beheaded many people.
8. His last wife looked after his children.
9. The Tudors reigned the country.
10. They buried the monarch next to his third wife.

Speaking

1. Give as much information as possible on the following topics.

- Henry VIII's personality.
- Henry VIII's family life.
- Henry VIII's accomplishments as a monarch.
- Henry VIII's reformation.

2. Prepare a report about one of the outstanding British monarchs.

LONDON

Warm-up

Discuss the following questions in groups. Share your ideas with the class.

1. What are your favourite sights of London?
2. What do you know about the history of London?
3. What do you know about life in London?
4. Do you think London is a good place for shopping?
5. What makes London a multicultural city?
6. What do you think London will be like fifty years from now?
7. Would you like to live in London?

Watch the video to find out more about London.

https://www.youtube.com/watch?time_continue=13&v=7MxdIj7A_Xg

1. Which of the popular London's attractions and places are not mentioned or shown in the video?

Kensington Gardens	The Millennium Dome
Albert Memorial	Trafalgar Square
Soho	Westminster Abbey
Notting Hill	The London Eye
Piccadilly Circus	Oxford Street
Albert Hall	Green Park
Admiralty Arch	The National Gallery
The Globe Theatre	The Sherlock Holmes Museum

2. Say if the following ideas from the video are *True* or *False*. Pay attention to the words in bold used in the video.

1. London is very easy **to navigate around**.
2. The British capital is a huge city that is difficult **to explore on foot**.
3. In the 5th century London grew into a **great medieval trading centre**.
4. According to the speaker, one of the most **easily recognizable symbols** of London is Nelson's column.
5. St. James's Park is **next to** Kensington Palace.
6. Many of the British monarchs have been **crowned, married and buried** in St. Paul's Cathedral.
7. You do not have to pay money to visit the British museum, it is **free**.

8. The **massive wheel** of London Eye is over 135 metres tall.

3. Answer the questions paying attention to the words in bold used in the video.

1. How can tourists **explore** the city?
2. What are its **icon symbols**?
3. What are the most **recognizable** places in London?
4. Where is London **situated**?
5. What makes it an important **financial, educational, and cultural centre**?
6. What are London's **must-see attractions**?
7. What kind of city did London **become** in the 5th century?
8. What was one of England's **grimmest prisons**?
9. What is Tower Bridge an **impressive reminder** of?
10. How many Royal Family parks are **open for everyone to enjoy**?
11. Why was London **rebuilt** in 1666?
12. What historic building is named as a **great testament** to London's **strength and resilience**?
13. What is **the West End** famous for? What can be done in this part of London?
14. What does the speaker tell his listeners about the **London suburbs**?
15. What can the London Eye **offer** the city's visitors and Londoners?

Talking point

Look at the following opinions expressed in the video and comment on them. Discuss the statements in pairs, then share your opinion with the class.

1. *'London will always be a city that looks toward the past and the future in equal measure – from Rule Britannia to Cool Britannia'.* **What does the speaker mean by that?**
2. *'If ever there is a city that reads like an epic saga, that is London'.* **Do you agree with the statement? Why/not?**
3. *'London is the city that honours not only her own story but also the story of humankind'.* **What does this idea imply? Why is the possessive pronoun 'her' used to speak about the city?**

Pre-reading questions:

1. Have you ever been to London?

2. What places of interest would you like to visit there/have you visited?
3. What books about London have you read?
4. What films and documentaries about the city have you seen?
5. Do you know any famous people or book characters that live/lived in London?

Reading 1

London

London is the capital and most populous city of England and the United Kingdom. It is an enormous city. This is a noisy, vibrant and multicultural megalopolis. London is situated on the River Thames in South-East England; it has an official population of over 8 mln people.

London is a leading global city. It is famous for its arts, commerce, education, entertainment, fashion, finance, healthcare, media, research and development, tourism, and transport. It is one of the world's leading financial centres. London is a world cultural capital. London's 43 universities form the largest concentration of higher education institutes in Europe, and a 2014 report placed it first in the world university rankings. According to the report London also ranks first in the world in software, multimedia development and design, and shares first position in technology readiness.

London has a diverse range of peoples and cultures. Its attractions are: the Tower of London, Kensington Gardens, Hyde Park, Westminster Abbey, St Margaret's Church; and the historic settlement of Greenwich with its Royal Observatory. Other famous landmarks include Buckingham Palace, the London Eye, Piccadilly Circus, St Paul's Cathedral, Tower Bridge, Trafalgar Square. London is home to numerous museums, galleries, libraries, other cultural institutions, including the British Museum, National Gallery, Tate Modern, British Library and 40 West End theatres. The London Underground is the oldest underground railway network in the world. Considered one of the world's leading "global cities", it remains an international capital of culture, music, education, fashion, finance, trade and politics.

After-reading questions

1. What kind of city is London?
2. What is its geographical location?
3. What river runs in the city?
4. How many people live in London?
5. What is it famous for?
6. What are its tourist attractions?

7. What is London home to?
8. In what spheres does London rank first, according to the record?
9. What is the unique feature of the London underground?
10. Can you prove that London is a global city?

Speaking

Summarize all the facts that you have learnt from the text.

Watch the video

Watch one more video about London attractions. In the video Richard shows us the best way to see London's many sights, travels back in time to the Warwick Castle of 500 years ago... and gets into a sword fight!

<http://learnenglish.britishcouncil.org/britain-great/heritage-great-part-1>

1. What did Richard do in the video? Choose the answers that are true.

There are six items you need to tick.

- He admired the view.
- He gave some statistics about British heritage.
- He got dressed up.
- He got knocked to the floor.
- He learnt a new skill.
- He learnt about a downside of medieval life.
- He looked around the Houses of Parliament.
- He saw some of the sights of London.
- He went on a boat tour.

2. Match the halves of the sentences according to what you heard in the video.

1. Regent Street...
2. The city's financial district...
3. The Houses of Parliament building...
4. The London Eye...
5. The London Gherkin...
6. The River Thames...
7. Warwick Castle...

- a. separates Mayfair and Soho.
- b. dates back over a thousand years.

- c. dominates the London skyline.
- d. is otherwise known as 30, St. Mary Axe.
- e. is one of the biggest of its kind in the world.
- f. has over three million visitors a year.
- g. goes through the heart of the city.

Speaking

1. *There is much to do and see in London.* **Prove this statement with as much information from you have learnt as possible.**

2. **Prepare a short talk about one of the city's tourist attractions or landmarks. Deliver your speech to the audience.**

Reading 2

Read the script of a radio programme and mark the sentences as *True* or *False*.

- 1. Big Ben is a big clock in London.
- 2. Big Ben is a symbol of London.
- 3. You can hear the Big Ben bell on the BBC radio.
- 4. Buckingham Palace was built in the twentieth century.
- 5. The Queen lives in Buckingham Palace all the time.
- 6. Tess often visits Buckingham Palace.
- 7. People think the Royal Family is typically British.

Tess: Hello again, everyone. I'm Tess.

Ravi: And I'm Ravi.

Tess: And we're here again to talk about the things you think you know about Britain and the things that you think are very British.

Ravi: We've talked about British food, British weather, drinking tea — and lots of other things, but today is a little bit different. We noticed that lots of you, when you talked about British things, talked about places in London — places you've visited or would like to visit or just places that you think are very British — and we're going to take a look at some of them. What do you think people chose, Tess?

Tess: Big Ben?

Ravi: Good guess. Yep, the first one was Big Ben. If you don't know it, Big Ben is the name given to the really big clock tower right in the centre of London — next to the Houses of Parliament. It was finished in 18...

Tess: How do you know that? Have you been studying?

Ravi: Research, Tess, research. It was finished in 1859 and it's over 96 metres high. Actually, Big Ben is really the name of the bell that rings every hour to tell you what time it is, but everyone says Big Ben for the clock and the tower as well.

Tess: Why do you think it's so famous?

Ravi: Well, it's sort of the symbol of London, isn't it? New York has the Statue of Liberty. Paris has the Eiffel Tower... and London has Big Ben.

Tess: It's nice, isn't it, when you hear the bells ringing for the hour, because you hear them on TV or the radio, on the BBC? What other places did people talk about in London?

Ravi: Well, Buckingham Palace is another place lots of people mentioned.

Tess: Ah, the Queen's home. Yeah, that's a really popular place for tourists to visit and see the changing of the guard and things. What have you learned about Buckingham Palace? How old is it?

Ravi: The oldest part was built in 1705, but new bits were added after that. It's got two hundred and forty bedrooms, I think, and seventy eight bathrooms and..

Tess: Do you know what it means when you see the flag flying above Buckingham Palace? It means that the Queen is there, in the palace. She's got lots of different homes, hasn't she?

Ravi: Hmm. Are you sure, Tess? I don't think it does. I think the flag is flying all the time these days. Anyway, when was the last time you went to Buckingham Palace?

Tess: Inside the palace? Never. Actually, it's a real tourist attraction, isn't it? Lots of tourists go there, but if you live in Britain you don't go there very often.

Ravi: No, not really. There's always a big crowd there though for big royal events, like a wedding in the Royal Family or Princess Diana's funeral, isn't there?

Tess: Yeah. It's sort of a symbol, isn't it? A symbol of the Royal Family.

Ravi: Yeah. Actually, the Royal Family is another thing on our list — another thing that people said is typical of Britain. Let's talk about that next time.

Tess: OK. What other things in London did people say were typically British?

Ravi: Let's have a look. The London Eye, shopping in Oxford Street, the Houses of Parliament, the London underground... I think we might have to come back to this one another time, OK?

Tess: OK, then, let's do that.

Talking point

What things do people consider to be typically British?

Grammar

Passive voice

Passive voice is used when the focus is on the action. It is not important or known who or what is performing the action.

The passive voice in English is composed of two elements:

The appropriate form of the verb "to be" + V3

Affirmative	Negative	Interrogative
The house was built in 1899.	The house wasn't built in 1899.	Was the house built in 1899?
These houses were built in 1899.	These houses weren't built in 1899.	Were these houses built in 1899?

Read the extract about Big Ben and complete the text using the words in the box

<i>is made</i>	<i>is called</i>	<i>was rung</i>
<i>was finished</i>	<i>were designed</i>	<i>was destroyed</i>
<i>aren't allowed</i>	<i>was built</i>	<i>was designed</i>

The first clock tower at the palace of Westminster _____ in 1288. Unfortunately, everything _____ by a terrible fire in 1834. The new palace and tower _____ by Charles Barry and the clock _____ by Edward Denison. The tower took 36 years to build and _____ in 1859. The bottom part of the tower _____ of bricks and stones and the top part is cast iron. The bell of the clock _____ Big Ben. The bell _____ for the first time on July 11th 1859. Nowadays, it's a famous tourist attraction, but visitors _____ inside the tower.

Speaking

You are going to London for a few days. Discuss the following options with your groupmates:

1. What to visit and see

- London Eye
- Big Ben

- Tower of London
- Natural History Museum
- Science Museum
- Westminster Abbey
- Warner Bros Studio

2. How to get around the city

- By tube
- By taxi
- By bus / double decker bus
- On foot

3. Where to eat

- At a fast food restaurant
- A picnic in the park
- At St. Paul's Cathedral
- At Trafalgar Square
- At Buckingham Palace
- At a cafe
- At a restaurant

4. What to do in the evening

- Go to Hyde Park
- Go to the theatre
- Go to the cinema
- Go to a pub
- Walk around London

Useful language

- I'd love to...
- I can't choose between...
- I've got my heart set on...
- What about going to...
- Let's go to...
- Why don't we go to...
- I suggest going to...
- We definitely should go to...
- Do you fancy going...?
- It's a good idea!

- Yes, that sounds interesting (wonderful/great/fantastic...)
- Why not?
- That's interesting. Let's do it.
- Sorry. That's boring. Let's do something else.

Reading 3

Read the text about one of the most terrible disasters that took place in London's history.

The Great Fire of London

The year was 1666,
 Late one September night,
 The baker's shop in Pudding Lane
 Glowed with an orange light.
 So they tried to put the flames out
 But they just grew higher.
 Sure enough they spread, soon half of
 London was on fire.

The Great Fire of London is one of the most well-known disasters in London's history. It was the second tragedy that hit the city in the period of 12 months. London was recovering from the Great Plague.

A huge fire started in a bakery in Pudding Lane. It burned down most of the city. Because it was so big, it was called the Great Fire of London. It began on the 2d of September in 1666 and lasted for almost five days. One-third of the capital was destroyed and about 100,000 (one hundred thousand people) were made homeless.

This fire began at night in the bakery owned by Thomas Farynor who was the personal baker for King Charles II. The fire spread quickly. There were several reasons for that. Firstly, most of the buildings were made of wood, and they were very close together. Secondly, before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. That was the second reason why the fire spread so fast. London citizens tried to form firefighting brigades but they were able to do little with their buckets of water against such a natural enemy. To fight fires during this time, people used leather buckets, metal hooks and primitive hand pumps.

On Wednesday, the 5th of September, the Great Fire of London came to an end. It destroyed more than 430 acres of the City of London. It demolished more than 13,000 houses and 84 churches.

Although official records show that only a few people lost their lives in the fire (some say sixteen, some say only six), the number was probably much higher than this.

More than 100,000 people became homeless, and the damage cost over £1 billion in today's money. We know what happened during the fire because people back then wrote about it in their letters and newspapers – for instance, Samuel Pepys, the great English diarist, wrote about it in his diary. Artists who were alive in 1666 painted pictures of the fire, so we know what it looked like.

People whose houses had burned down lived in tents in the fields around London while buildings were being rebuilt.

After the fire, the king ordered to rebuild London. Sir Christopher Wren was the architect in charge. It took ten years to reconstruct and restore the city.

However, the disaster made London a better and safer city. There were some benefits: streets were widened, buildings were made to be stronger and more fireproof. Many of the rats carrying the plague were eliminated. When London was rebuilt, it was done with bricks, mortar, and stones instead of wood so that this kind of fire would not happen again.

The Monument to the Great Fire of London was erected and remains today so that no one will ever forget what happened. This London landmark is in the City of London, near the northern end of London Bridge. It stands at the junction of Monument Street and Fish Street Hill. Sir Christopher Wren designed it to remember the Great Fire of London.

The Great Fire of London is a fascinating story from history. Needless to say, without it, London would be a very different place today.

Scanning

1. What do these numbers from the text refer to?

100,000; 12; 1666; 2; 13,000; 84; 430; 10

2. What do you know about these people? What were they famous for?

- King Charles II
- Christopher Wren
- Thomas Farynor
- Samuel Pepys

3. Complete the sentences with the missing information:

1. The fire started _____.
2. It spread fast because _____.

3. People tried to _____.
4. The fire resulted in _____.
5. Official record show _____.
6. Unfortunately, many building _____.
7. On the other hand, the disaster made the city _____.
8. It took ten years to _____.

4. Answer the following questions:

- 1 When did the Great Fire of London begin?
- 2 Where did it start?
- 3 What king ruled the country then?
- 4 What made the fire spread fast?
- 5 Why was it considered to be 'great'?
- 6 What was the city life like?
- 7 What was done to get rid of the fire?
- 8 What did the fire destroy?
- 9 How many people become its victims?
- 10 Who helped us learn more about the catastrophe?
11. How much time did it take to reconstruct the city?
12. Who was the architect responsible for its renovation?
- 13 What were some of the positive consequences of the disaster?
- 14 What was built to commemorate those tragic days?

Word study

1. Translate the words into English:

засуха, чума, архитектор, восстанавливать, владеть, бездомный, распространяться, пекарня, период, длиться, сооружать (воздвигать), одна треть

2. Translate the words into Russian:

fireproof, to eliminate, disaster, fascinating, to erect, leather, junction, acre, diarist, official records, hand pumps

3. Transform the words below into a different part of speech.

1. fascinating – verb
2. benefit – verb
3. paint – noun
4. wood – adj.
5. to recover – noun

6. forget – adj.
7. different – verb
8. to reconstruct – noun

4. Give the opposites:

1. wide
2. to remember
3. to lose
4. strong
5. enemy
6. dry
7. alive
8. close
9. fast
10. to come to an end

5. Give three forms of the following irregular verbs:

hit, spread, stand, rebuild, make, lose, cost, become, begin, write, do, come, know, take

Speaking

Summarize the main points giving an answer to the question:

What impact did the Great Fire have on the city?

- Outline all the negative consequences of the Great Fire.
- Say in what way the city benefited from the disaster.

Watch the video

Monumental with Pete Walter: A Brief History of the Great Fire of London.

https://video.search.yahoo.com/search/video;_ylt=A0geKIzoZ1VcufcAEBRXNy_oA;_ylu=X3oDMTEyc2wxbzd0BGNvbG8DYmYxBHBvcwMxBHZ0aWQDQjcwMTJfMQRzZWMDc2M-?p=great+fire+of+london&fr=yfp-t#id=64&vid=77bdea2c4d9097e54968042a1debcba5&action=view

1. Make notes on what is said about:

- living conditions in London in 1666;
- the strategies and tactics used to extinguish the fire;
- the rebuilding process and the way the city has changed.

2. What new facts about the historical event under discussion have you found out? Report them to the class. Here are some questions to help you.

1. The speaker says that those four days of the fire were *devastating*. What is the meaning of the adjective? Explain why those days were like that.
2. What was London like in 1666? How does the speaker describe the capital?
3. What were the *average* streets and the houses of London like?
4. What does Pete Walter mean when he says that the city houses were *dangerous* for living?
5. What went wrong when people wanted to stop the fire? What were the pitfalls mentioned in the story?
6. What was the name of the Lord Mayor and what was his role in the disaster?
7. What did the high temperatures of the fire melt?
8. Who was responsible for the massive rebuilding process?
9. What was erected to commemorate those tragic days?
10. What can tourists do when they get to the top of this memorial?

3. Look at the list of helpful words and phrases from the video. Make use of them in your sentences to speak about the Great Fire of London.

- | | |
|----------------------------|---------------------------|
| ancient city walls | casualties |
| cramped | chains from the city gate |
| tightly packed | tenement blocks |
| a baker's premises | incompetent |
| to dissipate | the local government |
| to show signs of spreading | to remonstrate |
| unsophisticated | suicidal maniacs |
| a trusted tactic | recorded deaths |
| to be burnt to the ground | demolish |

THE BRITISH EMPIRE

Warm-up

1. Answer the questions

1. What is an empire?
2. What is a colony?
3. Do you know the names of any countries which were British colonies?
4. Which other countries had colonies? What do you think they wanted colonies for?
5. The world has witnessed the rise and fall of many empires. Can you name any?
6. Think about the history of the Russian Empire. What facts do you remember?

2. Look at the list of ex-British colonies. Can you locate them on the map?

- | | |
|-----------------|----------------------|
| 1. Jamaica | 17. Myanma (Burma) |
| 2. Guyana | 18. Papua New Guinea |
| 3. Australia | 19. Nigeria |
| 4. New Zealand | 20. Malaysia |
| 5. Sierra Leone | 21. The Gambia |
| 6. Ghana | 22. Sudan |
| 7. Singapore | 23. Kenya |
| 8. South Africa | 24. Tanzania |
| 9. Egypt | 25. Sri Lanka |
| 10. India | 26. Canada |
| 11. Bangladesh | 27. Zambia |
| 12. Tasmania | 28. Kuwait |
| 13. Cyprus | 29. Botswana |
| 14. Pakistan | 30. Trinidad |
| 15. Uganda | 31. Malawi |
| 16. Zimbabwe | |

Reading 1

Read the text and find answers to the following questions.

1. Why did the British want an empire?
2. How big was the empire?
3. Why was India important to Britain?

Britain invades other countries

During the nineteenth century, Britain built up an empire of colonies which stretched into every continent. There were colonies or settlements in China, India, Africa, South America, the West Indies (the Carribean), Canada and Australasia. Maps of the world used the colour red to show the countries which were part of the British Empire, and by 1914 a quarter of the countries in the world were coloured red on the maps! It was said that the sun never set on the British Empire, because at any time of day the sun was always shining on a British colony somewhere in the world.

Exploration and Trade

British explorers started sailing the world in the sixteenth century, when Elizabeth the First was queen of England. The explorers went in search of new lands and new sources of raw material.

Australia was discovered by Captain Cook, a British explorer, and was first used as a prison – criminals were sent to the new colony from Britain as a severe punishment. British explorers and missionaries opened up the route to Africa. Africa became very important for European and American merchants who bought and sold Africans as slaves. These slaves were shipped to the West Indies and North America to work on sugar, cotton and tobacco plantations. The cotton, sugar and tobacco were traded in London, and today London remains one of the world's most important centres for trading commodities. The profits of the slave trade were invested in banks and in industry, and were used to build railway and other transport systems in Britain. The trade from its colonies provided money for industrial development, and as Britain became richer and more powerful it was able to add to their number.

The Jewel in the Crown

From the time explorers and seamen discovered a sea route to India, Europeans (including the Dutch, French and Portuguese) wanted to trade there. India was a rich source of raw materials such as spices, diamonds, rubber, tea and coffee. Britain could also sell manufactured products to India, and so profits from trade with India were very important for Britain's industrial development in the nineteenth century. Britain wanted India for itself, and called it the 'Jewel in the Crown', in other words, the most precious possession in the Empire. British ships controlled the sea route to India, and the colonies on that route were carefully watched. This is why places such as South Africa and the Suez Canal (in Egypt) were important to the British. Britain needed to control these places to keep the route to India safe, and so protect trade. When you visit India today, you will constantly be reminded of its past British connection. If you drink a cup of tea in England, think of the efforts that the British

made to protect the tea route! Finally, you will now understand why many British schools serve Indian food in the canteen at lunchtime, because a big empire leads to an exchange of habits, customs and people.

After-reading questions

1. When did Britain build up a colonial empire?
2. Why was it said that the sun never set on the British Empire?
3. When did British explorers start sailing the world?
4. Who was Australia discovered by?
5. How was it used by the British?
6. Why did Africa become very important for European and American merchants?
7. Where were the slaves shipped and what for?
8. What were the profits of the slave trade invested in?
9. How did the trade from its colonies benefit Britain?
10. Why was India called 'the Jewel in the Crown'?
11. Why were South Africa and the Suez Canal important to the British?
12. Does a big empire lead to an exchange of habits, customs and traditions?

Pronunciation

Watch the pronunciation of the following words. Consult a dictionary if necessary.

colonies
continent
explorers
raw materials
missionaries
severe
merchants
tobacco
source
commodities
sea route
jewel
precious
efforts

Word study

1. Match the words to their definitions. Make up sentences of your own using the active vocabulary.

- | | |
|-----------------|---|
| 1) colony | one of the six main land masses of the earth |
| 2) empire | a person who is sent to a foreign country to teach people about Christianity |
| 3) continent | a product or a raw material that can be bought and sold |
| 4) explorer | a path or course followed by or mapped out for ships |
| 5) missionary | a country or an area that is governed by people from another, more powerful, country |
| 6) slave | a basic material that is used to make a product |
| 7) commodity | the activity of buying and selling or of exchanging goods or services between people or countries |
| 8) raw material | a person who travels to unknown places in order to find out more about them |
| 9) trade | a person who is owned by another person and is forced to work for them |
| 10) sea route | a group of countries or states that are controlled by one ruler or government |

2. Put the words from the exercise above into the gaps.

1. Early _____ traded directly with Native Americans for furs.
2. Crude oil is the world's most important _____.
3. _____ between the two countries has increased.
4. Britain protected the _____ to India because it was essential to the trade and economy of the country.
5. He spent 15 years as a _____ in Africa.
6. The Declaration of Independence of the 13 _____ and the creation of the United States weakened the British _____.
7. We had problems with the supply of _____ to the factory.
8. Black _____ used to work on the cottonplantations of the UnitedStates.
9. The Middle East and tropical Africa were the last _____ that Europeans colonized.

Grammar

The Passive

a. Look at these sentences and answer the questions.

ACTIVE

Charles Dickens **wrote** *A Tale of Two Cities* in 1859.

PASSIVE

A Tale of Two Cities **was written** by Charles Dickens in 1859.

1. Is the information in the active and passive sentences the same or different?
2. Which sentence is about the book? _____
Which sentence is about the writer? _____
3. We form the passive with _____ + _____.
4. Which preposition do we use in the Passive sentence?

b. Find examples of the passive in the text.

c. Rewrite these sentences in the passive using the underlined word as the subject.

1. Francis Ford Coppola made the Godfather in 1972.
e.g. The Godfather was made by Francis Ford Coppola in 1972.
2. Frank Ghery designed The Guggenheim, Bilbao.
3. Marilyn Monroe wore Chanel No.5 perfume.
4. Every year, 3 million people visit the Taj Mahal.
5. A fire destroyed many parts of London in 1666.
6. Clyde Tombaugh discovered Pluto in 1930.

Speaking

Give a brief summary of the material above. Use the active vocabulary:

- to stretch into every continent
- to be in search of new lands and raw materials
- to open up the route to Africa
- profits were invested in
- the centre for trading commodities
- rich source of raw materials
- to protect the sea route
- exchange of habits, customs and people

Talking point

The colonial past of the UK and other countries has often been criticized.

1. What could the arguments be for and against colonization?

2. How do you think the native people in the colonies viewed their colonial masters?
3. What are the effects of colonization?

Writing

Identify two main countries with which our country has a lot of contact. Write an essay to describe the details of this contact and the role it has played in the development of this country.

Reading 2

British Empire: its significance and legacy (part 1)

Britain is a very important country. It is the sixth-largest economy in the world. It is the fifth-largest military power. However, it has lost much of its might. It used to be a great empire.

Empire is a major political unit that has a territory of great extent or a number of territories or peoples under a single sovereign authority.

The British Empire comprised the dominions, colonies, protectorates and other territories. They were ruled or administered by the United Kingdom. It originated between the late 16th and early 18th centuries. At its height, it was the largest empire in history and, for over a century, was considered to be the foremost global power.

By 1922 the British Empire included over about 458 million people. It was one-fifth of the world's population at the time, and covered more than 13,000,000 sq ml (33,670,000km²). It was almost a quarter of the Earth's total land area. As a result, its political, legal, linguistic and cultural legacy is widespread. At the peak of its power, the phrase "the empire on which the sun never sets" was often used to describe the British Empire. It meant that the sun was always shining on at least one of its territories.

During the Age of Discovery in the 15th and 16th centuries, Portugal and Spain pioneered European exploration of the globe, and established large overseas empires. England began to establish its own colonies and trade networks in the Americas and Asia. The wars in the 17th and 18th centuries with the Netherlands and France left England the dominant colonial power in North America and India. The independence of the Thirteen Colonies in North America in 1783 after the American War of Independence made Britain lose some old and populous colonies. That's why British attention turned to Asia, Africa, and the Pacific.

After the defeat of France in the Revolutionary and Napoleonic Wars(1792–1815), Britain became the principal naval and imperial power. Unchallenged at sea, the British Empire had the role of a global leader.

In the early 19th century, the Industrial Revolution began to transform Britain; The British Empire expanded to include India, large parts of Africa and many other territories throughout the world. It effectively controlled the economies of many regions. During this century, the population increased at a dramatic rate. It led to rapid urbanization, social and economic changes. To search for new markets and sources of raw materials, a period of expansion in Egypt, South Africa started. Canada, Australia, and New Zealand became self-governing dominions.

By the start of the 20th century, Germany and the United States challenged Britain's economic lead. Although the British Empire achieved its largest territorial extent after World War I, Britain was no longer the world's pre-eminent industrial or military power. In the Second World War, Britain's colonies in South-East Asia were occupied by Imperial Japan. Despite the final victory of Britain and its allies, its prestige was damaged and it accelerated the decline of the empire. The transfer of Hong Kong to China in 1997 marked for many the end of the British Empire.

After-reading questions:

1. What is an empire?
2. What kind of empire was the British Empire?
3. Does it still exist?
4. What kind of might did it use to have?
5. How many people lived in the British Empire by 1922?
6. What does the phrase "the empire on which the sun never sets" mean?
7. What countries pioneered European exploration of the globe during the Age of Discovery? Was England one of them?
8. What made England become the dominant colonial power in North America and India?
9. What historical event made the empire lose some of its colonies?
10. What status did Britain gain after the defeat of France in the Revolutionary and Napoleonic Wars?
11. In what way did the Industrial Revolution transform the empire
12. Which European countries became Britain's competitors by the beginning of the 20th century?
13. What historical event marked the end of the empire?

Pronunciation

Watch the pronunciation of the following words. Consult a dictionary if necessary.

legacy	economy	authority
authority	primary	to pioneer
foreign	realms	populous
sovereignty	to launch	throughout
allies	colonies	urbanization
association	foremost	period
prestige		

Word study

1. Find synonyms to the following words.

1. effectively –
2. decline –
3. to comprise –
4. large –
5. realm –
6. to damage –
7. to establish –
8. rapid –
9. principal –
10. might –

2. Form the indicated parts of speech.

1. independence – adj.
2. to transform – verb
3. to expand – noun
4. power – adj.
5. urbanization – adj.
6. colony – verb

3. Insert correct prepositions.

1. The British Empire was responsible _____ large migrations.
2. The expression "the empire _____ which the sun never sets" was often used to describe the British Empire.
3. They wanted to search _____ new markets and sources of raw materials.

4. The British Empire had the role of a world leader because it was unchallenged _____ sea.
5. _____ the peak of its power the British Empire was very influential worldwide.

4. Fill in the gaps with the missing words to make collocations.

1. to comprise _____
2. to accelerate _____
3. to lose _____
4. to control _____
5. to join _____
6. to lead to _____

5. Match the words to get word combinations from the text.

- | | |
|-------------------|-----------------|
| 1. rapid | a. dominions |
| 2. global | b. colonies |
| 3. dramatic | c. extent |
| 4. naval | d. changes |
| 5. populous | e. urbanisation |
| 6. cultural | f. power |
| 7. self-governing | g. legacy |
| 8. territorial | h. union |
| 9. political | i. power |
| 10. military | j. leader |

6. Insert the missing words

1. In other words, its political, legal, linguistic and cultural legacy is _____.
2. The _____ of Hong Kong to China in marked for many people the end of the British Empire.
3. The independence of the Thirteen Colonies in North America made Britain lose some old and populous _____.
4. At its height, it was the largest empire in _____ and, for over a century, was considered to be the _____ global power.
5. By the start of the 20th century, Germany and the United States _____ Britain's economic lead.

Grammar

1. Check your knowledge of all the three forms of these irregular verbs.

set, lead, leave, loose, begin, mean, arise, see, become, know, have, shine

2. Transform the sentences into the Active Voice.

1. The phrase "the empire on which the sun never sets" was often used to describe the British Empire.
2. Many dominions, colonies, protectorates and other territories were ruled or administered by the United Kingdom.
3. A period of expansion in Egypt and South Africa was launched.
4. Britain's colonies in South- East Asia were occupied by Imperial Japan.

3. Transform the sentences into The Passive Voice.

1. Portugal and Spain established large overseas empires.
2. The British Empire effectively controlled the economies of many regions
3. The war accelerated the decline of the empire.
4. The transfer of Hong Kong to China marked for many the end of the British Empire.

Speaking

Summarize the information from the text making use of the key vocabulary.

- a great empire
- period of expansion
- major political unit
- to turn one's attention to
- military power
- to be unchallenged at sea
- exploration of the globe
- to establish overseas empires
- self-governing dominions
- to challenge Britain's economic lead
- to accelerate the decline

Read the second part of the text about the British Empire and say what links the former British colonies have with the UK.

British Empire: its significance and legacy (part 2)

However, many overseas territories remain under British sovereignty. After independence, many former British colonies joined the Commonwealth of Nations. It is a free association of independent states. The United Kingdom is now one of 16 Commonwealth nations, a group known informally as the Commonwealth realms. Queen Elizabeth II is head of the Commonwealth realms (while 32 other members are republics and five others have different monarchs). These sixteen nations are equal legal entities – the United Kingdom, Australia, Canada, New Zealand, Papua New Guinea, Antigua and Barbuda, The Bahamas, Barbados, Belize, Grenada, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Solomon Islands and Tuvalu.

Member states have no legal obligations to one another. Instead, they are united by the English language, history, culture and their shared values of democracy, human rights and the rule of law.

Centuries of the British rule have left their mark on the independent nations that arose from the British Empire.

- The empire established the use of English in regions around the world. Today it is the primary language of 400 million people and it is spoken by about one and a half billion as the first, second or a foreign language. It has become the so-called Lingua Franca.

- Many countries still use English Common Law for their legal systems.

- British colonial architecture, such as in churches, railway stations and government buildings, can be seen in many cities that were part of the British Empire.

- Some sports that developed in Britain - football, cricket, rugby, lawn tennis and golf - were also exported.

- The British system of measurement is still used in some countries. (For example, inches, feet, ounces, gallons, and miles.)

- The United Kingdom did not adopt the Euro coins and notes in 1999, so it has pounds as its national currency.

- Driving on the left hand side of the road is popular in many parts of the former empire.

- The British Empire was also responsible for large migrations. Millions left the British Isles and settled in the USA, Canada, Australia and New Zealand.

Scanning

1. Say whether the following statements are *true or false*.

1. In fact, ten overseas territories remain under British sovereignty.
2. The United Kingdom adopted the Euro coins and notes in 1999.
3. The British system of measurement is still used in some countries.
4. The Commonwealth realms share one monarch.
5. The Commonwealth nations are not equal legal entities.
6. Chinese has become the so-called Lingua Franca.
7. Driving on the left hand side of the road is popular in many parts of the former empire, for example in India and Australia.
8. Without doubt, centuries of the British rule have left their deep mark on the independent nations that arose from the British Empire.

2. Compose five questions about the British Empire. Let your group mates answer them.

Pronunciation

1. Watch the pronunciation of the following words. Consult a dictionary if necessary.

architecture

foreign

sovereignty

association

measurement

primary

legal

migrations

rugby

currency

2. Watch the pronunciation of these proper names:

The United Kingdom, Australia, Canada, New Zealand, Papua New Guinea, Antigua and Barbuda, The Bahamas, Barbados, Belize, Grenada, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Solomon Islands and Tuvalu

Word study

1. Fill in the gaps with the correct articles.

_____ United Kingdom, _____ first foreign language, _____ New Zealand, _____ British Empire, _____ Bahamas, _____ free association, _____ Commonwealth of Nations, _____ British Isles, _____ left hand side, _____ Euro coins and notes, _____ British sovereignty

2. Fill in the gaps with correct prepositions.

1. The British Empire was responsible _____ large migrations.
2. Many overseas territories remain _____ British sovereignty.
3. Driving _____ the left hand side of the road is popular in some parts of the former empire.
4. These independent nations arose _____ the British Empire.
5. It is a non-political association _____ equal members.
6. The British rule has left its mark _____ the independent nations.
7. The United Kingdom is now one _____ Commonwealth nations.

3. Match the word with its definition.

- | | |
|----------------|--|
| 1. state | a. a supreme ruler such as a king or a queen |
| 2. nation | b. an act or the process of migrating |
| 3. migration | c. authority; government. |
| 4. sovereignty | d. a group of people joined together for a shared purpose; an organization. |
| 5. monarch | e. a country considered as an organized political community controlled by one government. |
| 6. population | f. a large community of people, usually sharing a common history, culture and language, and living in a particular territory under one government. |
| 7. rule | g. the people who live in an area, a city, a country. |
| 8. association | h. independent sovereign power; the quality of being a country with this power. |

4. Add an adjective or a noun to complete the collocation.

1. independent _____;
2. _____ migrations;
3. equal legal _____;
4. _____ language;
5. _____ currency;

6. colonial _____
7. overseas _____.

Talking point

Discuss the following questions in groups. Share your ideas with the class

1. Is it inevitable that empires eventually collapse?
2. Can you point out possible consequences of the disintegration of empires?

Speaking

Make a brief summary of the text using the words and phrases from the *Word study* section.

Reading 3

The Commonwealth

In 1920 the British Empire controlled a fifth of the world's land mass. Today the Empire has developed into a voluntary association of fifty-three independent states with a combined population of more than 2.4 billion people.

This voluntary association of nations began when Britain's older colonies (Australia, Canada, New Zealand and South Africa) became independent nations. The dismantling of the Empire has been a gradual process: right up until 1962 the citizens of this huge area had the automatic right to live and work in Britain itself. This is no longer the case.

Today Britain has only fourteen 'dependent territories', which rely on the UK for their defence. All of these are tiny (except for the British Antarctic Territory). When in 1997 Hong Kong returned to China, the population of the remaining fourteen territories became only 150,000.

The Queen is Head of the Commonwealth and she is also recognized as Head of State in eighteen countries, including Canada and Australia. Although Britain maintains a strong influence in the Commonwealth, and the Queen takes a keen personal interest in Commonwealth matters, despite her title she has little real power.

The modern Commonwealth includes republics and other monarchies in addition to the states headed by the Queen. In 1950 India became a republic while remaining within the Commonwealth. Since then most of Britain's former dependent territories have become independent and have remained within the Commonwealth. The last two countries to join the organization – Rwanda and Mozambique – have no historical ties to the British Empire.

The member countries span Africa, Asia, the Americas, Europe and the Pacific and are diverse – they are amongst the world’s largest, smallest, richest and poorest countries. Thirty-one of the members are classified as small states – countries with a population size of 1.5 million people or less.

All members share the Commonwealth’s values and principles outlined in The Commonwealth Charter. Leaders of member countries shape Commonwealth policies and priorities. Every two years, they meet to discuss issues affecting the Commonwealth and the wider world at the Commonwealth Heads of Government Meeting. All members have an equal say – regardless of size or economic stature. This ensures that even the smallest member countries have a voice in shaping the Commonwealth.

The Commonwealth Secretariat, established in 1965, supports Commonwealth member countries to achieve development, democracy and peace. The Commonwealth helps to strengthen governance, build inclusive institutions and promote justice and human rights. It also helps to grow economies and boost trade, empower young people, and address threats such as climate change, debt and inequality.

Scanning.

Say what the following numbers from the text stand for.

1965	2.4
1962	1920
1997	1950
150,000	1.5

Answer the following questions:

1. What is the British Empire considered to be today? Does it still exist?
2. What ex-British colonies are mentioned in the text?
3. How much time did it take for the British Empire to ‘dismantle’?
4. How many ‘dependent territories’ does Britain possess?
5. What historical event decreased the population of the remaining territories?
6. What kind of influence does Elizabeth II have over the Commonwealth nations? Does she have much power?
7. What were the last two countries that joined the Commonwealth?
8. What historical ties to the British Empire does India have?
9. What document is the guideline for the Commonwealth members?
10. Who are the Commonwealth policies shaped by?
11. What Commonwealth nations have their say in shaping the organization?

12. What do all the Commonwealth members try to achieve?
13. What is promoted by the Commonwealth?
14. What are the threats that people face, according to the text?

Pronunciation

Watch the pronunciation of the following words. Consult a dictionary if necessary.

voluntary	stature	regardless
association	governance	affecting
dismantling	inclusive	policies
automatic	justice	threat
tiny	empower	debt
maintain	diverse	

Word study

1. Match the words to make collocations, then make up sentences of your own using the active phrases.

1. voluntary	a. influence
2. independent	b. ties
3. dependent	c. institutions
4. strong	d. rights
5. historical	e. association
6. inclusive	f. nations
7. human	g. change
8. climate	h. territories
9. wider	i. world

2. Match the words below to their synonyms.

1. empower	a. influence
2. address	b. stay
3. boost	c. make more effective
4. remain	d. deal with
5. maintain	e. encourage / support
6. outline	f. improve / increase
7. join	g. continue / keep
8. affect	h. become a member
9. strengthen	i. describe / state

3. Fill in the gaps with the words from the exercise above.

1. The organization's aim is to _____ the cultural ties between Britain and Germany.
2. We have to invest in new technology if we are to _____ competitive.
3. The government has _____ the goals it is seeking to meet by 2020.
4. Membership is free, so _____ today!
5. We were deeply _____ by the news.
6. The chairman will now _____ the meeting.
7. The government was right to _____ interest rates at a high level.
8. His position does not _____ him to cite our views without consultation.
9. They want the government to take action to _____ the economy.

4. Fill in the words from the list, then make sentences using the completed phrases.

<i>nations</i>	<i>power</i>	<i>rights</i>	<i>influence</i>
<i>democracy</i>	<i>say</i>	<i>governance</i>	<i>organization</i>

1. to become independent
2. to join the
3. to promote human
4. to achieve
5. to have an equal
6. to maintain a strong
7. to have little real
8. to strengthen

5. Read the sentences paying attention to the underlined infinitive and participial forms. Translate the sentences into Russian.

1. Every two years, leaders of member countries meet to discuss issues affecting the Commonwealth and the wider world at the Commonwealth Heads of Government Meeting.
2. All members share the Commonwealth's values and principles outlined in The Commonwealth Charter.
3. In 1950 India became a republic while remaining within the Commonwealth.
4. The modern Commonwealth includes republics and other monarchies in addition to the states headed by the Queen.

5. The last two countries to join the organization – Rwanda and Mozambique – have no historical ties to the British Empire.
6. The Commonwealth Secretariat, established in 1965, supports Commonwealth member countries to achieve development, democracy and peace.
7. The Commonwealth helps to strengthen governance, build inclusive institutions and promote justice and human rights.

Interactive tasks

Go to the official site of the Commonwealth and do the Commonwealth quiz

<http://thecommonwealth.org/kids/>

Watch the video *What do ‘Commonwealth’ and ‘British Empire’ mean to you?* and note down the opinions expressed by the British citizens.

<https://www.youtube.com/watch?v=YXxiifIDxXw>

Decide if their opinion is positive or negative. Fill in the table.

Positive features	Negative features
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
...	...

Talking point

1. Why have over 50 countries joined the Commonwealth? What do they benefit from membership of this organization?
2. Why is the Queen an ardent supporter of the Commonwealth idea?
3. Is Britain interested in maintaining ties with its former colonies?

Speaking

Speak about the Commonwealth and the importance of this organization for the United Kingdom. Don't forget to use the active vocabulary.

Н.С. Лобанова, Ю.Г. Ремаева, Е.Б. Ходырева

**BRITISH HERITAGE:
Monarchy, London, British Empire**

Учебно-методическое пособие

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«Национальный исследовательский Нижегородский государственный
университет им. Н.И. Лобачевского».
603950, Нижний Новгород, пр. Гагарина, 23