

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ**  
**імені ІВАНА ФРАНКА**



*Кафедра слов'янської і германської  
філології та перекладу*

**Практичний курс англійської мови (A2+)**  
**Інструктивно-методичні матеріали**

*Укладачі:*

**Олексій Башманівський**  
**Аліна Велика**  
**Олександр Прищеп**

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УДК

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**Рецензенти:**

**Тамара ЛИТНЬОВА** – кандидат педагогічних наук, доцент, завідувач кафедри іноземних мов і новітніх технологій навчання Житомирського державного університету імені Івана Франка.

**Ірина ГАЙДАЙ** – кандидат педагогічних наук, доцент, завідувач кафедри педагогічних технологій та мовної підготовки Державного університету «Житомирська політехніка».

**Галина ВЕСЕЛЬСЬКА** – кандидат філологічних наук, викладач-методист ВСП «Житомирський торговельно-економічний фаховий коледж ДТЕУ».

**Укладачі:**

**Олексій БАШМАНІВСЬКИЙ** – кандидат педагогічних наук, доцент, доцент кафедри слов'янської і германської філології та перекладу Житомирського державного університету імені Івана Франка.

**Аліна ВЕЛИКА** – кандидат педагогічних наук, доцент кафедри слов'янської і германської філології та перекладу Житомирського державного університету імені Івана Франка.

**Олександр ПРИЩЕПА** – викладач кафедри слов'янської і германської філології та перекладу Житомирського державного університету імені Івана Франка.

**А 64**

**Практичний курс англійської мови (A2+):** інструктивно-методичні матеріали / укладачі: Башманівський О.Л., Велика А.М., Прищепка О.В. Житомир, 2026. с.

Інструктивно-методичні матеріали розроблені для вивчення вибіркової освітньої компоненти “Практичний курс англійської мови (A2+)”.

Запропоновані методичні рекомендації до занять із дисципліни містять основні питання, необхідні для поглиблення та розширення знань здобувачів вищої освіти.

Для студентів 2 курсу першого (бакалаврського) рівня вищої освіти за спеціальністю А4 Середня освіта / Середня освіта (Українська мова і література) ННІ філології та журналістики.

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**ЗМІСТ** Помилка! Закладку не визначено.

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**1.1. Предметом** вивчення освітньої компоненти є програмний тематичний блок, спрямований на оволодіння знаннями, пов'язаними з соціально-педагогічною тематикою; поглиблена граматико-практична інформація; базові засади роботи з текстовими матеріалами.

### **2.1. Мета вивчення освітньої компоненти:**

Закріплення основи володіння усним та писемним мовленням мови, що вивчається, формування у здобувачів освіти навички розмовної мови, вміння висловлюватися та вести бесіди, дискусії по темам, визначеним програмою, формувати навички аудіювання, аналізу оригінального тексту, письма.

### **2.2. Основними цілями вивчення освітньої компоненти є:**

- вивчення основ сучасної іноземної мови у професійній діяльності;
- ознайомлення з міжкультурними особливостями;
- підвищення рівня лінгвістичної й комунікативно-діяльнісної професійної підготовки.

### **2.3 Результати навчання:**

#### **Здобувач повинен знати:**

- граматичний матеріал за темою „Модальні дієслова”;
- лексичний матеріал за темами: „Британські острови”, „Лондон – столиця Великобританії”.

#### **Здобувач повинен уміти:**

розуміти та інтерпретувати форми писемного мовлення, у тому числі складні художні тексти;

розуміти розгорнуте мовлення;

продувати монологічне мовлення по логічному плану;

вести діалог;

давати описи складних предметів та явищ;

писати зрозумілі тексти.

#### **Набуття соціальних навичок (*soft-skills*)**

- комунікативні навички;
- креативне мислення;
- управління інформацією;
- уміння формувати власну думку та приймати рішення;
- презентаційні навички;
- уміння працювати в команді.

## **3. Інформаційний обсяг освітньої компоненти**

### **Модуль 1. The British Isles. London – the capital of the UK.**

Тема 1. The British Isles.

1. The main facts about the British Isles.

2. The geographical position.

3. Landscape and scenery.

4. Industrial and agricultural centres.

5. Culture of the UK.

6. Modality. The means of expressing modality.

Тема 2. London – the capital of the UK.

1. The foundation of London.
  2. The historical development of the capital.
  3. Modern London.
  4. The main historical buildings of the capital.
  5. Getting about the city.
  6. The museums of London.
  7. Semantic, morphological and syntactical peculiarities of modal verbs.
- Module test.

#### 4. Структура освітньої компоненти

Назви тем	Кількість годин											
	Денна форма					Заочна форма						
	Всього	У тому числі				Всього	У тому числі					
		Лекції	Практичні/Семінарські заняття	Лабораторні заняття	Самостійна робота		Індивідуальні заняття	Лекції	Практичні/Семінарські заняття	Лабораторні заняття	Самостійна робота	Індивідуальні заняття
<b>Модуль 1. Ukraine and the Ukrainians. Education in Ukraine and the UK.</b>												
Тема 1. The main facts about the British Isles	12		4		8	-	-	-		-	-	-
Тема 2. Landscape and scenery	12		4		8	-	-	-		-	-	-
Тема 3. Industrial and agricultural centres	12		4		8	-	-	-		-	-	-
Тема 4. Culture of the UK	12		4		8	-	-	-		-	-	-
Тема 5. Modality. The means of expressing modality	12		4		8	-	-	-		-	-	-
Тема 6. The foundation of London	12		4		8	-	-	-		-	-	-
Тема 7. Modern London	12		4		8	-	-	-		-	-	-
Тема 8. The main historical buildings of London	12		4		8	-	-	-		-	-	-
Тема 9. The museums of London	12		4		8	-	-	-		-	-	-
Тема 10. Semantic, morphological and syntactical peculiarities of modal verbs	12		4		8	-	-	-		-	-	-
<b>Разом за модулем 1</b>	<b>120</b>		<b>40</b>		<b>80</b>							
<b>Усього годин</b>	<b>120</b>		<b>40</b>		<b>80</b>							

**5. Теми лекційних занять**  
(денна форма)

№ з/п	Назва теми	Кількість годин
1		
2		
3		
Всього:		

**6. Теми практичних/ семінарських занять**  
(денна форма)

№ з/п	Назва теми	Кількість годин
1	The main facts about the British Isles	4
2	Landscape and scenery	4
3	Industrial and agricultural centres	4
4	Culture of the UK	4
5	Modality. The means of expressing modality	4
6	The foundation of London	4
7	Modern London	4
8	The main historical buildings of London	4
9	The museums of London	4
10	Semantic, morphological and syntactical peculiarities of modal verbs	4
Всього:		<b>40</b>

**7. Теми лабораторних занять**  
(денна форма)

*Не передбачені навчальним планом*

№ з/п	Назва теми	Кількість годин
1		
2		
3		
...		
Всього:		

**8. Самостійна робота**  
(денна форма)

№ з/п	Назва теми	Кількість годин
1	Підготовка до практичних занять	40
2	Індивідуальне читання	20
3	Робота над заліковим проектом	10
4	Підготовка до модульної контрольної роботи	10
Всього:		<b>80</b>

**9. Індивідуальна робота**  
(денна форма)

**Не передбачена навчальним планом**

№ з/п	Назва теми	Кількість годин
1		
2		
3		
...		
Всього:		

**10. Методи навчання**

словесні методи навчання: розповідь, пояснення, бесіда, дискусія;  
наочні методи навчання: ілюстрування, демонстрування,  
практичні: вправа, практична робота,  
інтерактивні методи навчання..

**11. Оцінювання**

Оцінювання здобувачів вищої освіти здійснюється відповідно до «Положення про критерії та порядок оцінювання навчальних досягнень здобувачів вищої освіти Житомирського державного університету імені Івана Франка згідно з Європейською кредитною трансферно-накопичувальною системою»  
[https://zu.edu.ua/offic/ocinjuvannya\\_zvo.pdf](https://zu.edu.ua/offic/ocinjuvannya_zvo.pdf).

Оцінювання навчальних досягнень здобувачів вищої освіти за всіма видами навчальних робіт проводиться за поточним, модульним та підсумковим контролюми.

**Шкала оцінювання знань здобувачів вищої освіти**

Оцінка за університетською шкалою		Оцінка в балах	Оцінка за шкалою ECTS	
Екзамен	Залік		Оцінка	Пояснення
<i>Відмінно</i>	<i>Зараховано</i>	<b>90-100</b>	A	відмінне виконання лише з незначною кількістю помилок
<i>Добре</i>		<b>82-89</b>	B	вище середнього рівня з кількома помилками
<i>Задовільно</i>		<b>74-81</b>	C	в цілому правильне виконання з певною кількістю суттєвих помилок
		<b>64-73</b>	D	непогано, але зі значною кількістю недоліків
<i>Незадовільно</i>	<i>Не зараховано</i>	<b>60-63</b>	E	виконання задовольняє мінімальним критеріям
		<b>35-59</b>	FX	з можливістю повторного складання
		<b>1-34</b>	F	з обов'язковим повторним курсом

**Підсумкова оцінка з вивчених модулів за навчальний рік (ПОМ) розраховується:**

№ модулю	M% <sub>n</sub> (відсоткове значення модулю освітньої компоненти)
Модуль 1	M% <sub>1</sub> = 100
Сума	100

Оскільки формою підсумкового контролю освітньої компоненти є залік то залікова оцінка (ЗО) з освітньої компоненти дорівнює підсумковій оцінці з вивчених модулів (ПОМ).  
 $ЗО=ПОМ$

## 12. Методичне забезпечення

- програма навчальної дисципліни;
- робоча програма навчальної дисципліни;
- силабус;
- матеріали до проведення контролю.

## 13. Рекомендована література

### *Основна:*

1. Возна М. О. та ін. Англійська мова. 1 курс. – 2-ге вид. – Вінниця: Нова Книга, 2012. – 568 с.
2. Возна М. О. та ін. Англійська мова. 2 курс. – 2-ге вид. – Вінниця: Нова Книга, 2019. – 448 с.
3. Сітко А. В. Практична граматики англійської мови. Книга 2. – Вінниця: Нова Книга, 2013. – 368 с.
4. Черноватий Л. М., Карабан В.І. Практичний курс англійської мови. Ч.1: (Preintermediate). – Вінниця: Нова Книга, 2018. – 336 с.
5. Янсон В., Свистун Л., Богатирьова С., Лежньов С. A Practical Guide for Learners of English = Практичний курс англійської мови для студентів вищих навчальних закладів: книга 1 Навч.пос. Англ.мовою. – Київ: Логос, 2015. – 368 с.

### *Додаткова:*

1. Бардієр Л.А., Бортнійчук О.М., Васильченко О.Ю. Англійська мова: Завдання та тести: Посібник-довідник для вступників до вищих навчальних закладів із спеціальності „Англійська мова”. – К.: Генеза, 1993. – 256 с.
2. Верба Г.В., Верба Л.Г. Довідник з граматики англійської мови: Довідк. вид. – 4-те вид. – К.: Освіта, 1995. – 320 с.
3. Калініна Л.В., Самойлюкевич І.В., Андерсон К. Getting America – wise through Listening: Навчальний посібник з англійської мови для студентів вищих навчальних закладів. – У 2-х кн. – К.: Пед. думка, 2002. – Кн. II. – 190 с.
4. Калініна Л.В., Самойлюкевич І.В., Андерсон К. Getting America – wise through Reading: Навчальний посібник з англійської мови для студентів вищих навчальних закладів. – У 2-х кн. – К.: Пед. думка, 2001. – Кн. I. – 175 с.
5. Кривошеєв О.В. Sailing on in English. – К.: Вища школа, 1991. – 268 с.
6. Пазюк Л.К. Граматика англійської мови для школярів, абітурієнтів, студентів: Навчальний посібник. – К.: Кобза, 2002. – 416 с.
7. Тучина Н.В., Меркулова Т.К., Кузьміна В.С. Speak English with Pleasure. – Харків, 2003. – 236 с.
8. Черноватий Л.М., Карабан В.І., Ліпко І.П. та інші Практична граматики англійської мови з вправами: Базовий курс: Посібник для студентів вищих закладів освіти та середніх навчальних закладів з поглибленим вивченням англійської мови. – Вінниця: Нова книга, 2007. – 248 с.
9. Янсон В.В., Свистун Л.В. A Practical Guide for Learners of English = Практичний курс англійської мови для студентів вищих навчальних закладів. Книга II: Навч. посібник. – К.: ТОВ „ВП Логос”, 2003. – 352 с.

10. Alexander L.G. Longman English Grammar. – Harlow: Longman, 2004. – 374 p.
11. Alexander L.G. Longman English Grammar Practice for intermediate students. – Harlow: Longman, 1998. – 238 p.
12. Evans V., Dooley J. Grammarway 4: English Grammar Practice. Berkshire: Express Publishing, 2008. – 244 p.
13. Evans V. Round-up 6: English Grammar Practice. – NY: Pearson Education Limited, 2008 – 286 p.
14. Harris M., Mower D. Opportunities Intermediate. – Oxford: Longman, 2000. – 129 p.
15. Murphy R. English Grammar in Use: A self-study reference and practice book for intermediate students. – Cambridge: Cambridge University Press, 2004. – 328 p.
16. Reilly P., Dean M., Sikorzynska A. New Opportunities Pre-Intermediate. – Oxford: Longman, 2008. – 146 p.
17. Soars L., Soars J. New Headway English Course. Intermediate. Workbook with Key. – Oxford: Oxford University Press, 2001. – 198 p.

#### **Интернет-ресурси:**

1. A series of Study Skills self help information at Virginia Tech. – Mode of access : <http://www.ucc.vt.edu/stdysk/stdyhlp.html>.
2. British Council British Studies Resources on the Internet. – Mode of access : <http://www.britishcouncil.org/studies/bsn.htm>.
3. Conversation Questions for the ESL/EFL Classroom. – Mode of access : <http://www.aitech.ac.jp/~ckelly/sub/questions.html>.
4. English Grammar Links for ESL Students. – Mode of access : <http://www.gl.umbc.edu/~kpokoyl/granurarl.htm>.
5. Integration of Reading, Listening and Speaking Skills. – Mode of access : <http://www.lang.uiuc.edu/r-i5/ESLproject/eslbeg.html>.
6. Language and Literature at University College, London. – Mode of access : <http://www.ucl.ac.uk>.
7. Learning Oral English Online. – Mode of access : <http://www.lang.uiuc.edu/r-li5/book/>.
8. Learning Skills Programme handouts. University of York, Ontario, Canada. – Mode of access : <http://www.yorku.ca/admin/cdc/lsp/handouts.htm>.
9. Merriam-Webster Online: Dictionary and Thesaurus. – Mode of access : <http://www.merriam-webster.com/>
10. Original Reading Material on the WWW. – Mode of access : <http://www.short-stories.co.uk>.

## British social types

*1. In Britain, it's common to categorise people in lots of different ways. People may be pigeonholed depending on the newspaper they read, the city they grew up in, what social class they are, what kind of lifestyle they lead, how they dress, their age, and so on.*

*Answer these questions.*

1. Do you stereotype people in similar ways in your country?
2. Do you have special names for any particular type of person?
3. Do you think any of the stereotypes are fair / unfair? Why?

*2. Read the humorous text about British social types. As you read, decide if any of the social types are similar to the ones you have in your country.*

### **Typical!**

Buzzwords come and buzzwords go. In 1980s Britain, we had **yuppies** – young urban professionals – living in their converted warehouses, driving BMWs, drinking in expensive wine bars and making loads of money. Following hot on their heels were the **Buppies** – black urban professionals! Then came **the lad** and his female equivalent **the ladette** – binge-drinking, chain-smoking and swearing their way through the 90s. A few years later, David Beckham introduced the **metrosexual** – fashion-conscious straight men in touch with their feminine sides, and very keen on shopping and hair and beauty products!

Here, we explore some of Britain's other social types, some of which have stood the test of time and moved from buzzword to institution, some of which may well be here today – and gone tomorrow!

### **Typical *Guardian* readers**

*The Guardian* – a popular broadsheet newspaper – is the bible of left-wing voters. Stereotypically, *Guardian* readers are middle-aged, middle-class and university-educated. They like to think of themselves as open-minded, but others think they're simply smug and self-satisfied! They tend to be pro-public spending on health care and education, pro-political correctness and pro-immigration – although some cynics say that's only because they don't live close to any of the poorer immigrants! By and large, they're anti-war, anti-hunting and anti-*Daily Mail*!

### **Typical *Daily Mail* readers**

*The Daily Mail* is a paper that likes to think of itself as serious, but that actually seems to be full of 'My husband left me for another woman' articles, puzzles, quizzes and lifestyle questionnaires. If you asked a typical *Guardian* reader, they'd probably tell you that *The Mail* is aimed at frightened, paranoid white right-wingers who like to imagine they are now an oppressed minority. *Daily Mail* readers always seem to be whingeing about one thing or another. Stereotypically, they often preface their opinions with 'I'm not racist, but...' and constantly remind us that 'Things aren't what they used to be'.

### **Scousers**

Scousers are people from Liverpool, a port on the north-west coast of England with a large Catholic community and strong links to Ireland. It was also the home of The Beatles. Liverpool is traditionally a working-class city that has gone through a lot of ups and downs, and its people have developed a reputation for being survivors – even if that may sometimes have meant bending a few rules. Scousers are also believed to be natural comedians who are very proud of their city and their football clubs, and very community-minded.

### **Sloanes**

Sloanes (also known as Sloane Rangers) are named after Sloane Square, an incredibly posh area in west London. Princess Diana was regularly described in the newspapers as a Sloane before she became a Princess. Sloanes come from very

privileged backgrounds and spend half their lives going to lavish parties and the other half in their big country houses hunting, shooting and fishing. Sloanes have extravagant tastes in almost everything and seem utterly uninterested in anything outside of their narrow little world – hence their reputation for not exactly being Einsteins!

### **Dinkie couples**

DINKIE stands for Double Income No Kids and Dinkie couples are a growing social trend. Not only are couples getting married later and later nowadays – if they bother to tie the knot at all – but many are also choosing not to have kids, and to pursue their careers and enjoy the wealth it brings instead. They holiday in the sun twice a year, own two decent cars and possibly even have a second home in the countryside – much to the horror of *Daily Mail* readers, who think they are selfish, self-centred and contributing to the downfall of society!

### *3. Which of the social types might say these things?*

1. Rather than spending all that money on weapons, they should improve hospitals.
2. My taxes have gone up, but the country's going downhill.
3. I can't remember how I got home last night, but it was a great night!
4. Just because I look after myself and I'm into clothes, it doesn't mean I'm gay!
5. Children are just so time-consuming, not to mention expensive!
6. If you stick together and can laugh about things that go wrong, you can get through anything.
7. You mean some people actually clean their own houses? Doesn't everyone have a maid, then? How ghastly!

4. Below are different groups of collocations (words which commonly go together). Find the missing words from the text.

*Compound adjectives*

1. fashion- / environmentally / health- / politically \_\_\_\_\_
2. university- / highly / privately / well- \_\_\_\_\_
3. community- / bloody- / open- / politically \_\_\_\_\_

*Adjective + noun*

4. privileged / deprived / religious / working-class \_\_\_\_\_
5. extravagant / acquired / eclectic / strange \_\_\_\_\_

*Verb + noun*

6. develop / damage / have / live up to \_\_\_\_\_
7. bend / flout / follow / stick to \_\_\_\_\_
8. pursue / boost / end / ruin \_\_\_\_\_

5. Discuss these questions with a partner.

1. Do any of these social types exist in your country?
2. Do people see these types as negative, positive, or just neutral?
3. Do you fall into any social group? Do people ever stereotype you? Do you mind?

**WE ARE ALL DIFFERENT, WE ARE ALL THE SAME!**

1. You are going to read an article about London life and multiculturalism.

First, discuss these questions with a partner.

1. Does your country have any special public days? Are they usually celebrated in any particular way?

2. Do you personally celebrate any particular holy days? Which ones? How? Why?

3. Do you know what any of these days are? Do you know what usually happens on them?

Chinese New Year

Divali

Easter

Eid-ul-Adha

Hannukah

Ramadan

*2. Now read the article. As you read, answer these questions.*

1. What do you learn about the festivals and holy days in Exercise 1?
2. How does the writer feel about them all being celebrated in London?
3. Why does she feel like this?

### **WE ARE ALL DIFFERENT, WE ARE ALL THE SAME!**

London is one of the most multicultural places on earth. It is estimated that there are over 300 different languages spoken in the city – no mean feat, considering there are slightly under 200 different countries in the world! Obviously, such large numbers of such varied people all living and working alongside each other is a relatively new phenomenon and, in a sense, something of a social experiment. There are some who can only see the problems brought about by the situation: the ghettoisation of certain immigrant communities; the suspicion and prejudice with which people can come to view each other; the erosion of old certainties and ways of doing things. One of the main battle-lines of the multicultural experiment has been the separation-versus-integration argument and it is in London's schools that many of the attempts at conflict resolution take place. Whilst a minority of the capital's

children go to single-faith religious schools, the vast majority attend mixed-sex, multi-faith schools – and that includes my daughter.

Rachel is ten now and is already an expert on the various celebrations and holy days of importance in our south London neighbourhood. She could quite easily inform you that the Hindu and Sikh festival of lights, Divali, which celebrates the victory of good over evil and knowledge over ignorance, is followed by the Jewish holiday of Hanukkah, eight days in which the Jews' struggle for religious freedom is celebrated. Then there's Eid-ul-Adha, the festival that marks the end of the holy month of Ramadan, a time of fasting and reflection for the Muslim community. She's learned about the importance of the colour red and of jiaozi dumplings for the Chinese during their New Year and, of course, she's studied the significance and history of Easter and Christmas. School assemblies and project work have allowed her to see the common links that unite us across all these divides – the importance of food and family and friendships to one and all. Rachel has friends who can claim to be Anglo-Turkish, Anglo-Somali, Anglo-Colombian, Anglo-Iraqi, Anglo-Irish and Anglo-Chinese and she takes it for granted that all of these are possible identities, bringing with them their own rich mix of traditions and culture.

The London she's inherited is a world away from the England I grew up in a small coastal town in the 1970s. There was one black kid at my school and two Asians – plus one Jehovah's witness, whose mother used to have him exempted from school assemblies, where we were all forced to sing lacklustre hymns (and where we egged one another on to sing dirtier and dirtier alternative versions!). My English 'culture' seemed to consist of football on a Saturday, my dad going down the pub on a Sunday whilst my mum slaved over a roast (before finally seeing the light and filing for divorce!), too much cheap chocolate at Easter, Harvest Festival in the autumn, when we were coerced into taking tins of baked beans to the old folk in our street, and cold turkey sandwiches for a week after Christmas. Racism was commonplace and taken as a given. I can even remember a Saturday night TV show that featured

white guys all blacked up and pretending to be jazz dancers! The food was dreary and bland – meat and two boiled veg – and our holidays were spent with relatives in different parts of the country.

It amazes me that this is the England some white people of my generation pine after: a world I remember as only existing in black and white! The England Rachel inhabits – and has dragged me into as well – is Technicolor in comparison. She’s already travelled more than I did until I was at least twice her age; she can use chopsticks and loves sushi; she wants to learn Arabic when she starts at secondary school, or maybe Spanish, and doesn’t find it strange to meet Londoners called Saroj or Zhong Hua or Jamir. She has become what I suppose we all must become – a citizen of the world – for we all now live in an ever shrinking world and this requires us to exercise our imagination, our sensitivities and our empathy. Now more than ever before, it is vital that we understand that yes, of course, we all have our differences, but we are also all remarkably the same!

*3. Discuss these questions with a partner.*

1. Does your town / city sound similar to the writer’s description of London?

In what way?

2. Has there been much immigration into your country? Where from? What’re the biggest ethnic groups?

3. Do you know any people who’ve moved to your country? Where are they from originally? Why did they move?

4. Do you know anyone who’s emigrated? Where did they move to? Why?

5. Do you agree with the writer that “we are all different, we are all the same”?

*4. Read the text. Be ready to talk about:*

- shopping – interesting street markets?
- names of good clubs?

- palaces to visit?
- names of important art galleries?
- good/cheap places to stay – where?
- a boat trip on the Thames?
- a museum for ancient civilisations?

## Scotland

*1. Read this profile of Scotland and then complete the table.*

Scotland occupies the northern part of Britain, bordered in the south by England, in the East by the North Sea and in the West by the Atlantic Ocean.

The country consists of the mainland and many islands, such as the Hebrides, the Shetlands and the Orkneys.

Tourists come to Scotland from Europe and all over the world. The capital of Scotland, Edinburgh, is a popular tourist centre. Tourists also come to see Scotland's beautiful landscape: the lakes, such as Loch Lomond or Loch Ness, famous for the Loch Ness Monster, and the Grampian Mountains, with their highest peak, Ben Nevis (1343 m). The most important river in Scotland is the Clyde, which flows through Glasgow.

Although Scotland is part of the United Kingdom, it has its own banknotes, a separate educational and legal system and its own parliament.

<b>the</b>	<b>geographical name</b>	<b>example from the text</b>
	continents	
	countries	
	countries (exceptions)	

	cities	
	lakes	
	rivers	
	seas and oceans	
	single mountains	
	mountain ranges	
	single islands	
	group of islands	

*2. Read the text, ignoring the gaps. Answer the questions with your own ideas and opinions.*

1. Why do you think so many people have reported sightings of a monster?
2. Why do you think Wilson produced a fake photo?
3. Why do you think Spurling waited 60 years before admitting that the photo was a hoax?

### **The Loch Ness Monster**

Loch Ness is a beautiful lake in the highlands of Scotland. It's a popular place for tourists, partly because of the beautiful scenery, but also because it is traditionally the home of Nessie, the Loch Ness Monster. **1** \_\_\_\_\_ However, in spite of the number of sightings, there wasn't any real evidence until 1934 when an English surgeon called Wilson took a famous photograph. **2** \_\_\_\_\_

The black and white photo clearly showed a creature with a long neck and a small head, and some experts said that it might be a Plesiosaur, a creature from the time of the dinosaurs. **3** \_\_\_\_\_ However, other people believed that the photo was a fake. They said that the Loch was only 10,000 years old, much too recent for a Plesiosaur. For nearly 60 years, people asked themselves if the photo was genuine or fake. Then, in 1993, the truth came out: a film director called Wetherell had arranged the photo as a hoax. He had asked a man called Ian Spurling if he could make a model

of the monster. Sixty years later, when he was 90 years old, Spurling admitted that the 'monster' was in fact a toy submarine! Although Wilson's photo was fake, there have been lots of other reports of a monster in the lake since. Many people still believe that something strange lives there. 4 \_\_\_\_\_ And you don't need to visit Loch Ness to look for the monster. You can visit [www.lochness.co.uk](http://www.lochness.co.uk) and look for Nessie on the live webcam!

3. Match the sentences with the gaps in the text (1-4). There is one sentence that you do not need.

- a) Wilson said that his photo showed the monster.
- b) In fact, scientists are still looking, using boats, submarines and cameras.
- c) There have been many reports of a strange creature in Loch Ness since the sixth century.
- d) But Wilson always claimed that his photo was genuine.
- e) Plesiosaurs had Long necks and small heads, and they lived in deep water.

4. Look at the quotes below and discuss the questions.

1. Which do you like best?
2. Are there any you disagree with? Why?
3. Are there any you don't get? Can your partner explain them to you?

– To make peace with the enemy, one must work with that enemy, and that enemy becomes your partner. (*Nelson Mandela*)

– Honest disagreement is often a good sign of progress. (*Gandhi*)

– Melt their weapons, melt their hearts, melt their anger with love. (*Shirley MacLaine*)

– If the battle for civilisation comes down to the wimps versus the barbarians, the barbarians are going to win. (*Thomas Sowell*)

– Victory against terrorism will not take place in a single battle, but in a series of decisive actions against terrorist organisations and those who harbor and support them. (*George W Bush*)

– I don't worry about terrorism. I was married for two years. (*Sam Kinison*)

– One is left with the horrible feeling now that war settles nothing; that to win a war is as disastrous as to lose one. (*Agatha Christie*)

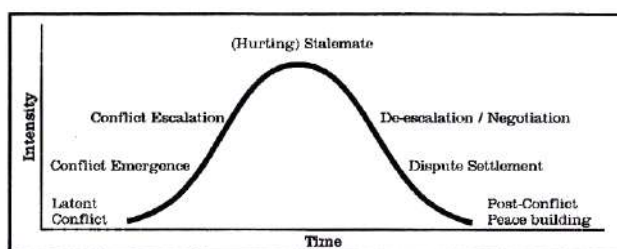
– Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict – alternatives to passive or aggressive responses, alternatives to violence. (*Dorothy Thompson*)

– The man who throws a bomb is an artist because he prefers a great moment to everything. (*G. K. Chesterton*)

5. Read the first paragraph of the article and discuss these questions with a partner.

1. Which of the quotes above do you think the writer would most sympathise with? Do you think it's true?
2. Do you know much about the conflict in Northern Ireland?
3. Can you explain the diagram and what happens at each stage?

## US AND THEM?



Another bomb goes off, more people are killed. A politician steps out in front of the cameras and talks of monsters attacking us. ‘They are evil, inhuman terrorists. They must be destroyed, we must never give in to terrorists and never negotiate with them. Terrorists only understand the language of violence,’ and so on. These

statements may seem like natural reactions, but we often miss the fact that they may also contribute to escalating a conflict by de-humanising those involved and removing any cause or reason for their actions. This in turn allows those attacked to respond in heavy-handed ways, which in turn may fuel bitterness, remove options for dialogue and therefore encourage further violence. Recognising this, and understanding it as one of several stages conflicts can typically go through (see diagram above) may help us to reconsider our reactions to terrorist atrocities. Here we explore these stages of conflict as illustrated in Northern Ireland over the last forty years.

### **Latent conflict**

Antagonisms between different sides are often present, but not publicly acknowledged. Up until the late sixties, the Catholic minority in Northern Ireland were frequently discriminated against by the Protestant majority – the Unionists – who ran the country and wanted to remain part of the UK. Catholics were denied access to jobs and good housing, and were unfairly represented in Parliament.

### **Emergence**

Open conflict is usually triggered by one or more incidents. In this case, it emerged as a result of peaceful civil rights demonstrations by Catholics. The Unionist government claimed the civil rights movement was a front for the terrorist group, the IRA (Irish Republican Army), which wanted to create a united country with the Republic of Ireland in the south. The demonstrations were banned and when the protests continued, protestors were attacked by unionist groups and the police. The situation quickly developed into full-scale riots, which saw a number of deaths – mainly on the Catholic side. At this point, some Catholics actually accused the IRA of failing to protect their people. Subsequently, in 1969, the IRA split, with one group wishing to take up armed struggle to create a united Ireland. For many people north and south of the border, it was a decision they didn't agree with, and non-violent nationalist groups continued to reject violence throughout the following 30 years.

## **Escalation**

In an attempt to contain the spiralling violence and crush the newly formed Provisional IRA, the British government introduced imprisonment without trial (or internment) of all those suspected of terrorist involvement. Those arrested were overwhelmingly Catholics. Prisoners were frequently beaten and denied basic human rights. In 1972, 13 civil rights protestors were killed when the British army opened fire on protestors. Far from crushing the IRA, internment proved to be a breeding ground for further hatred and support for terrorism. By the time the policy had been abandoned in 1974, over 1200 people had been killed on both sides of the divide.

## **Stalemate**

The violence continued at a steady rate with an average of more than 80 killings a year throughout the 1980s. IRA attacks on the British mainland and the killing of 11 civilians in Enniskillen further entrenched views. The British army killed three IRA members in Gibraltar, sparking one of the bloodiest months of the Troubles. Both sides were locked in a conflict they couldn't win and were paying high costs in terms of lives and the economy, yet neither had an obvious way out.

## **De-escalation**

In the early 1990s, the IRA's political wing made contact with the British government and began secret dialogues with a view to ending the armed struggle.

Typically, the push to enter negotiations is helped by events which confirm the need to move on. This happened in 1993 with a series of bombings on the British mainland including one in Warrington where two children, Tim Parry and Jonathon Ball, were killed. The then Prime Minister, John Major, was later to talk of it as a turning point. 'If we abandoned our attempt at peace ... how many other innocents would have their lives cut short?' he asked.

The attack also provoked a greater backlash amongst Republicans against the IRA. The following year, the IRA declared a ceasefire.

## **Dispute settlement**

For agreement to be reached, both sides have to track back through the conflict and acknowledge hurt and grievances. Both sides have to offer change. In 1998, the Unionist and Republican parties signed the Good Friday agreement, recognising each other's rights and setting up power sharing.

### **Peace building**

Signing an agreement does not necessarily lead to a lasting peace. Leaders have to convince their followers, and local resentments and stereotyping of the opposing parties have to be tackled. There is also a culture of criminality associated with paramilitary groups like the IRA, which has to be broken down. Northern Ireland, after ten years of 'peace', has far from resolved these issues with power-sharing institutions regularly suspended and low-level violence continuing. Yet peace remains and efforts of people to bridge community divides continue and none are working harder than the remarkable parents of the Warrington bomb victims who set up the Children's Peace Centre. The centre runs workshops to get children to acknowledge and understand diversity and try to resolve conflicts through dialogue. Reading the responses of participants in the Children for Peace programmes gives hope for the future. As one said: 'Although someone said that to die for one's country is the ultimate sacrifice, I now know that to live for one's country is better'.

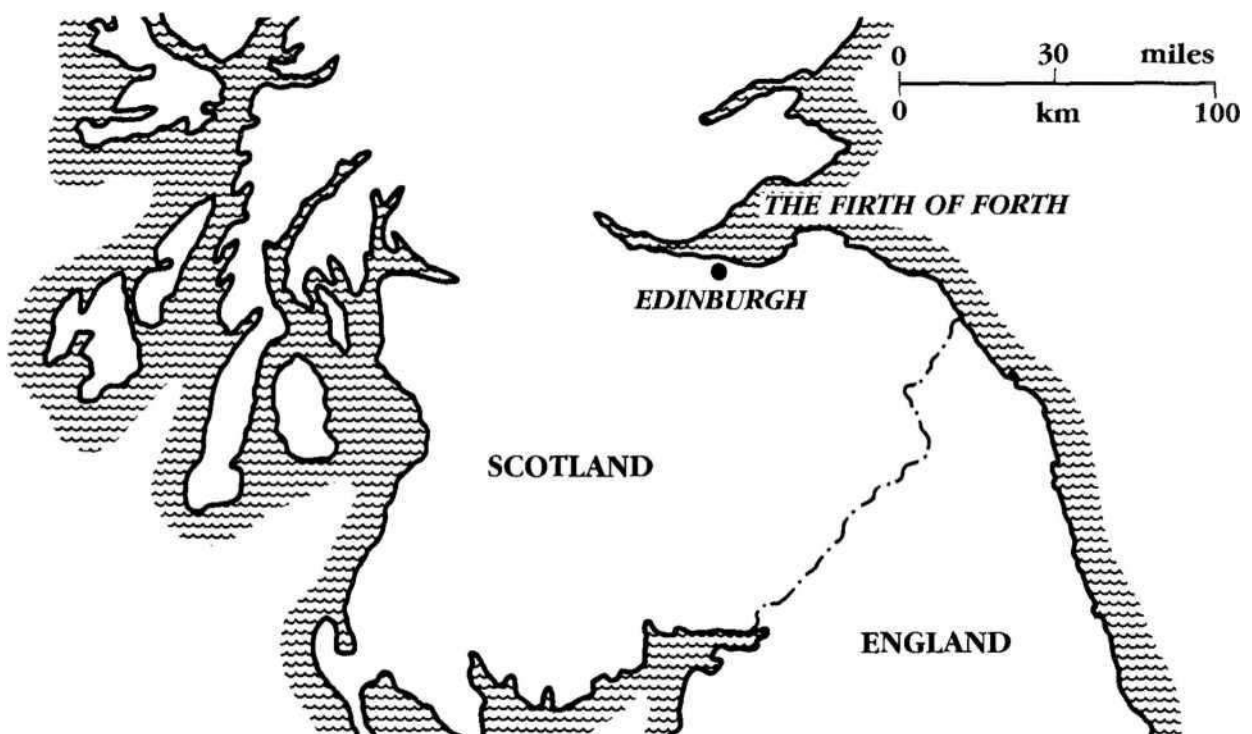
#### *5. Match verbs with the noun phrases they collocate with.*

1. be denied	a) fire on thousands of protestors
2. contain	b) the whole disastrous policy
3. open	c) a backlash against the government
4. abandon	d) all access to a lawyer
5. provoke	e) the rioters with water cannons
6. bridge	f) the conflict through violence
7. resolve	g) a decision about what to do

8. reach	h) the gap between both sides
9. acknowledge	i) its role in the whole sorry affair
10. entrench	j) attitudes on both sides

## SECTION 1

### *Edinburgh*



### General comprehension

**Watch the scene about Edinburgh and number the places below in the order you see them.**

- Edinburgh Castle
- The Palace of Holyroodhouse
- The Royal Mile
- The Firth of Forth
- King Arthur's Seat

- The ruins of the abbey

## Vocabulary

main	narrow	sporrán
hill	kilt	bagpipes
gate	tartan	craftsman
famous	leather	stateroom
explore	silver	volcano

## H Detailed comprehension 1

**Watch the video again and answer these questions.**

- 1 Who lived in Edinburgh Castle until 1603?
- 2 In which direction does the Royal Mile go? -
- 3 What is a kilt made from?
- 4 How much material is needed to make one?
- 5 When does the Queen visit Edinburgh?
- 6 What can you see and do at the Palace of Holyroodhouse?
- 7 How many hills are there in Edinburgh?
- 8 Which river runs north of Edinburgh?

## Detailed comprehension 2

**Read these sentences then watch the part about the kilt again. All these sentences are true, but only some are in the video. Tick (/) the ones you hear in the video.**

- 1 The kilt is the most important part of Scotland's national dress.
- 2 It takes eight metres of tartan cloth to make a kilt.
- 3 Each family group - clan - has its own tartan.
- 4 If you have a Scottish name, there is a tartan to go with it.

- **5** A sporran is a pocket made of leather and silver.
- **6** A sporran is worn by men in front of the kilt.
- **7** The rest of the Scottish national dress includes knee-socks, a knife called a dirk and a special jacket.

## Matching

**Choose the phrases on the right which complete the phrases on the left.**

- |   |   |
|---|---|
| <p><b>1</b> Edinburgh is a city...</p>            | <p>by craftsmen in workshops.</p>                                       |
| <p><b>2</b> Edinburgh is full of...</p>           | <p>was built by a Scottish king.</p>                                    |
| <p><b>3</b> Many of the buildings...</p>          | <p>for people who like to walk,<br/>green parks, gardens and hills.</p> |
| <p><b>4</b> Off the Royal Mile...</p>             | <p>are made of grey stone.</p>  |
| <p><b>5</b> You can buy many tartan things...</p> | <p>you can walk through old,<br/>narrow streets.</p>                    |
| <p><b>6</b> Bagpipes are made...</p>              | <p>as a souvenir.</p>   |
| <p><b>7</b> The Palace of Holyroodhouse...</p>    |   |

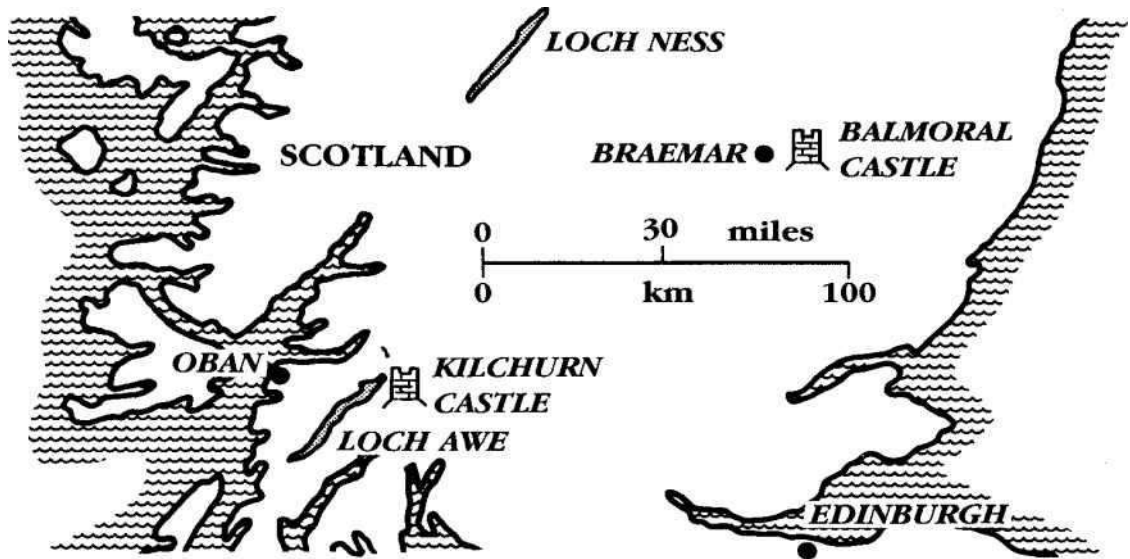
## Present perfect

**Fill in the gaps in the sentences below.**

- 1 Soldiers ..... through the gates for nearly a thousand years, (*march*)
- 2 Scotland and England..... united for over a century, (*be*)
- 3 Tourists..... the Highlands for over a century. (*visit*)
- 4 s The rail bridge.....trains to the Highlands for more than 100 years, (*carry*)
- 5 The volcano called King Arthur's Seat..... dead for a long time, (*be*)
- 6 Methods of making whisky ..... for hundreds of years, (*not change*)
- 7 The Scots..... tartan for hundreds of years, (*wear*)

## SECTION 2

# *The Highlands of Scotland*



### General comprehension

Watch the scene about the Highlands and tick (✓) the right answers.

- The Highland Games are...
  - sporting competitions
  - sporting and music competitions
  - music competitions
- Highland Scotland...
  - is mountainous and wild
  - has no animal life
  - is mostly flat
- Scottish rivers are good for...
  - salmon and whisky
  - monsters
  - swimming

### Vocabulary

tug-of-war  
throw the hammer  
toss the caber  
athlete  
competitor  
arena

Highland fling  
sword dance  
heather  
deer  
cattle  
loch

ruin  
crab  
appetising  
harbour  
delicious  
barley

## □ Detailed comprehension

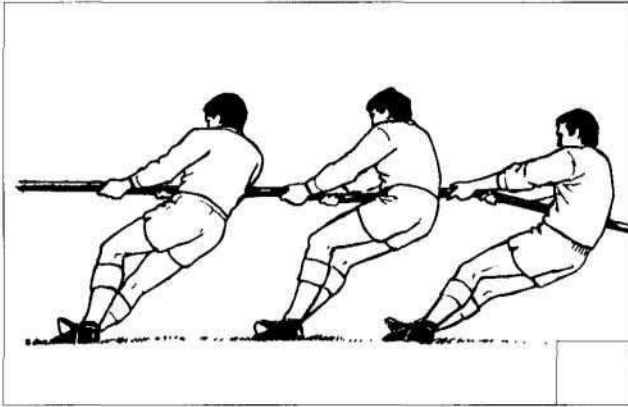
**Watch the video again and answer these questions.**

- 1                      When are the Highland Games held?
- 2                      What do the competitors wear?
- 3                      How much does a caber weigh?
- 4                      What is the name of the Queen's Scottish home?
- 5                      How many deer live in this part of Britain?
- 6                      What is the main port for the islands?
- 7                      What do you need to catch a salmon?
- 8                      What is whisky made from?

## EI Actions

**Look at the pictures and phrases below. Which phrase goes with which picture?**





- A** a tug-of-war    **C** tossing the caber    **E** throwing the hammer  
**B** a race    **D** the Highland fling    **F** the bagpipes

**Now complete the sentences to describe what people are doing in the video, using A–F above.**

**1** Some men with a rope .....

**2** Some men in kilts .....

**3** The man with the beard .....

**4** Two couples .....

**5** The man in the red kilt .....

- 6 Soldiers in a pipe band .....

## Look and listen

### Make sure you know these colours:

yellow white red green purple black brown grey blue orange

### Now watch the part of the scene after the Highland Games and put the colours in the sentences.

- 1 The Queen and Prince Philip are travelling in a ..... car.
- 2 In winter the mountains are .....with snow.
- 3 In summer they look .....because of the heather.
- 4 The deer are called..... deer because of their coats.
- 5 Highland cattle have long ..... coats.
- 6 The ruined castle of Kilchurn was built of ..... stone.
- 7 The men unloading the crabs are wearing ..... and .....waterproof trousers.
- 8 The Scottish countryside looks very .....
- 9 The two fishermen on the loch are in a.....rowing boat.

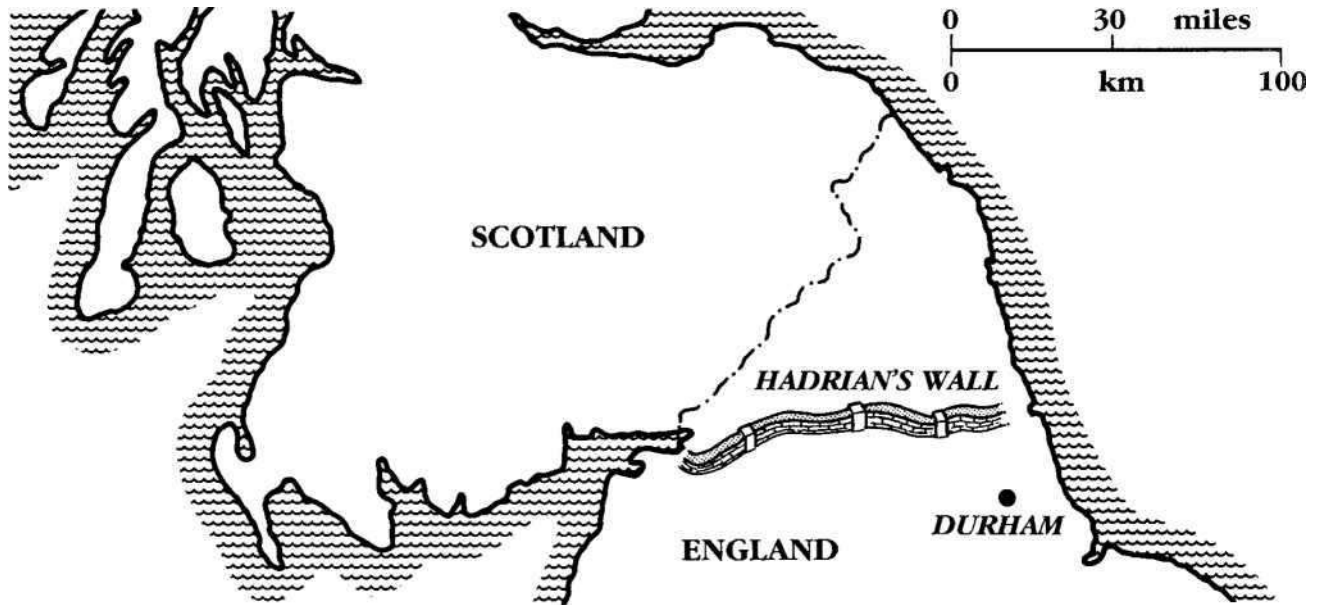
## Superlatives

### Complete the sentences using the words in brackets.

- 1 The ..... athletes toss the caber, (*strong*)
- 2 The ..... Highland Games are at Braemar. (*famous*)
- 3 The ..... fish in the rivers are salmon, (*big*)
- 4 The ..... dance is the Highland fling, (*popular*)
- 5 Edinburgh Castle is on the ..... hill in Edinburgh. (*high*)
- 6 Edinburgh is one of Britain's ..... cities, (*attractive*)
- 7 The ..... lake in England is Windermere, (*large*)
- 8 York is one of Europe's ..... cities, (*historic*)
- 9 Shakespeare is one of the world's ..... dramatists, (*great*)

## SECTION 3

# *Hadrian's Wall and Durham*



### Q General comprehension

Watch the scenes about Hadrian's Wall and Durham and tick (/) the things below that you can see.

at Hadrian's Wall:

- good walking country
- the remains of a wall
- a very high strong wall
- many tourist shops

and at Durham:

- a cathedral and river
- a busy sheep market
- an old cart drawn by two horses
- a modern delivery van

### B Vocabulary

border

energetic

sanctuary

knocker

protect

safe

take care of

brewer

ale, beer

deliver

dray

## Detailed comprehension

**Watch the video again. Which of the following sentences are true (T) and which are false (F) ?**

- 1 Hadrian's Wall is forty kilometres south of the modern border.
- 2 Hadrian's Wall was built nearly 2,000 years ago.
- 3 The Romans left Britain in the sixth century.
- 4 Hadrian's Wall stretches halfway across Britain.
- 5 The Normans came from France.
- 6 Durham Cathedral was begun in 1293.
- 7 The Church could protect people from the King.
- 8 Beer is Britain's most popular alcoholic drink.
- 9 Beer is still delivered by dray in Durham.

## Change the sentences

**Change the sentences below from active to passive.**

- 1 The Roman Emperor Hadrian built the wall.  
. 11./
- 2 They found a Roman hospital.
- 3 The Normans built Durham Cathedral and Castle.
- 4 They began the cathedral in 1093.
- 5 In Norman times the Church could protect people.
- 6 Men and women in Scotland wear kilts.
- 7 You find salmon in Scottish rivers.
- 8 They united England and Scotland in 1707.
- 9 They make and deliver Vaux beer in the traditional way.

## Change the dates 1

**Change the dates in the sentences below, like this:**

**1** They began the cathedral in 1093.

*They began the cathedral in the eleventh century*

**2** Hadrian's Wall was built in 122.

**3** The Romans began to leave Britain in 383.

**4** The Normans came to Britain in 1066.

**5** Shakespeare was born in 1564.

**6** England and Scotland were united to form Great Britain in 1707.

**7** The first public railway was built in 1825.

## About Roman Britain

**Read this passage and make questions for the answers below.**

**Out of curiosity and military need, Julius Caesar set sail from Gaul (France) one August evening in 55 BC to invade Britain. This first attempt was not a great success, but it was followed by more successful ones, ending with a full-scale invasion under the Emperor Claudius in AD43. He took elephants with him and 40,000 men.**

**Over the next forty years, the Romans built market places, public baths and law courts in towns all over England, and networks of straight roads between them. The Romans did not civilise Wales and Scotland and parts of south-west England and it was here that the 'barbarian' Celtic tribes lived. They sometimes attacked Roman England, but it was only after the Ninth Legion was lost near York, that the Emperor Hadrian ordered the building of a wall right across the north of the country to keep out the Scots.**

For the next century or so, Britain was at peace, but in the year 406 the Romans withdrew their armies, which were needed to defend other parts of

the Roman Empire. The 350 years of Roman civilisation brought many new ways to Britain, and almost all the major towns have some reminder of the Roman occupation in the foundations of their roads and town centres.

**1 One August evening in 55 BC.**

---

?

**2 40,000.**

---

?

**3 Market places, public baths and law courts.**

---

?

**4 Near York.**

---

?

**5 To keep out the Scots.**

---

?

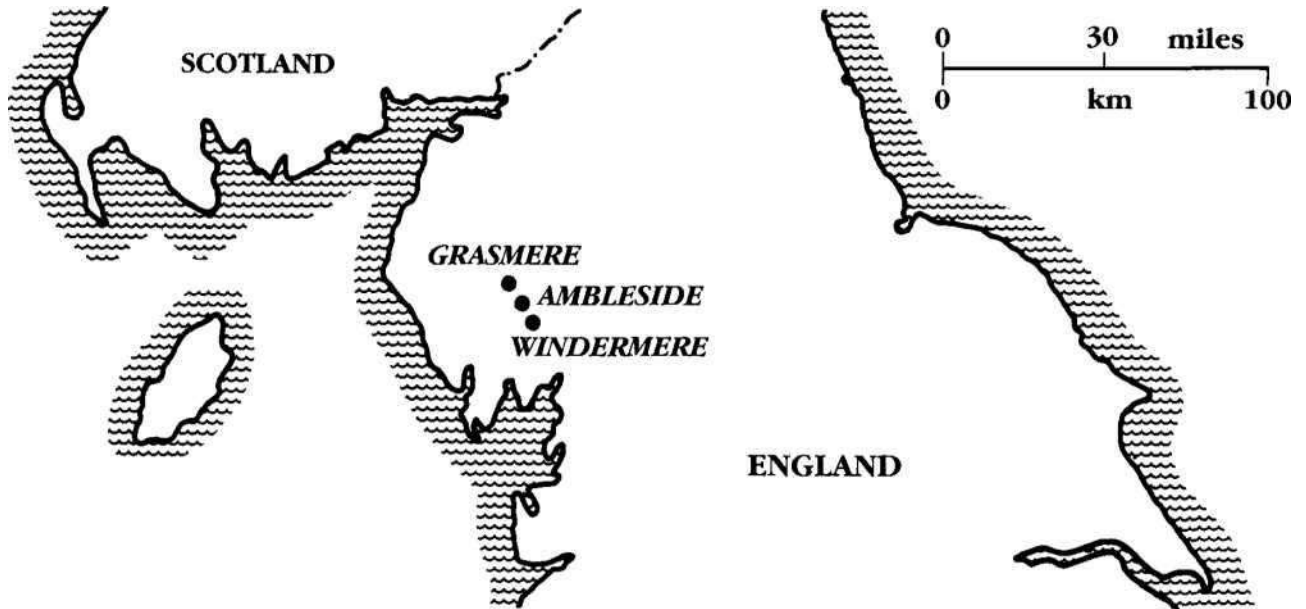
**6 In the year 406.**

---

?

## SECTION 4

# *The Lake District*



### General comprehension

Watch the scene about the Lake District and tick (/) the right answers.

- 1** William Wordsworth (1770-1850)...
- wrote poetry about nature
  - wrote stories about local people
  - painted pictures
- 2** The buildings in Ambleside are...
- of red brick
  - painted white
  - of grey stone
- 3** The video shows people on the lakes...
- canoeing
  - water-skiing
  - windsurfing
- 4** The Lake District is a good place for...
- theatres and cinemas
  - outdoor activities
  - hot, fine weather

## Vocabulary

map	ice axe	sink
walking shoes	climber skate	walker
ice	scenery	raise
		kettle

## Detailed comprehension 1

**Here are the lines of poetry we hear in the video. Find the last word of each line in the list below, then watch the first part of the scene again to check your answers.**

*I wandered lonely as a.....  
That floats on high o'er vales and.....  
When all at once I saw a .....,  
A host of golden..... ;  
Beside the lake, beneath the .....  
Fluttering and dancing in the.....*

daffodils breeze cloud hills trees crowd

## Detailed comprehension 2

**Watch this section of the video again and answer the questions.**

- 1 What is the largest lake in England?
- 2 At which end of Lake Windermere is Ambleside?
- 3 What is the best way to explore the Lake District?
- 4 What do you need with you to do it?
- 5 What can you do in winter?
- 6 What may you need in the mountains?

- 7 How old is the steamboat *Dolly*?
- 8 When was *Dolly* raised and restored?
- 9 When was Osprey built?

## Pairs

**‘You need a good pair of walking shoes’**

**Many things come in pairs. Think of five more to add to this list.**

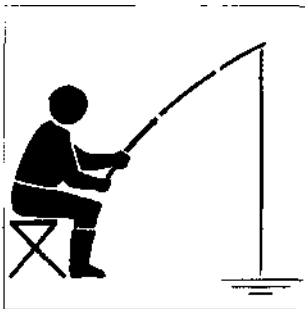
a pair of socks .....

a pair of earrings .....

## 6 Outdoor activities

**Here are some outdoor activities. Look at the pictures and choose the right words from the box.**

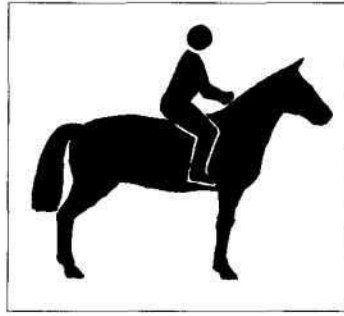
skiing	canoeing	rowing	skating	swimming
fishing	walking	sailing	windsurfing	riding



- 1 ..... 2 ..... 3 ..... 4 .....



5 .....



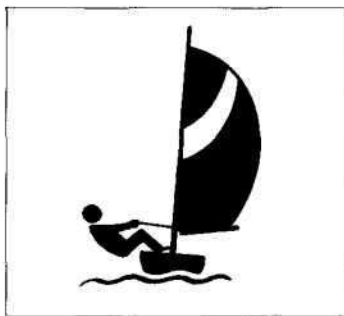
6 .....



7 .....



8 .....



9 .....



10 .....

**7**

### Write sentences

Look at the words in the box and use them to write full sentences about what you can do in the Lake District.

always usually sometimes never

1 skating/ice/winter

You can usually go skating on the ice in winter.....

2 canoeing/autumn

.....

3 skiing/summer

.....

4 swimming/summer

.....

5 walking/Lake District

.....

6 sailing/spring

## The weather

'In the Lake District the weather can be **cold** and **stormy**.'

**Write about the weather where you live, using the words below.**

spring	rain	hot
summer	snow	sunny
autumn	wind	dry
winter	blue sky	warm
	sun	cool
rainy season		wet
dry season		cold
		stormy

In spring .....

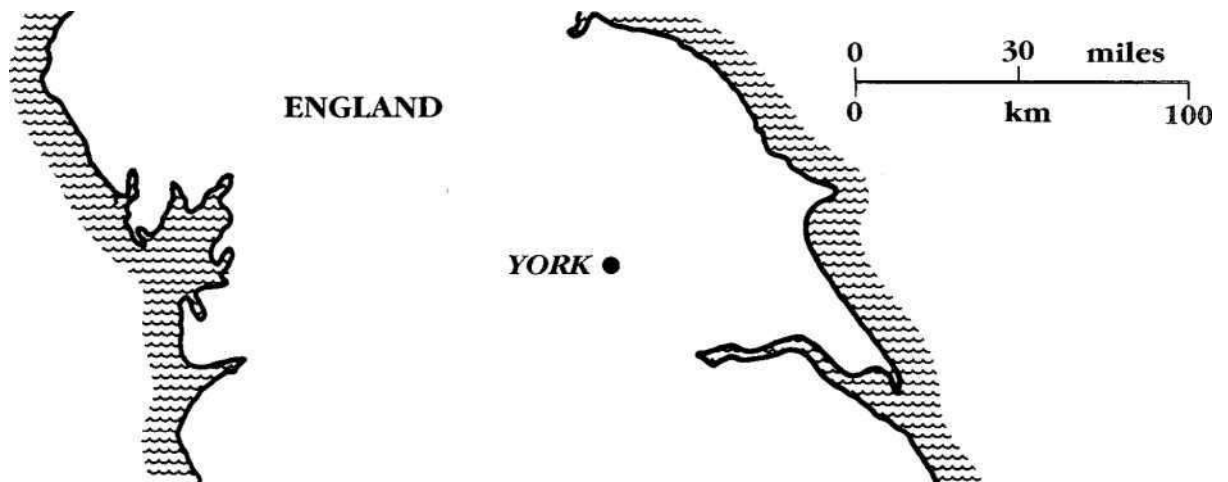
In summer .....

In autumn .....

In winter .....

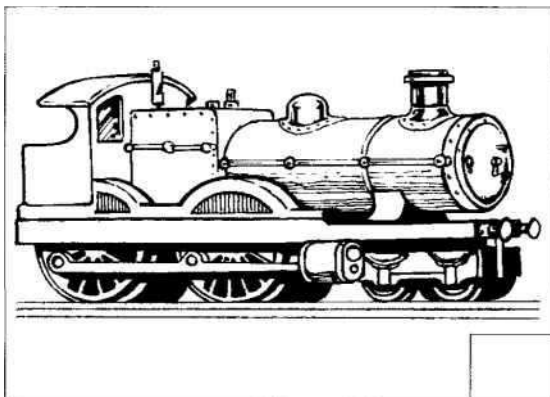
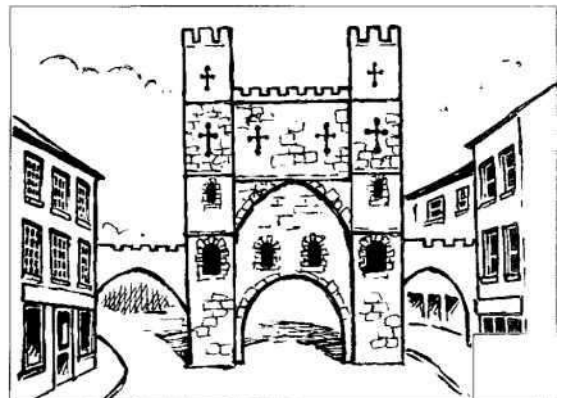
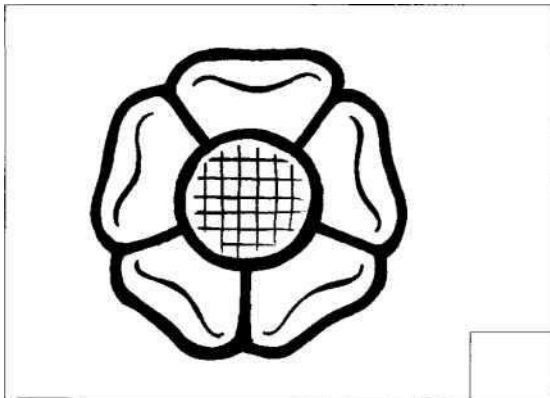
## SECTION 5

### *York*



### General comprehension

Watch the scene about York and number the pictures below in the order you see them.



## Vocabulary

historic  
traitor  
display  
tower

damaged  
Catholic  
Protestant  
ceiling

carvings  
ancient  
temple  
brass band

roof

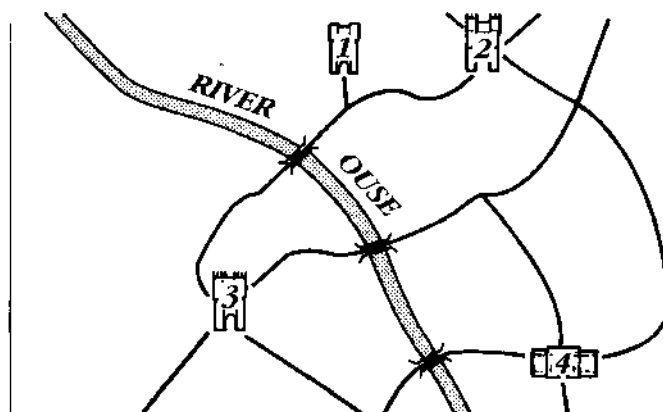
## H Detailed comprehension

**Watch the video again and look at these sentences. Three are false. Which ones?**

- |   |  |                          |
|---|--|--------------------------|
| 1 | York was begun in Roman times.                     | <input type="checkbox"/> |
| 2 | The wall around York no longer exists.             | <input type="checkbox"/> |
| 3 | York Cathedral took 100 years to build.            | <input type="checkbox"/> |
| 4 | The roof was partly damaged by fire.               | <input type="checkbox"/> |
| 5 | English cathedrals have colourful walls.           | <input type="radio"/>    |
| 6 | People in the north of England like brass bands.   | <input type="checkbox"/> |
| 7 | The first public railway was built near York.      | <input type="checkbox"/> |
| 8 | In 1938 a steam train did 200 kilometres per hour. | <input type="checkbox"/> |

## EI North, south, east and west

**Make sure you know the points of the compass, then watch the scene again. Four of York's old gates, called 'bars' are shown on the video. Where are they on the map?**



- |   |  |
|---|--|
| <input type="checkbox"/> Micklegate Bar | <input type="checkbox"/> Monk Bar        |
| <input type="checkbox"/> Bootham Bar    | <input type="checkbox"/> ES Walmgate Bar |

## Matching

**Choose the phrases on the right which complete the phrases on the left.**

- |  |   |
|--|---|
| <b>1</b> York Cathedral...                   | are typical of that period, is a symbol of York, was begun in 1220. not long ago. |
| <b>2</b> It was finished...                  | two centuries later.  |
| <b>3</b> The tall, pointed arches ...        |   |
| <b>4</b> Cathedrals in Protestant England... |   |
| <b>5</b> The white rose...                   |   |
| 6 Fifteen English kings...                   | don't usually have colourful decorations.   |
| 7 The roof was damaged by fire...            | are among the stone carvings.   |

## Make sentences

**Make a sentence with 'still' to go with each of the sentences below.**

- 1 In medieval times a wall was built around York.  
.....
- 2 Steamboats first carried visitors round Lake Windermere 100 years ago.  
*They*.....
- 3 In Scotland, the kilt was first worn hundreds of years ago.  
*It*.....
- 4 Whisky was first made in Scotland over 400 years ago.  
*It*.....
- 5 The Highlands became a popular place to visit over 100 years ago.  
*It*.....
- 6 The Steamboat *Dolly* first began working 150 years ago.  
*She*.....
- 7 In Norman times, the cathedral was important to the people of Durham.  
*It*.....

## Read and write the question

### Read the passage, then make questions for the answers below\*

George Stephenson was born in 1781 at Wylam, near Newcastle. He invented the locomotive and was the engineer for the Stockton and Darlington Railway, the first passenger railway in history.

Stephenson's locomotive was first used in 1814 to carry coal from the mines, and his passenger train began service in 1825 at a speed of 12 miles per hour (18 kilometres per hour). His famous locomotive the *Rocket* won a prize of £500 in 1829 for recording a speed of 30 mph (48 kph). Stephenson died in 1848.

**1** At Wylam, near Newcastle.

.....?

**2** The locomotive.

.....?

**3** In 1825.

.....?

**4** 18 kph.

.....?

**5** In 1829.

.....?

**6** For recording a speed of 48 kph.

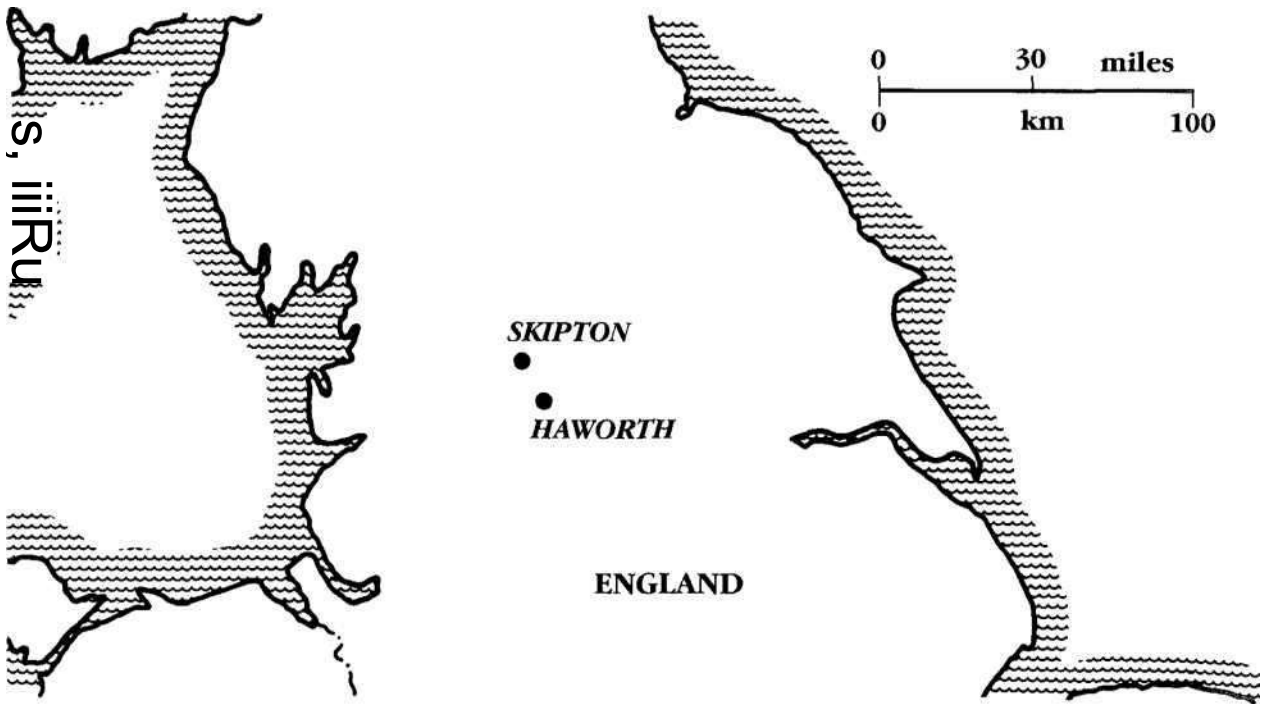
.....?

**7** In 1848.

?

# SECTION 6

## West Yorkshire



### D General comprehension

Watch the scene about West Yorkshire and tick (/) what you can see there.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1 | The village of Haworth   | <input type="checkbox"/> |
| 2 | A sheep market           | <input type="checkbox"/> |
| 3 | An old cotton mill       | D                        |
| 4 | Canals                   | <input type="checkbox"/> |
| 5 | Steam trains             | <input type="checkbox"/> |
| 6 | Old industrial buildings | O                        |

### B Vocabulary

moors	minister	auctioneer
dramatic	market town	sheep
austere	farmer	cotton mill
romantic	auction	chimney

## Detailed comprehension

**Watch the video again and answer these questions.**

- 1** Where did Charlotte and Emily Bronte live?
- 2** How many brothers and sisters did Charlotte and Emily have?
- 3** What did their father do?
- 4** How old was Charlotte when she married?
- 5** What happened nine months later?
- 6** What accent do the farmers speak with?
- 7** What did the boats carry on the canals in the 1800s?
- 8** What began in Britain 200 years ago?

## Prepositions 1

**Read the sentences and tick (✓) the correct preposition.**

- 1** The Brontes lived in/by/on/ the 1800.'s.
- 2** Charlotte Bronte's brothers and sisters all died on/by/at the age of thirty.
- 3** The cotton mill is a monument at/on/to early industry.
- 4** Have you ever been to/on/at West Yorkshire?
- 5** We were to/by/in York last week.

## Change the dates (2)

'The Industrial Revolution began in Britain **two hundred years ago.**'

**Change the dates (approximately) in the sentences below.**

Hadrian's Wall was built in 122.

The Normans conquered Britain in 1066 .....

Oxford University was founded in the twelfth century.

4 Edward the First conquered Wales in 1283.....

5 Spanish ships attacked Britain in 1588.....

6 Shakespeare died in 1616 .....

7 Bath became fashionable in the eighteenth century.

8 George Stephenson was born in 1781 .....

9 Britain's canals were crowded with boats in 1800.

## EI Write a paragraph

**Write a short paragraph about the life of Charlotte Bronte using these notes and what you remember from the video.**

Charlotte Bronte

Born 1816

Father minister / local church

Published *Jane Eyre* under different name

Book successful

Then wrote *Shirley* and *Villette*

Married 1854

Died 1855

Buried local churchyard

# SECTION 7

## *Hatfield House*



### General comprehension

**In this scene you will see all the places listed below. Watch the video and number them in the order you see them.**

- The chapel
- The library
- The old Hatfield House
- The minstrels' gallery
- The great dining hall

### Vocabulary

- |                      |                |               |
|----------------------|----------------|---------------|
| stately home         | painting       | tapestry      |
| aristocratic         | look down on   | gardener      |
| Marquis, Marchioness | chief minister | descendant    |
| Earl                 | design         | present owner |
| decorations          |                |               |

### Detailed comprehension

**Watch the video again and answer these questions.**

- 1 Who was the King of England when Hatfield House was built?

- 2 Who lives in Hatfield House today?
- 3 Who built the house?
- 4 Where is the old Hatfield House?
- 5 What does the library contain besides books?
- 6 Who did the horse in the painting belong to?
- 7 How long was William Cecil chief minister of the Queen?
- 8 Which century is shown in the 'Four Seasons' tapestries?

## A tour of Hatfield House

**This is what you may hear from a guide at Hatfield House.**

**Unfortunately some of the words are missing: they are listed at the end. Put the right word in each space.**

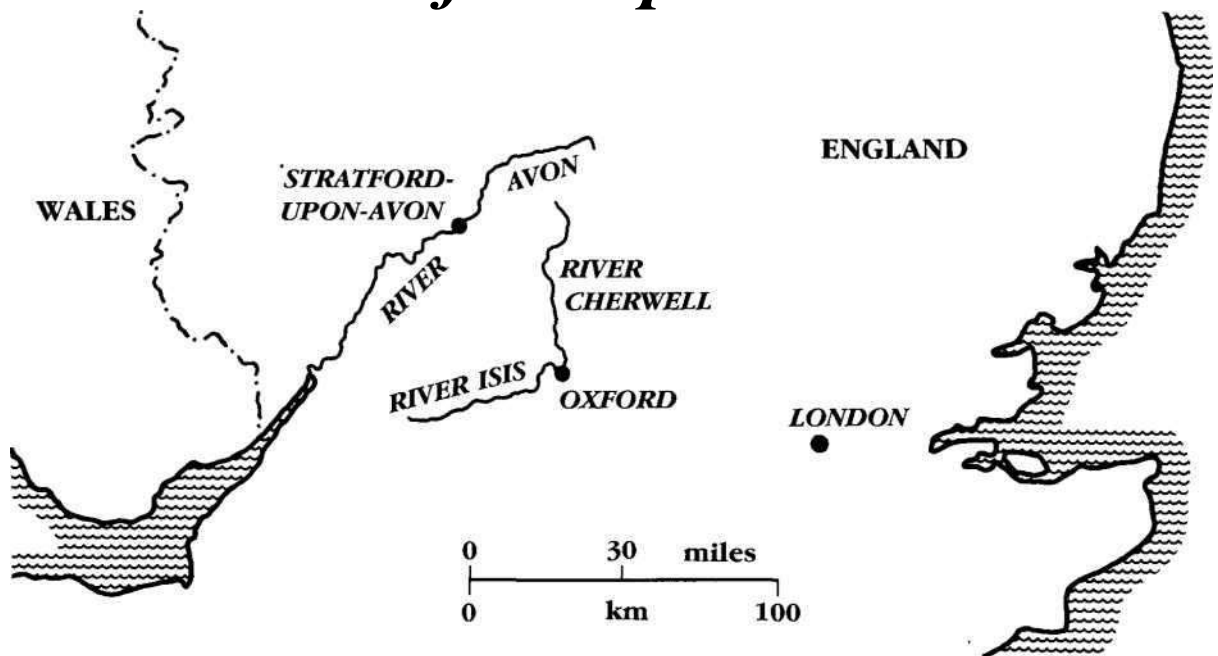
'Welcome to this very old and (1) .....house. It (2)..... from 1608, when it was built by Robert Cecil, the first (3) ..... of Salisbury. The great (4).....hall extends over two floors of the building and has spectacular carvings. The house has its own (5) .....and the (6) contains many (7) ..... written by former residents, as well as many (8) ..... The house contains many (9) .....connected ..... with them, too.'

'Notice the (10) ..... called the "Four Seasons". As you would expect, they show (11) ..... (12) ..... , (13) ..... and (14) ..... On your way out, don't forget to visit the (15) ..... The first Earl was a keen (16) ..... and so are the Marquis and (17) ..... today..... They keep them just as they were in Queen Elizabeth the First's time.'



# Part Two SECTIONS

## *Oxford and Stratford-upon-Avon*



### 1 General comprehension

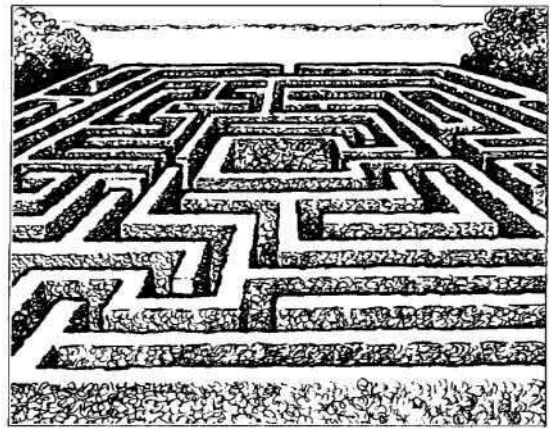
Watch the scene about Oxford and identify the pictures below.



1 ..... 2

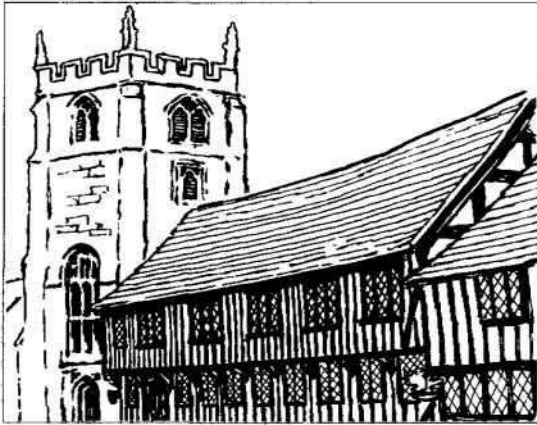


3 .....



4 .....

Now watch the scene about Stratford-upon-Avon and identify these two buildings.



1 .....



2 .....

## 2 Vocabulary

spire  
 federation  
 don  
 gown  
 Socratic tradition

scholar  
 club, society  
 croquet  
 ceremony  
 pub

termtime  
 punt  
 maze  
 birthplace  
 thatched

## 3 Detailed comprehension 1

Watch both scenes again and tick (✓) the right answer.

**Oxford:**

The oldest university in Britain is... Cambridge Oxford Durham

2 Students have been coming to Oxford for...

- 200 years
- 500 years
- 800 years

3

Oxford University is a federation of...

- 25 colleges
- 35 colleges
- 45 colleges

4 Some notices at the university library are written in

- French
- Greek
- Latin

5

When in the centre of a maze, you should... stay there   
 find your way out  stand very still

**Stratford-upon-Avon:**

6 Shakespeare spent most of his working life in...

- Stratford
- London
- Oxford

7 Shakespeare had...

- no children
- two children
- three children

8

Shakespeare left Stratford-upon-Avon at the age of..

- 24
- 34
- 44

## Detailed comprehension 2

**Here are the lines of the speech from *Hamlet* by William Shakespeare that we hear in the video. Fill in the missing words from the list below, then watch the scene about Stratford-upon-Avon again to check your answers.**

..... , or not ..... : that is the question: Whether 'tis nobler in the mind

.....

*The slings and arrows of outrageous fortune, Or ..... arms against a sea of troubles, And by opposing end them...*

to suffer to be to take

## Matching

‘When in Oxford you should visit some of the beautiful gardens.’

**Choose the phrases on the right which complete the phrases on the left.**

- |   |                              |                   |                                 |
|---|------------------------------|-------------------|---------------------------------|
| 1 | When in York...              | <i>you should</i> | watch a Highland Games,         |
| 2 | When in Durham...            |                   | see the village of Haworth      |
| 3 | When in Scotland...          |                   | walk around the old wall.       |
| 4 | When in Oxford ...           |                   | take a trip on a steamboat.     |
| 5 | When in the Lake District... |                   | visit Shakespeare’s birthplace. |
| 6 | When in Stratford...         |                   | see the sanctuary knocker.      |
| 7 | When in West Yorkshire...    |                   | try punting.                    |

## Write sentences

**What should people do when they visit your town/ country? Write sentences like the ones in Exercise 5.**

## Write a paragraph

**Write a paragraph about William Shakespeare using these notes and what you remember from the video.**

William Shakespeare:

1564 Born Stratford-upon-Avon

1582 Married Anne Hathaway

1583 Left for London

Actor and writer at Globe Theatre

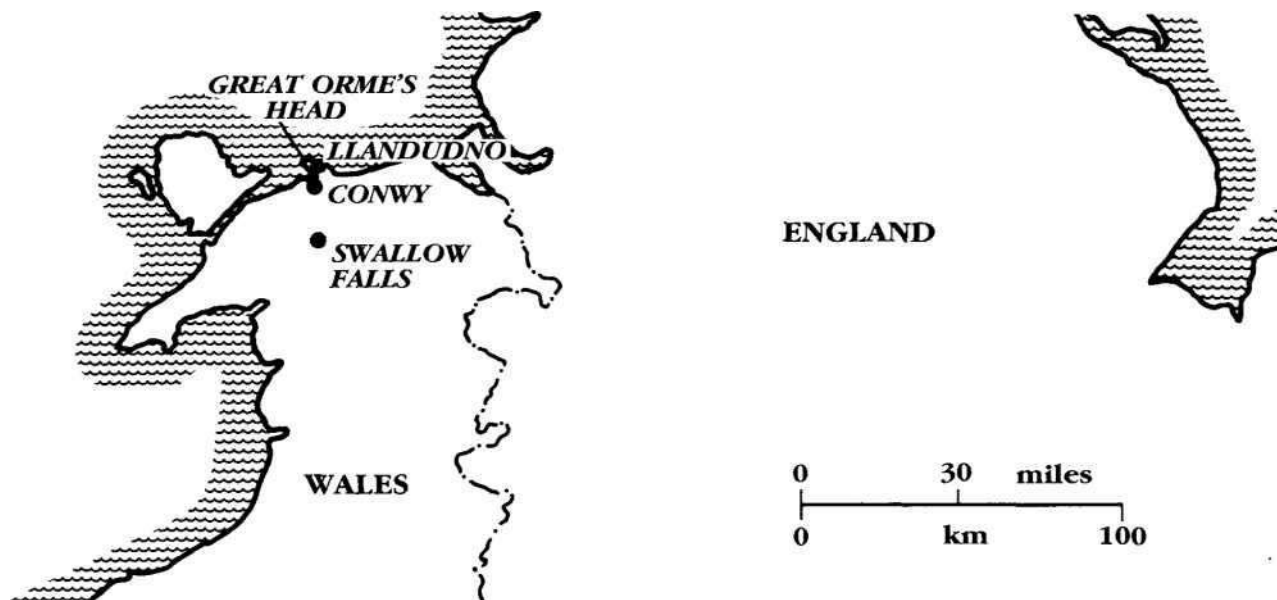
1613 Returned to Stratford-upon-Avon

1616 Died

Wrote 38 plays, 18 published in his lifetime

## SECTION 9

# Wales



## General comprehension

Watch the scene about Wales and tick (Z) the right answer.

- 1 At the *Eisteddfod*, they are judging choirs on...  
the same song   
different songs
- 2 In North Wales, you can...  
do lots of shopping   
enjoy outdoor activities
- 3 Llandudno is...  
a popular seaside resort   
an industrial port
- 4 Edward the First was...  
a Welsh king   
an English king
- 5 In Wales folk dancing is popular...  
and important in the *Eisteddfod*   
but not in the *Eisteddfod*

## Vocabulary

festival	waterfall woods	folk dancing
choir path	tram	costume
hillside	seaside resort	
stream	copper	
	slate	

## Detailed comprehension

**Watch the video again. Which sentences below are true (T) and which are false (F)?**

- 1 The festival of Welsh culture is held in August each year.
- 2 "*Eisteddfod*" means 'meeting' in Welsh.
- 3 You have to be an expert rider to see Wales on horseback.
- 4 It is an easy climb to the top of Great Orme's Head.
- 5 Signs are written in English and Welsh all over Wales.
- 6 The harbour in Conwy was once very busy.
- 7 Edward the First conquered Wales 500 years ago.
- 8 Edward the First built strong stone castles.

## EI Prepositions 2

**Read the sentences and tick (✓) the correct preposition.**

- 1 In Wales you can follow mountain paths for/to/over miles.
- 2 You can get away to/from/with the crowd.
- 3 You can ride over/from/through the woods.
- 4 There are streams and waterfalls flowing to/over/into the valleys.
- 5 There is a wonderful view through/for/from the top of Great Orme's Head.
- 6 There is fish fresh from/in/through the sea.
- 7 There are signs into/of/in English and Welsh.
- 8 It's the same all in/over/for Wales.

## Countries and languages

**Choose the right word for each sentence from the list**

below. As you can see, the letters in the words are all mixed up!

nssipha	mgnear	hlwes	crnfeh	aylti
cibara	ergek	nsajpae	nscehie	

- 1 In France, people speak.....
- 2 ..... is spoken in Spain.
- 3 People speak ..... in China.
- 4 In Germany, they speak....
- 5 ..... is one of the languages of Wales.
- 6 Italian is spoken in .....
- 7 The language of Saudi Arabia is .....
- 8 They speak..... in Japan.
- 9 In Greece, they speak.. ..

### Have to/don't have to

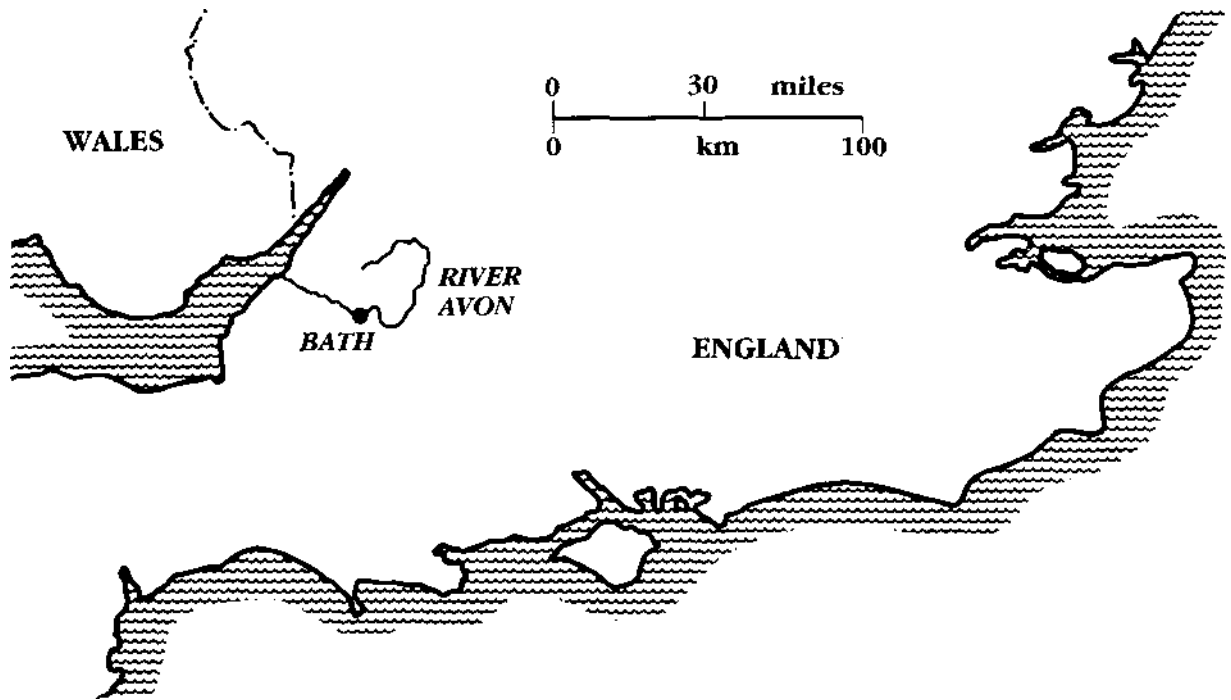
'A good way to see Wales is on horseback — and you **don't have to** be an expert rider.'

**Put 'have to' or 'don't have to' in the sentences below.**

- 1 In Wales, you ..... speak Welsh; you can speak English.
- 2 **You** ..... can take the tram.
- 3 You ..... mountains in the Lake District.
- 4 To catch a salmon, you.....be skilled and experienced.
- 5 When you are in the centre of a maze, you ..... find your way out.

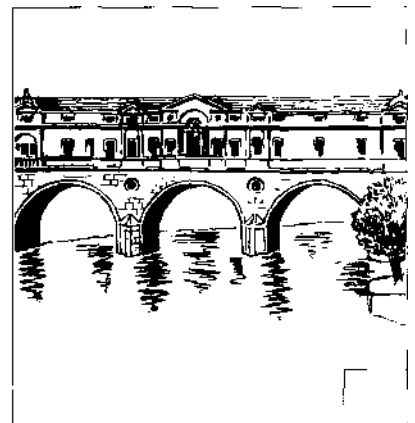
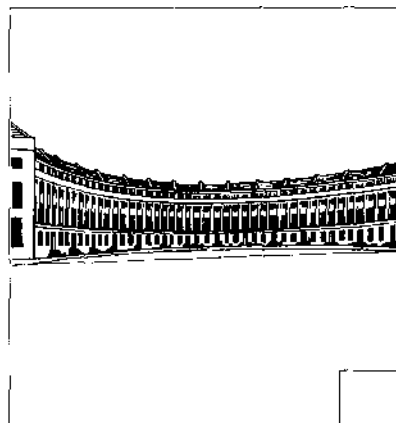
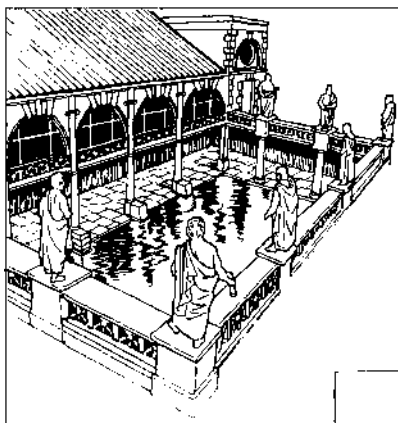
# SECTION 10

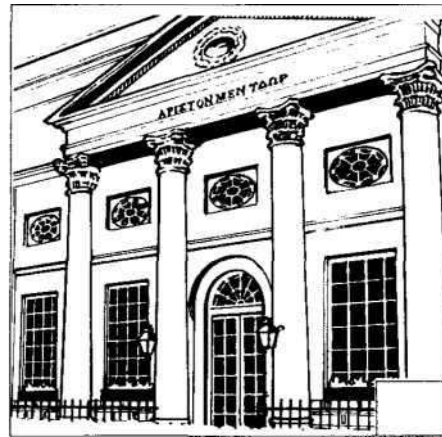
## *Bath*



### General comprehension

Watch the scene about Bath and number the five pictures below in the order you see them.





## Vocabulary

leisure

health

elegant

fashionable

spa

ancient/modern

terrace

cakes, buns

relaxation

atmosphere

street seller

classical

crescent

sedan chair

spring mineral

column chat

cosy

## Detailed comprehension

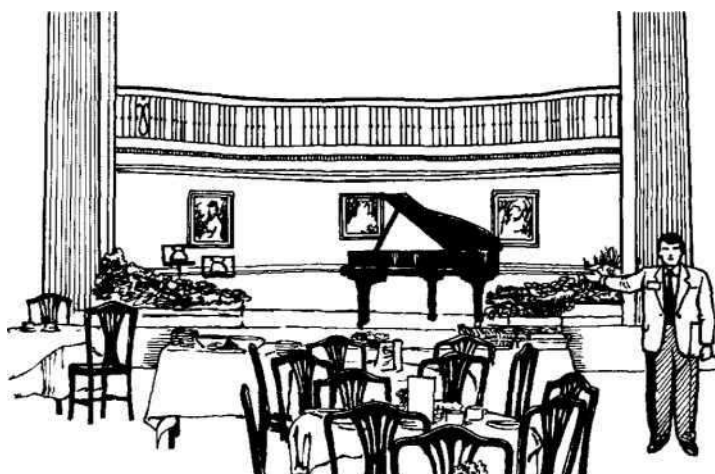
**Watch the video again and answer the questions.**

- 1 When were most of the houses in Bath built?
- 2 When was William Linn's house built?
- 3 What did William Linn invent?
- 4 What was the main centre of Bath in the 18th century?
- 5 What do you do inside it?
- 6 When was the Roman bath found?

- 7                    What is the river in Bath called?
  
- 8                    What was the bridge inspired by?
  
- 9                    Which game is played in England in summer?

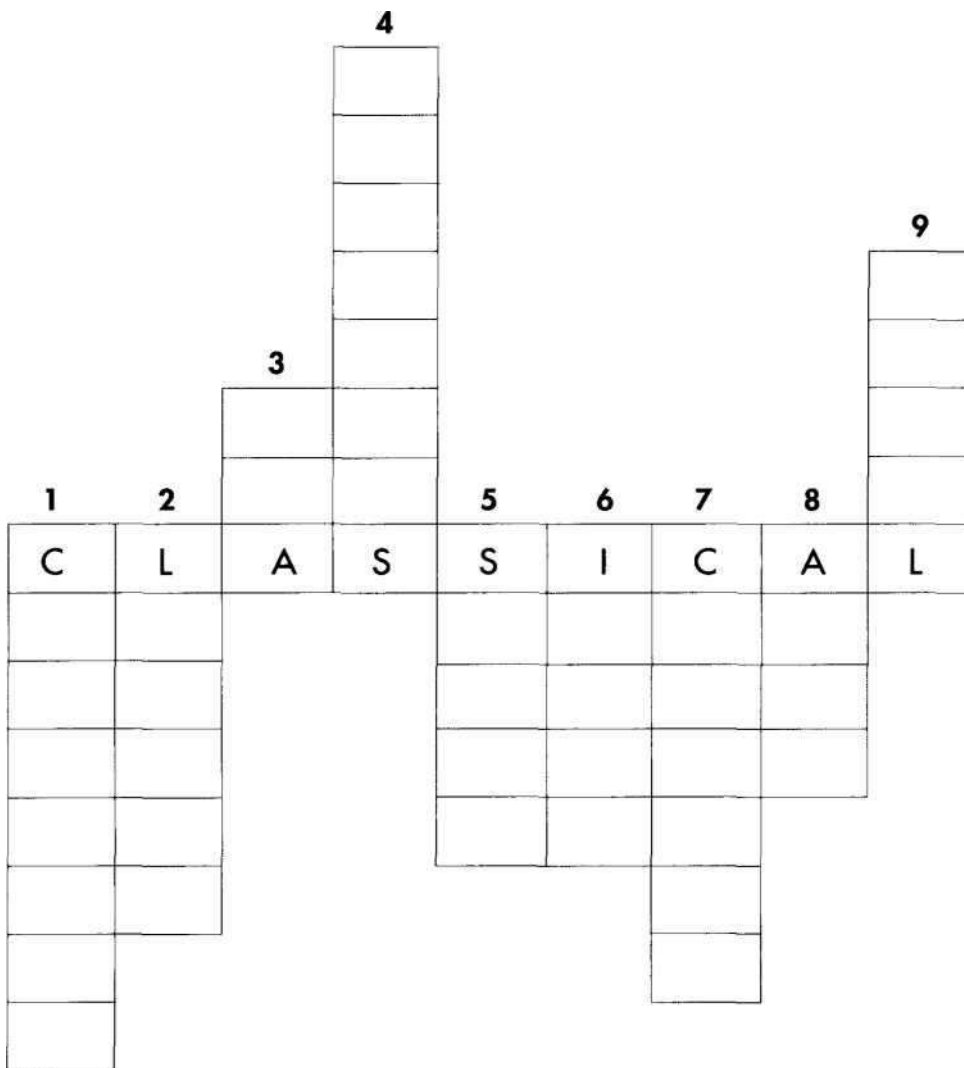
## Ask the question.

**Watch the part of the scene in the Pump Room again, then look at 1 to 5 below. Imagine you are talking to a guide in the Pump Room. These are the guide's answers. What are your questions?**



- 1                    From a natural spring under the ground.
  
- 2                    Minerals which are good for you.
  
- 3                    About a million litres.
  
- 4                    49 degrees centigrade. .... ?
  
- 5                    Hot baths, swimming pools and a temple. .... ?

# All about Bath

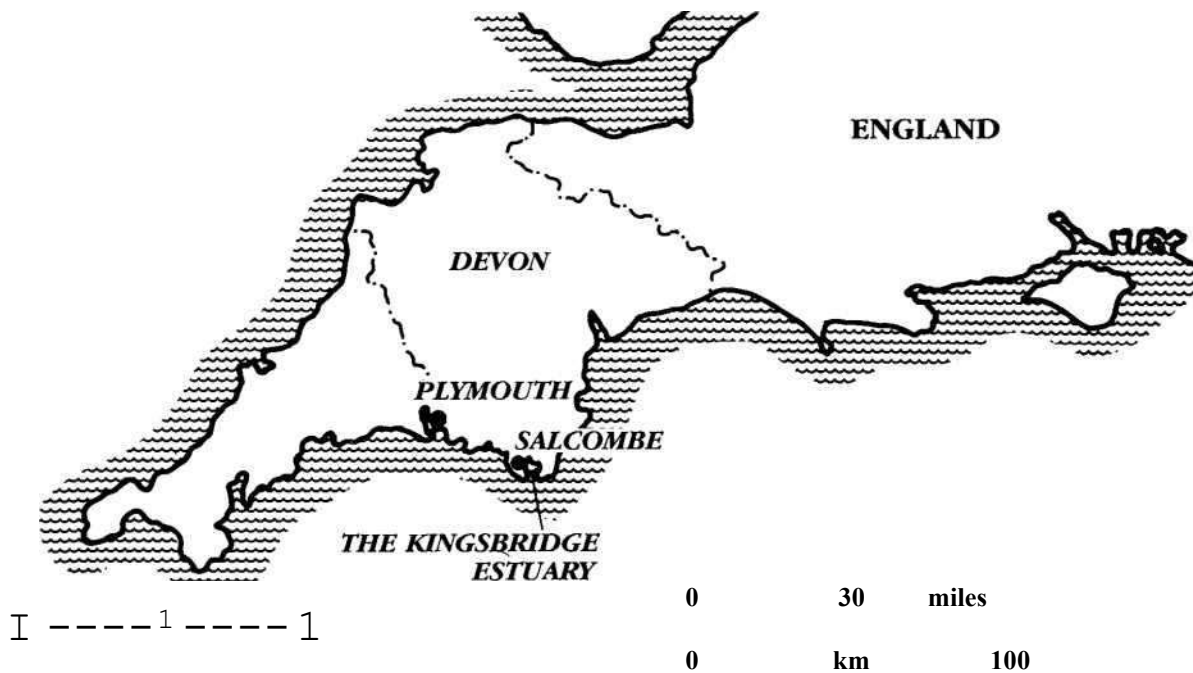


## CLUES

- 1 The Royal one, of course.
- 2 A million flow every day from the underground spring.
- 3 A place to drink healthy water.
- 4 These are in the water and they are good for you.
- 5 Ms Lunn's first name.
- 6 The country that inspired the bridge in Bath.
- 7 A very popular English summer game.
- 8 This river runs through Bath.
- 9 It's not a road or railway, but it connects Bath to London.

# SECTION 11

## *Devon*



### General comprehension

Watch the scene about Devon and number these things in the order you see them.

- A game of bowls
- A statue of Sir Francis Drake
- A traditional breakfast
- Salcombe
- Scrumpy
- Lobsters

### Vocabulary

sail, sailor

hero

bowls

religious refugees

overlook

estuary

tide, tidal

inland

hire

absence

lobster

plentiful

holding pen

for sale

scrumpy

cogwheel

### H Detailed comprehension 1

**Watch the video again and tick (Z) the right answer.**

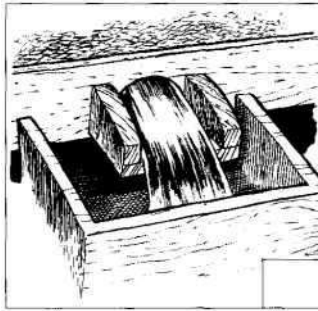
- 1** Spanish ships attacked England..-  
 in 1588  
 in 1388  
 in 1688
- 2** In bowls you mustt...  
 knock the white ball away  
 get your ball close to the white ball  
 O hit the white ball
- 3** Plymouth in America is in the state of...  
 Massachusetts  
 Rhode Island  
 New Hampshire
- 4** Most British people have...  
 no breakfast  
 a traditional hot breakfast  
 a small breakfast
- 5** Devon is—  
 green and hilly  
 flat and open  
 mountainous
- 6** Devon is in the southernmost part of Britain, so...  
 E it's more stormy than elsewhere  
 E it's warmer than elsewhere  
 it's colder than elsewhere
- 7** Lobsters...  
 were once plentiful in the estuary  
 are plentiful in the estuary  
 will be introduced to the estuary
- 8** Scrumpy is usually...  
 a strong drink  
 a weak drink  
 not made locally

**EI Detailed comprehension 2**

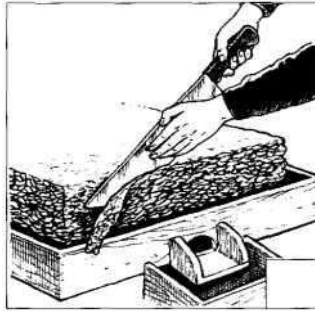
**Watch the scene in the video about the scrumpy-making process and number these pictures in the correct order.**



pieces/spread/by hand



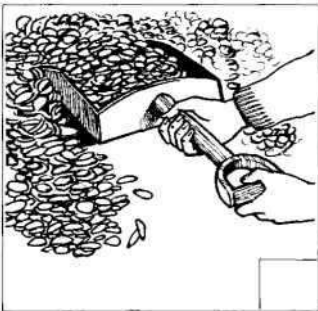
juice/squeeze out



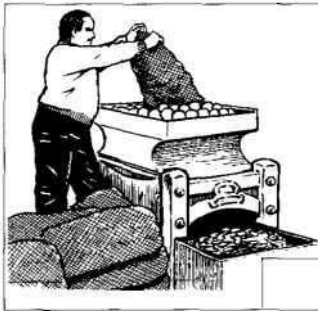
pieces/edge/cut off/ put back/press



pieces /put/layers/ separate/straw



pieces/scoop up/ wooden, shovel



apples/cut up



lid/press/place/top

## S Write a paragraph

**Using the information in Exercise 4 and what you remember from the video, write a paragraph describing how scrumpy is made.**

**Use these expressions to begin your sentences:**

First...                      After that...  
 Next...                      Finally...  
 Then...

## Q Comparatives

**Fill in the gaps using the comparative forms of the words in brackets.**

- 1            It's                      .....here than elsewhere, (warm)
- 2            Guest houses are .....and.....than hotels, (small, cheap)
- 3            Croquet is .....now    in Britain than in France, where it began, (popular)

- 4 Charlotte Bronte lived.... ..... than her brothers and sisters,  
(long)
- 5 York's city wall was built in the twelfth century, but Hadrian's  
Wall is ..... (old)
- 6 Bowls i ..MOTO.. ...\*•••• • ••. ....••W«« than it looks, (difficult)

## 17 Work with a partner

**Work in pairs. Look at the breakfast menu and the notes below. One of you plays the part of a guest at the Salcombe Inn and orders breakfast. The other plays the part of the waiter and takes the order. When you have finished, change roles.**

**Good morning sir/madam. What would you like for breakfast?...**

**Certainly. What would you like to follow?...**

**Would you like toast and marmalade after?...**

**And would you like tea or coffee?...**

### THE SALCOMBE INN

#### *Breakfast Menu*

FRUIT JUICES

HALF GRAPEFRUIT

CEREALS

PORRIDGE

FRIED EGG, BACON, SAUSAGE,  
TOMATOES, MUSHROOMS, BEANS

POACHED EGGS ON TOAST

SCRAMBLED EGGS WITH TOMATO

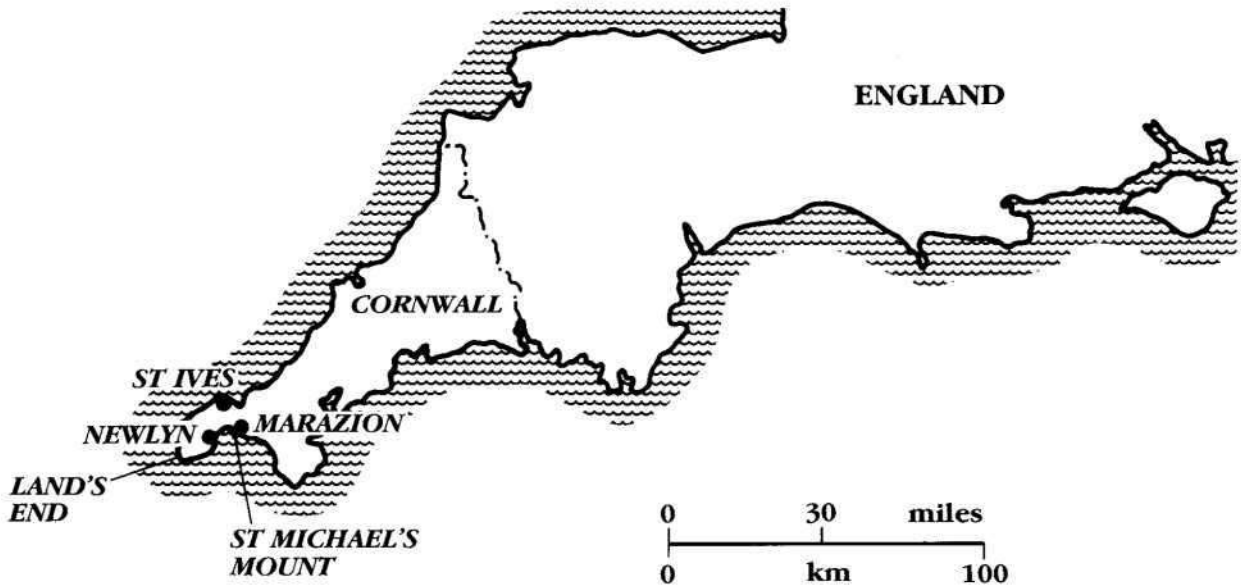
LOCH FYNE KIPPER

TOAST WITH BUTTER AND MARMALADE

FRESHLY GROUND COFFEE  
AND SELECTION OF TEAS

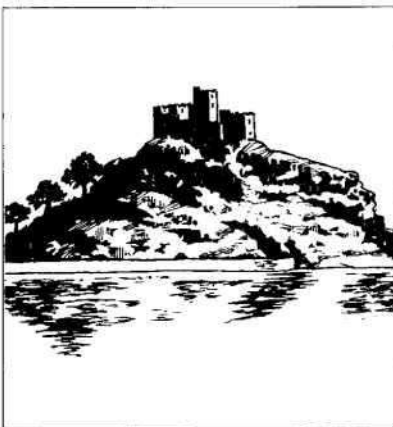
# SECTION 12

## Cornwall



### 1 General comprehension

Watch the scene about Cornwall and identify these pictures.



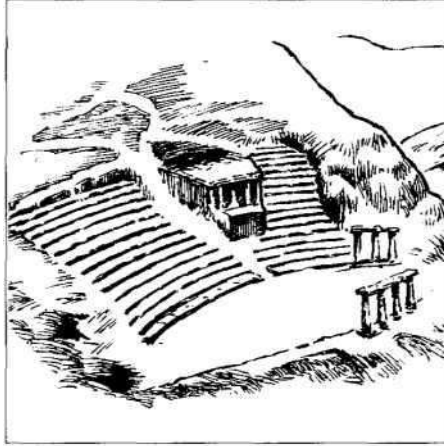
1 .....



2 .....



3 .....



4 .....

5 .....

## Vocabulary

mainland ferry  
National Trust monks,  
monastery peninsula

buyer mine tin,  
lead, craftsman  
potter, pottery

zinc

kick-wheel gallery  
exhibition sculpture,  
sculptor

## Detailed

## comprehension

### Watch the video again and answer the questions.

1 How can you get to St Mikdhaeirs Monnt at high tide?

How far is Maaraziioin from the island?

3 Where did the monks on St Miicltoaell's Monnt come from?

4 Which industry is still impojrtant in IDEvm and Cornwall?

5 How many mines did Cornwall have 100 yeairs ago?

6 What iis the rnosti westerly point inm Wnितain?

- 7 When is St Ives crowded?
- 8 Who was the famous potter who lived in St Ives?
- 9 Who was the famous sculptor who lived in St Ives?

## E1 Prepositions

Fill in the gaps using the correct preposition from the box below.

to after from up of for in on at

I

- 1 The monastery ..... St Michael's Mount belongs  
.....the National Trust.
- 2 The National Trust looks..... historic monuments.
- 3 The monks came..... France originally.
- 4 The fish sold..... Newlyn can end .....  
..... Britain, France or Germany.
- 5 Further..... the north-west coast we come  
..... St Ives.
- 6 People think ..... abstract art as typically twentieth  
century.
- 7 Barbara Hepworth's work was a search ..... a  
'universal vision of beauty'.
- 8 Shakespeare grew..... Stratford, then  
he left..... London.
- 9 Hatfield House dates ..... 1608.
- 10 ..... Wales you can get away ..... the crowds.
- 11 I'm sure you have heard ..... the Loch Ness Monster.

## Make sentences

**'It's surprising to find art galleries of a high standard in a little seaside town.'**

**Make sentences using the two different beginnings and the notes below.**

**It's surprising to ...**

**It's quite normal to...**

**go/school/boat**

**go/school/boat/if/live/St Michael's Mount**

**3 have/cooked breakfast/holiday/Britain**

..... a .....

**4 hear/so many artists and craftsmen/live/small seaside town**

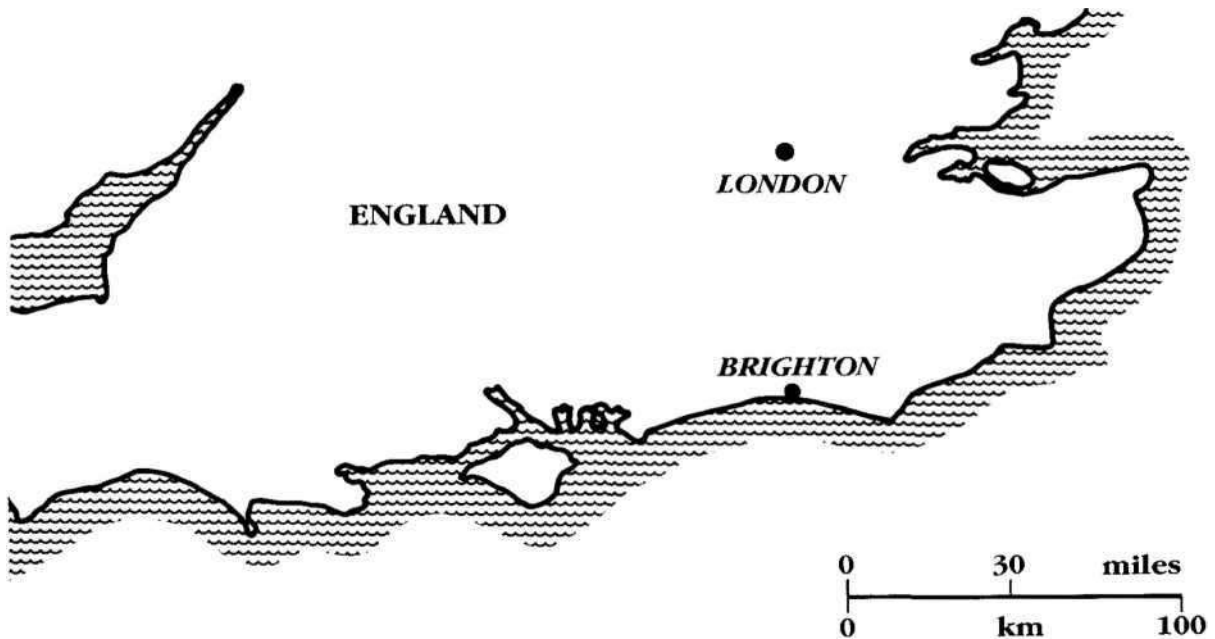
**5 watch/cricket/England/summer**

**6 see/people/wear/kilts/Scotland**

**Think about your own country and make sentences of your own, beginning 'It's surprising to...' and 'It's quite normal to...'**

## SECTION 13

# *Brighton*



### **1** General comprehension

Watch the scene about Brighton and match the names to the descriptions.

- |                              |                          |
|------------------------------|--------------------------|
| <b>1</b> Pier                | <input type="checkbox"/> |
| <b>2</b> Promenade           | <input type="checkbox"/> |
| <b>3</b> Brighton Rock       | <input type="checkbox"/> |
| <b>4</b> The Royal Pavilion  | <input type="checkbox"/> |
| <b>5</b> The South Downs Way | <input type="checkbox"/> |

- a** an oriental-style palace
- b** a long country footpath
- c** a platform extending into the sea
- d** a place between the street and the beach
- e** a peppermint sweet

## Vocabulary

nickname	rock	silver gold plate
entertainments	peppermint sugar	pots and pans
seafront promenade	chippy, take-away	luxurious
deck chair pier	fantasy	antiques
	minaret	
	chandelier	

## Detailed comprehension 1

**Watch the video again. Which of the following sentences are true (T) and which are false (F)?**

- 1 Brighton is sixty kilometres from London.
- 2 Brighton's nickname was 'Lomdon-by-the-Sea' in the seventeenth century.
- 3 Queen Victoria enjoyed Brighton.
- 4 On the promenade you can hire deck chairs.
- 5 The electric train in Brighton was first used in 1883. **O**
- 6 King George the Fourth made Brighton fashionable. **d**
- 7 On the South Downs there is a footpath 130 kilometres long. Q
- 8 The white cliffs are known as the Seven Brothers. O1

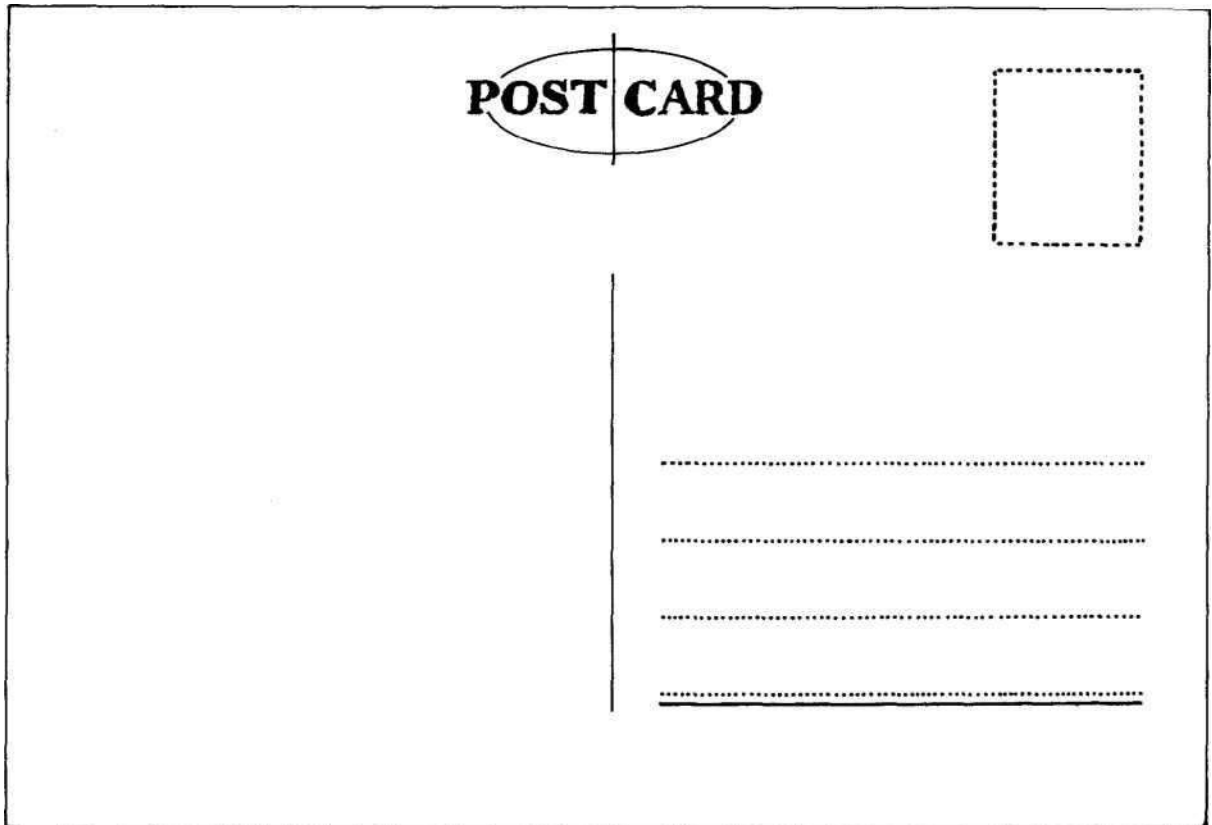
## Detailed comprehension 2

**Watch the first part of the video again and number the activities below in the order you see them.**

- |   |   |
|---|---|
| <input type="checkbox"/> sunbathing                   | <input type="checkbox"/> eating fish and chips    |
| <input type="checkbox"/> listening to a brass band    | <input type="checkbox"/> buying rock              |
| <input type="checkbox"/> parasailing                  | <input type="checkbox"/> swimming                 |
| <input type="checkbox"/> riding on a merry-go-round   | <input type="checkbox"/> walking on the promenade |
| <input type="checkbox"/> riding on the electric train |   |

## Write a postcard

**Look again at the list in Exercise 4. Choose at least five of the activities and write a postcard to a friend saying what you did on a visit to Brighton.**



## KU Matching

**'The famous white cliffs are known as the Seven Sisters.'**

**Join these phrases to the ones below them using '...is/ are known as...'**

- 1 King George the Fourth...
- 2 The Roman wall between Scotland and England...
- 3 Wordsworth and other poets who lived in the Lake District...
- 4 Traditional Devon cider...
- 5 The extinct volcano in Edinburgh...
- 6 George Stephenson...

Hadrian's Wall  
the Prince of Pleasure  
the Father of the Railways

King Arthur's Seat  
the Lake Poets  
scrumpy

## H Reflexive pronouns

**'George the Fourth came here to amuse himself.'**

**Fill in the gaps in the following sentences using one of the words in the box.**

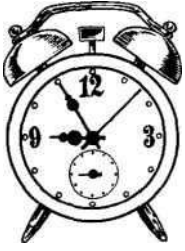
my		our	
your	-self	your	-selves
him		them	
her			

- 1 People still go to Brighton to enjoy .....
- 2 Queen Victoria was too serious to enjoy ..... - ..... inn Brighton.
- 3 Visitors have aimed ..... on Brighton Pier since 1901.
- 4 I enjoyed ..... at the theatre last night.
- 5 Be careful not to cut! ..... with that knife.
- 6 There are many ways we can enjoy ..... on a visit to Great Britain.
- 7 She wrote ..... in a book.
- 8 He looked at ..... in the mirror.

Write sentences

Make one sentence from the two below, joining them with 'that'.

- 1 He built a palace. It's called the Royal Pavilion.
- 2 They are eating a sweet. It's known as Brighton Rock.
- 3 A ferry crosses to St Michael's Mount. It's known as the Duck.
- 4 They make cider in Devon. It's known as scrumpy.
- 5 They built a bridge in Bath. It was inspired by an Italian one.
- 6 Sally Lunn invented a bun. It's eaten with tea.



## Beat the clock in the Great Britain quiz!

**How well do you know Great Britain? Work with a partner (or on your own) and try to answer the thirty questions below in just eight minutes.**

### WHO...

- 1 ... lived in Edinburgh Castle until 1603?
- 2 ... built Durham Cathedral?
- 3 ... found 'a host of golden daffodils'?
- 4 ... invented the locomotive?
- 5 ... wrote *Jane Eyre*?
- 6 ... sailed from Plymouth in the *Mayflower*?
- 7 ... built the Royal Pavilion in Brighton?
- 8 ... married Anne Hathaway?

### WHAT...

- 1 ... is whisky made from?
- 2 ... is the name of the Queen's Scottish home?
- 3 ... is the largest lake in England?
- 4 ... is the name of the Welsh festival of music held every year?
- 5 ... was the social centre of Bath?
- 6 ... is the ferry that crosses to St Michael's Mount known as?
- 7 ... is a kilt made from?
- 8 ... is the symbol of York?

### WHERE...

- 1 ... is Holyroodhouse?
- 2 ... is Micklegate Bar?
- 3 ... is the village of Haworth?
- 4 ... can you see the sanctuary knocker?
- 5 ... would you drink scrumpy?
- 6 ... can you see the 'Four Seasons' tapestries?
- 7 ... is Great Orme's Head?

### WHEN...

- 1 ... are the Highland Games held?
- 2 ... was Shakespeare born?
- 3 ... was the first public railway built?
- 4 ... were England and Scotland united?
- 5 ... was Hadrian's Wall built?
- 6 ... did Charlotte Bronte die?
- 7 ... did Julius Caesar invade Britain?

## **Edinburgh**

Edinburgh, the capital of Scotland, is one of the most beautiful cities in Britain. It is especially appealing to those who enjoy walking, as green parks, gardens, and hills are always close by—even in the main shopping areas.

Although it is a lively modern city, its history is visible everywhere. At the top of Edinburgh's highest hill stands Edinburgh Castle, whose gates have been crossed by soldiers for almost a thousand years. It served as the residence of Scotland's royal family until 1603, when King James the Sixth of Scotland also became king of England and moved to London.

The well-known Royal Mile begins at the castle and stretches eastward. Along and around it, visitors can explore narrow historic streets on foot and discover a variety of interesting shops.

One of Scotland's most important traditional garments is the kilt, made from tartan cloth. Creating a kilt requires about eight metres of this material. Both men and women wear kilts, but a man's kilt includes a leather and silver pocket worn at the front, known as a sporran. Popular souvenirs include tartan hats and practical tartan umbrellas.

Bagpipes, Scotland's national instrument, are also crafted here. Skilled workers produce the wooden pipes, while the bag itself is made of leather and covered with tartan.

At the opposite end of the Royal Mile stands the Palace of Holyroodhouse. It was built by a Scottish king before the union of Scotland and England into Great Britain. Today, it serves as a secondary residence for the British monarch, who usually visits Edinburgh during the summer. When the royal family is absent, the palace is open to visitors, who can view the state rooms, walk through the gardens, and explore the ruins of the much older abbey.

Behind Holyroodhouse rises one of Edinburgh's nine hills—King Arthur's Seat, an extinct volcano. From its summit, visitors can look north toward the Firth of Forth and the road bridge that spans it. While the road bridge is modern, the rail bridge is much older and has carried trains to the Highlands for over a century.

### **The Highlands of Scotland**

Announcer: Today, we welcome the finest athletes, dancers, and pipers, with competitors arriving from all over the world.

Some people refer to this event as the Scottish Olympics. Its real name, however, is the Highland Games. These events are not purely athletic competitions—music plays an equally important role, especially the sound of pipes and drums, alongside traditional Scottish sports such as tug-of-war. The most famous of these summer gatherings takes place at Braemar and is attended by the royal family. In addition, nearly a hundred smaller Highland Games are held across Scotland between May and September.

While athletes compete in events like the hammer throw at one end of the arena, dancing contests take place at the other. The most popular traditional dances are the Highland fling and the sword dance. Almost all participants at the Highland Games—dancers, pipers, and athletes alike—wear kilts, as do the judges and the soldiers in military pipe bands.

One of the most impressive events is caber tossing. A caber is a large wooden pole, about six metres long and weighing around sixty kilograms. It must be thrown so that it falls forward, away from the athlete.

As the Braemar Games come to an end, the Queen and Prince Philip depart for their nearby Scottish residence, Balmoral Castle.

The region of Highland Scotland is rugged and mountainous. In winter, the peaks are covered in snow, while in summer they turn purple with blooming heather. Around 300,000 red deer inhabit this area, and Highland cattle develop long, thick coats during the colder months.

Between the mountains lie numerous rivers and lakes, known in Scotland as “lochs.” One of the most famous is Loch Ness, associated with its legendary monster. Another is Loch Awe, where the ruins of Kilchurn Castle can be seen.

Off Scotland’s west coast are more than fifty islands. The main departure point for boats to these islands is Oban, a fishing town known for its abundance of crabs. Although crabs may not look appealing when first brought ashore, they are highly valued in food, especially in sandwiches.

Fishing is both a livelihood and a popular sport in Scotland. The deep lochs contain large fish, but the most famous are Scottish salmon, found in the rivers. Catching a salmon requires considerable skill and experience, as they are strong and difficult to land.

Scottish rivers are also essential for another purpose: the production of Scotch whisky. Whisky is made from water and barley, using a method that has remained largely unchanged for hundreds of years.

### **Hadrian’s Wall**

This is Northumberland, where England borders Scotland. About forty kilometres south of today’s border lies Hadrian’s Wall, constructed nearly two thousand years ago by the Roman Emperor Hadrian.

When the Romans left Britain in the fourth century, the wall stood about four and a half metres high and stretched from the west coast to the east coast. Along its length were towers, castles, and forts. At one of these forts, the remains of a Roman hospital

were discovered. Today, Hadrian's Wall is a popular place for long walks—especially for those with plenty of energy.

### **Durham**

To the south of Hadrian's Wall is the city of Durham, where the cathedral rises high above the River Wear. Both the cathedral and the castle were built by the Normans, who arrived from France six centuries after the Romans departed. Construction of the cathedral began in 1093.

A man remarks that one of the doorways is among the finest examples of Norman architecture in the world. On the door hangs the well-known sanctuary knocker. In Norman times, the Church could offer protection even from the king, and any person—even a criminal—was safe if they managed to reach it.

Nine hundred years later, the people of Durham continue to preserve their cathedral with great care. Although it may now resemble a museum, it remains an active religious centre.

Durham's old marketplace is still lively. Vaux, a local brewer, produces ale—Britain's most popular alcoholic drink. Beer is still delivered in the traditional manner, using a horse-drawn cart known as a dray. These deliveries continue five days a week, from Monday to Friday.

### **The Lake District**

The Lake District is one of the most scenic regions of Britain and has long attracted writers and poets. The most famous of them was William Wordsworth, who loved nature and often wrote his poetry in the mountains or near Grasmere, the lake close to his home.

His well-known lines describe wandering like a cloud and suddenly encountering a field of golden daffodils beside a lake, beneath the trees, moving gently in the breeze.

Wordsworth and the other Lake Poets helped make the region famous. Since the nineteenth century, passenger boats have carried visitors along Lake Windermere, the largest lake in England. At its northern end lies Ambleside, a charming town and a popular base for holidays.

Exploring the Lake District is best done on foot, with a good map and suitable walking shoes. In summer, many water sports are enjoyed, while in winter, people can sometimes skate on frozen lakes. Even in spring, climbers and walkers may require ice axes in the mountains.

Although the highest peaks reach only about a thousand metres, the weather can be harsh, cold, and stormy. Lower areas are often wet, even during summer. Visitors come not for perfect weather, but for the stunning scenery, fresh air, and lakes.

Dolly is the oldest working steamboat in the world, about 150 years old. After sinking in 1895, she remained at the bottom of a lake for sixty-seven years before being raised and restored in 1962.

Another vessel, Osprey, was built in 1902. Both boats, along with many others, can be seen at the Windermere Steamboat Museum. Osprey still carries passengers, just as it did before the age of petrol engines. It even features a steam kettle capable of boiling five litres of water in just twenty seconds—ensuring that tea is always available.

## **York**

York is one of the most historic cities in Europe. It began as an important Roman settlement. In the medieval period, a stone wall was built around the city, and it still stands today.

Near Lendal Bridge flows the River Ouse. From here, it is possible to walk along the entire length of the medieval wall, a journey that takes about two hours.

In the southern section stands Micklegate Bar, where monarchs once entered the city and where the heads of traitors were displayed. Other entrances include Monk Bar in the northeast and Bootham Bar in the northwest.

Inside the walls lies the old city, dominated by the great tower of Britain's largest medieval building. The cathedral, begun in 1220 and completed two hundred years later, is known for its tall, pointed arches.

A fire damaged part of the roof not long ago, and the restored section now reflects different ways of praising God, from traditional prayer to modern achievements such as moon landings.

Unlike cathedrals in Catholic regions of southern Europe, English Protestant cathedrals tend to appear simpler, with less decoration on walls and ceilings. Instead, their colour is found in stained-glass windows. One window features a white rose, the symbol of York.

Stone carvings inside include figures of fifteen English kings, from William the First to Henry the Sixth, as well as representations of people buried there. Preserving this heritage is an ongoing task.

Archaeologists have also made discoveries in York, including the wooden foundations of what is believed to be a second-century Roman temple on the south bank of the river.

Brass bands are popular in northern England, often involving entire families. York also has unusual museums, such as the National Railway Museum, where visitors can explore the history of steam trains.

The first public railway in the world was built north of York by George Stephenson in 1825. Early trains looked very different from modern ones. By 1938, steam trains had reached speeds of two hundred kilometres per hour. These engines played a key role in the industrial revolution, helping Britain become the world's first industrial nation.

## West Yorkshire

The moors of West Yorkshire were home to the famous writers Charlotte Bronte and Emily Bronte. Their novels, *Jane Eyre* and *Wuthering Heights*, reflect the dramatic, austere, and romantic nature of the landscape.

They lived in the village of Haworth with their siblings, where their father served as a minister. Tragically, all the children except Charlotte died before reaching the age of thirty. Charlotte lived on with her father, later marrying at the age of thirty-eight, but she died just nine months afterward and was buried in the village church.

Nearby lies the market town of Skipton, where livestock auctions take place. The fast-paced speech of the auctioneer can be difficult to understand, even for native English speakers, but the excitement of the event is unmistakable.

Farmers converse in a strong Yorkshire accent, reflecting the regional diversity of speech across Britain. Sheep farming remains an important activity, though it can be challenging and unpredictable.

Across from the sheep market stands an old cotton mill, its tall chimney a reminder of the era when machines were powered by steam. These industrial landmarks are carefully preserved, though maintaining them is not always easy.

## LONDON

### Shakespeare's London

Shakespeare was born in Stratford-on-Avon in 1564. Later, he lived in London. Shakespeare wrote thirty-six plays. They are still read and performed all over the world.

The plays were performed in the *Globe Theatre*. The theatre was destroyed by a fire in 1613. In 1997, a new Globe Theatre was built in the same place. You can learn more about the new Globe Theatre in Chapter 5.



**The new Globe Theatre**

### The Great Fire

The houses in Shakespeare's London were built very close to each other. They were made of wood. Sometimes there were small fires. On Saturday 2nd September 1666 there was a big fire.

It started in the house of the King's baker, in Pudding Lane, near London Bridge. Most of London burnt down. A quarter of a million people lost their homes. But only a few people died.



## **The Great Fire of London**

### **Dickens' London**

People built houses again after the Great Fire. But this time they built them of stone and brick. The city grew larger and larger. By 1830, there were more than one and a half million people in London.

The railways came and there were factories all over the city. The air was filled with smoke.

Many people were very poor and lived in terrible conditions. Most children did not go to school. Some of them worked all day in factories. Other children lived and died on the streets.

Charles Dickens lived from 1812 to 1870. He wrote about the lives of the rich and poor people of London at that time. He spent much of his life in London.

You can visit one of Dickens' homes in Doughty Street. There you can see his papers and writing desk.

London is very different today. You can learn more about modern London in Chapter 2.





**London in Dickens' time**



**The Millenium Bridge and St Paul's Cathedral**



### **The National Gallery and the lions of Trafalgar Square Art Galleries**

You can find many art galleries in London. The most famous is the *National Gallery* in Trafalgar Square. It has many famous paintings. You can see paintings by Turner, Constable, Goya, Van Dyck, Leonardo da Vinci, Michelangelo, Rembrandt, Renoir, Rubens and Titian.

Another well-known London gallery is *The Tate Gallery*, on the north bank of the river Thames. It was built in 1897.

The Tate Modern is a new gallery: it opened in 2000. It has a lot of modern art collections by artists like Picasso and Andy Warhol.



### **An Egyptian artefact at the British Museum Museums**

London has many interesting museums. *The British Museum* is one of the largest museums in the world. There are thousands of exhibits and over five kilometres of galleries. The museum has regular special exhibitions, for example, ancient Roman and Greek art, the Egyptians and the Anglo-Saxons.

Another interesting museum is the *Victoria and Albert*. It has got the world's largest dress collection. It exhibits objects as well as paintings. These objects include: furniture, carpets, ceramics, sculpture and jewellery.

### ***Palaces***

*Buckingham Palace* is the London home of the Queen. You can walk from Westminster Abbey to the Palace. It is a pleasant walk through *St James's Park*.

Soldiers always guard the palace. At half past eleven every morning, you can watch the soldiers change guard. *The Queen's Gallery* is in Buckingham Palace. You can visit the gallery and see the Queen's collection of paintings.

Another of the Queen's homes is *Windsor Castle*. Windsor is near the River Thames, about forty kilometres from London. The castle is eight hundred years old.



## **Buckingham Palace**

### ***Parks***

London is well known for its parks. There are more than eighty of them! The most famous parks, near central London, are *Hyde Park*, *Regent's Park* and *St James's Park*. They are all royal parks.

Hyde Park is a large park of three hundred and forty acres. In the sixteenth century, King Henry VIII hunted wild animals there! Today people relax on the grass and skate and cycle on the paths.

*The Serpentine* is a lake in the middle of Hyde Park. In the summer, you can go on a boat or swim there.



### **A music concert in a London park**

*Speakers' Corner* is also in Hyde Park, near Marble Arch. Anyone can make a speech there.

Regent's Park is very beautiful. It is home to the *London Zoo*. There are more than six thousand animals and birds in the zoo. There is an open-air theatre in Regent's Park. You can watch Shakespeare's plays there in summer.

A lot of big, outdoor concerts are held in London's parks. Other parks to visit are *Hampstead Heath* in North London and *Clapham Common* in South London.

### *Travelling in London*

The tube is London's underground railway. Its train lines can take you all over the city.

Some of the lines are very old. The Metropolitan Line opened in 1863. It is the oldest in the world. The Piccadilly Line runs from Heathrow - London's largest airport - to the centre of London.



### **London's underground railway - the tube**

You can see much more of London from a bus. There are special open-top bus tours for tourists. They show you the sights of the city. The bus tours include river cruises and walking tours.

The tourist buses leave from Green Park, Victoria station and Marble Arch.



### **Passengers on an open-top bus**

The Docklands Light Railway (DLR) is a modern railway line. Its trains don't have drivers! The DLR is a good way to see the Docklands and East London.

There are a lot of taxis in London. The drivers are usually friendly and helpful. You should only use black cabs or licensed taxis. The roads are very busy in Central London. There is a *Congestion Charge* for every car in central London on weekdays. You can pay your Congestion Charge online or in shops.

The buses and tube get very busy in the morning between eight o' clock and ten o'clock. They are also busy in the evening between five o' clock and half past six. It is better not to travel at these times.

You will find information centres and websites in Chapter 6 to help you travel around London.

### *Shopping*

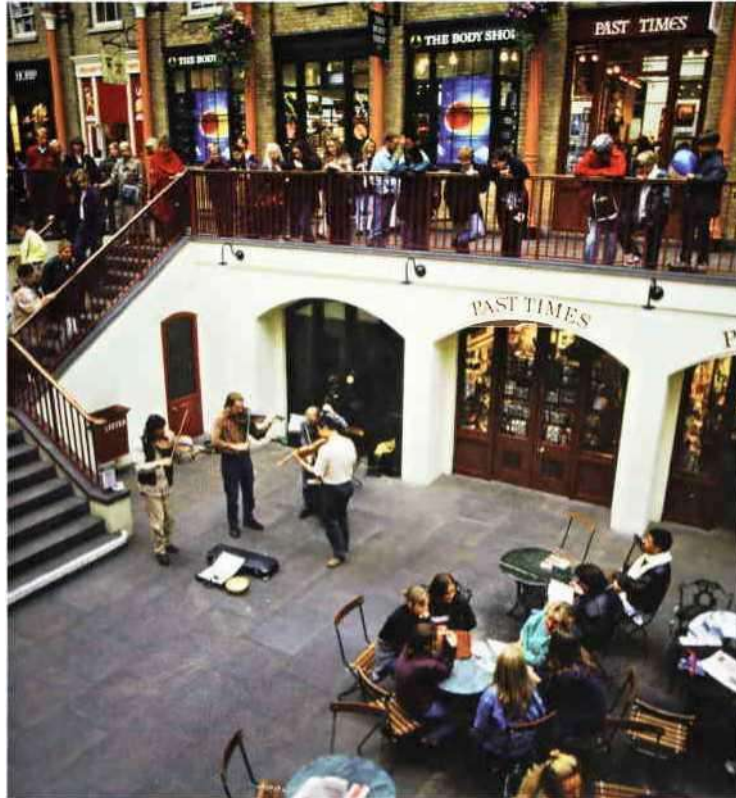
London is world famous for its shopping. *Oxford Street* is London's main shopping centre. *Selfridges* is a well- known department store on Oxford Street. The most famous shop in London is *Harrods*. It is in Knightsbridge. You can buy anything you want in Harrods!



**Harrods at night**

There are a lot of shops in *Covent Garden*. In the 1600's, Covent Garden was a fruit and flower market. Now you can buy clothes and antiques there. You can visit the cafes and bars. Covent Garden is famous for its street performers. You can see circus performances, singing and theatre on the street!

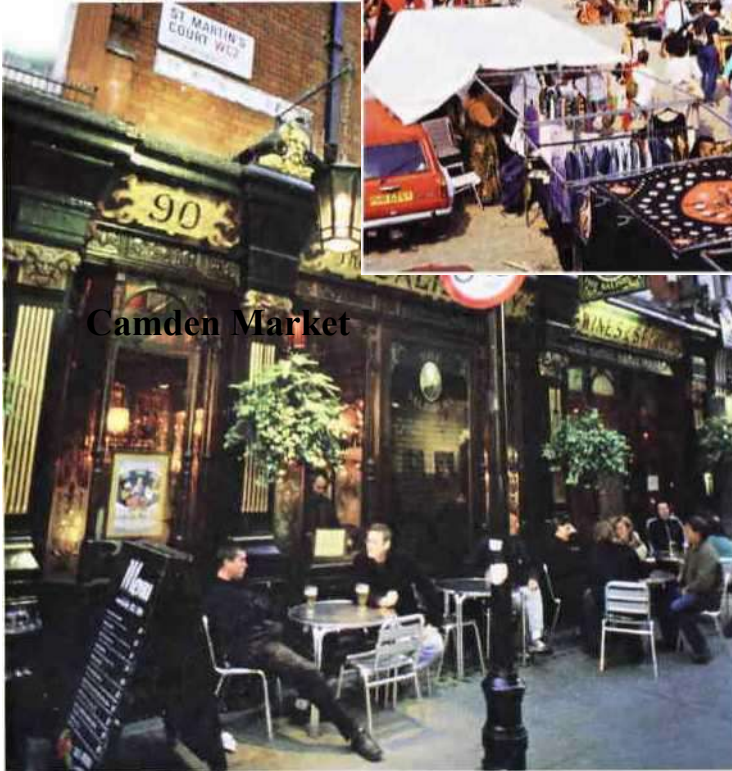
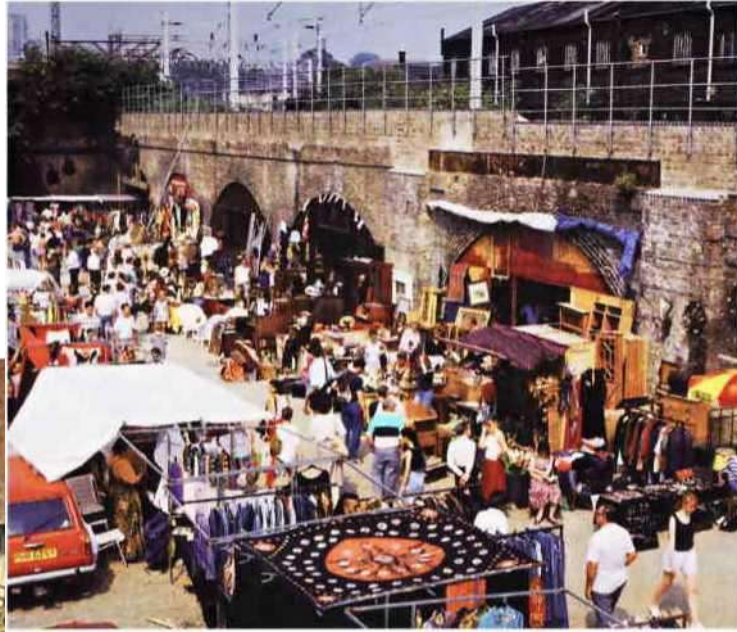
*Soho* is in central London. It is a good place to buy music. People go to *Bond Street* and *Marylebone High Street* to buy clothes and furniture.



### **Street performers in Covent Garden**

There are also hundreds of markets in London. They sell all kinds of things: food, clothes, jewellery, music and furniture. The two best known markets are *Portobello Road* and *Camden*. Portobello Road is in West London, in Notting Hill. You can go there by tube. The nearest stations are Notting Hill Gate and Ladbroke Grove. The market sells exciting things. You can buy old clothes and antiques there. It is very popular on a Saturday.

Camden Market is in North London. It is famous for art and music. Many young people go to Camden Market. Other popular markets in London are *Spitalfields*, *Greenwich* and *Petticoat Lane*.



Camden Market

There are a lot of famous, old pubs in London. *The Prospect of Whitby*, in East London, is a very old pub. It was built in 1520. *The Lamb and Flag* in Covent Garden is more than three hundred years old. Covent Garden also has a lot of bars. They stay open much later than pubs. Bars often have dancing.

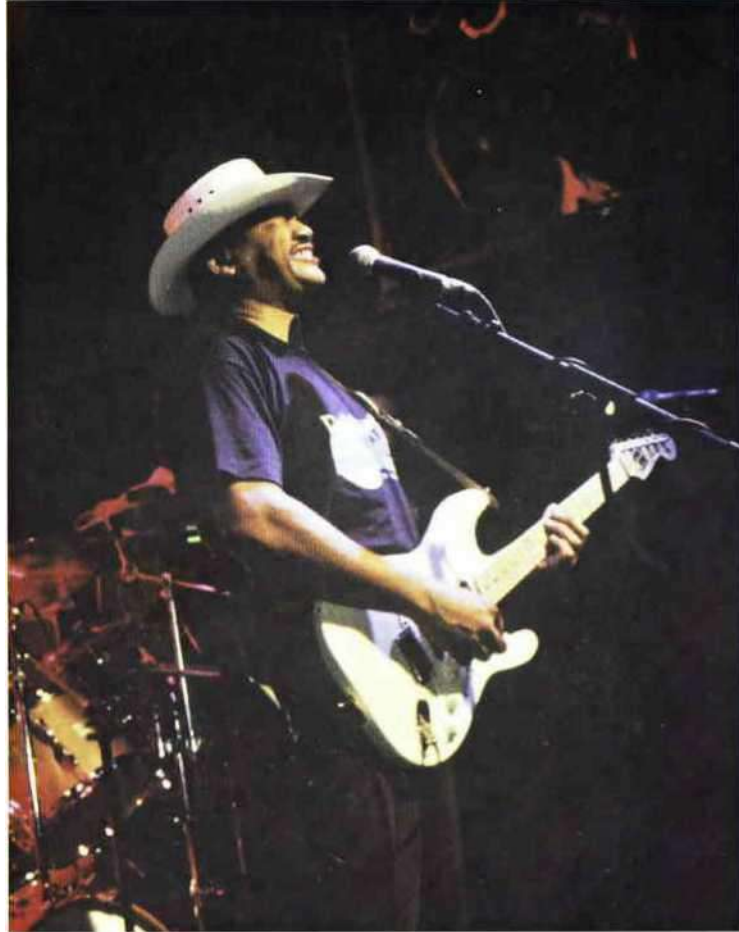
*Notting Hill* is a good place to visit at night. It has the largest carnival in Europe. More than a million people go there every August. They look at the colourful costumes and dance.



### **Notting Hill Carnival**

There are many nightclubs in London. Some nightclubs stay open all night. You will find many bars and clubs in Soho. They play all kinds of different music.

You can hear live music and bands in London too. You can buy a newspaper or entertainment guide to find out what live events are happening.



### **A live band at *The Mean Fiddler* in London**

*The National Theatre* and the *Barbican Centre* are good places to see plays.

You can also go to the Globe Theatre, by the River Thames. It is a modern theatre but it looks like Shakespeare's Globe. You can see a picture of the new Globe on page 7. You can also see Shakespeare's plays at the open-air theatre in Regent's Park.

You can see first showings of new films in West End cinemas. There are also a lot of small cinemas all over London. They show interesting, low-budget films.

### ***Restaurants***

In Soho there are many foreign restaurants and cafes. You can go for an expensive meal there, or you can eat very cheaply. There are a lot of good Chinese restaurants on Gerrard Street in Soho. The area is known as

*Chinatown.*



## Chinatown

You can eat food from all over the world in London. You can go to French, Italian, Spanish, Caribbean, Thai, Greek, Turkish, Indian, Japanese, African or Chinese restaurants. Some of the most famous restaurants in the world are in London.

# Information and Advice

Perhaps you will visit London one day. Here is some advice:

- Buy a good map.
- Check the internet to find out what is on.
- Remember to ask for help - people can be friendly.
- London is a great city - have fun!

## *Tourist Offices*

The British Visitor Centre

1 Lower Regent Street (near Piccadilly Circus)

There is also the London Visitor Centre in Arrivals at Waterloo International Station, [www.visitbritain.com](http://www.visitbritain.com)

The London Tourist Board

Go to [www.londontouristboard.com](http://www.londontouristboard.com)

## **Travel Information**

Transport for London (TfL) travel information offices are at:

Piccadilly Circus, Euston, Liverpool Street, Paddington and Victoria train stations, Victoria Coach Station, and Heathrow, Terminals one, two and three, West Croydon Bus Station and Camden Town Hall.

Twenty-four hour phone line: 020 7222 1234

Website: [www.tfl.gov.uk](http://www.tfl.gov.uk)

## **Useful websites**

[www.londontown.com](http://www.londontown.com) This is a website for first-time visitors to London. It has information on hotels, sights and restaurants.

[www.24hourmuseum.co.uk](http://www.24hourmuseum.co.uk) This is a website with information on every single museum in London.

Here are some good websites with information on hotels, theatres, cinemas, pubs and bars:

[www.londonnet.co.uk](http://www.londonnet.co.uk)

[www.viewlondon.co.uk](http://www.viewlondon.co.uk)

[www.timeout.com/london](http://www.timeout.com/london)

Here are some websites to help you find an address and plan your route:

[www.streetmap.co.uk](http://www.streetmap.co.uk)

[www.multimap.co.uk](http://www.multimap.co.uk)

## ***Useful telephone numbers***

Emergency - police, fire or ambulance: national emergency 999

Directory enquiries: 118 500 or 118 118

## Exercises

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### *Prepositions: in at on*

Put the correct preposition in the following sentences:

- 1 London is the biggest city      Britain.
- 2 There are lots of places to go      night.
- 3 The Romans built a town      the River Thames.
- 4 Shakespeare was bom      Stratford-on-Avon.
- 5 Charles Dickens lived      Doughty Street.
- 6 You can ride all over the city      the tube.
- 7 The Metropolitan is the oldest underground line the  
world.
- 8 You can get... a river boat.... Westminster Bridge.

### *Jumbled sentences: put the words in the correct order*

These are sentences from the book. Can you put the words in the correct order?

**Example** the north of old buildings are Most famous of the river.

**You write:** *Most of the famous old buildings are north of the river.*

1	the great British museums is one of The Museum of the world.
You write:	
2	You can go by visiting inside Buckingham Palace the Queen's Gallery.
You write:	
3	The Hyde Park is Serpentine in the middle of a lake.
You write:	

# *What can you do? Where?*

Use the words and phrases in the boxes. Make sentences like the example:

see	modern plays and musicals	all over	Soho restaurants
watch	ancient Roman and Greek art	at	Greenwich
visit	the Old Royal Observatory	in	the city
take	many different kinds of food	in	West End theatres
eat	the tube	at	the British Museum

**Example** *You can visit the Old Royal Observatory in Greenwich.*

1

2

3 \_\_\_\_\_

4 \_\_\_\_\_

## *A good place to go: questions and answers*

Make questions for these answers. The first one is an example:

**You write** *When is the best time to visit Notting Hill?*

**Example** *The best time to visit Notting Hill is at night.*

1 Where

**Charles Dickens lived in Doughty Street.**

2 When

**The Great Fire of London started in September 1666.**

3 How

**Westminster Abbey is more than nine hundred years old.**

4 How

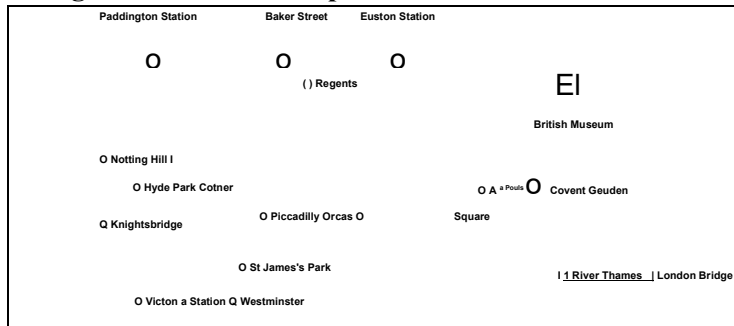
**The London Eye is 135 metres high.**

5 What

**Big Ben is the name of a bell and also the name of a clock tower.**

# Locations: places on a map

Here are some of the underground stations and places in central London.



Can you work out these place names? The first one is an example.

Anagram	Place Name	Information
LONG DONE BIRD	<i>London Bridge</i>	This was the first bridge to cross the river Thames.
LAST SUP		You can see this cathedral from the <i>London Eye</i> .
MUST BRUISE HIM		You can see old Greek and Roman art here.
QUEST SEALER ICER		Many theatres and cinemas are near here.
STARK PENDER		London Zoo and an open-air theatre are in this place.
MINT STEWERS		The Houses of Parliament and Big Ben are here — and a famous abbey.
AVIRICOT		This is the name of a famous Queen of England.
TEND RAVEN COG		The Royal Opera House is here, and many bars and outdoor cafes.

Tins is tie site of an annual carnival.

## Complete the story: fill in the gaps

Use the words in the box to complete the story.

homeless died old in cleaner rubbish bad  
 people bakery city houses and started fire of  
 the a understand ate Thames days destroyed  
 called It

### The Plague and the Great Fire of London

The population of London <sup>1</sup> 1665 was about 250,000  
<sup>2</sup>.....It was the largest <sup>3</sup> in Europe. But the  
<sup>4</sup>.....were very close together, <sup>4</sup> the houses were  
 made <sup>5</sup>wood. There were many fires in <sup>6</sup> old  
 city.

London was <sup>7</sup> dirty city. People threw <sup>8</sup> into  
 the streets. Dogs and rats <sup>9</sup> the rubbish. The River  
<sup>10</sup> .....was an open sewer. It smelt <sup>1</sup> Sickness  
 spread quickly. In 1665 people <sup>12</sup> to die from a disease  
<sup>13</sup> the *bubonic plague*. Thousands of people  
<sup>13</sup>.. from this disease. Doctors did not <sup>14</sup> how the  
 disease spread.

There was a great<sup>15</sup> in the following year. The Great Fire of  
 London started in a <sup>16</sup>..... It lasted for five <sup>17</sup>  
 from 2nd September 1666. <sup>18</sup> destroyed almost all of the  
<sup>19</sup>.....city. Over 13,000 houses were <sup>20</sup> Over  
 100,000 people became <sup>21</sup> , but very few people died in the  
 fire.

After the fire, London was a <sup>22</sup> place - for a short time.