

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Донецький національний університет  
економіки і торгівлі  
імені Михайла Туган-Барановського

Кафедра іноземної філології, українознавства та соціально-правових  
дисциплін

**Г. М. Удовіченко, О. Ю. Герасименко**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ ДИСЦИПЛІНИ**

**ЛІНГВОКРАЇНОЗНАВСТВО ТА ЛІТЕРАТУРА КРАЇН  
ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ**

Ступінь: бакалавр

Кривий Ріг  
2022

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Затверджено на засіданні  
кафедри іноземної філології,  
українознавства та соціально-  
правових дисциплін  
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**У 31**

**Удовіченко Г. М., Герасименко О. Ю.**

**У 31** Методичні рекомендації з вивчення дисципліни «Лінгвокраїнознавство та література країн основної іноземної мови», ступінь бакалавр. Кривий Ріг : ДонНУЕТ, 2022. 68 с.

Запропонована методична розробка з лінгвокраїнознавства дає змогу студентам отримати важливий і цікавий матеріал про п'ять англомовних країн: Сполучене Королівство Великої Британії та Північної Ірландії, Сполучені Штати Америки, Канаду, Австралійський Союз та Нову Зеландію. Методичні рекомендації до вивчення дисципліни містять завдання для практичних занять, матеріали для самостійної роботи. Завдання включають: самостійну роботу з текстами – виконання вправ до них; підготовку доповідей, виступів чи презентацій; висвітлення теоретичних питань з теми: усне та письмове (студент має право письмово висловити власну думку з обговорюваного питання), участь у диспутах чи обговоренні тем тощо. Зміст розробки викликає інтерес, пов'язаний з актуальністю розробленої теми. Методичні рекомендації відповідають сучасним методичним вимогам до навчальної літератури.

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економіки і торгівлі імені  
Михайла Туган-Барановського, 2022

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## ВСТУП / INTRODUCTION

Метою даної методичної розробки є підвищення загальної, комунікативної та професійної компетентностей студентів. Розвиток загальної компетентності досягається за рахунок удосконалення раніше набутих пізнавальних технік, що дозволяють здійснювати пізнавальну та комунікативну діяльність; підвищення рівня професійно-комунікативної компетентності передбачає опрацювання лінгвістичної, соціокультурної та прагматичної складових дискурсу. Розв'язанню цих завдань сприяють надані в методичних рекомендації творчі завдання для засвоєння та самостійної роботи з означеними компонентами дискурсу; ознайомлення студентів із сучасною англійською літературою; знання з сучасної англійської літератури та теорії літератури, формування літературної компетентності майбутніх перекладачів.

В курсі «Лінгвокраїнознавство та література країн основної іноземної мови» розглядаються базові поняття американської та британської культур у їхньому співвідношенні та національно-культурній специфіці: національний характер, патріотизм, державний устрій, ідеали та життєві переконання, робота та бізнес, ставлення до інших культур, до грошей, охорони здоров'я, судової системи, вітчизняна преса, спорт, народний гумор. Ознайомлення з культурою країн, мова яких вивчається, відбувається шляхом зіставлення та постійного оцінювання наявних раніше знань і понять із новозасвоєними.

Основна мета лінгвістичних занять – забезпечення комунікативної компетентності в актах міжкультурної комунікації, насамперед через адекватне сприйняття мови співрозмовника та розуміння оригінальних текстів. Об'єктом лінгвокраїнознавства є базові знання, якими володіють представники певної мовно-етнічної спільноти.

У процесі вивчення дисципліни студент повинен знати: особливості історичного, політичного, економічного, соціального та культурного розвитку країн, що вивчаються; географічне положення та політичний устрій; основні напрямки культурного розвитку Великої Британії та США, Північної Ірландії, Канади та Австралії, Нової Зеландії, а також національну самобутність і колорит цих країн; характерні національні особливості представників англомовних країн; багатство художніх творів, біографії сучасних англійських письменників; а також: поглибити знання з історії сучасної англійської літератури; закріпити знання з теорії літератури; удосконалити вміння аналізувати художній текст відповідно до вимог; виробити навички системного підходу до вивчення сучасної англійської літератури. Крім того, студент повинен знати основи міжкультурної комунікації іноземною мовою в різних сферах; способи обробки та адаптації іншомовної інформації з різних джерел; основи міжкультурної комунікації; нову інформацію комунікативно-поведінкового та країнознавчого характеру в рамках програми.

Студент повинен вміти: орієнтуватися в історичній періодизації розвитку країн, що вивчаються; знаходити схожість і відмінність у культурних особливостях країн; розкривати особливості тієї чи іншої традиції, звичаю;

визначати ідейно-естетичні та етичні цінності; давати порівняльну характеристику основних історичних тенденцій розвитку країн; застосовувати знання в процесі вирішення навчально-професійної діяльності; використовувати набуті знання в ситуаціях спілкування з носіями мови; правильно орієнтуватися в багатьох фактах, що зустрічаються в літературі, публіцистиці та газетних матеріалах іноземною мовою, які описують явища, події та реалії досліджуваних країн; підбирати матеріал про досліджувані країни з навчальною метою; визначати особливості сучасної англійської літератури; характеризувати основні етапи розвитку літератури англословних країн; здійснювати літературний аналіз художніх текстів різних жанрів (практично використовуючи окремі методи вивчення літератури чи їх елементи: біографічний, історико-типологічний, компаративний, рецептивно-естетичний, контактологічний та ін.); визначати ідейно-тематичну спрямованість літературного твору, його художні особливості, систему образів, мовно-художні засоби; висловлювати критичні міркування з приводу прочитаного; порівнювати та зіставляти тексти різних авторів на тематико-проблематичному, жанрово-стильовому, образно-нарративному рівнях; робити висновки, узагальнення.

Володіти: навичками самостійного аналізу прочитаної інформації; технології відбору, використання та поновлення знань; навичками рефлексії, самооцінки, самоконтролю; висловлювати власну точку зору, припущення та гіпотези, аргументувати та відстоювати власну позицію, заперечувати, аргументувати; порівнювати та диференціювати історичні та культурні факти країн мови, що вивчається.

Крім того, студент повинен володіти системою знань про етичні та моральні норми поведінки, прийняті в сучасному суспільстві, про моделі соціальних ситуацій, типові сценарії взаємодії та вміння застосовувати їх у загальній та професійній сферах спілкування.

**ЧАСТИНА 1.  
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.  
GENERAL STUDY GUIDE**

## 1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	Обов'язкова для ЗВО спеціальності 035 «Філологія»
Семестр (осінній / весняний)	осінній
Кількість кредитів	5
Загальна кількість годин	150
Кількість змістових модулів	2
Лекції, годин	32
Практичні / семінарські, годин	24
Лабораторні, годин	-
Самостійна робота, годин	94
Тижневих годин для денної форми навчання:	
Аудиторних	4
самостійної роботи студента	6,7
Вид контролю	екзамен

## 2. Програма навчальної дисципліни

**Мета** – ознайомлення студентів з духовними цінностями та літературою народів-носіїв мови, підвищення рівня загальної культури, розвиток вмінь користуватися інформацією стосовно найбільш важливих культурологічних проблем, пов'язаних з англійськими країнами.

### **Завдання:**

1. Надати та систематизувати основну інформацію про географічне положення, історію, національні символи, національний характер та національні стереотипи, релігію, політичний та державний устрій, стратифікацію суспільства, управління, політичні та економічні процеси, освіту, соціальну та етнічну структуру, економіку, засоби масової інформації, лінгвокраїнознавчі особливості мови, культуру і мистецтво англійських країн, звичаї та традиції народів цих країн, особливості вербальної поведінки носіїв мови у різноманітних сферах спілкування англійських країн, що вивчаються;
2. Вдосконалити лінгвістичну та комунікативну компетенції володіння англійською мовою.
3. Розвивати у студентів пізнавальні інтереси, прагнення до удосконалення своєї мовної та професійної підготовки.
4. Розвивати вміння працювати з навчально-методичною літературою та фаховою літературою.
5. Підвищити рівень розвитку іншомовної мовленнєвої компетенції студентів засобами англійської мови.
6. Ознайомити студентів з класиками англійської та американської літератури та з найвідомішими англійськими літературними творами.

**Предметом** вивчення курсу є мовні реалії з країнознавчою спрямованістю,



які пов'язані з найважливішими історичними подіями, культурно-історичними та соціальними асоціаціями; мовні реалії, які пов'язані з географічними поняттями, особливостями національної культури, суспільно-політичного життя, державним устроєм, економікою, традиціями та звичаями народу-носія мови та літературою англомовних країн.

**Зміст дисципліни розкривається в темах:**

Тема 1. Geographical position of Great Britain, England, Scotland, Wales, North of Ireland Dependent territories. Natural conditions and resources.

Тема 2. UK national symbols of Great Britain English national character. Church and state. Parliament, structure and functions. Legislative power, executive power

Тема 3. The USA. Geographical position. Main historical events. Federal state system. Natural conditions and resources.

Тема 4. The USA national symbols. Culture. Customs and traditions, holidays, manners Life of youth. Youth organizations Sports and leisure. Means mass information. Art

Тема 5. Canada. Geographical position. National symbols. Traditions, holidays, manners

Тема 6. Australia. Geographical position. National symbols. Traditions, holidays, manners

Тема 7. New Zealand. Geographical position. National symbols. Traditions, holidays, manners

Тема 8. English literature at the turn of the 19th-20th century

Тема 9. New English Literature

Тема 10. Literature of the USA. Historical retrospective

Тема 11. American literature at the turn of the 19th-20th century

Тема 12. New American Literature

**Опанування дисципліни дозволяє забезпечити:**

1) формування:

**загальних програмних компетентностей:**

здатність учитися і оволодівати сучасними знаннями;

здатність до пошуку, опрацювання та аналізу інформації з різних джерел;

уміння виявляти, ставити та вирішувати проблему;

здатність працювати в команді та автономно;

здатність спілкуватися іноземною мовою;

здатність до абстрактного мислення, аналізу та синтезу;

здатність застосовувати знання у практичних ситуаціях;

здатність проведення досліджень на належному рівні;

**фахових програмних компетентностей:**

усвідомлення структури філологічної науки та її теоретичних основ;

здатність використовувати в професійній діяльності знання про мову як особливу знакову систему, її природу, функції, рівні;

здатність використовувати в професійній діяльності знання з теорії та

історії мов, що вивчаються;

здатність аналізувати діалектні та соціальні різновиди мов, що вивчаються, описувати соціолінгвальну ситуацію;

здатність використовувати в професійній діяльності системні знання про основні періоди розвитку літератури, що вивчається, від давнини до XXI століття, еволюцію напрямів, жанрів і стилів, чільних представників та художні явища, а також знання про тенденції розвитку світового літературного процесу та української літератури;

здатність аналізувати діалектні та соціальні різновиди мов, що вивчаються, описувати соціолінгвальну ситуацію.

## 2) досягнення **програмних результатів навчання:**

ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, зокрема з фахової літератури та електронних баз, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати;

організовувати процес свого навчання й самоосвіти;

знати й розуміти систему мови, загальні властивості літератури як мистецтва слова, історію мов і літератур, що вивчаються, і вміти застосовувати ці знання у професійній діяльності;

розуміти фундаментальні принципи буття людини, природи, суспільства;

аналізувати й інтерпретувати твори зарубіжної художньої літератури й усної народної творчості, визначати їхню специфіку й місце в літературному процесі;

## 3) набуття **результатів навчання** (згідно Дублінських дескрипторів):

### – **знання:**

- географічного положення англомовних країн;
- політичного устрою країн;
- основ економіки та освітніх систем англомовних країн;
- основних історичних етапів та подій у англомовних країнах;
- культурних особливостей англомовних країн;
- літературних течій англомовної літератури та найвідоміших творів.

### – **уміння/навички:**

- орієнтуватися у географічному положенні англомовних країн;
- володіти реаліями, пов'язаними з темами курсу;
- орієнтуватися в історії англомовних країн;
- володіти знаннями щодо періодизації англомовної літератури та її видатних творів.

### – **комунікація:**

- ефективно встановлювати і підтримувати комунікацію в навчальних ситуаціях, здійснювати чіткі та детальні повідомлення на різні теми та аргументувати свою позицію щодо обговорюваної проблеми;

- вільно спілкуватись із носіями мови, чітко, детально висловлюватись з широкого кола тем, виражати свою думку з певної проблеми, наводячи

різноманітні аргументи за і проти;

– **Відповідальність і автономія:**

- застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;

- належним чином поводити себе і реагувати у типових академічних, професійних, світських і повсякденного ситуаціях, а також знати правила взаємодії між людьми у різних ситуаціях.

### 3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
<b>Змістовий модуль 1: History, Geography and Politics of English-speaking Countries</b>					
Тема 1. Geographical position of Great Britain, England, Scotland, Wales, North of Ireland. Dependent territories. Natural conditions and resources	10	4			6
Тема 2. UK national symbols of Great Britain English national character. Church and state. Parliament, structure and functions. Legislative power, executive power	10	4	2		4
Тема 3. USA. Geographical position. Main historical events. Federal state system. Natural conditions and resources	10	4			6
Тема 4. USA national symbols. Culture. Customs and traditions, holidays, manners Life of youth. Youth organizations Sports and leisure. Means mass information. Art	10	4	2		4
Тема 5. Canada. Geographical position. National symbols. Traditions, holidays, manners	12	4			8
Тема 6. Australia. Geographical position. National symbols. Traditions, holidays, manners	12	2			10
Тема 7. New Zealand. Geographical position. National symbols. Traditions, holidays, manners	11	2			9
<b>Разом за змістовим модулем 1</b>	<b>75</b>	<b>24</b>	<b>4</b>		<b>47</b>
<b>Змістовий модуль 2: Literature of English-speaking Countries</b>					
Тема 8. English literature at the turn of the 19th-20th century	15	2	8		5
Тема 9. New English Literature	15	2	2		11
10. Literature of the USA. Historical retrospective	15	2			13
Тема 11. American literature at the turn of the 19th-20th century	15	2	2		11
Тема 12. New American Literature	15		8		7
<b>Разом за змістовим модулем 2</b>	<b>75</b>	<b>8</b>	<b>20</b>		<b>47</b>
<b>Усього</b>	<b>150</b>	<b>32</b>	<b>24</b>		<b>94</b>

### 3. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
1	Практичне заняття General Facts about Great Britain.	2
2	Практичне заняття General Facts about USA	2
3	Практичне заняття V. Scott is the founder of the historical novel	2
4	Практичне заняття Humanistic traditions and their embodiment in the novel "A Christmas Carol" by C. Dickens in prose	2
5	Практичне заняття Detective English-language literature. E.A. Poe and Arthur Conan-Doyle	2
6	Практичне заняття The philosophy of life, beauty, pleasure and art in O. Wilde's novel "The Picture of Dorian Gray"	2
7	Практичне заняття "Pygmalion" by B. Shaw is an example of drama-discussion	2
8	Практичне заняття Demonstration of the dramatic contradictions of human existence in E. Hemingway's story-parable "The Old Man and The Sea"	2
9	Практичне заняття Problems of humanism in the prose of J. Fowles	2
10	Практичне заняття J. Salinger "The Catcher in the Rye" Spiritual opposition of Golden Caulfield as a result of protest against adult rules of the game	2
11	Практичне заняття Kurt Vonnegut "Slaughterhouse-Five", or, "The Children's Crusade: A Duty-Dance with Death" - the writer's pain at the fate of man	2
12	Практичне заняття R. Bradberry "The Martian Chronicles" is a cautionary tale for humanity	2
	<b>Всього</b>	<b>24</b>

### 4. Розподіл балів, які отримують студенти

#### Вид контролю: екзамен

Відповідно до системи оцінювання знань студентів ДонНУЕТ рівень сформованості компетентностей студента оцінюється у випадку проведення екзамену: впродовж семестру (50 балів) та при проведенні підсумкового контролю – екзамену (50 балів).

**Оцінювання студентів протягом семестру  
(очна форма навчання)**

№ теми практичного заняття	Аудиторна робота					Позааудиторна робота	Сума балів
	Тестові завдання	Виконання практичних завдань теми	Обговорення теоретичних питань теми	Індивідуальне завдання	ПМК	Завдання для самостійного виконання	
<b>Змістовий модуль 1</b>							
Тема 1			2	2		1	5
Тема 2			2	2		1	5
Разом змістовий модуль 1			4	4	5	2	15
<b>Змістовий модуль 2</b>							
Тема 3			2			0,5	2,5
Тема 4			2			0,5	2,5
Тема 5			2			0,5	2,5
Тема 6			2			0,5	2,5
Тема 7			2	2		1	5
Тема 8			2	2		1	5
Тема 9			2			0,5	2,5
Тема 10			2			0,5	2,5
Тема 11			2			0,5	2,5
Тема 12			2			0,5	2,5
Разом змістовий модуль 2			20	4	5	6	35
<b>Разом</b>							<b>50</b>

**Оцінювання студентів протягом семестру  
(заочна форма навчання)**

Поточне тестування та самостійна робота				Підсумковий тест (екзамен)	Сума в балах
Змістовий модуль 1	Індивідуальне завдання 1	Змістовий модуль 2	Індивідуальне завдання 2	50	100
22	3	22	3		

**Загальне оцінювання результатів вивчення дисципліни**

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами екзамену та за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

<b>Оцінка</b>		
<b>100-бальна шкала</b>	<b>Шкала ECTS</b>	<b>Національна шкала</b>
90-100	A	5, «відмінно»
80-89	B	4, «добре»
75-79	C	
70-74	D	3, «задовільно»
60-69	E	
35-59	FX	2, «незадовільно»
0-34	F	

**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

## CONTENT MODULE 1.

### HISTORY, GEOGRAPHY AND POLITICS OF ENGLISH-SPEAKING COUNTRIES

#### Practical 1 General Facts about Great Britain

##### Plan:

1. The United Kingdom of Great Britain and Northern Ireland
2. England
3. History of Great Britain
4. National symbols of Great Britain
5. Individual task

##### Questions for discussion (discussion questions):

1. Geographical location of Great Britain, England, Scotland, Wales, Northern Ireland. Dependent territories. Natural conditions and resources: terrain; main types of minerals; climatic conditions; internal water; soils, flora and fauna; natural landscapes. Ecological problems.

2. History of Great Britain. Ancient history of Great Britain. Britain in ancient times. Celts Expansion of the Roman Empire. Conquest Germanic tribes. Conquest by the Normans. Creating a centralized states; development of the kingdom. Hundred Years' War. Civil war. Dynasties Tudors, Stuarts. Bourgeois revolution. Restoration of the monarchy, political and socio-economic development of Great Britain. Creation of colonial empire Great Britain at the end of the 19th and the beginning of the 20th century. Great Britain in The First World War. The interwar period; economic crisis. Great Britain in World War II. The collapse of the colonial empire. Political and socio-economic development of Great Britain in the second half of the 20th century — at the beginning of the 21st century.

3. National symbols of Great Britain. English national character. National symbols, heraldry. Saint patrons England, Scotland, Wales, Northern Ireland. Flags Anthem of Great Britain. The formation of a nation. National stereotypes. Display of national character in language. Religion and its role in the life of the nation. Church and state.

##### References

1. По Великій Британії: Навч. посіб. з курсу “Країнознавство” / Уклад. Н.Ф. Вовченко. К.: Знання, 2002. 222 с.
2. Полупан А.П. English-speaking countries. A cultural reader. Х.: Країна мрій, 2002. 208 с.
3. Полупан А.П., Полупан В.Л. Англоязычные страны. Книга для чтения на английском языке. Харьков: Академия, 2000. 208 с.
4. Jeremy Paxman. The English. A Portrait of a People. Penguin Books, 1999. 309 p.



5. Бєлкіна Е.В., Басіна А.В., Сіверс В.А. Діалог столиць: Підручник з країнознавства. К.: АДЕФ “Україна”, 2002. С. 28– 67

Tasks for preparing a practical

1. Complete an individual task (make a report and a presentation):

1. Britain and the world. What connects and separates them. Ukrainian-British relations (any field).
2. The English language and the regional accents.
3. The rise and fall of British Empire.
4. Food and eating out in the UK. National cuisine.
5. Famous person (any field of science or art).
6. Film and Theatre.
7. Holidays and special occasions in the UK.
8. Housing in the UK.
9. Culture and style: national self-expression.
10. Sport and leisure.

## **Practical 2**

### **General Facts about the USA**

#### **Plan:**

1. The United States of America
2. Geographical position
3. History of USA
4. National symbols of USA
5. Individual task

#### Questions for discussion (discussion questions):

1. Geographical location. Composition of the territory.
  1. Federative political system. Owned by the US. Natural conditions and resources: relief (main mountains and plains); placement of the main minerals; climatic conditions; inland waters: main river systems; Lakes; soils; vegetable and fauna; natural landscapes.
  2. Environmental problems. Nature protection, rational use of natural resources. Main historical events. Management.
  3. National symbols. Culture. Customs and traditions, holidays, manners Life of youth. Youth organizations. Sports and leisure. Means mass information. Art. Prominent artists. Museums and art galleries

#### **References:**

1. Полупан А.П., Полупан В.Л. Англоязычные страны. Книга для чтения на английском языке. Харьков: Академия, 2000. 208 с.
2. Страноведение: Учеб. пособие / П. И. Рогач и др. Минск: БГЭУ, 2003. 284 с.

#### Tasks for preparing a practical

1. Complete an individual task (make a report and a presentation):
  1. The history of the USA.
  2. National identity of Americans.
  3. Political system of the USA.
  4. Food and eating out in the USA. National cuisine.
  5. Housing in the USA.
  6. Holidays and special occasions in the USA.
  7. Sports and competitions in the USA.
  8. International relations of the USA.
  9. Describe the achievements of 5 famous Americans.

## CONTENT MODULE 2.

### LITERATURE OF ENGLISH-SPEAKING COUNTRIES

#### Practical 3

#### V. Scott is the founder of the historical novel

##### Plan:

1. Historical novel
2. Walter Scott, biography and works
3. The historical basis of the novel.
4. The embodiment of the best features of the people in the images of Wamba and Gurt, the robbers of Robin Hood.
5. Richard I is the author's idealized hero.
6. Ivanhoe is a noble knight.
7. Female images in the novel.
8. Exposing the hypocrisy of church servants.
9. Individual task

##### Questions for discussion (discussion questions):

1. Consider how the novel combines two plans - historical and personal.
2. Give an interpretation of the words: Franklins, yeomen.
3. The peculiarity of the image of the main character in V. Scott's novel "Ivanhoe"
4. A feature of the plot in Walter Scott's novel "Ivanhoe"
5. Historical realities of medieval England in Walter Scott Ivanhoe's novel
6. Describe the system of actors in V. Scott's novel "Ivanhoe". (fictional characters and historical figures). The image of Ivanhoe, schematism in the image of the main character of the novel.
7. Adventure intrigues in Walter Scott's novel "Ivanhoe"
8. Comparative characteristics of Ivanhoe and Richard the Lionheart (Based on the novel Ivanhoe by V. Scott)

##### References:

1. Пожар Т. Исторична тема в художній прозі. Вальтер Скотт “Айвенго” *Зарубіжна література*, 2004. № 38. С. 16 – 21.
2. Овсейко Л. За доблестным рыцарем Айвенго: Система уроков по роману В. Скотта “Айвенго”. *Всесвітня література та культура в середніх навчальних закладах України*, 2001. № 5. С. 25– 28.
3. Наша міні – хрестоматія. Вальтер Скотт. *Всесвітня література в середніх навчальних закладах України*, 2004. № 4. С. 16.
4. Мельниченко О. М. Запитання до вікторини за романом “Айвенго”. *Зарубіжна література в середніх навчальних закладах України*, 2004. № 10. С. 45.
5. Sampson Mark. Review: Rob Roy, by Sir Walter Scott

6. Uglow, Nathan. "Historical Novel (British)". *The Literary Encyclopedia*. First published 21 March 2002 (<http://www.litencyc.com/index.php>)

Tasks for preparing a practical

1. Complete an individual task (make a report and a presentation):

1. Walter Scott, biography and works
2. The historical basis of the novel.
3. The embodiment of the best features of the people in the images of Wamba and Gurt, the robbers of Robin Hood.
4. Richard I is the author's idealized hero.
5. Ivanhoe is a noble knight.
6. Female images in the novel.
7. Exposing the hypocrisy of church servants

## Practical 4

### Humanistic traditions and their embodiment in the novel "A Christmas Carol" by C. Dickens in prose

#### Plan:

1. The miserable life of the Cratchit family.
2. Scrooge's New Year's Eve journey through time and space as an opportunity to comprehend his life.
3. Degradation of Scrooge's personality, its causes.
4. Real and fantastic in the story.
5. Individual task

#### Questions for discussion (discussion questions):

1. Discover the real and fantastic plot of the prose novel A Christmas Carol by C. Dickens.
2. What makes a person happy? (Based on the novel by C. Dickens "A Christmas Carol in Prose").
3. The peculiarity of the image of the main character in Charles Dickens "A Christmas Carol in Prose".
4. A feature of the plot in Charles Dickens "A Christmas Carol in Prose".
5. Historical realities of England in Charles Dickens "A Christmas Carol in Prose".
6. Causes of personality degradation according to the work of Charles Dickens "A Christmas Carol in Prose".
7. Adventure intrigues in Charles Dickens "A Christmas Carol in Prose".
8. The life of Scrooge (based on the work of C. Dickens "A Christmas Carol in Prose")

#### References:

1. Смирнова І. Заклик до єднання багатих і бідних ("Різдвяна пісня у прозі") *Всесвітня література в середніх навчальних закладах України*. 1999. № 11. С. 9–13.
2. Гузь О. Система уроків за повістю Ч. Діккенса "Різдвяна пісня у прозі". *Зарубіжна література*, 2004. № 42. С. 10–20.
3. Моню О. І. "Душа не повинна бути замкнена": Урок за повістю Ч. Діккенса "Різдвяна пісня у прозі". *Зарубіжна література в середніх навчальних закладах України*, 2004. № 5. С. 22–23.
4. Носкова М. Різдвяна пісня у прозі: Система уроків. *Зарубіжна література*, 2003. № 42. С. 8–14.
5. Середюк Т. М. Ч. Діккенс "Різдвяна пісня у прозі": у пошуках методичних варіантів. Система уроків. *Всесвітня література в середніх навчальних закладах України*, 2005. № 11. С. 45–50.
6. Сизько Г. Л. Ч. Діккенс "Різдвяна пісня у прозі". *Всесвітня література в середніх навчальних закладах України*, 1999. № 10. С. 14–22.

7. Sable, M. H. (1986). The Day of Atonement in Charles Dickens' "A Christmas Carol." *Tradition: A Journal of Orthodox Jewish Thought*, 22(3), 66–76. <http://www.jstor.org/stable/23260495>

Tasks for preparing a practical

1. Complete an individual task (make a report and a presentation):

1. Literature and moral improvement of humanity
2. What is the most valuable thing in a person's life? (Based on the novel by C. Dickens "A Christmas Carol in Prose").
3. "A Christmas Carol in Prose" is a manifestation of faith in the good nature of man.

## Practical 5

### Detective English-language literature. E.A. Poe and Arthur Conan-Doyle

#### Plan:

1. E. Poe - the founder of the detective genre. The concept of a detective: features, structure, rules, types. Features of an intellectual detective.
2. The leading plot of logical novels, their characteristic feature.
3. A. Conan-Doyle is a follower of E. Poe. Detective works of the writer and their general characteristics.
4. The image of Sherlock Holmes in the context of the worldview of late Victorianism: "the twilight of the idols" of Victorianism
5. Individual task

#### Questions for discussion (discussion questions):

1. The images of D. Auguste and Legrand, the difference between the heroes and the "scoops" of bourgeois entertainment literature
2. Logical short stories. Characteristics of the novels "Murder on the Rue Morgue", "The Stolen Letter".
3. Psychological novel "The Golden Beetle"
4. Ideological and artistic analysis of E. Poe's novels: "The Red Cat", "The Pit and the Pendulum", "Ligeia", "The Red Death", "Glasses".
5. Sherlockian as a point of intersection of socio-historical contradictions and philosophical teachings of the time: the evolution of the image of Sherlock Holmes in the light of the crisis of Modern ideology
6. Image-making technology in the cycle about Sherlock Holmes
7. Self-characterization of Sherlock Holmes as a means of creating the image of an "exceptional hero".
8. Image-creating story-compositional role of Watson
9. The myth of the hero and the character of Sherlock Holmes: synthesis of archetypal images.

#### References:

1. Adorno T. Television and the Patterns of Mass Culture. *Mass Culture. The Popular Arts in America* / ed. by B. Rosenberg and D. Manning White. London : The Free Press. Collier Macmillan Publishers; New York : A Division of Macmillan Publishing Co, 1964. –P. 474–488.
2. Alexander J. Fin de Siècle Social Theory: Relativism, Reduction and the Problem of Reason. London : Verso, 1995. 231 p.
3. Anderson P. The Archetypal Holmes. *Sherlock Holmes by Gaslamp: Highlights from the First Four Decades of the Baker Street Journal* / ed. By Ph. Shreffler. New York : Fordham University Press, 1989. 423 p. P. 135–142.
4. Arata S. Fictions of Loss in the Victorian Fin de Siècle: Identity and Empire. Cambridge: Cambridge University Press, 1996. 235 p.

5. Cohen M. *Murder Most Fair: The Appeal of Mystery Fiction*. Madison : Fairleigh Dickinson University Press, 2000. 207 p.
6. Cohen M. *Sisters: Relation and Rescue in Nineteenth-century British Novels and Paintings*. Madison : Fairleigh Dickinson Univ Press, 1995. 187 p.
7. D'Alessandro D. *Brand Warfare: 10 Rules for Building the Killer Brand*. Columbus : McGraw-Hill Education, 2002. 240 p.

*Tasks for preparing a practical*

*1. Complete an individual task (make a report and a presentation):*

1. Ideological and artistic analysis of E. Poe's novels: "The Red Cat", "The Pit and the Pendulum", "Ligeia", "The Red Death", "Glasses".
2. Allusions to Darwinism in stories about Sherlock Holmes.
3. General prerequisites for mythologizing the detective canon.



## Practical 6

### The philosophy of life, beauty, pleasure and art in O. Wilde's novel "The Picture of Dorian Gray"

#### Plan:

1. Oscar Wilde is the head of English aestheticism.
2. The history of the creation of the novel.
3. The motif of duality in The Picture of Dorian Gray.
4. Traditions of the Parnas school of Romanticism.
5. Individual task

#### Questions for discussion (discussion questions):

1. The program of literary aestheticism in the critical works of Oscar Wilde.
2. Oscar Wilde's aesthetic views and his embodiment in the novel "The Picture of Dorian Gray".
3. The philosophy of hedonism and its expression in the work.
4. The theme of art, the main problem of the novel.
5. The ideological and compositional role of the image of Lord Henry.
6. The topic of beauty.
7. The essence of the tragedy of Dorian Gray.
8. Paradoxes and their meaning in the work.

#### References:

1. Hough G. The Last Romanties. L.: University paperbacks, 1961;
2. Johnson RV Aestheticism. L.: Methuan & Co., 1969;
3. Hewison R. John Ruskin. The argument of the eye. L.: Thames & Hudson, 1976.
4. Овсянніков М.Ф. Історія естетичної думки. М.: Вища школа, 1978. С. 8.
5. Gide A. Oscar Wilde, in memoriam. P., 1910.
6. Hopkins R. T. Oscar Wilde. A Study of the Man and His Work. L., 1912.
7. Symons A. A Study of Oscar Wilde. L., 1930.
8. Brennard F. Oscar Wilde. L., 1960.
9. Merle R. Oscar Wilde. P., 1948.
10. Dowling L. Language and Decadence in the Victorian Fin de Siecle. Princeton, 1986.
11. The Cambridge Companion to Oscar Wilde / Ed. by P. Raby. Cambridge, 1997.

#### Tasks for preparing a practical

1. Complete an individual task (make a report and a presentation):
  1. Literature and moral improvement of humanity
  2. Symbol in Wilde's artistic system.

## Practical 7

### "Pygmalion" by B. Shaw is an example of drama-discussion

#### Plan:

1. B. Shaw's innovation in the realm of drama.
2. History of creation, mythological basis, stage history of the play "Pygmalion".
3. Genre-thematic nature of the play
4. Problems of "Pygmalion" (social, moral, problems of science). The conflict of the play.
5. Plot and compositional organization of the play.
6. Features of the composition of the drama-discussion: opening (acts I and II) – development of the action (acts III and IV) – discussion (act V).
7. Discussion and open final.
8. Individual task

#### Questions for discussion (discussion questions):

1. Was Professor Higgins right when he suggested, after his acquaintance with the scavenger, that with their support Doolittle "could be choosing between the cabinet and the pulpit in Wales in three months' time"?
2. Why doesn't Eliza share Higgins' joy about the successful visits to the ambassador's reception and accuses the professor of indifference to her future fate? Comment on the heroine's line: "I used to sell flowers, not myself. Now you have made me a lady - and I can only trade myself. It would be better if you left me on the street!".
3. How do you think the fate of the former flower girl will turn out?
4. Find out the meaning of the concept of "paradox"

#### References:

1. Сіптарова С. В. Б. Шоу "Пігмаліон": матеріали до варіативного вивчення. *Всесвітня література*, 2005. № 5. С. 42– 44.
2. Гусєв А. Квіти запізнілого кохання. "Пігмаліон": Бернард Шоу і місіс Кембл. *Всесвітня література і культура*, 2004. № 1. С. 13– 15.
3. Гладишев В., Шошура С, Пономарьова І. Б. Шоу "Пігмаліон": матеріали до варіативного вивчення. *Всесвітня література*, 2000. № 2. С.47– 49.
4. Домановська Н. Від квіткарки до герцогині. Матеріали до уроку з вивчення п'єси Б. Шоу "Пігмаліон". *"ЗЛ"*, 2005. № 11 (411). С. 11– 12.
5. Васильєв Є. М. "Усе-таки Галатеї не зовсім подобається Пігмаліон". Матеріали до вивчення комедії Б. Шоу. *Всесвітня література і культура*, 2004. № 1. С. 7– 12.

#### Tasks for preparing a practical

##### *1. Complete an individual task:*

1. Prepare a photo exhibition dedicated to former and current performers of the role of Eliza Doolittle (Stela Patrick Campbell, Audrey Hepburn, Natalia Sumska).

2. Explore the features of the flower girl's speech in the first act, her role in revealing the dramatic plot.
4. Make a dictionary of Eliza Doolittle's sayings before she studied with Higgins, choose a suitable name for it.
5. Prepare a dramatization of "... He who licked the hat, licked his aunt!"; expressive reading "in person" of the scene "Eliza's Arrival at Higgins" (second act).

## Practical 8

### Demonstration of the dramatic contradictions of human existence in E. Hemingway's story-parable "The Old Man and The Sea"

#### Plan:

1. E. Hemingway and the development of foreign literature. Features of idiostyle. Innovation of the artist.
2. The place of the work in the artistic biography of the writer. History of creation.
3. Genre-compositional features of the story-parable.
4. Philosophical content of the subtext: "man – life", "man - society"; "man – nature", "man – universe".
5. Clash of different life positions: old Santiago and boy Manolia
6. The humanistic pathos of the story "The Old Man and the Sea".
7. Symbols and their role in the story.
8. Author's position in the work.
8. Individual task

#### Questions for discussion (discussion questions):

1. Can it be said that loneliness is a disease of the 20th century?
2. Prove that E. Hemingway does not put a pessimistic tone into the motif of loneliness.
3. Why does the old man refer to the sea in the feminine gender? Draw the "sea-woman" parallel.
4. Is harmony possible in the relationship between "man and nature"?

#### References:

1. Гордєєєа Л. В. "Людина не для того створена, щоб терпіти поразки..." Твори Е. Хемінгуєа. *Зарубіжна література*, 1998. № 2.
2. Гордєєєа Л. В. "Людина не для того створена, щоб терпіти поразки...". Вивчення творів Е. Хемінгуєа. *Всесвітня література та культура в навчальних закладах України*, 2004. № 9. С. 15– 18.
3. Денисова Т. Ернест Хемінгуей. Життя і творчість. К., 1972.
4. Доценко С. С. Перемога чи поразка? За повістю Е. Хемінгуєа "Старий і море". *Зарубіжна література в навчальних закладах*, 2004. № 3. С. 27– 29.

#### Tasks for preparing a practical

##### *1. Complete an individual task:*

1. Determine from the dictionary what a leitmotif is, what are its characteristic features.
2. Follow the development of leitmotifs, select appropriate quotes from the text:  
- "extraordinary fish", - "baseball", - "solitude", - "lions"
3. Explain the concept of "subtext", "iceberg effect"
4. Prove that "The Old Man and the Sea" is a philosophical story

## **Practical 9**

### **Problems of humanism in the prose of J. Fowles**

#### **Plan:**

1. The concept of the novel, artistic variants, interpretation of the title of the novel "Magician" ("Wizard").
2. Nicholas d'Herfe is a typical representative of English youth of the 60s generation.
3. Konchis's "psychological experiment" as an attempt to distinguish between true and false in the soul of the main character.
4. The finale of the work as the essence of every person's spiritual search.
5. Individual task

#### Questions for discussion (discussion questions):

1. The conflict of ordinary people and creators in the novels of J. Fowles
2. Humanism as a creative position of John Fowles.
3. The image of Victorianism in J. Fowles's novel.
4. The theme of the struggle of life and death

#### **References:**

1. Козюр О. В. Ідейні та образно-стильові засоби постмодерністського роману: на прикладі творчості Джона Фаулза. *Зарубіжна література*, 2004. № 4. С. 23–26.
2. Павличко С. Інтелектуальна проза Джона Фаулза. *Всесвіт*, 1989. № 5. С. 117–120.
3. Сачик О. Мистецтво гри (проза Джона Фаулза). *Слово і час*, 1997. № 8. С. 68–69.

#### Tasks for preparing a practical

##### *1. Complete an individual task:*

1. Explain the meaning of the terms "magician", "wizard". Think about which of the proposed titles best embodies the idea of the work.
2. Pay attention to the epigraphs to each of the parts of the work. Who did they belong to? Can they be considered relevant to the events unfolding on the pages of the novel?

## Practical 10

### J. Salinger "The Catcher in the Rye" Spiritual opposition of Golden Caulfield as a result of protest against adult rules of the game

#### Plan:

1. Philosophical and aesthetic concept of J.D. Salinger's work.
2. The problem of the genre form of the novel *The Catcher in the Rye*.
3. *The Catcher in the Rye* is the author's concept of youth life in the 20th century.
4. Type of composition. The symbolism of the title and the genre specificity of the novel:
  - monologue form of the story;
  - the confessional nature of the work;
  - casual style;
  - spoken language.
6. The concept of "fake" and its evaluative value by Holden.
7. Individual task

#### Questions for discussion (discussion questions):

1. The motive of escape in J.D. Salinger's novel and the tradition of American literature.
2. Holden's mistrust: among the "full people" in the "barren land".
3. The metaphor of life is a game and its meaningful manifestations in the novel.
4. The symbol of Death and Love in the novel, the nature of their relationship.
5. The author's image of the Hunter.
6. Philosophical and religious nature of the finale of the novel "
7. Theme and problems of the literary text.
8. Holden Morrissey Caulfield and America are two worlds of the novel.
9. A multifaceted system of images, their character and role in the literary text.
10. Richness and complexity of symbols.

#### References:

1. Братко В. Письменник, якого завжди читатимуть. До вивчення творчості Дж.Д.Селінджера. *Зарубіжна література в навчальних закладах*, 2002. №1. С. 43– 47.
2. Денисова Т. Літературний процес ХХ ст. Нонконформізм середини віку: Людина в постіндустріальному суспільстві. *Вікно в світ*, 1999. №5. С. 38– 48.
3. Дудка Н. Віддзеркалення нонконформістського світовідчуття. *Зарубіжна література*, 2006. №8(456). С. 11– 16.
4. Єременко О. Дж.Селінджер "Над прірвою в житті". Образ головного героя роману з погляду літературознавця. *Всесвітня література*, 2000. №4. С. 56– 58.
5. Єременко О, Штейнбук Ф. Дж.Селінджер. "Над прірвою у житті": матеріали до варіативного вивчення. *Всесвітня література в середніх навчальних закладах України*, 2000. № 4. С. 56– 60.

6. Козленко Р. «Де вони діваються взимку». Матеріали до вивчення роману Дж. Д.Селінджера «Над прірвою у житті». *Всесвітня література та культура*, 2004. №9. С. 37– 40.
7. Красуцька І. Крутий обрив дорослості (Дж.Д.Селінджер. “Над прірвою у житті”). *Вікно в світ*, 1999. №6. С. 163– 167.
8. Марченко Н., Савчук Р. Постмодерністські роздуми про роман Дж.Селінджера “Над прірвою у житті”. *Всесвітня література та культура*, 2001. №5. С. 52– 54.
9. Медвідь Л. Нонконформізм як явище культури 60-х років. *Сучасність*, 2002. №12. С. 132– 139.
10. Несторова Л. Молодий герой і Америка. За романом Джерома Д.Селінджера “Над прірвою у житті”. *Зарубіжна література (Шкільний світ)*, 2006. №8(456). С. 20– 21.
11. Скобельська О. Виклик над безоднею: роман Дж. Селінджера “Над прірвою у житті”. *Зарубіжна література в школах України*, 2005. № 3. С. 6– 9.

### Tasks for preparing a practical

#### *1. Complete an individual task:*

1. Explain the meaning of the terms "magician", " wizard ". Think about which of the proposed titles best embodies the idea of the work.
2. Pay attention to the epigraphs to each of the parts of the work. Who did they belong to? Can they be considered relevant to the events unfolding on the pages of the novel?

## Practical 11

### Kurt Vonnegut "Slaughterhouse-Five", or, "The Children's Crusade: A Duty-Dance with Death" - the writer's pain at the fate of man

#### Plan:

1. Autobiographical motives as a source of writing a work.
2. Title of the work. Peculiarities of its interpretation.
3. The artistic space of the novel. Means of its comprehension and awareness.
4. Techniques of creation and specifics of understanding the "Vonnegut" style.
5. Individual task

#### Questions for discussion (discussion questions):

1. Find out the meaning of the concept "anti-war novel".
2. Follow the embodiment of the main features of this genre in K. Vonnegut's novel "Slaughterhouse Number Five".
3. Think about whether the approaches to the depiction of war by K. Vonnegut coincided with the generally accepted traditions of European literature?
4. A multifaceted system of images, their character and role in the literary text.
5. Richness and complexity of symbols.

#### References:

1. Аствацатуров А. Молчание абсурда в романе К.Воннегута «Бойня номер пять» / Воннегут К. Бойня номер 5, или Крестовый поход детей. Спб.: Азбука-классика, 2004. С. 239—254.
2. Мендельсон М. О. Американская сатирическая проза XX века. М., 1972.



## Practical 12

### **R. Bradbury. "Marsian Chronicles" The Writer's Thoughts on the Essence of Spiritual Guidelines Which Determine Human Development**

#### **Plan:**

1. The reasons for the emergence and features of the development of the science fiction genre.
2. The difference between science fiction and "fantasy".
3. Title of the work. Peculiarities of its interpretation.
4. The history of the writing of the novel "The Martian Chronicles", features of the composition.
5. The image of John Carter - an American officer, the first settler on Mars.

#### Questions for discussion (discussion questions):

1. Identify the common and distinctive features of the genres of "fantasy" and science fiction.
2. Think about the innovation of the science fiction writer R. Bradbury.
3. Select materials for a comparative description of the Earth colonists and the inhabitants of Mars.
4. Prove that the novel "The Martian Chronicles" is a cautionary tale for humanity.
5. Richness and complexity of symbols.

#### **References:**

1. Назарець В. М. Повісті Рея Бредбері "Кульбабове вино" і "Марсіанські хроніки". *Всесвітня література і культура*, 2004. № 9. С. 28– 33.
2. Павленко Г. М. Безумний всесвіт Р. Бредбері. До вивчення творчості Рея Бредбері 1995–1996 років. *Всесвітня література і культура*, 2006. № 7– 8. С. 43– 44.

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ  
РОБОТИ СТУДЕНТІВ**

**PART 3  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

# CONTENT MODULE 1

## HISTORY, GEOGRAPHY AND POLITICS OF ENGLISH-SPEAKING COUNTRIES

### *History of Britain*

*Celts and Romans.* The first inhabitants of Britain were the Celts. They crossed the English Channel many centuries before the Christian era. The Celts or Britons practised agriculture and dug up<sup>1</sup> minerals such as tin, lead and gold. Their religion was Druidism and their priests, the Druids, were famous for their magic arts. Roman legions led<sup>2</sup> by Julius Caesar invaded Britain in 55 B.C. The Romans eventually conquered much of the island and ruled it for almost 400 years. They built cities, country estates, bridges, and roads. The Romans could not control the entire island. In the northern part of Britain, in the area known today as Scotland, lived peoples called the Picts and the Scots. They resisted Roman rule<sup>3</sup> and attacked Roman settlements in the south. To keep them out, Roman soldiers built great walls with forts and towers. The greatest monument they left is Hadrian's Wall, between England and Scotland. The Romans also had difficulties in the area that they did rule. They could not win over the Celts. Most Celts lived in their own villages and were not interested in or influenced by the Romans culture. Roman rule in Britain began to crumble<sup>4</sup> during the fourth century A.D. This was because Roman soldiers were called home to defend the empire's borders against the invasions by the Germans and the Huns.

*The Anglo-Saxons.* After the last legions left in 410 A.D., the island was gradually invaded by groups from northern Germany and Denmark called Angles, Saxons, and Jutes. They were strong warriors and by the seventh century A.D. controlled most of the island. The Angles, Saxons, and Jutes united to become the Anglo-Saxons. They built settlements, farmed the land, and set up several small kingdoms. The southern part of Britain soon became known as Angleland, or England. The people became known as the English. The Anglo-Saxon kingdoms of Britain followed the Germanic religions. Pope Gregory I decided to convert the Anglo-Saxons to Christianity. In 597 A.D. he sent a mission of 41 monks to England under the leadership<sup>5</sup> of the monk Augustine. By 700 A.D., all England was Christian. The Pope was head of the church. Many monasteries were built in England and they became centres of religion and culture. One of the monks, Bede, was a great scholar<sup>6</sup>. He wrote the first history of the English people. Even though they accepted Christianity, the Anglo-Saxons kept much of their old culture. They told and retold old legends about brave<sup>7</sup> warriors fighting monsters and dragons. One such legend was about a warrior named Beowulf. In the eighth century A.D., it was written down as an epic poem called Beowulf which became known as the most important work of Anglo-Saxon literature.

*Alfred.* About 835 A.D., bands of Danes began raiding<sup>8</sup> the coast of England. Before long, they were making permanent settlements in conquered areas. The English kingdoms decided to resist the invaders. They chose as their leader Alfred, King of Wessex. Alfred later became known as Alfred the Great, one of England's best loved monarchs. Alfred built the first English fighting ships and constructed fortresses at regular intervals throughout the country. He was no longer just the king of Wessex but

the King of England. Alfred never became strong enough to drive the Danes completely from England. So he signed a treaty with them. It recognized the right of the Danes to rule the northeast part of the country, an area that became known as the Danelaw. The Danes had destroyed part of the English city of London. Alfred had it re-built and, before long, it was the country's leading city. Alfred issued<sup>9</sup> new laws based on old Anglo-Saxon customs. Alfred was well-educated. He wanted the English people to be well-educated, too. Like Charlemagne, he started a school in one of his palaces to train<sup>10</sup> nobles' sons for government positions. At that time, books were usually written in Latin. Alfred's scholars translated the books into English, so that the people would become familiar with their history and he had the monks begin a record of English History starting from the time of the Romans.

*William the Conqueror.* In 1042, the witan<sup>11</sup> made Edward the Confessor, an English prince, King of England. He spent so much time in religious work that he failed to carry out<sup>12</sup> his royal duties. As a result, the nobles increased their hold on the country. The most powerful noble was Harold. When Edward died in 1065 without an heir<sup>13</sup>, Harold became the new king. William, Duke of Normandy, a cousin of Edward the Confessor, claimed<sup>14</sup> that before Edward died, he had promised him the English throne. In 1066, William led an army of 5,000 Norman archers and knights across the sea to England. They met Harold's army in battle near Hastings, a town on the coast, south of London. By nightfall, King Harold was dead, and the English were defeated<sup>15</sup>. On Christmas Day, William, now known as William the Conqueror, was crowned King of England in Westminster-Abbey, in *London*. At first, the English resisted William's rule. To crush<sup>16</sup> English revolts<sup>17</sup> William introduced feudalism into England. He seized<sup>18</sup> the lands of English nobles and divided them among Norman nobles. In return for the lands, the nobles became William's vassals. They promised to be loyal to the king and provide him with soldiers.

William maintained many English laws and government practices.

He also brought continental ways to England. Under his rule, the English learned Norman customs and the French language. The wealthy built castles, cathedrals, and monasteries in the French style. The people learned new skills<sup>19</sup> from Norman weavers and other workers.

*The Magna Charta.* John became king in 1199, when his brother Richard, called «the Lionheart», died. He lost most of his lands in France and gained the name of «Lackland». When he increased taxes and began to ignore the law, the nobles became angry. They refused to obey him unless he agreed to give them certain rights and privileges. In 1215, John met the nobles in the meadow of Runnymede, where they forced him to sign the Magna Charta, or Great Charter.

The Magna Charta lessened the king's power and increased that of the nobles. A king could no longer collect taxes without the consent of the Great Council. A freeman accused of a crime had the right to a trial by his peers. The king had to obey the laws.

Although the Magna Charta was written by nobles for nobles, it came to be viewed as an important step towards democracy. It brought to the government the new idea that not even a king is above the law.

*The Hundred Years' War.* In the early 1300s, the English still held a small part of southwest France. The kings of France, who were growing more powerful, wanted to drive<sup>20</sup> the English out. In 1337, the English king, Edward III, declared himself king of France. This angered the French even more. In 1339, the French and English fought the first in a long series of battles known as the Hundred Years' War.

The Hundred Years' War began when the English defeated the French fleet and won control of the sea. The English then invaded France. They defeated the French at the Battle of Crecy in 1347 and again at the Battle of Agincourt in 1417. By 1453, the English held only the French seaport at Calais, and the war came to an end.

### *Notes*

1. dug up: excavated.
2. led: headed.
3. rule: government.
4. crumble: collapse.
5. leadership: state of having a leader.
6. scholar: person who studies a subject.
7. brave: courageous.
8. raiding: attacking and stealing.
9. issued: made.
10. train: teach, prepare.
11. witan: in Anglo-Saxon England, assembly of important men.
12. carry out: perform.
13. heir: one who inherits.
14. claimed: asserted.
15. defeated: beaten.
16. crush: put down.
17. revolts: rebellions.
18. seized: confiscated.
19. skills: techniques.
20. drive: push, force.

*The Wars of the Roses.* Peace did not come to England after the Hundred Years' War. In 1445, two noble families, York and Lancaster, began a struggle<sup>21</sup> for the throne which lasted many years. The York symbol was a white rose, and the Lancaster symbol was a red rose. For this reason the struggle between York and Lancaster was called the Wars of the Roses.

*The Tudors.* When the struggles of the Wars of the Roses ended in 1485, a family called the Tudors, who fought on the Lancastrian side, took over<sup>22</sup> the English throne. The first Tudor king, Henry VII, prepared the way for the Renaissance. He strengthened the monarchy and encouraged trade, which made England peaceful and prosperous.

His efforts were continued by his son, Henry VIII, who became king in 1509. Henry VIII enjoyed and encouraged art, literature, music, hunting, and festivities. He

even composed his own music. Under his rule, English nobles and merchants began to look to Renaissance Italy for guidance in politics, diplomacy and behavior.

*The Church of England.* The reformation of the Church of England was led by the monarch. It started as a political quarrel between the Tudor king, Henry VIII, and Pope Clement VII in 1526. At that time Henry was married to Catherine of Aragon, the daughter of Ferdinand and Isabella of Spain and the aunt of the German emperor Charles V. Henry and Catherine had one child, Mary. Now that Catherine was older, Henry feared she could no longer have children, and Henry wanted a son to succeed to the throne. At the same time Henry had fallen in love with Anne Boleyn, a young woman of the court. He wanted the Pope to end his marriage to Catherine so that he could marry Anne and hopefully have a son. When the Pope refused, Henry declared that the Pope no longer had power over the Church in England. In 1534, the English Parliament passed a law known as the Act of Supremacy stating<sup>23</sup> that the king was head of the English Church. Any English church leader who did not accept the law would stand trial<sup>24</sup> as a traitor. One of the most famous men executed for opposing the king's policy was Thomas More. Henry divorced Catherine and married Anne Boleyn. A few years later he had her executed for treason<sup>25</sup> Anne's only child had been a girl, Elizabeth. Henry then married Jane Seymour, who died shortly after giving Henry the son he wanted.

#### *Notes*

21. struggle: fight.
22. took over: took control of.
23. stating: declaring.
24. stand trial: be taken to court.
25. treason: betraying one's country.

#### *Language box: Place-names and the early invasions*

Early settlements were given names that described them. Today many place-names have lost their meaning as words. This is because the languages from which they came have changed so much or died. For example, modern English doesn't help us to know that Marylebone (in London) once meant the stream at St Mary's Church. Place-names are interesting because they preserve elements of the languages spoken earlier in the British Isles.

*CELTIC.* When the Anglo-Saxon invaders arrived in Britain in 449 AD, they brought with them the English language. The native Celtic-speaking Britons were pushed west. Only a few Celtic words remain in place-names, e.g.

avon = river

e.g. Avonmouth is a town 'at the mouth of a river'

aber = mouth (of a river)

e.g. Aberystwyth means 'at the mouth of the river Ystwyth'

caer = fort

e.g. Cardiff means 'a fort on the river Taf'

**THE ROMAN INVASION.** The Romans had very little influence on place-names, partly because people continued to speak Celtic. Only a few elements remain, e.g.

-chester, -cester, -caster=camp

e.g. Colchester means 'a Roman camp on the river Colne'

**THE ANGLO-SAXON INVASIONS.** The most common elements are:

-ing = a group of people

e.g. Reading means 'Reada's people'

-ham = a village

e.g. Aldeham means 'an old village'

-ingham, a combination of -ing and -ham

e.g. Birmingham means 'the village of Beornmund's people'

-ton = a farm, village

e.g. Stretton means 'a village on a Roman road'

**THE VIKING INVASION.** Common elements are:

-burgh, -bury, -borough = a town

e.g. Newbury

-ford = ford, crossing place on a river

e.g. Oxford means 'a ford for oxen'

**THE NORMAN INVASION.** The Normans had an almost revolutionary effect on the development of English, but almost none on place-names, except for some small places e.g. Beaulieu (pronounced Bewly) = beautiful place.

Battle (from bataille = battle), a small town near the site of the battle of Hastings of 1066.

Is the meaning of place-names in your country obvious today? Are there elements of other languages in them?

**Ex.1. Find the six verbs in the past tense in the texts "Celts and Romans" and "The Anglo-Saxons" which are synonyms of those given and write their paradigms. The first one is done for you.**

a) excavated

dug                    to dig – dug – dug

b) headed

c) constructed

d) started

e) established

f) narrated

**Ex.2. Write six sentences about Alfred the Great using the following verbs in the past tense: to be, to build, to become, to sing, to have, to want.**

e.g. Alfred was one of England's best-loved monarchs.

a) .....

b).....

c) .....

d) .....

- e) .....
- f).....

**Ex.3. Match the clauses on the left with those on the right.**

- |  |  |
|--|--|
| a) Edward III declared himself King of France ....   | ...which angered the French                            |
| b) The French and English fought a long series of battles...   | ...which were known as the Hundred Years' War          |
| c) Two noble families fought the Wars of the Roses...  | ...which lasted for thirty years                       |
| d) Henry VIII led the Reformation of the Church of England ...                                       | ....which started as a political quarrel with the Pope |
| e) The English Parliament passed the "Act of Supremacy"... .. which made the king head of the church |  |

**Ex.4. In the chart below there are some words taken from the text; say which class they belong to (adjective, noun or adverb), isolate the suffixes and say how they are formed. The first one is done for you.**

Word Class Formation

- inhabitants – noun; inhabit + ants; Germanic
- gradually
- settlements
- leadership
- feudalism
- powerful
- guidance
- hopefully
- reformation
- prosperous
- famous

**Ex.5. Now choose five of the above words and write a sentence for each.**

e.g. The Celts were the first inhabitants of Britain.

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

**Ex.6. Add the correct years to these sentences.**

e.g. The witan made Edward the Confessor King of England in 1042.

- a) Harold became king in .....



- b) William the Conqueror was crowned King of England on 25th December,
- c) Richard the Lionheart died in .....
- d) King John signed the Magna Charta in .....

### ***British Institutions***

*Parliament.* Parliament is the most important authority in Britain. Parliament first met in the 13th century and its powers developed gradually. Britain does not have a written constitution, but a set of laws:

1215: the nobles forced King John to accept Magna Charta;

1264: the first parliament of nobles met;

1689: Declaration of Rights. Mary II and William III became the first constitutional monarchs. They could rule only with the support of the Parliament; since then the power of Parliament has grown under a number of Acts of Parliament. Technically Parliament is made up of three parts: The Monarch, the House of Lords and the House of Commons.

*The Monarchy.* The United Kingdom is a Constitutional monarchy, which means that the sovereign reigns, but does not rule. The continuity of the English monarchy has been interrupted only once, from 1649-59, during the Cromwell republic. Succession to the throne is hereditary but only for Protestants in the direct line of descent. The monarch has a number of roles and serves formally as head of state, head of the executive, head of the judiciary, head of the legislature, commander-in-chief of the armed forces, and "supreme governor" of the Church of England. The monarch is expected to be politically neutral, and should not make political decision, and in fact, he acts only on the advice of political ministers and cannot make laws, impose taxes, spend public money or act unilaterally. In this sense, contemporary Britain is governed by her Majesty's Government in the name of the Queen. Nevertheless, the monarch still performs some important executive and legislative duties including opening and dissolving Parliament, signing bills which have been passed by both Houses (the Royal Assent), holding audiences with the Prime Minister and fulfilling international duties as head of state. The monarch is a permanent part of the British political system, unlike temporary politicians, and therefore often has a greater knowledge of domestic and international politics. The present sovereign is Queen Elizabeth II who was crowned in Westminster Abbey in 1953. Arguments against the monarchy as a continuing institution in British life maintain that it is out of date, too expensive and nondemocratic, while arguments in favour suggest that it has developed and adapted to modern requirements and that it demonstrates stability, is not subject to political manipulation and performs an important ambassadorial function in Britain and overseas. The British public in general shows considerable affection for the Royal Family over and above its representative role.

*The House of Lords.* The House of Lords comprises about 1200 peers including hereditary peers, life peers, and lords of appeal, archbishops and bishops. The house is presided over by the Lord Chancellor. The House of Lords has no real power but acts rather as an advisory council for the House of Commons. In fact, the Lords can suggest

amendments to a bill proposed by the Commons but after two rejections they are obliged to accept it. As well as having legislative functions, the Lords is the highest court of appeal. Many people think that the House of Lords should be abolished.

*The House of Commons.* The House of Commons consists of Members of Parliament (MPs) who are elected by the adult suffrage of the British people in general elections which are held at least every five years. The country is divided into 650 constituencies each of which elects one MP who then holds a seat in Parliament. The Commons, therefore, has 650 MPs, of whom only 6.3 percent are women. The party, which wins the most seats, forms the Government and its leader becomes Prime Minister. The functions of the House of Commons are legis-lation and scrutiny of government activities. The house is presided over by the Speaker who is appointed by the leader of the Opposition. The Government party sits on the Speaker's right while on his left sit the members of the Opposition. Unlike the members of the House of Lords, all members of the House of Commons are paid a salary.

*The Parliamentary System.* General elections are by secret ballot, but voting is not compulsory in Britain. British, Commonwealth and Irish Republic citizen may all vote provided they are resident in Britain, aged 18 or over, registered in a constituency and not subject to disqualification (for example, certain mentally ill patients and persons convicted of corrupt or illegal election practices). Each political party puts up one candidate for each constituency and the one who wins the most votes is elected MP for that area. This system is known as the simple majority or the "first past the post" system. There has been much debate about the British electoral system since it is unfair to smaller parties, and campaigns continue for some form of Proportional Representation, which would create a wider selection of parties in the House of Commons and cater for minority political interests. But the two leading parties have preferred the existing system although recently the Labour Party has shown more sympathy towards some kind of change. Those in favour of the British system maintain that it gives the governing party greater power and stability as opposed to the PR system, which inevitably results in a coalition government.

Thanks to the British electoral system there are few political parties in Britain. The main ones are: the Conservative Party, the Labour Party and the Liberal/Social Democratic Alliance. In recent years the Green Party has gained a good number of votes but very few seats. Other smaller parties such as the Scottish National Party, Plaid Cymru (The Welsh National Party), the Protestant Northern Irish parties and Sinn Fein (the Catholic Northern Irish Party) also have some representation in the House of Commons. The Conservative Party mainly represents the middle and upper classes, but a sizeable percentage of skilled and unskilled workers have always voted Conservative. Its support comes mostly from business interests and it upholds the values of tradition, free enterprise and privatization. The party's strongholds tend to be in southern England. The Conservative Party has been in power since 1979 and its present leader is John Major who took over from Margaret Thatcher when she resigned in November 1990. The Labour Party has traditionally gathered its support from the Trade Unions, the working class and some middle class backing. Its electoral strongholds have always been in south Wales, Scotland, and the Midlands and northern English industrial cities.

Its policies are nationalization and the welfare state. The Liberal/ Social Democratic Alliance are dissatisfied with both the main parties and are critical of the election system.

*The Prime Minister.* When the leader of the party who wins the elections is made Prime Minister, his first job is to choose his cabinet consisting of the most important ministers in the government. The Prime Minister usually sits in the Commons, as do most of the minister, where they may all be questioned and held accountable for government actions and decisions. Arguments suggest that the office of prime minister has become like an all-powerful presidency and, indeed, there is a greater emphasis today on prime ministerial government rather than the traditional constitutional notions of Cabinet government. Much depends on the personality of the leader. The Prime Minister usually takes policy decisions with the agreement of the Cabinet. The Prime Minister's official London address is No. 10, Downing Street.

**Ex.1. State whether the following statements are TRUE (T) or FALSE (F) and correct the false ones.**

- a) The UK is an absolute monarchy
- b) The first child of the monarch automatically becomes king/queen on his/ her death or abdication.
- c) The Royal Assent means that the monarch is not present.
- d) Cromwell's republic lasted ten years.
- e) Britain's Constitutions was written down in the 13th century.
- f) Magna Charta was created by the nobles.

**Ex.2. Find the words in the text that mean the following.**

- a) Making law .....
- b) Carrying out laws.....
- c) Military .....
- d) Present-day .....
- e) Those who inherit titles .....
- f) Those who are awarded titles on merit .....
- g) A proposed law .....
- h) Old-fashioned .....
- i) Home affairs.....

**Ex.3. Write four arguments for or four arguments against the monarchy in Britain.**

- a).....
  - b) .....
  - c).....
  - d).....
- What is your personal opinion?.....
- Why do think most British people are fond of the Royal Family?.....
- Which other countries can you think of that have a monarchy?.....

**Ex.4. What are the following dates important for? Look back over the texts and answer like this: e.g. 1953 – The crowning of Queen Elizabeth**

- a) 1215 - The .....of .....
- b) 1264 - The .....of.....
- c) 1689 – The .....of.....
- d) 1649 - The .....of.....
- e) 1066 - The .....of.....
- f) 1558- The .....of.....

**Ex.5. Make questions for the following answers (referring to the text).**

- a) Every five years.  
.....
- b) 650.  
.....
- c) 93.7%  
.....
- d) 18  
.....
- e) One.  
.....
- f) Three.  
.....

**Ex. 6. Which party would you probably vote for if . . .**

- a). . . you lived in Brighton?
- b). . . you lived in Birmingham?
- c). . . you lived in Glasgow?
- d). . . you were a Catholic in Belfast?

**Ex. 7. Complete the following with anyone, anything, anytime, anyway or anywhere**

- a) She said I could call on her ..... I liked.
- b)..... who cheats will be satisfied.
- c) You can sit ..... you like.
- d).....you say will be taken down and used in evidence.
- e) You can do ..... you like.

**Ex. 8. Explain the British electoral system in your own words.**

Now compare it with the electoral system in your country.

What are the three main differences between the two houses?

**Ex. 9. Which British party supports. . .**

- a). . .nationalization?
- b). . . privatization?
- c).. . changing the electoral system?

- d). . . taking care of the environment?
- e). . . Welfare State?
- f). . . the Catholic minority in Northern Ireland?
- g). . . free enterprise?

### ***British Mass Media***

*The Press.* The British are great newspaper readers. Newspapers are the oldest of the mass media; they started in Britain at the end of the seventeenth century. The daily press in Britain is divided into two distinct groups: the quality press and the popular press. Quality papers are thick and serious and are intended for few well-informed readers. They are well-written, and speak about politics and current affairs. The most important quality papers are *The Times*, Britain's oldest newspaper, *The Guardian*, *The Independent* and *The Telegraph*. Popular papers have millions of readers. They address the lower classes; have fewer pages and shorter articles with big headlines and lots of illustrations. They speak about sports, fashion, sex and crimes. They are also called "tabloids" (small size papers). The most important popular papers are *The Sun*, *Today*, *The Daily Mail* and *The Daily Mirror*. Some papers come out only on Sundays and are known as Sunday papers. The most important are *The Observer* and *The Sunday Times*. These papers usually give information about national and international events. They have special sections with reviews of books, plays, films, arts events, business and sports news. Many weekly, monthly and quarterly magazines are also published in Great Britain; they cover many different interests, activities and hobbies such as astrology, finance, computer science, sports and so on.

*Radio and Television.* The BBC, i.e. the British Broadcasting Corporation has provided television and radio broadcasting services since 1927. After the war, in 1954, a commercial television company was set up: the Independent Television Authority (ITA or Simply ITV, i.e. Independent Television). There are four nationwide radio stations operated by the BBC.

Radio 1 broadcasts pop music and programmes aimed at a young audience.

Radio 2 broadcasts light listening programmes for all age groups, it is especially aimed at housewives and workers.

Radio 3 broadcasts almost only classical music.

Radio 4 broadcasts news, current affairs, discussions, dramas, serials and quiz programmes.

At present there are four television channels in Britain; two belong to the BBC and are BBC 1, which broadcasts a wide range of programmes, and BBC 2, with a heavy accent on educational programmes. The BBC channels have no advertising. The two Independent Television channels are ITV, broadcasting programmes with a popular appeal, and Channel 4, a recent channel with artistic and cultural interests, which was established in 1980. Now there are several satellite channels specializing in films, sports, etc.

**Ex.1. State whether these statements are TRUE (T) or FALSE (F) and give an explanation.**

- a) Quality papers are more difficult to read than popular papers.
- b) Popular papers are thicker than quality papers.
- c) Another name for quality papers is tabloids.
- d) The Observer comes out only once a week.
- e) If you want to know the latest news about theatres, read a Sunday paper.
- f) There are no commercials on BBC.

**Ex. 2. Look:**

weekly = once a week.

monthly = once a month.

quarterly = four times a year (or once every three months).

**Now make the sentences like this:** e.g. John / play / football / Monday, Wednesday and Friday.

John plays football three times a week.

- a) The Observer / come out / Sunday
- b) Vogue / be published / every month.
- c) The Sports News / broadcast / 8am, 12pm, 7pm.
- d) Fame / be shown / every day
- e) I / watch TV / from 8pm to 10pm every evening.
- f) My favourite sports magazine / be on sale / March, June, September and December.

**Ex. 3. Look at the programmes and then answer the following.**

- a) How many hours a day does BBC1 broadcast?
- b) Which channel starts broadcasting first in the morning?
- c) Do any of the channels continue 24 hours a day? If so which one?
- d) Which channel would you watch more?
- e) Are there any films on TV today? If so, which?
- f) Can you find any programmes that are broadcast in your country, too? List them.
- g) Which channel gives the longest news? At what time?
- h) Which programme would someone who loves cooking watch?
- i) Which programme would an animal lover watch?
- j) What kind of person would stay up to watch TV in the middle of the night?

6.0 Pages from Ceefax. 6.30 Breakfast news. 8.50 Daytime U.K 9.0 News 9.5 Brainwave: Quiz. 9.25 Dish of the Day. 9.30 People Today 10.0 News 10.5 Children's BBC 10.35 People Today 12.0 News 1.30 Neighbours. 1.50 Film: The Next One 3.35 Betty Boop Triple Bill: cartoons 3.50 Children's BBC 5.35 Neighbours. 6.30 Look East. 7.0 Children in Need 9.0 News 9.30 Children in Need 11.35 Regional Children in Need 1.55 Grand Total 2.0 Weather 2.5 Close	8.0 News 9.0 Daytime on Two 2.0 News 2.15 Sport on Friday 3.50 News 4.0 Catchword 4.30 Behind the Headlines 5.0 Food and Drink. 5.30 Film: Alvarez Kelly. 7.15 Cricket: First Test. 7.45 What the Papers Say. 8.0 Public Eye 8.30 The Travel Show Guides. 9.0 Monty Python's Flying Circus. 9.30 Pears on a Willow Tree. 10.30 Newsnight 11.20 New West 11.50 Behind the headlines. 12.25 Close	6.0 The Art of Landscape 6.20 Business Daily. 9.25 Schools. 12.25 Business Daily. Sesame Street Pet World 2.30 Film: If Winter Comes 4.15 Kaleidoscope. Cartoon. 5.30 American Football. 6.00 Happy Days. 6.30 Tonight with Jonathan Ross. 7.0 News 8.0 Brookside 8.30 Hard News 9.0 Drop the Dead Donkey. 9.30 Views of Kew. 10.0 The Golden Girls. 10.30 This is David Harper. 11.0 The World. Film: Stranger from Venus. 2.25 Close	6.0 TV-am 9.25 Keynotes 9.55 Anglia News 10.0 The Time... The Place. 10.40 This Morning. 12.25 Home and Away. 12.55 Anglia News 1.20 You Can Cook. 1.50 A country practice. 2.20 The Champions 2.50 Talkabout. 3.20 Anglia News 3.25 The Young Doctors. 3.55 Children's ITV: Paddington Bear. 5.40 News 6.0 Home and Away. 7.0 Family Fortunes. ! 7.30 Coronation Street. 8.0 Murder, She Wrote. 9.0 Coasting. 10.0 News 11.40 Pool 2.5 William Tell. 3.30 America's Top Ten. 5.0 Morning News
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### ***Youth Organizations***

Youth and youth movement are important factors in the social and political life of Great Britain. Among the many youth organizations uniting young people the following are the most popular.

The Combined Cadet Force trains boys at schools for service in the armed forces. All schools have an Army section and must have a Royal Navy (R.N.) or Royal Air Force (RAF) section. Cadets wear military uniform.

The Junior Red Cross Section is an integral part of the British Red Cross Society. Boys and girls from 5 to 17 can be members in Links in schools. Cadets who are organized in out-of-school groups (11-17) wear uniform. The summer special camps are held in order to give holidays to physically handicapped children, and juniors play an active part in this activity.

The National Federation of Young Farmers' Clubs was formed in 1928. Clubs are open for all young people between the ages of 10 and 25, interested in farming and the countryside.

*The Woodcraft Folk organization* for children was founded in 1925. Very often whole families, parents and children belong to this association. Its aim is

to bring up children in the spirit of peace and friendship on the principles of progress and humanity.

The motto of the Woodcraft Folk is “Span the World with Friendship”. They organize summer tent camps. There they study nature, history, archeology, and ecology. They organize dance and song festivals or sports competitions.

*The Young Men’s Christian Association* develops high standards of Christian character in group activity and citizenship training. Its programmes include physical and spiritual education, public affairs and citizenship activities. The Young Women’s Christian Association originated in 1855 when Lady Kinnaird in London opened a home for nurses returning from the Crimean War . The aim of the Association is to advance the physical, social, intellectual, moral and spiritual aspects of young women.

*The Welsh League of Youth* was founded in 1922. Its object is to promote Christian Welsh citizenship among the youths of Wales. Boys and girls under 14 belong to Junior Clubs, and from 14 to 25 to Youth Clubs.

*Boy Scouts* is an organization that teaches young people to be good citizens and trains them to become leaders. More than 24 million young people and scout leaders belong to Scouting units in more than 130 countries.

Scouts are taught to do their duty to god, to their country, and to other people. Their motto is “Be Prepared”, and learning by doing is the method used to teach them. The World Scout emblem is a Lily.

Scouts practice citizenship by electing their own youth leaders and by learning to work together. Boy scouts work and play outdoors; they acquire skills in camping, first aid, outdoor cooking, swimming and woodcraft.

*Robert Baden Powell* /1857-1941/ of Britain started the Boy Scout movement in 1907, when he organized a camp for 20 boys. In 1908 Baden-Powell published the first Boy Scout Manual. In 1910 together with his sister Agnes he organized the Girl Guides.

The Scouting Program has three levels: Cub Scouting, Boy Scouting, and Exploring. Any boy from 6 to 20 years of age may become a member. Girls from 14 to 20 years may join the Explorers. Each member pays a registration fee. A boy who has no group near him may become a Lone Cub Scout or Boy Scout by writing to the National Office. Boys with disabilities can take part in Boy Scout Programs according to their capabilities.

#### *Cub Scouting .*

Bobcat is the first rank in Cub Scouting. To earn this rank and to wear the blue and gold Cub Scout uniform, a boy must first learn the Cub Scout sign, salute, motto, and Promise, and know the Law of the Pack. The Cub Scout motto is “Do Your Best”.

The Cub Scout Promise is: “I / name/ promise to do my best to do my duty to God and my country, to help other people and to obey the law of the Pack”.

Wolf , Bear and Webelos are the next highest ranks of Cub Scouts .



*Boy Scouting* . Any boy at 11-18 may be a Boy Scout. He must learn and promise to follow the Scout oath and the Scout Law. The Boy Scout promise is: “On my honour, I will do my best: to do my duty to God and my community, and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake and morally straight”.

The Scout Law has 12 points. It states that a Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent. Scouts form patrols of 5 to 8 boys. 4 groups of patrols form a troop, led by an adult Scoutmaster.

Tenderfoot is the first rank in Boy Scouting. A Tenderfoot must have spent one night on camp-out. He must have learned the technique how to stop people from choking. He must have identified the poisonous plants.

Second Class Scout must know how to use a map and compass. He must understand more first aid. He must be able to prepare a cooking fire and cook meal.

First Class Scout is the third rank of Boy Scouting. FCS must find direction without a compass. They must have served as their patrol’s cook on a camp-out. FCS must understand the first aid procedure used to revive a person and pass a more advanced swimming test.

Star Scout must have earned 6 merit badges in communication, emergency, preparedness, environmental science, physical fitness and swimming.

Life Scout must have earned eleven merit badges .

Eagle Scout must have earned twenty-one merit badges.

A Scout may be given a Heroism Award and an Honour Medal for saving another person’s life at the risk of his own.

*Service activities* .

The Scout Slogan is “Do a Good Turn Daily”. Scouts learn to respect and care for other people. Each scout must participate in service projects. Scouts work together to help their community. They may collect food for needy families. Scouts have helped during emergencies.

Boys and girls may become Explorers if they are 14.5 or more. Explorers in the community may form an Explorer post. An adult leader supervises the post and serves as an advisor. Each Explorer post centres the activities on a particular hobby interest: aviation, computers, law or oceanography. Many posts take part in outdoor activities. Post Programs give Explorer a chance to investigate future careers.

Jamborees / Meetings / are among the most important events in scouting. During a Nation Jamboree Scouts from all areas of the country spend 10 days camping together.

During World Jamboree, held every four years, scouts from all parts of the world meet one another. The Boy Scouting held the first World Jamboree in Britain in 1920, when 301 Scouts from 32 countries camped together. Today there are 16,000,000 Scouts in 150 countries of the world.

The Girl Guides Association was formed in 1910 by Baden-Powell soon after he started the Boy Scouts movement. The programme of training is planned to develop intelligence and practical skills. The Association includes three age groups: Brownies /7,5-11/, Guides / 11-16 /, Land , Sea and Air Rangers.

**Ex. 1. Read the sentences, put in the necessary words:**

1. The Combined.....Force trains boys at schools for service in the armed forces.
2. The Junior Red .....Section is for boys and girls from 5 to 17.
3. The National Federation of Young.....' Clubs are for the interested in farming.
4. The Woodcraft Folk's aim is to bring up children in the spirit of.....and friendship.
5. The motto of the Woodcraft Folk is "Span the World with.....".
6. There they study nature , history , archeology , and .....
7. They organize dances and songs .....or sports competitions.
8. The Young Men's .....Association develops high standards of Christian character.
9. The Young Women's Christian..... originated in 1855.
10. It was opened as a home for nurses returning from the..... War.

-----  
 (association, Crimean, friendship, Christian, peace, festivals, farmers, ecology, Cross, cadet)

**Ex.2. Scan for details**

1. Scouting teaches young people to be a) good citizens; b) leaders; c) specialists.
2. Scouts are taught to do their duty to a) God; b) their country; c)other people.
3. Their motto is a)"Be Prepared"; b) "Do All Things Well"; c)"Be ready".
4. Learning by a)playing ; b)doing ; c) teaching is the method to teach Scouts.
5. The World Scout emblem is a a) Rose ; b) Tulip ; c) Lily.
6. Scouts acquire skills in a) camping ; b) first aid ; c)outdoor cooking.
7. The Scouting Program has three levels a)Cubs ; b)Boys ; c)Explorers ; d)Scout masters.
8. Cub Scouting includes the ranks of a)Bobcat ; b)Wolf ; c)Bear ; d)Lions.
9. Boy Scouting has the ranks of a)Tigers ; b)Tenderfoot ; c)Star , Life and Eagle Scouts.
10. Boys and girls may become Explorers if they are a)14,5 ; b)13 ; c)12,5

**Ex.3. Fill in the gaps**

1. The Scout Law h-- 12 points .
2. It states that a Scout is trustw-----, loy--, helpf---, friend--, courte---, kind, obedi-- , cheerf-- , thrift- , brave, clean and reve-- .
3. Scouts form patrol- of 5 to 8 boys .
4. 4 groups of patrols from a troop , I-d by an adult Scoutmaster.
5. Tenderf---t is the first rank in Boy Scouting.
6. A Tenderfoot must have spen- one night on camp-out.
7. He must have learn-- the technique how to stop people from choking.
8. He must have identifi-- the poisonous plants.

***Ex.4. Check yourself if you can be a First Class Scout. Tick what you have already done.***

Second Class Scout	must know how to use a map and compass. He must understand more first aid. He must be able to prepare a cooking fire and cook meal.
First Class Scout	must find direction without a compass. must have served as their patrol's cook on a camp-out. must know the first aid procedure to revive a person . must pass a more advanced swimming test.
Star Scout	must have earned 6 merit badges.
Life Scout	must have earned eleven merit badges.
Eagle Scout	must have earned twenty-one merit badges.

### ***Holidays and Celebrations***

There are six public holidays in Great Britain. They are:

*Christmas Day*, observed on December 25, *Boxing Day*, on December 26, *Good Friday*, observed before Easter Sunday, after a full moon on or after March 21st, *Easter Monday*, observed next day after Easter Sunday, *Spring Bank Holiday* on the last Monday of June or on the first Monday of July, *Late Summer Bank Holiday* on the last Monday of August or on the first Monday in September. In Scotland, the *New Year's Day* is also a public holiday. Besides public holidays other festivals and traditions are observed.

*New year in England.* In England the New Year is not as widely observed as Christmas. Some people ignore it. Many others do celebrate the New Year. The most common type of celebration is a New Year party. It begins at 8 pm and goes on until morning. There is a buffet supper of cold meat, pies, sandwiches, cakes and biscuits. At midnight everyone can hear the chimes of Big Ben and drink a toast to the New Year. Then the party goes on.

Another way of celebrating is to go to a New Year's dance. Dance halls are decorated and there are several bands playing merry music. The most famous celebration is in London round the statue in Piccadilly Circus where crowds welcome the New Year. In Trafalgar Square someone usually falls into the fountain.

Some people watch others celebrating on television. There are no traditional English New Year festivities, and television producers show Scottish ones.

Some people send New Year cards and give presents and make "New Year resolutions".

On New Year's Day the "New Year Honours List " is published in the newspapers of those who are to be given knighthoods, etc.

*New year in Scotland.* New Year's Eve in Scotland is called Hogmanay. It is time for merrymaking and giving of presents. There is the Flamebeaux procession of town folk in fancy dress. They throw the flamebeaux /torches/ into a pile and dance around the blaze.

In Scotland the old custom of First-Footing is still observed. The first person to enter a house on New Year's Day should be a dark-haired /or fair-haired/ man. He should bring a piece of coal, a fish and a piece of bread.

Brass and silver must be glittering and fresh linen must be put on the beds. All work must be finished, all bills must be paid and the letters written. There must be plum puddings, apples and lemons, tangerines and toffee. The traditional gathering place is the Mercat Cross. Towards midnight crowd awaits "the Chapplin o' the Twal" – the striking of 12 o'clock.

*St. Valentine's Day.* Saint Valentine's Day is observed on February 14. The first Valentine of all was a bishop, who before he was put to death by the Romans sent a note of

friendship to his jailer's blind daughter. Roman soldiers had no right to get married. Valentine wed them secretly and for this he was sentenced. February 14 is the date of an old pagan festival when Roman maidens put love letters into an urn to be drawn out by their boy friends.

It is the day when people exchange greetings of affection with a Valentine card.

"I'll be your sweetheart, if you will be mine,

All of my life I'll be your Valentine "

"The rose is red; the violets are blue,

The honey's sweet and so are you."

Comic valentines are also traditional. "Here's the key to my heart, Valentine!" ... "use it before I change the lock".

*Mother's Day.* Mother's Day is observed in March on the fourth Sunday in Lent. The day known as Mothering Sunday dates from the time when many girls worked as domestic servants away from home. On Mothering Sunday they could go home to see their mother and give her a present from the houselady. This custom remained and is called "Mother's Day". People visit their mothers, give them flowers and presents or send them "Mother's Day" cards. It is mother's day off.

*Easter.* In England Easter is a time for giving and receiving presents /Easter eggs/, for the Easter Bonnet Parade and hot cross buns. Nowadays Easter eggs are made of chocolate but painting egg-shells is still popular in some country districts. Emblems of Easter are also fluffy chicks, baby rabbits, daffodils, catkins, and lily. They signify the Nature's reawakening.

London greets the spring with Easter Parade on Easter Sunday. The parade begins at 3 p.m. It consists of many decorated floats bearing the Easter Princess and her attendants. The finest bands take part in the parade.

*St. Patrick's Day.* Northern Ireland observes St. Patrick's Day on March 17.

*April Fool's Day.* April Fool's Day is named from the custom of playing practical jokes. It is related to the vernal equinox, when nature fools mankind with sudden changes. It is a season when all people are given an excuse to play the fool. In April comes the cuckoo, emblem of simpletons. In Scotland the victim of a joke is called "cuckoo" or "gowk"[gawk]: "On the first day of Aprile, Hunt the gowk another mile".

*May Day.* The 1st of May was a pagan spring festival. It was celebrated with garlands and flowers, dancing and games. A Maypole wreathed with flowers was

erected. The girls put on their best summer frocks, and plaited flowers in their hair awaiting the crowning of the May Queen. The most beautiful girl was crowned with a garland of flowers. After this there was dancing. The dancers dressed in fancy costumes represented characters in the Robin Hood legend. Games were followed by refreshments in the open.

The Queen of May is still chosen in most counties. In many villages Maypoles are erected around which the children dance. At Oxford at 6 a.m. the college choir gathers to greet the coming of the new day with song.

London May Queen Festival. London May Queen Festival has been held since 1880. Visitors from many parts of the world gather in Kent to witness the Crowning of London's May Queen. Over a thousand children take part. Forty May Queens from different parts of the country are present. Their dresses are beautifully made. The actual crowning takes place at 3 p.m.

*Whitsun.* There are no special customs associated with Whitsun, the seventh Sunday after Easter Sunday. The Morris men can be seen at Whitsun. The Morris is a rustic merry-making introduced by Eleanor of Castile, wife of Edward I (1272-1307). The dances are performed by sets of dancers accompanied by traditional the Man-Woman, Hobby Horse and the Fool. Basic dress is a white shirt and trousers tied at the knee, ribbons, and handkerchiefs.

On Whit Monday large crowds gather at Cooper's Hill in Gloucestershire, to watch the cheese-chasing contest at 6 p.m. The huge cheese is set on the top of the hill. The starter gives the signal and the cheese is set rolling down the hillside. After the cheese the contestants chase. The first person to retrieve the cheese keeps it. There are prizes for the runners-up to.

Scotland observes the spring bank holiday in mid-May; the summer bank holiday in mid-August. Northern Ireland celebrates the commemoration of the Battle of the Boyne on July 12.

*Late Summer Bank Holiday.* On Bank Holiday the town folk usually flock into the country and to the coast. They take a picnic-lunch and enjoy their meal in the open. Seaside towns near London are invaded by thousands of holiday-makers. Bank holidays is also an occasion for big sports meeting. There are large fairs, a Punch and Judy show, and bingo. Many Londoners will visit Whipsnade Zoo. There is also much boat activity on the Thames and other rivers.

*Bonfire Night.* Guy Fawkes (1570-1606) was one of the English conspirators who tried to destroy Parliament and King James I as a protest against anti-Papist measures. They dug a tunnel where they stored 36 barrels of gunpowder. On October 26, one of the conspirators warned Lord Monteagle about conspiracy. On November 5 the gunpowder was found, together with Guy Fawkes. He revealed the names of the conspirators. Fawkes was hanged.

*The Plot* is still commemorated by an official ceremonial search before the opening of Parliament, burning of Fawkes's effigy and the explosion of fireworks every November 5.

*Guy Fawkes Night* is one of the most popular festivals in Great Britain. There is extremely well-organized celebration at Winchester. People prepare elaborate guys, for

which prizes are awarded. The guy awarded the first prize is the first to be cast upon huge bonfire. The thousands of onlookers sing:

"Remember, remember  
The Fifth of November.  
Gunpowder, treason and plot,  
For I see no reason  
Why gunpowder treason  
Should ever be forgot."

Very young children should be kept indoors. Some can be frightened by fireworks. The nasty accidents usually happen on November 5.

*Remembrance Day.* Remembrance Day (Poppy Day) on the Sunday before November 11 is observed in commemoration of British warriors who fell during the two World Wars. On that day special services are held in the churches. Wreaths are laid at war memorials throughout the country.

At London's Cenotaph people observe two-minute silence and perform the Remembrance Day ceremony. The silence begins at the first stroke of Big Ben booming 11 o'clock. The members of the Royal family and political leaders lay wreath at the foot of the Genotaph.

Then comes the march past the memorial of ex-servicemen and women, followed by ordinary citizens. On that day artificial poppies, a symbol of mourning, are traditional sold in the streets everywhere. The money is later used to help the men who had been crippled during the war.

*Christmas Celebrations.* Christmas Day is observed on December 25. In Britain this day was a festival long before the conversion to Christianity. On that day people began the year and it was called "modranecht" – mother's night. Many Christmas customs go back to pagan times. In 1644 the English puritans forbade the keeping of Christmas by Act of Parliament. At the restoration Charles II revived the feast in 1660.

On Christmas Eve everything is rush. Offices close at one o'clock, but the shops stay open late. London and big cities are decorated with coloured lights. In the homes there is a great air of expectation. The children are decorating the Christmas tree with baubles and coloured lights. The house is decorated with holly and mistletoe under which the boys kiss the girls. Christmas cards are hung round the walls.

The housewife is busy in the kitchen. The Christmas bird, usually a turkey, is being prepared. The pudding is inspected and the cake is iced.

In villages carol-singers come and sing Christmas carols. They expect a Christmas box for their musical efforts. The money collected is then donated to some deserving cause.

In Trafalgar Square stands an enormous Christmas tree. It is a gift from the people of Oslo for help during the war. The tree is over 15 feet high. It is brightly decorated. This sparkling tree seems to catch the Spirit of Christmas.

*Boxing Day.* Boxing Day is observed on December 26. It is a legal holiday in England, Wales, Northern Ireland, New Zealand, Australia and South Africa. Scotland observes Boxing Day on January 12. Christmas boxes (tips) are traditionally given to dustmen and a few other public servants.

This is the day when one visits friends. Tradition demands a visit to the pantomime to watch the story of Cinderella, Dick Whittington or whatever it may be. There are pantomimes on ice, with a well-known pop singers or pantomimes with a famous comedian. In the country there are usually Boxing Day Meets for fox-hunting.

**Ex.1. Read the sentences, put in the necessary words:**

1. The most common type of celebration of a New Year is a New Year.....
2. Another way of celebrating is to go to a New Year's .....
3. The most famous celebration is in London round the statue in ..... Circus.
4. Some people watch others celebrating New Year on .....
5. There are no traditional English New Year....., only Scottish ones.
6. New Year's Eve in Scotland is called .....
7. There is the Flamebeaux.....of town folk in fancy dress.
8. They throw the flamebeaux /...../into a pile and dance around the blaze.
9. In Scotland the old custom .....is still observed.
10. The first .....of all was a bishop.

-----  
First-Footing, torches, party, festivities, Piccadilly, procession, television, Valentine, Hogmanay, dance.

**Ex. 2. Put questions to the following answers.**

1. February 14 is the date of an old pagan festival.  
.....
2. Roman maidens put love letters into an urn to be drawn out by their boy friends.  
.....
3. Mother's Day is observed in March on the fourth Sunday in Lent.  
.....
4. London greets the spring with Easter Parade on Easter Sunday.  
.....
5. April Fool's Day is named from the custom of playing practical jokes.  
.....
6. The Queen of May is still chosen in most counties.  
.....
7. The Morris merry-making men can be seen at Whitsun.  
.....
8. On Bank Holiday the town folk usually flock into the country and to the coast.  
.....

**Ex. 3. Fill in the gaps, translate and act as an interpreter.**

1. Guy Fawkes Night, on November 5, is one of the most popular f.....in Great Britain.
2. Remembrance Day on Sunday before November 11 is observed in commemoration of British w..... who fell during the two World Wars.
3. Christmas Day is o .....on December 25.
4. In 1644 the English puritans f.....the keeping of Christmas by Act of Parliament.

5. At the restoration Charles II re .....the feast in 1660.
6. B.....Day is observed on December 26.
7. Christmas boxes (tips) are traditionally given to public s.....

### ***Traditional British Food***

Even if Britain has a very bad reputation for food, there are some dishes which are really good: meat pies, roast beef and Yorkshire pudding, Cornish pasties and cheeses are excellent. Welsh lamb has a world-wide reputation and Scotland is well-known for its haggis, made of sheep's liver, oatmeal and suet..

*British meals.* Traditionally English people have three meals a day: breakfast, lunch and dinner. Breakfast is served in the morning; it used to be a very large meal with cereal, eggs, bacon, sausages, mushrooms and tomatoes. Such a large breakfast takes a long time to prepare and it is not very healthy. Today, Britain's most popular breakfast consists of a lighter meal of cereal and toast and marmalade, fruit juice and yoghurt with a cup of coffee or tea. Lunch is a light meal. Most people have no time to go back home for lunch; children eat at school, workers in the factory canteen, in self-service cafes, called cafeterias, in pubs or in fast-food restaurants. In summer when the sun is shining, a lot of people like to go out and eat their lunch in the open air. The main meal is dinner, which is usually eaten between 6 and 7p.m. A typical evening meal is a meat dish with vegetables and dessert. Fruit juice or water is drunk and coffee or tea is served at the end of the meal. The most important meal of the week is the Sunday dinner, which is usually eaten at 1p.m. The traditional Sunday dish used to be roast beef, but nowadays it is expensive, so pork, chicken or lamb are more common. On Sunday evenings people have supper or high tea. The famous British after-noon tea, served with cakes and small sandwiches is becoming rare, except at weekends.

*Pubs.* The pub or "public house" belongs to the British tradition. It is a place where you can meet people chat, listen to music, play darts and of course have a drink. The most common drink served in a pub is beer (ale, bitter, stout or lager), but you can also have wine, cock-tails, spirits and soft drinks. If you are hungry you can order food. Most pubs serve very good food and the variety is very wide. Children under 14 are excluded from the "bars," i.e. where alcoholic drinks are sold, but they are allowed where food is served or in the pub garden. Teenagers between the ages of 14 and 18 are allowed in pubs but cannot drink alcoholic beverages.

***Ex. 1. Answer the following questions:***

- a) Why do the British prefer to have a lighter breakfast these days?
- b) Where do children and working people have lunch?
- c) Do the British drink wine with their meals?
- d) What are the rules for going into a pub?
- e) Give for different names for beer.

***Ex. 2. Write a dialogue between two young persons in a pub. Include the following words:***

Drink, bitter, pint, hungry, barman, how much, charge, age, garden.



**Ex. 3. Read the following British recipe.**

**Apple Crumble**

Ingredients: ½ kg. apples, walnuts, raisins, 2-3 cloves, 200 gr. flour, 150 gr. butter/margarine, 100 gr. sugar.

Method: Place the flour in a bowl and add the butter in small pieces. Rub the butter gently into the flour. Add the sugar and continue to rub until the mixture forms very small lumps, like breadcrumbs. Peel and slice the apples and place in a greased oven-proof dish with chopped nuts, raisins and cloves to flour. Sprinkle the flour mixture evenly over the top without pressing down too much. Bake in a moderate oven for 30-40 minutes. Serve hot or cold with cream or custard.

**Ex. 4. Find the words in the recipe which mean the following:**

mix together with fingers -

cut into small bits –

resistant to heat –

put on the top –

flattering –

cook in the oven –

sweet sauce made with eggs and milk –

**Ex. 5. Now write your own favourite recipe (remember to use the imperative form).**

***British Music***

British music has spread all over the world. Singers and musicians are the new idols of thousands of young people, who try to copy them in the way they dress, walk, cut their hair and even in the way they sing. The names pop, rock, punk and acid rock music are well-known to everybody and they are of English origin. Among the most popular English pop and rock stars are the Beatles, The Rolling Stones, The Genesis, The Police, The Pink Floyd, David Bowie, Boy George, Phil Collins and many other famous names.

*The Beatles.* The four boys from Liverpool, known to everybody as the Beatles or better "the fabulous Beatles", gave the start to English pop music. They were a symbol for the young generation of the '60s, who were rebelling against the old traditional ideals. The members of the group, who started in 1961, were John Lennon (rhythm guitar and vocals), Paul McCartney (bass guitar and vocals), George Harrison (lead guitar and vocals) and Ringo Starr (drums and vocals). With their records and their concerts, attended by thousands of yelling young fans, they became millionaires and also received an award from Queen Elizabeth II for their contribution to exports. In 1967 their manager, Brian Epstein, died and the group started to have problems. In 1970 they split up and each member continued playing separately but still successfully. In 1980 John Lennon, who was then living in the States, was assassinated by a madman in Central Park, New York. In the last years of his life John Lennon took very strong positions against war and for peace. One of the most famous songs he wrote on this subject is Imagine, the Lyric talks about a dream of peace and brotherhood.

**Ex. 1. Fill in the missing words in the following paragraph about the Beatles:**

The Beatles were born in ... . The four members of the group - ... Lennon, Paul McCartney, George Harrison and ... Starr – began ... together in the '60s. The people of those times imitated their ... and hair styles and many other groups began playing music like theirs. They had millions of ... and made a lot of ... . They were even awarded the MBE for ... contribution towards Britain's economy. In ... they split up but ... of them stopped playing music. John Lennon, who became a spokesman for ..., was ... in America in 1980.

The newest attraction in Piccadilly Circus, in the heart of London's West End, is the unique ROCK CIRCUS where the skills and the artistry of Madame Tussaud's combine with audio animatronic techniques to take you on a journey through generations of rock and pop performances. Starting as far back as Bill Haley with his "Let's Twist Again", you can relive the emotional performances of stars like Jimi Hendrix, Elvis Presley, The Beatles (starring as hosts in their role of Sergeant Pepper's Band), The Who, Led Zeppelin, Bob Dylan, Janis Joplin, Phil Collins, Madonna, Bruce Springsteen and many many more. The Rock Circus is open every day except Christmas Day from 10am till 10pm.

**Ex. 2. Which is your favourite English group? Write an interview between the leader of the group and a journalist who wants to know all about the group's origins, the different members, their hit records and their plans for the future. Begin like this:**

*Journalist: When did you start playing together?*

**Ex. 3. Underline the right prepositions where necessary:**

- 1) Rock Circus is similar (to/with) Madame Tussaud's except that you wear headphones.
- 2) As you walk (into/around) the museum you hear music (through/by) your headphones.
- 3) The music changes as you move (from/out from) one waxwork model (at/to) the next.
- 4) The Beatles are (up/on) stage to present other singers.
- 5) Phil Collins used to play (among/with) Genesis.
- 6) Rock Circus is open 12 hours (in/at) a day, 364 days (at/in) a year.

**Ex. 4. Find the odd man out and explain why.**

e.g. John Lennon, George Harrison, Freddie Mercury, Paul McCartney. – Freddie Mercury, because he is not one of the Beatles.

- 1) Duran Duran, Spandau Ballet, New Kids on the Block, Queen.
- 2) Phil Collins, Stewart Copeland, Ringo Starr, The Edge.
- 3) Keith Richards, Bono, Robert Plant, Simon Le Bon.
- 4) Jimmy Hendrix, Jim Morrison, John Lennon, Sid Barret.
- 5) 45, 90, 33, 78.
- 6) Simple Minds, Rolling Stones, The Beatles, Genesis.

## CONTENT MODULE 2

### LITERATURE OF ENGLISH-SPEAKING COUNTRIES

#### *British Literature*

*English Renaissance.* The English Renaissance started with the reign of the Tudor family and reached its height with Elizabeth I. Elizabeth often made journeys throughout the kingdom so that the people could see her. During her travels she stayed at the homes of the nobles who entertained her with banquets, parades, and dances. Poets and writers praised Elizabeth in their writings. Sons of merchants, lawyers, and landowners copied Italian clothes and manners and came to court to capture her attention and favour. Poetry, music and drama became part of daily life. Most nobles wrote poetry. People of all classes enjoyed singing ballads and folk songs. Many played such musical instruments as violins, guitars and lutes. The people of Renaissance England were especially fond of plays. Not since ancient Greece had so many plays been written and performed. About 1580, the first theatres were built in England.

*William Shakespeare.* One of the best-known English playwrights was William Shakespeare. He drew ideas for his tragedies and comedies from the history of England and ancient Rome. He often used Italian scenes, characters, and tales in his plays. Many experts consider Shakespeare the greatest writer and the greatest playwright in the English language. We know very little about Shakespeare's life. We know for sure that he was born at Stratford-upon-Avon, in England, in 1564. When he was 18 he married Anne Hathaway, a woman ten years older than he was. By 1582 he was in London, working as an actor and playwright, and here he spent most of his life. He died in Stratford-upon-Avon in 1616, when he was only 52. A Shakespeare festival is held every summer in Stratford.

William Shakespeare wrote thirty-seven plays, which may be divided into:

Comedies, such as the Merchant of Venice, A Midsummer Night's Dream and Twelfth Night. Tragedies, such as Hamlet, Macbeth, Othello and King Lear. Historical plays, such as Richard II, Henry IV, and Richard III which deal with English history. Julius Caesar, Antony and Cleopatra and Coriolanus, which deal with Roman history. Shakespeare's plays were written in blank verse (iambic pentameters) and are the basis for the English theatrical tradition. They have been translated into almost all the languages of the world and are admired everywhere for the beauty and poetry of the language and for Shakespeare's ability to represent the complexity of life and to put real people on the stage.

***Ex. 1. Complete the following sentences using one of these verbs: to impress, to enjoy oneself, to meet, to glorify, to amuse.***

E.g Elizabeth made journeys throughout the kingdom to meet the people.

- a) The nobles put on banquets, parades and dances to . . .
- b) Sons of merchants, lawyers and land-owners came to court to. . . .
- c) Poets and writers wrote poems and stories to . . . .
- d) People sang ballads and folk songs to . . . .

**Ex. 2. Complete the blanks in this short summary on Shakespeare's life and works.**

William Shakespeare was born in . . . in 1564. At the age of 18 he . . . Anne Hathaway, who . . . 28. He worked in London . . . an actor and wrote most of his . . . there. He died at Stratford at the . . . 52. He wrote 37 plays including comedies, . . . and historical plays. Many of the themes came . . . the history of England and . . . Rome. He is considered one of the . . . playwrights in the . . . language and his works made . . . the basis for the English theatrical tradition.

**Ex.3. Put in the preposition where necessary**

- a) Shakespeare was born . . . Stratford-upon-Avon.
- b) Shakespeare married . . . Anne Hathaway when he was 18.
- c) Shakespeare's plays are admired . . . their beauty.
- d) The people . . . Renaissance England were very fond . . . plays.

**Ex. 4. Do and Make. "Elizabeth often made journeys..."**

**Put the correct forms of the verb "to do" or "to make" in the following sentences.**

- a) I think you have \_\_\_ enough work for today.
- b) Mary \_\_\_ her homework very badly and had \_\_\_ it again.
- c) How many mistakes did you \_\_\_ in the dictation?
- d) If you \_\_\_ too much noise the neighbours will call the police.
- e) They \_\_\_ a lot of money and decided to retire to the seaside.
- f) My mother has \_\_\_ a cake for tea. If you aren't \_\_\_ anything this afternoon why don't you come round?

**Ex. 5. Look at this sentence: "By 1582 he was in London. . . "Here by is a preposition of time meaning when (the time) comes.**

**Now complete the following putting the correct tense of the verbs in brackets.**

- a) If I (not arrive) by 8 p.m., please have dinner without me.
- b) If the aeroplane leaves on time, we (to be) in London by lunchtime.
- c) By the age of 28 William Shakespeare (to be married) for ten years.
- d) By the time Elizabeth I came to the throne the English Renaissance (to reach) its height.
- e) If the car (not to break down) they would have arrived by now.
- f) "I told you that these letters (to have to) be typed by today.

*Tudor Theatres.* The first theatres, like the Globe and the Fortune, were built in the shape of inn-yards with three rows of balconies round a courtyard open to the sky, so as to use the daylight. Their stages stood in the open air. Most of the audience, however, sat under a roof or some sort of covering. Those who could not afford to pay for the seats stood in front, and on the sides of the stage. Since there were no lights, plays were performed in the after-noon. They attracted large crowds, which were sometimes hard to control. The audience was always noisy, playing dice and cards and the richest people were even allowed to sit on the stage and make comments. Acting was not considered a respectable profession and women were not allowed to act, so

women's parts were played by young boys. The actors did not wear costumes but Tudor clothes.

*The Romantic Movement.* At the beginning of the nineteenth century a new sensibility called Romanticism developed in Europe. In England there were two generations of Romantic writers; the first generation included William Wordsworth and Samuel T. Coleridge, who produced the *Lyrical Ballads* (1789), Robert Burns, a Scottish poet, and William Blake, poet, painter and engraver. Writers of the second generation included Lord George Byron, Percy B. Shelley and John Keats. They were influenced by the legends and mythology of oriental and medieval literature. A typical product of Romanticism was the historical novel, which mixed elements of the past with mystery and the marvelous. We have the first examples of historical novels with Sir Walter Scott (1771-1832). He started his career as poet but he reached success with such well known works as *Waverley*, *Guy Mannering*, *Rob Roy* and *Ivanhoe*. Lewis Carroll is the penname of Charles Lutwidge Dodgson (1832-1898), a mathematics professor at Oxford University. He became famous as a writer when he published *Alice's Adventures in Wonderland*. This novel tells the story of a little girl called Alice's, who dreams that, while she is running after a White Rabbit, she falls down a hole and enters a wonderful world populated with animals and things of every kind acting in a very strange way. She meets characters like the Duchess, the Cheshire Cat, the Mad Hatter, the March hare, the King and Queen of Hearts and Mock Turtle.

**Ex. 6. Answer the following.**

- a) How did they illuminate the first theatres?
- b) How did the audience behave?
- c) Why weren't women allowed to act?
- d) Who wrote the first historical novels?
- e) What is a pen-name?
- f) What influenced Byron, Shelley and Keats?

**Ex. 7. Match the words with their definitions:**

theatre	the people who watch
stage	to act
audience	the person who performs
to perform	the open area in front of the stage
pit	theatrical performance
play	role
part	to clap one's hands
actor	the area where the play is performed
to applaud	the building where plays are performed

**Ex. 8. Complete the following sentences with the correct form of the verbs in brackets.**

- a) When your brother (arrived, will arrive, arrives, is arriving) \_\_ he will be tired.
- b) I shall wait here until you (would be, shall be, will be, are) \_\_ ready.

- c) If I had not called the fire brigade, the house (would have burned down, will burn down, has burned down)
- d) I wish you (will come, are coming, came , were coming) \_\_\_ to the dance tomorrow.
- e) We would have helped if we (knew, had known, have known, were knowing) \_\_\_ you were in trouble.
- f) Peter has been in computers since he (was leaving, had left, left, has been leaving) the army.
- g) This is the first time I (am visiting, visit, have visited, have been visiting) \_\_\_ Paris.

***Ex. 9. "To play" is used with nouns like cards, games, sports, and musical instruments. "To act" is used for performing in a play, film etc. Complete the following choosing between "to act" and "to play", in the correct tense.***

- a) I'm learning to \_\_\_ the piano.
- b) How many times a week do you \_\_\_ football?
- c) Lawrence Oliver \_\_\_ beautifully in the play last night.
- d) Let's \_\_\_ that new card game you showed me.
- e) I'd love to \_\_\_ in "A Midsummer Night's Dream".
- f) The orchestra usually \_\_\_ in the pit.

## ТВОРИ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ

*Рекомендовані для прочитання художні твори (обов'язкові для прочитання)*

1. Ірландський епос: Саги про Кухуліна
2. Беовульф.
3. Пісня про Нібелунгів.
4. Пісня про Роланда.
5. Пісня про Сіда.
6. Філдінг Г. Пригоди Тома Джонса, знайди.
7. Байрон Дж. Г. Паломництво Чайльд Гарольда (1 та 2 пісні), Дон Жуан. Лірика.
8. С. Т. Колрідж Балада про Старого Мореплавця.
9. В. Вордсворт. Вибрані поезії.
10. П. Б. Шеллі. Вибрані поезії.
11. Дж. Кітс. Вибрані поезії.
12. В. Скотт. Айвенго /або Роб Рой/ або Квентін Дорвард.
13. В. Ірвінг. Ріп ван Вінкль, Жених-привид.
14. Дж. Ф. Купер. Останній з могікан /або інший роман/
15. Г. Лонгфелло. Пісня про Гайавату.
16. Е. А. По. Вибрані новели: Падіння дому Ешерів; Вбивство на вулиці Морг; Маска Червоної смерті та ін.
17. Ч. Діккенс. Олівер Твіст /або Домбі й син, Холодний дім.
18. Ш. Бронте Джейн Ейр.
19. Е. Бронте. Буремний перевал.
20. В. Теккерей. Ярмарок марносластва.
21. Дж. Еліот. Млин на Флоссі.
22. Т. Гарді. Історія мера Кестербриджа / або Тесс з роду д'Ербервіллів.
23. О. Вайльд. Портрет Доріана Грея / оповідання, казки, п'єси.
24. Р. Кіплінг. Поезії, оповідання, Кім
25. Р. Л. Стівенсон. Дивна історія Доктора Джекіла та містера Хайда.
26. Дж. Конрад. Лорд Джим, Серце п'їтьми.
27. М. Метерлінк. Сліпі, Синій птах / Непрохана
28. М. Твен. 5 оповідань за вибором студента. Пригоди Гекльбері Фінна.
29. Г. Веллс. Машина часу / Війна світів / Людина невидимка/ Острів доктора Моро – 1 роман обов'язково.
30. Дж. Б. Шоу. Професія місіс Уоррен; Будинок, де розбиваються серця.
31. Д. Г. Лоуренс. Коханець леді Чаттерлі. Райдуга.
32. В. Б. Єйтс. Поезії.
33. Дж. Джойс. Дублінці. Портрет художника замолоду. (“Улісс”).
34. В. Вулф. Міссіс Деллоуей. До маяка.
35. Т. С. Еліот. Поезії. Вбивство у соборі.
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