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ВЕЛИКОБРИТАНИЯ: НА ОСТРОВАХ  
И В ОБЩЕНИИ С МИРОМ  
Метод. указания по английскому  
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Составитель Л.И.Карлинская

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Настоящее издание составлено на основе аутентичных материалов, знакомит студентов с некоторыми аспектами жизни в Великобритании и ее участием в международных организациях.

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Рецензент Е.И.Безрукова

## Oxford: the Town and the Gown

## Text 1

## Oxford's Past

## I. Pre-reading task

answer the questions:

1. What do you know about Oxford? Why is this city famous?
2. Which of the adjectives are used to describe a beautiful city like Oxford? Compare your list with the words used in the text.

## II. Read the text.

Oxford is a beautiful and magnificent city, famed throughout the world for its splendid buildings, its lovely streets and open spaces, and its fascinating past. That past is the key to an understanding of the present, for everywhere in the city bears the imprint of history, and as you walk through the streets you will constantly be reminded of centuries of colourful events and illustrious people.

It is said that the city was founded by King Alfred in the 9th century. Although this is subject to dispute, there is no doubt that Oxford began as a Saxon town. The site of the city was a long narrow belt of drier land between the marshy valleys of the Thames and Cherwell, the two rivers which are still so important to the life of Oxford. At the centre of the Saxon town, near the top of a low hill, was a crossroads. 1,200 years later this place is as important as it ever was. It is called Carfax, which means "four ways", and there the four main streets - High Street, Queen Street, Cornmarket Street and St. Aldate's - meet.

Oxford became a market centre for a large area around, and soon developed as the administrative capital of that district, which was called Oxfordshire. In 1002 the city was burned by the Danish invaders, but quickly recovered, and when the Normans conquered England in the 1060s they made it into a leading military centre. A strong and powerful castle was built in the 1070s by Oxford's first Norman sheriff, Robert d'Oili, on the western edge of Oxford; most of it has now disappeared. The impressive

St. George's Tower survives today, and is among the finest of the buildings in the city, remarkably well preserved for its age.

The young city also became known as a place of learning, when scholars and theologians began to move there as religious houses were founded. By the 1190s there were students and teachers, and in the 1250s Oxford University was formally established. It was soon recognized as one of the foremost intellectual centres of Europe: Oxford University is the oldest in Britain. The religious communities were also celebrated, and in the mid- 14th century there were no fewer than eight large abbeys and priories within a radius of four miles of Carfax.

During the 12th century the city acquired the close links with royalty that it has retained ever since. King Richard I, "the Lionheart", was born at Beaumont Palace in Oxford in 1157: the palace has now vanished, but its name is perpetuated in Beaumont Street, which lies across its site.

As the university grew, during the Middle Ages, many houses were demolished to make way for colleges and halls, so that by the 16th century these occupied about a quarter of the old walled city. The inhabitants who were displaced moved outside the walls, and new suburbs grew up along the roads leading into the city. St. Giles was one of these: its unusual width is due to its being the place where cattle and sheep were herded, before they were driven into the city itself for sale at the market. Oxford prospered, and over the centuries acquired its superb heritage of fine colleges, halls, churches and houses, with the whole city crowned by a skyline of towers and spires.

During the Civil War of 1642-9, London was held by the anti-Royalist Parliamentary forces; King Charles I made Oxford his capital, and lived here for several years. He resided in Christ Church while his Queen, Henrietta Maria, was lodged at Merton College. The city was re-fortified during the war and although most of the works have now disappeared they are recalled by the names North Parade and South Parade for two streets in North Oxford, these being the places where the troops were paraded.

During the 18th century there was another period of building by the university and colleges, and some of the best of the

buildings of Oxford date from this period: Worcester College, Queen's College and the Radcliffe Camera. The city was fortunately bypassed by the Industrial Revolution, and thus was spared the manufacturing development which spoiled so many English towns in the late 18th and 19th centuries. Although there were a few industries, including printing, brewing and marmalade-making, Oxford remained a town dominated by the university.

Until 1870 university lecturers were not allowed to marry, but when this rule was ended many did so, and built large houses for their new families in North Oxford. This area, along the Banbury and Woodstock Roads, is today famous for its immense Victorian houses, set in wooded gardens along tree-lined streets. In 1912 William Morris, a former bicycle maker (and no relation to the poet and artist of the same name), began to build cars at Cowley, a village just beyond the south-east edge of the city. After the First World War Morris, later Lord Nuffield, expanded the new industry, and during the 1920s Oxford was transformed from a sleepy old-fashioned market town into a bustling manufacturing centre, famous not just for a university but also for cars, such as the Morris Oxford. The city sprawled as its population grew rapidly, from 67,000 in 1921 to 96,000 in 1939 (today it is about 110,000).

Since the Second World War Oxford has continued to flourish as a centre for modern industries, as a commercial and shopping magnet, as a great focus for educational, scientific and cultural activities and, of course, as an attraction for visitors from all over the world. There have been many changes during this century as progress has made its mark. Some new roads, many new shops, urban renewal and the expansion of the university have altered the appearance of parts of the historic city but, in essence, the heart remains surprisingly intact, and is a source of delight to residents and visitors alike.

### III. Comprehension check.

1. Which of the following statements are true or false? Why?
  - a) Oxford began as a Saxon town.
  - b) The Normans made Oxford into a place of learning.
  - c) The Thames and Cherwell are still important to the life of Oxford.
  - d) Oxford is crowned by a skyline of towers and spires.
  - e) Oxford remained within its former boundaries.

2. Give some facts to prove that Oxford acquired the close links with royalty.

#### IV. Speaking.

Do you agree that the past is the key to an understanding of the present?

#### Text 2

#### The Collegiate University

##### I. Pre-reading task.

Judging by the title in what ways do you think the notion "university" is different regarding Oxford University and Samara State Aerospace University?

##### II. Read the text.

Oxford, the "University" in the wider sense, embraces both the central body and the independent colleges within a loose federation of strong mutual interests. Members of colleges are members of the University. The University in the narrow sense is the original institution at the heart of this complex structure. This institution retains its traditional functions, offering lectures and seminars, maintaining libraries, setting examinations, and awarding degrees. Since the mid-nineteenth century, it has provided laboratories for the development of experimental science and for the needs of the Medical School, as well as the facilities essential for research and graduate supervision. These today include a data network linking all colleges and departments, and over 1,000 workstations available for student use alone.

The colleges, which gradually grew up around the medieval University (Merton tracing its first statutes to 1264), have also retained their early functions as self-governing, financially independent bodies, selecting and teaching their own undergraduates, providing their own chapels and libraries, rooms and dining halls, and being responsible for the pastoral care of students. College doctors look after students' health and a counselling service, provided by the University, is available

to help with other problems. In general, colleges have students from the whole range of academic disciplines, and their governing bodies display the same diversity. Indeed, it would not be a misdescription to say that colleges have, on a small scale, many of the attributes of a university.

College life has traditionally fostered tolerance, independence, and the confidence necessary to take risks and break new ground. Students are taught to make their own judgements; they learn from each other's talents. Independence is promoted at faculty level, especially in the arts, by the fact that colleges participate in the making of teaching appointments and bear part (sometimes the whole) of the cost.

### III. Comprehension check.

1. What is meant by the "University" in the wider and narrow sense?
2. Which of the attributes of a university have colleges, on a small scale?

### IV. Speaking.

Which qualities are fostered by college life?  
Do you think them to be important?

## Text 3 The Colleges

### I. Pre-reading task.

Before you read, make sure you understand the following words: undergraduate; graduate; Fellow; sabbatical leave; fellowship.

In case of difficulty consult the definitions given after the text.

### II. Read the text.

Oxford's diversity and independence owe much to its collegiate structure.

There are now thirty-five colleges. Twenty-eight colleges take both undergraduates and graduate students. Six colleges, established since the Second World War, take graduate students only. One college (All Souls) is for research and consists only of Fellows.

At the constitutional level the colleges ensure the sharing of authority. At the academic level the fact that many appointments are made by colleges, whether alone or in association with the University, precludes the perpetuation of any rigid faculty or departmental orthodoxy. The colleges also provide the home in which the student is nurtured and where senior members work and associate.

The colleges and the University form a federation, linked by statute and by function. Most faculty members, for example, are supported both by their colleges and by the University. The academic vigour and financial health of the University are matters of concern to all, and there is a fundamental identity of interest.

Colleges provide accommodation and undertake responsibility for the welfare of their students (graduate and undergraduate). For graduates, often working on specialist topics, the colleges afford a multi-disciplinary environment. Library and supporting facilities are provided by colleges, backing-up the University's resources. For undergraduates, colleges arrange the tutorial teaching described in the next section.

Colleges have an important role to play in relation to research. Tutorial Fellows are required by the terms of their appointment to carry out research and they are assisted by arrangements for sabbatical leave. Colleges appoint Research Fellows, both senior and junior, and they confer Visiting Fellowships on scholars from universities in this country and overseas. Common Room membership is extended to other visiting academics.

- Notes: 1. Undergraduate - a student at a university who has not yet taken a first degree.
2. Graduate - a person who has been awarded an academic degree.



3. Fellow - a) an elected graduate receiving a stipend for a period of research;  
b) an incorporated senior member of a college.
4. Fellowship - the status of a fellow of a college.
5. Sabbatical leave=sabbatical year - a period granted at intervals to a university teacher for study or travel.

### III. Comprehension check.

Here are the answers to some questions about the article.  
What are the questions?

1. The colleges ensure the sharing of authority.
2. The colleges afford a multi-disciplinary environment and arrange the tutorial teaching.
3. The colleges appoint Research Fellows, both senior and junior.

### IV. Speaking.

Discuss the responsibilities of Oxford Colleges and those of your University.

## Text 4 Teaching

### I. Pre-reading task.

Before you read, talk with your colleagues about forms and ways of teaching in a Russian University.

### II. Read the text.

#### The Undergraduate Tutorial

Oxford, like every other university, offers a very full programme of lectures and classes. For the scientist there are laboratory practicals and demonstrations as well. But what Oxford is known for throughout the world is the tutorial system, which places special emphasis on individual teaching. Tutorials, which are organized by each college for its own members, bring undergraduates, singly or in pairs, into direct contact at least

once a week with senior members of the University. For every tutorial a student in the arts or social sciences will prepare a written essay. In the sciences, essays may be presented or problems worked through with the tutor. This is an opportunity for discussion which tests the arguments advanced. As a result, Oxford students cannot rely on rote learning or hide behind the views of others - they must think for themselves.

Oxford devotes more of the time of established scholars to undergraduate teaching than any other university in the world. Although sometimes criticized as extravagant in terms of time, the process is immensely rewarding. Many Oxford men and women attribute their success in life to the rigours of the tutorial.

### Graduate Teaching

The introduction of formal courses of graduate study, whether by course work or by research, has had a profound influence on the University's development in the twentieth century. In the last forty years, six new colleges have been established specifically for graduates. Most graduates, however, still belong to the traditional colleges, where their presence in their own Middle Common Rooms is valued by dons and undergraduates alike.

Graduates pursuing research degrees are guided in the preparation of their theses by one or more supervisors, themselves expert in the field, often Fellows of other colleges, sometimes from outside Oxford. Those preparing for the examinations of a taught graduate degree have intensive instruction through specialist seminars and classes. They profit from working together and testing their ideas on each other as well as on established scholars. All have the pastoral support of tutors in their own colleges.

Graduates form one-quarter of the student body; one-third of their number comes from overseas, drawn to Oxford by the excellent research facilities in arts, science, and medicine, and by the renown of its leading scholars. It is highly desirable that the size and quality of this overseas contingent should be maintained.

Graduates provide continuity in the academic profession and the intellectual resources of the next generation. Sources of funding for British graduates have shrunk alarmingly in the last few years. It is essential for the University itself to build up funds to finance the best applicants. As regards overseas graduate students, the University must attract, and where necessary support, the ablest candidates so as to ensure that its links with the wider community of scholars in every part of the world are preserved into the next generation.

For all graduates the quality of the academic supervision offered is of paramount importance. As the University is forced to abolish some posts and to hold others vacant, there is inevitably a danger that highly specialized supervision in important areas of study may simply cease to exist, or that those in post may carry an unacceptable heavy work-load, to the detriment of their students or of their own research.

### III. Comprehension check.

#### I. Answer the questions:

1. Is there any difference in organisation of undergraduate and graduate teaching in Oxford?
2. What are the advantages of a tutorial system?

#### II. Match the phrases from columns A and B:

A

B

- |   |   |
|---|---|
| 1. It is necessary for a student in the arts or social sciences               | 1. to build up funds to finance the best applicants.  |
| 2. It is peculiar for Oxford  | 2. to be maintained.  |
| 3. It is common for most graduates  | 3. to devote more of the time of established scholars to undergraduate teaching than any other university in the world. |
| 4. It is essential for the University itself                                  | 4. to prepare a written essay for every tutorial.   |
| 5. It is highly desirable for the size and quality of the overseas contingent | 5. to still belong to the traditional colleges.   |

### IV. Speaking.

Explain problems of funding for British graduates.

Overseas Relations

Introduction

- I. Read the introductory article and give a one-sentence summary of the following ideas:
- objectives of Britain's overseas policy
  - membership in international organisations

Britain's overseas relations have been shaped by its history as a major trading and maritime power. The maintenance of peace and promotion of global stability and prosperity remain primary objectives of Britain's overseas policy today.

In a world in which economic interdependence is growing, assisted by modern communications, and in which global problems require a co-ordinated approach, Britain regards multilateral co-operation as a key element in its diplomatic effort.

Britain is a member of the European Community, which it regards as the organisation best able to safeguard its economic interests in a more prosperous and united Europe.

Britain has close links with many developing countries, notably within the Commonwealth, which evolved out of the former British Empire.

As a permanent member of the United Nations Security Council, it makes support for the United Nations a central feature of its foreign policy.

Another body whose work has an overseas dimension is the British Council.

Text 1

The British Council

- I. Pre-reading task.

Answer the questions:

1. Is the British Council a political government department?
2. What are the main activities of the British Council?

## II. Read the text.

The British Council, an independent non-political organisation, promotes Britain abroad and is the principal agent for British cultural relations overseas. Represented in more than 80 countries, it provides a network of contacts between government departments, universities and professional, business and arts organisations in Britain and around the world.

The Council has five main activities: it helps people to study, train or make professional contacts in Britain and enables British specialists to teach, advise or establish joint projects abroad; teaches English and promotes its use; provides library and information services; promotes British education, science and technology; and makes British arts and literature more widely known.

It employs qualified staff to teach English in its language centres, to run its libraries and to manage its own businesses. It also matches the needs and demands of countries overseas with the skills and services available from organisations in Britain and, where possible, uses its own operations to stimulate activity and expenditure by others.

As well as providing its own programmes funded by government grant and Council earnings, it also manages government programmes, principally in training and education.

## III. Comprehension check.

Answer the above questions once again. Is there any difference in your answers before and after reading the text?

## IV. Speaking.

Discuss whether the British Council is important concerning overseas contracts.

## Text 2

### The European Community

#### I. Pre-reading task.

1. Before you read part 1 of the text can you predict which of words are used associated with the description of membership of the European Community?

2. Before you read part 2 of the text talk with your colleagues about its contents judging by its subtitle.
  3. Before you read part 3 of the text think of the possible synonyms to: to foresee, entry, usually, to include, tongue.
- II. Read the text.

#### Membership of the European Community

Britain is a fully committed member of the European Community, an association of 12 democratic nations which originated in the need for countries in Western Europe to co-operate in the reconstruction of their ruined economies at the end of the second world war and in their desire to use this economic cooperation to promote peace and freedom. In 1952 Belgium, France, the Federal Republic of Germany, Italy, Luxembourg and the Netherlands established the European Coal and Steel Community (ECSC) to include their coal and steel resources within a common market. This was followed by the Treaties of Rome, signed in March 1957, setting up the European Economic Community (EEC or Common Market) and the European Atomic Energy Community (Euratom). Britain became a member in 1973, together with Denmark and the Irish Republic; Greece followed in 1981 and Portugal and Spain in 1986. So at present the Community comprises three legal entities.

Britain plays a constructive part in the development of the Community, which it regards as a means of strengthening democracy and reinforcing stability in Europe, and of increasing the collective strength of member states in trade, security and international relations.

#### The Community's Decision-makers

The Community is administered and controlled by institutions common to its all three legal entities: Parliament, Council of Ministers, Commission, Court of Justice and Court of Auditors.

##### Parliament

Parliament exercises democratic control over the running of the

European Community. Its 518 Members (MEPs) are elected every five years.

#### Council

The Council of Ministers comprises ministers from each member government and takes final decisions on laws to be applied throughout the Community. The ministers actually present in the Council vary according to the subject under discussion - agriculture ministers for farm policy, finance ministers for budgetary matters, etc. Its headquarters are in Brussels.

Heads of government meet as the European Council (or "summit") two or three times a year to discuss major issues and to chart the future course of the Community.

#### Commission

The Commission, or executive civil service, also has its headquarters in Brussels. Consisting of 17 Commissioners of all 12 nationalities and supporting staff, it makes proposals for Community laws, monitors compliance with the Treaties and administers common policies.

#### Court of Justice

The European Court of Justice has judges from all the Community countries and sits in Luxembourg. It passes judgement on disputes arising from the application and interpretation of Community law.

#### Auditors

The Court of Auditors is responsible for checking the management of the Community's finances. It sits in Luxembourg.

#### The Elected Parliament.

The title "European Parliament" was adopted in 1962 to avoid confusion of terminology in different languages and is now incorporated in Treaty amendments, although the term "Assembly" was used in the original Treaties setting up the Community.

Election of MEPs by voters throughout the Community was provided for in the Treaties but disagreement among the original

six member countries (France, Germany, Italy, Belgium, Holland and Luxembourg) prevented implementation until after enlargement of the Community by the entry of the United Kingdom, Denmark and Ireland in 1973. Members were appointed from their national parliaments up to 1979, the year in which 410 MEPs were first directly elected for a fixed five-year term. The accession of Greece in 1981 and of Spain and Portugal in 1986 has raised the number of Members to 518.

The number of MEPs elected to Parliament from each country depends broadly on population.

- Places of work

Because the governments have not agreed on the seat of the Community's decision-making bodies, Parliament's activities are based in three cities: its administration is in Luxembourg; full public sessions are usually held for a week each month in Strasbourg; and meetings of the 18 specialist committees normally take place during two weeks of each month in Brussels.

- Organisation

The work of Parliament is organised by the Bureau which comprises the President and Vice-Presidents, who are elected every two-and-a-half years. Five quaestors, who deal with administrative and financial matters affecting Members, join the Bureau in a consultative role.

- Nine languages

So that Members can follow and take part in debates in their own languages, proceedings in full sessions and in committees are interpreted simultaneously into the nine official tongues of the Community - English, Danish, Dutch, French, German, Greek, Italian, Spanish and Portuguese. This interpretation is also available in the public gallery.

- Legislation

The developing influence of the elected Parliament has been demonstrated by the growing number of proposals for legislative action it has made on its own initiative, most of which have been acted upon by the Commission.



Deficiencies in the law-making processes of the Community have been progressively exposed. Backed by a judgement from the European Court of Justice, Parliament has applied the powers of delay - effectively a veto - to draft laws as a means of obtaining Commission agreement to changes before the proposal goes forward for final decision by the Council of Ministers.

Parliament now has the power to veto applications for memberships of the Community and certain trade agreements with third countries.

### III. Comprehension check.

1. Which of the following statements are true or false? Why?
  - a) At present the European Community comprises 6 member countries.
  - b) The title "European Parliament" was adopted in 1962 to avoid confusion of terminology in different languages.
  - c) Britain regards the Community as a means of strengthening democracy and reinforcing stability in Europe.
  - d) The Council of Ministers comprises judges from each country and sits in Luxembourg.
  - e) The Court of Auditors is responsible for checking the management of the Community's finances.
2. Answer the questions:
  - a) How did the European Community originate?
  - b) What are the legal entities and the administrative and controlling institutions of the Community?
  - c) What countries are members of the Community at present?
  - d) Where do decision-making bodies sit?
  - e) What are the official languages of the Parliament?
  - f) Which matters has Parliament the power to veto?

### IV. Speaking.

Interview MEP from Britain for the history of the EC, its structure and goals.

Text 3  
The Commonwealth

I. Pre-reading task.

Before you read, discuss what you think the answers are to these questions:

1. How did the Commonwealth originate?
2. Who is the head of the Commonwealth?

II. Read the text.

The Commonwealth is a voluntary association of 49 independent states with a combined population of some 1,300 million, nearly a quarter of the world total. Commonwealth members are a representative cross-section of nations at all stages of social and economic development. They include some of the richest and poorest members of the world community and also some of the largest and smallest. Their peoples are drawn from practically all the world's main races, from all continents and from many faiths. Britain participates fully in all Commonwealth activities and values it as a means of consulting and co-operating with peoples of widely different cultures and perspectives, thereby increasing international understanding, stability and peace, and contributing to more balanced global economic development.

The Queen is recognised as head of the Commonwealth; she is also Head of State in 17 of these countries.

The origin of the Commonwealth lies in the gradual granting of self-government to the older-established British colonies (later known as Dominions) in Australia, Canada, New Zealand and South Africa, where European settlement had occurred on a large scale. Their fully independent status in relation to Britain was legally formulated in the Statute of Westminster of 1931.

The modern Commonwealth, comprising republics and national monarchies as well as monarchies under the Queen, became possible when it was agreed in 1949 that India, on becoming a

republic, could continue to be a member. Since then, almost all of Britain's former dependent territories have attained their independence and have voluntarily joined the Commonwealth.

### III. Comprehension check.

1. See whether your answers to the above questions were complete enough.
2. Give a summary of the text in English or in Russian.

### IV. Speaking.

Ask your colleague 5 questions about the Commonwealth using Passive Voice.

## Text 4

### Britain and the United Nations

#### I. Pre-reading task.

Work in pairs. Make two lists.

##### What I know about the United Nations

- It is an international organisation.
- 
- 
- 

##### What I would like to know

- When was it established?
- 
- 
- 

#### II. Read the text.

Support for the United Nations and the purposes and principles of its charter has been a cornerstone of British policy since 1945. Britain sees a strong and effective United Nations as a means of pursuing and achieving many of its foreign policy objectives such as the peaceful resolution of disputes, disarmament and arms control, the protection of human rights and the promotion of the rule of law. It believes that all member states have a responsibility to ensure that the organisation's efforts are devoted to the furtherance of the principles enshrined in the Charter, and has suggested reforms to make it more effective.

The maintenance of international peace and security was the primary purpose envisaged for the United Nations at the time of its establishment. Britain believes that it is appropriate for the United Nations, as the only forum in which almost the whole international community is represented, to seek to resolve disputes which threaten peace and stability, whether on a regional or world scale. As a permanent member of the Security Council, Britain plays an active part in the Council's work and has sought to develop and improve its role in the peaceful settlement of disputes.

Britain has consistently supported the efforts of the United Nations to promote nationally accepted standards. The UN Charter itself includes among the purposes of the United Nations the achievement of international co-operation in promoting and encouraging respect for human right and fundamental freedoms for all without distinction as to race, sex, language or religion.

The UN Charter states that "the promotion of the economic and social advancement of all peoples" is one of the principal aims of the United Nations. With the growing concern over problems of development, the main emphasis has become increasingly the provision of direct assistance for member states.

Successive British governments have affirmed their support for the functional and developmental work of the United Nations. Britain is the sixth largest contributor to the UN's regular budget.

### III. Comprehension check.

1. Does the text mention any of the subjects you discussed?  
Does it answer any of your questions?
2. How does Britain understand UN goals?

### IV. Speaking.

Say some words about Russia as a UN member state.

# UNIT 3

## Mass Media

### Text 1

#### The National Press and Regional Newspapers

##### I. Pre-reading task.

How would you classify British newspapers using the following words? Give a short definition of each type in your classification.

National	quality
daily	regional
evening	popular

##### II. Read the text

Several newspapers have had very long and distinguished histories: for example, "The Observer", first published in 1791, is the oldest national Sunday newspaper in the world, and "The Times", one of the most influential of all newspapers and Britain's oldest daily national newspaper, celebrated its two-hundredth anniversary in 1985.

National newspapers are often thought of as either "quality" or "popular" papers on the basis of differences in style and content. Quality newspapers are directed at readers who want full information on a wide range of public matters and are prepared to spend a considerable amount of time reading it, while popular newspapers appeal to people wanting news of a more entertaining character, presented in a more concise form and with ample illustrations. At present all quality papers are broadsheet in format and all popular papers, with the exception of the "Sunday Express", tabloid. Five dailies and three Sundays are usually described as quality newspapers: "Financial Times", "The Daily Telegraph", "The Guardian", "The Independent", "The Times" and "Sunday Telegraph", "The Observer", "The Sunday Times". Some of the national dailies, described as "populars", are "Daily Express", "The Sun", "Today" and some national Sundays - "populars" are "News of the World", "Sunday Mirror", "The People".

There is a growing market for news and information in the electronic media, and quality papers like the "Financial Times" provide material for use on databases and videotext services such as Prestel. "The Times" supplies a news service to Sky Television, a direct broadcasting by satellite company under the same ownership.

The regional newspapers provide mainly regional and local news. The daily newspapers also give coverage of national and international affairs. Generally, regional evening newspapers are non-political, while the morning newspapers adopt a more positive political stance.

Some of the morning regional papers are: the Yorkshire Post (Leeds) and the Eastern Daily Press (Norwich), The Scotsman (Edinburgh). Some of evening papers are the Manchester Evening News, the Birmingham Evening Mail, the South Wales Echo.

### III. Comprehension check.

1. Were your definitions the same as those in the article?
2. Here are the answers to some questions. Work out the questions.
  - a. On the basis of differences in style and content.
  - b. "The Times" is.
  - c. They are tabloid.
  - d. Quality newspapers are.
  - e. Five dailies and three Sundays.
  - f. Quality papers like the "Financial Times".
  - g. Generally, they are non-political.

### IV. Speaking.

Read the following passage.

"More daily newspapers, national and regional, are sold per person in Britain than in most other developed countries. On an average day two out of three people over the age of 15 read a national morning newspaper; about three out of four read a Sunday newspaper".

Now discuss what kinds of papers you or your friends prefer. Use the terms from the article.

Text 2  
The Periodical Press

I. Pre-reading task.

What do you think the difference is between a newspaper and a periodical concerning its contents? Compare your opinion with the one of the author of the article.

II. Read the text.

The 7,000 periodical publications are classified as "consumer general interest", "special interest" and "business-to-business". There are also several hundred "house magazines" produced by industrial undertakings, business houses or public services for the benefit of their employees and/or clients. Consumer general and specialist periodicals include magazines for a wide range of interests: women's magazines; publications for children; religious periodicals; fiction magazines; magazines dealing with sport, motoring, gardening, teenagers and pop music; hobbies, humour and retirement; computer magazines; and the publications of learned societies, trade unions, regiments, universities and other organisations. The weekly periodicals with the highest sales are: Radio Times and TV Times, which carry details of the week's television and radio programmes on BBC and of television programmes on independent television, and *Woman's Weekly*, *Woman's Own*, *Woman*, *Weekly News*. Of monthly magazines *Reader's Digest* has the highest circulation. The leading journals of opinion are *The Economist*, an independent conservative publication covering a wider range of topics than its title implies; *The New Statesman and Society*, which reviews social issues, politics, literature and the arts from an independent socialist point of view; *The Spectator*, which covers much the same subjects from an independent conservative standpoint; *Tribune*, which represents certain left-wing views within the Labour Party; and *New Scientist*, which reports on science and technology in terms the non-specialist can understand.

III. Comprehension check.

Divide the following text into paragraphs. Give your reasons.

#### IV. Speaking.

Work in pairs: What are your favourite periodicals? Why?

#### Text 3

#### New printing Technology

#### I. Pre-reading task.

What is mainly meant by a "new printing technology" in your opinion?

#### II. Read the text.

All the national newspapers utilize computer technology, while its use in the provincial press, which has generally led the way in adopting new techniques, is widespread. Journalists type articles directly into, and edit them on, computer terminals; colour pictures and graphics are entered into the same system electronically.

Some national papers have moved into new computer-based printing plants outside Fleet Street. Where printing plants are some distances from editorial offices, pages for printing are sent by facsimile machine from typesetter to print plant.

Other technological developments include the use of full-colour printing, and a switch from traditional letterpress printing to the web-offset litho or plastic-plate processes.

#### III. Comprehension check.

Answer the questions.

1. How do journalists type and edit articles at present?
2. What is the procedure if printing plants are some distances from editorial offices?
3. What do other technological developments include?

#### IV. Speaking.

Discuss the advantages of introducing new printing technology.



Text 4  
Television and Radio

I. Pre-reading task.

You will read an introductory article about British TV & Radio. What do you think the two greatest public broadcasting organisations are?

II. Read the text.

Broadcasting is based on the tradition that it is a public service accountable to the people through Parliament. Two public bodies - the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA) - provide television and radio services throughout the country. The authorities work to broad requirements and objectives defined by Parliament, but are otherwise independent in the day-to-day conduct of business.

Independence carries with it certain obligations over programmes and programme content. Programmes must display, as far as possible, a proper balance and wide range of subject matter, impartiality in matters of controversy and accuracy in news coverage, and must not offend against good taste. Codes of guidance on violence in television programmes, particularly during hours when large numbers of children are likely to be viewing, are operated by both authorities.

A new Broadcasting Standards Council has been set up to act as a focus for public concern about the portrayal of violence and sex, and about standards of taste and decency, in television and radio programmes and in video recordings.

A code of advertising standards and practice is operated by the IBA. (The BBC does not broadcast advertisements).

Television viewing is by far the most popular leisure pastime in Britain: nearly everyone watches television, average viewing time per person being about 25 hours a week. About 50 per cent of households have two or more receivers. The growth in use of video-cassette recorders and equipment (including home computers)

for playing television games has for many people increased the choice of entertainment available in the home. Some 55 per cent of households rent or own a video-cassette recorder. Practically every home has a radio set, and car radios and portable sets have made radio a major daytime diversion.

III. Comprehension check.

Explain why independence carries with it certain obligations.

IV. Speaking.

Compare the situation with television viewing in Britain and in Russia.

Text 5

The British Broadcasting Corporation

I. Pre-reading task.

Have you ever heard or watched the BBC's English by Radio and Television Service? What do you think about these programmes?

II. Read the text.

The constitution and finances of the BBC are governed by Royal Charter and by a Licence and Agreement. The Corporation's board of 12 governors, including the chairman, vice-chairman and national governors for Scotland, Wales and Northern Ireland, is appointed by the Queen on the advice of the Government and has ultimate responsibility for all aspects of broadcasting. Committees advise it on a wide range of matters, including the social effects of television, religious broadcasting, music, agriculture, schools broadcasting, further education, programmes for ethnic minorities, science and engineering, and charitable appeals. The governors appoint the Director-General, the Corporation's chief executive officer, who heads the BBC's board of management, which is in charge of the daily operation of the services.

The domestic services of the BBC are financed principally from the sale of television licences. Households with television

must buy an annual licence. Licence income is supplemented by profits from trading activities, including television programme exports, sale of recordings and publications connected with BBC programmes, hire and sale of educational films, film library sales, and exhibitions based on programmes.

BBC Radio has four national channels. Radio 1 FM broadcasts rock and pop music (FM stereo is available in two-thirds of Britain), while Radio 2 transmits a broad range of popular music and light entertainment 24 hours a day and is the principal channel for the coverage of sport. Although Radio 3 broadcasts mainly classical music, it also presents drama, poetry and short stories, talks and documentaries. Radio 4 is the main speech network, providing the principal news and current affairs service, as well as drama, comedy, documentaries and panel games; it also carries parliamentary coverage and live relays of major public events.

There are 36 BBC local radio stations serving England and the Channel Islands, and regional and community radio services in Scotland, Wales and Northern Ireland, as well as 62 ILR (independent local radio) areas throughout Britain. Further BBC and ILR stations are planned. About 90 per cent of the population is served by BBC or ILR stations. Broadcasts provide a comprehensive service of local news and information, music and other entertainment, education, consumer advice and coverage of local events.

#### BBC World Service

The BBC World Service broadcasts by radio world-wide, using English and 37 other languages, for over 770 hours a week. The main objectives are to give unbiased news, reflect British opinion and project British life, culture and developments in science and industry. News bulletins, current affairs programmes, political commentaries and topical magazine programmes form the main part of the output, with a full sports service, music, drama and general entertainment. Regular listeners are estimated to number 120 million.

The languages in which the World Service broadcasts and the length of time each is on the air are prescribed by the Government. Apart from this the BBC has full responsibility and is completely independent in determining the content of news and other programmes.

The BBC's English by Radio and Television Service is the most extensive language-teaching undertaking in the world. English lessons are broadcast daily by radio with explanations in 28 other languages, and recorded lessons are supplied to numerous stations free of charge. English by Television programmes are also shown in more than 100 countries. There is a wide range of printed and audio material accompanying these programmes.

### III. Comprehension check.

Decide whether the following statements are true or false.

1. The domestic services of the BBC are financed from the sale of tv licences only.
2. About 90% of the population is served by BBC or ILR stations.
3. Radio 1 is the principal channel for the coverage of sport and is the main speech network.
4. The constitution and finances of the BBC are governed by Royal Charter and by a Licence and Agreement.
5. The BBC World Service broadcasts by radio for over 770 hours a week.
6. The content of BBC World Service news and other programmes are prescribed by the Government.
7. English lessons are broadcast by radio and television in many countries.

### IV. Speaking.

Give a summary of the text in English or in Russian.

#### Text 6

#### The Independent Broadcasting Authority

### I. Pre-reading task.

Before you read, make sure you know the following words and phrases. If not, consult a dictionary:

headquarters  
is advised by  
to advise on

charitable appeals  
rental payments  
a specialist panel

## II. Read the text.

The IBA's constitution and finances are governed by statute. Its 12 members (three of whom have responsibility for Scotland, Wales and Northern Ireland) are appointed by the Home Secretary. The IBA does not produce radio or television programmes; these are provided by independent programme companies on a regional basis. The IBA's main functions are to appoint the companies, supervise programme arrangements, control advertising, and build, own and operate transmitting stations. Its chief executive officer, the Director-General, is supported by a headquarters and regional office staff covering all technical and administrative services.

The IBA is advised by a General Advisory Council, by Scottish, Northern Ireland and Welsh committees, and by committees on educational broadcasting, religious broadcasting, charitable appeals and advertising. A specialist panel advises on advertisements of a medical nature. Local committees advise on local radio services.

The IBA's finance comes from annual rental payments made by the television and radio programme companies for the use of its transmitters.

Fifteen independent (ITV) companies hold contracts to provide programmes in the 14 independent television regions (two companies share the contract for London, one providing programmes during weekdays and the other at the weekend). The companies operate on a commercial basis, deriving most of their revenue from the sale of advertising time.

In consultation with the IBA, each company plans the content of the programmes to be broadcast in its area. These are produced by the company itself and by other programme companies or bought from elsewhere. There are controls on the number of television programmes which may be bought from abroad.

Similar principles apply to independent local radio. The programme companies are under contract to the IBA, operate under its control and are financed by advertising revenue. News coverage is supplied as a common service by Independent Radio News.

### III. Comprehension check.

Here are the answers to some questions. Work out the questions.

1. By the Home Secretary.
2. From annual rental payments.
3. In the 14 independent television regions.
4. News coverage is.

### IV. Speaking.

Interview an IBA employee for its main functions, structure and finances.

## Text 7

### Cable Services

#### I. Pre-reading task.

Have you ever watched cable TV? Do you think it is the main service of the future?

#### II. Read the text?

Until recently, a small proportion of households with television sets received their television services by cable. The vast majority of cable systems have been used solely to relay broadcast television and radio services in order to improve reception quality, to avoid "screening" by buildings or the local topography, or because external aerials are not allowed on some residential buildings.

Under the cable and Broadcasting Act 1984 a more general expansion of non-broadcast cable television services was permitted and a national Cable Authority was established to issue licences, supervise programme services and promote cable development. It is intended that cable investment should be privately financed; that regulation should be as light as possible to allow the

development of a wide range of services and facilities, and flexible enough to adapt to changing technology; and that there should be certain safeguards for existing broadcasting services.

The new broadband cable systems at present carry up to 30 television channels, including terrestrial broadcasts, satellite television, channels delivered by videotape and local services; some also provide their own telephone services, home shopping and other interactive services.

### III. Comprehension check.

1. Why have the vast majority of cable systems been used until recently?
2. What are the functions of a national Cable Authority?
3. What should the regulation of cable services be?
4. What are the services of the new broadband cable systems?

### IV. Speaking.

Discuss the advantages of cable TV.

## Text 8

### Technical Developments

#### I. Pre-reading task.

In what ways do you think it is possible to advance television and radio services?

#### II. Read the text.

One of the most important recent developments in television has been in news coverage, where compact electronic cameras have replaced film cameras, eliminating the need for film processing and enabling pictures to be transmitted directly to a studio or recorded on video tape on location. Other advances include the adoption of digital video tape recorders, the increasing use of computer - aided equipment for picture generation and manipulation, the utilisation of portable satellite links to transmit pictures from remote locations to studios, and the

introduction of stereo sound based on the BBC's NICAM 728 digital system. The Radio Data System, which was developed for the British market by the BBC and is being adopted throughout Europe, offers automatic radio tuning and station identification, especially useful for car radios. The IBA is in the process of equipping its television network for digital stereo sound.

### III. Comprehension check.

Do your ways to develop radio and television services technically coincide with the means described in the article?

### IV. Speaking.

Do you think it is necessary to develop both radio and television services on equal terms?

ВЕЛИКОБРИТАНИЯ: НА ОСТРОВАХ И В ОБЪЕДИНЕНИИ С МИРОМ

Составитель Карлинская Лариса Иосифовна

Редактор Т.И.Кузнецова  
Техн.редактор Г.А.Усачева  
Корректор Н.С.Куприянова

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Самарский государственный аэрокосмический университет  
им. академика С.П.Королева  
443086 Самара, Московское шоссе, 34.

Издательство Самарского государственного аэрокосмического  
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