

# Unit 2

# The United Kingdom

## Warming Up

Work in pairs. Do this quiz and find out how much you know about the United Kingdom (UK).

- 1 How many countries does the UK *consist of*?  
A two                                      B three                                      C four
- 2 How long does it take to fly from Beijing to London Heathrow Airport?  
A about six hours                      B about ten hours                      C about sixteen hours
- 3 Who rules the UK: the Prime Minister or the Queen?  
A the Queen                              B the Prime Minister                      C both
- 4 What are the *provinces* called in England?  
A counties                              B departments                              C states
- 5 Which is the longest river in England?  
A the River Avon                      B the River Thames                      C the River Severn

How well did you do? If you got all five questions right, you know a lot already. Now, read on and find out more about the UK.

## Pre-reading

- 1 Can you name the capital cities of the countries of the UK? What do you know about any other cities or towns in the UK?
- 2 England can be **divided into** three main areas. Do you know what they are?
- 3 Look at the title and pictures in the reading passage and predict what it is about. Then skim it to see if you were right.

## Reading

### PUZZLES IN GEOGRAPHY

People may wonder why different words are used to describe these four countries: England, Wales, Scotland and Northern Ireland. You can **clarify** this question if you study British history.

First there was England. Wales was linked to it in the



5 thirteenth century. Now when people refer to England you find Wales included as well. Next England and Wales were joined to Scotland in the seventeenth century and the name was changed to "Great Britain". Happily this was **accomplished** without **conflict** when King James of Scotland became King of England and Wales as well. Finally the English government tried in the early twentieth century to form the United Kingdom by getting Ireland connected in the same peaceful  
10 way. However, the southern part of Ireland was **unwilling** and **broke away** to form its own government. So only Northern Ireland joined with England, Wales and Scotland to become the United Kingdom and this was shown to the world in a new flag called the **Union Jack**.



Cross of St George (England)



Cross of St Andrew (Scotland)



Cross of St Patrick (Ireland)



Union Jack

**To their credit** the four countries do work together in some areas (eg, the **currency** and international relations), but they still have very different **institutions**. For example, Northern  
15 Ireland, England and Scotland have different educational and legal systems as well as different football teams for competitions like the World Cup!

England is the largest of the four countries, and for **convenience** it is divided **roughly** into three zones. The zone nearest France is called the South of England, the middle zone is called the Midlands and the one nearest to Scotland is known as the North. You find most of the population  
20 settled in the south, but most of the industrial cities in the Midlands and the North of England. Although, **nationwide**, these cities are not as large as those in China, they have world-famous football teams and some of them even have two! It is a pity that the industrial cities built in the nineteenth century do not **attract** visitors. For historical **architecture** you have to go to older but smaller towns built by the Romans. There you will find out more about British history and culture.

25 The greatest historical treasure of all is London with its museums, art **collections**, theatres, parks and buildings. It is the centre of national government and its **administration**. It has the oldest **port** built by the Romans in the first century AD, the oldest building begun by the Anglo-Saxons in the 1060s and the oldest castle constructed by later Norman rulers in 1066. There have been four  
30 sets of invaders of England. The first invaders, the Romans, left their towns and roads. The second, the Anglo-Saxons, left their language and their government. The third, the Vikings, influenced the vocabulary and place-names of the North of England,  
35 and the fourth, the Normans, left castles and introduced new words for food.

If you look around the British **countryside** you will find evidence of all these invaders. You must keep your eyes open if you are going to make your trip to the  
40 United Kingdom **enjoyable** and worthwhile.



## Comprehending

**1** Read the passage and complete the sentences using the words in the box.

England    Wales    Scotland    Northern Ireland    Republic of Southern Ireland

- The countries that make up Great Britain are \_\_\_\_\_.
- If we speak of England we mean \_\_\_\_\_.
- The United Kingdom includes \_\_\_\_\_.
- The part of Ireland that separated from England is called \_\_\_\_\_.
- London is the capital city of \_\_\_\_\_.

**2** Read the passage and answer the questions.

- The Union Jack flag unites the flags of three countries in the United Kingdom. Which country is **left out**? Why?
- What three countries does British Airways represent?
- Which group of invaders did not influence London?

**3** Look at the map of England and Wales. Divide it into three parts. Draw lines across to show the zones of the South, Midlands and North of England. Now put each town or city into its correct zone.

	North:
	Midlands:
	South:

**4** Divide the passage into three parts and write down the main idea of each part.

- Part 1: \_\_\_\_\_
- Part 2: \_\_\_\_\_
- Part 3: \_\_\_\_\_

Use the information to write a short summary of the passage.

**5** Discuss these questions in pairs and then compare your ideas with another pair. Be prepared to tell your ideas to the class.

- Can you work out why London is the capital of England, Great Britain and the UK?
- What geographical factors make it difficult to invade England successfully?

## Learning about Language

### Discovering useful words and expressions

- 1 Choose the correct words below to complete the passage, making necessary changes.

enjoyable    kingdom    unwilling    countryside    clarify  
construct    accomplish    administration    conveniences

“Why are you \_\_\_\_\_ to accept this wonderful opportunity?” asked the boss on the phone. “Have you read the **description** carefully? You will live in a town close to the \_\_\_\_\_ in England in a **furnished** house with all modern \_\_\_\_\_. Our office in Beijing will be able to \_\_\_\_\_ any problems using **fax** or the Internet. Your task will be to examine the **possibility** of \_\_\_\_\_ a new factory in the United \_\_\_\_\_. We need you to become familiar with the \_\_\_\_\_ and rules for such a project. We hope you will be able to \_\_\_\_\_ this easily within six months and that it will be an \_\_\_\_\_ experience for you.”

- 2 Complete these questions or answers using vocabulary from the text. Then read them aloud with a partner.

- Q: What is the \_\_\_\_\_ of Great Britain?  
A: Pounds and pence.
- Q: What is the flag of the United Kingdom called?  
A: \_\_\_\_\_
- Q: What countries does the \_\_\_\_\_ Kingdom \_\_\_\_\_ ?  
A: England, Scotland, Wales **plus** Northern Ireland.
- Q: Which part of the British Isles \_\_\_\_\_ from the United Kingdom?  
A: Southern Ireland.
- Q: Which \_\_\_\_\_ are different in each country of the United Kingdom?  
A: Education and law.
- Q: Do these differences cause \_\_\_\_\_ or **quarrels**?  
A: No. The countries are **alike** in wanting their own systems to continue.
- Q: What are the \_\_\_\_\_ called in England?  
A: Counties.

- 3 All of the words below can **take the place of said**, but they are used under different conditions and in different situations. Choose the correct word from the list to fit each of these sentences.

whisper    smile    ask    advise    answer    beg  
suggest    decide    shout    agree    scream    complain

- “Why don’t you want to accept this wonderful opportunity?” \_\_\_\_\_ the boss on the phone.
- “Shall we leave now?” he \_\_\_\_\_ to us and we left the room very quietly.
- “Help! Help! I can’t swim,” \_\_\_\_\_ the frightened boy.
- “Please don’t hurt my cat,” \_\_\_\_\_ Sarah as her brother picked it up by one leg.

- 5 "I'd like to live in a castle of my own too," \_\_\_\_\_ the young prince.
- 6 "Yes. I bought a car and a new flat this winter," \_\_\_\_\_ my father.
- 7 "Are you coming with us?" \_\_\_\_\_ Li Ming to her friend on the other side of the room.
- 8 "I didn't like that meal at all," \_\_\_\_\_ the customer.
- 9 "Perhaps you would like to go this way?" \_\_\_\_\_ the man shyly.

### Discovering useful structures

#### 1 Can you find the following sentence in the reading passage?

Now when people refer to England you *find* Wales *included* as well.

In this sentence the past participle is used as the object complement and is formed with *have/get/ find/ ... + object + past participle*.

**Please find two more sentences from the reading passage with past participles used as the object complement.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

#### 2 Complete the sentences by using the words in brackets and the structure *have/get/find something done*.

- 1 We \_\_\_\_\_ (the house / mend) now.
- 2 You look different today. \_\_\_\_\_ (you / your hair / cut)?
- 3 Do you want to \_\_\_\_\_ (the dictionary / deliver) to your house or would you prefer to come to the shop for it?
- 4 A: Could I have a look at the photographs you took when you were in Europe?  
B: Sorry, I \_\_\_\_\_ (not / the film / develop) yet.
- 5 On my way to the station my car **broke down**. When I got to the repair shop I \_\_\_\_\_ (it / close).
- 6 The computer doesn't seem to work well. You'd better \_\_\_\_\_ (it / repair)?
- 7 Jill and Eric \_\_\_\_\_ (all their money / steal) while they were on holiday.
- 8 The listening text might be easier for the students if you \_\_\_\_\_ (it / divide) into two parts.
- 9 At yesterday's meeting Tony \_\_\_\_\_ (some of his points / clarify).
- 10 Chris \_\_\_\_\_ (some flowers / send) to Sarah on her birthday. Then Chris asked Sarah to marry him and they \_\_\_\_\_ (it / announce) in the newspaper. They had no time to **arrange** their own **wedding**, so they \_\_\_\_\_ (it / organize) by a company.

#### 3 Get into groups and play the game *What did they find?* Write about what Mr and Mrs Smith found when they came home from work one day. Remember to use the past participle as the object complement.

EXAMPLE: *They found the window broken.*

The first person in each group writes a sentence and **folds** the paper over his/her writing, so the next person cannot see it. Pass the paper to the next person in the group. When the last one in the group has finished writing, he/she comes to the front of the class to read all the ideas of his/her group. The one with the most interesting ideas wins.

## Using Language

## Reading



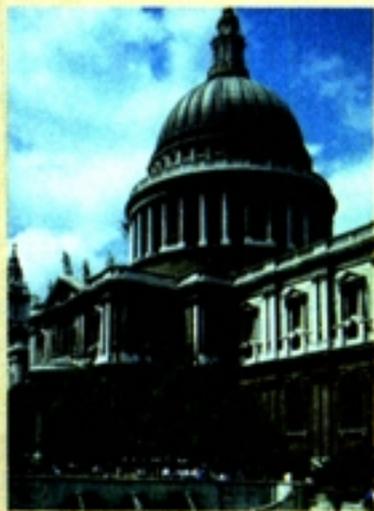
## SIGHTSEEING IN LONDON

Worried about the time available, Zhang Pingyu had made a list of the sites she wanted to see in London. Her first **delight** was going to the Tower. It was built long ago by the Norman invaders of AD 1066. Fancy! This solid stone, square tower had remained standing for one thousand years. Although the buildings had expanded around it, it remained part of a **royal** palace and prison combined. To her great surprise, Zhang Pingyu found the Queen's jewels guarded by special royal soldiers who, on special occasions, still wore the four-hundred-year-old **uniform** of the time of Queen Elizabeth I.

There followed St Paul's Cathedral built after the terrible fire of London in 1666. It looked **splendid** when first built! Westminster Abbey, too, was very interesting. It contained **statues** in memory of dead poets and writers, such as Shakespeare. Then just as she came out of the abbey, Pingyu heard the famous sound of the clock, Big Ben, ringing out the hour. She finished the day by looking at the outside of Buckingham Palace, the Queen's house in London. Oh, she had so much to tell her friends!



The Tower of London



St Paul's Cathedral



Westminster Abbey

The second day the girl visited Greenwich and saw its old ships and famous clock that sets the world time. What interested her most was the longitude line. It is an imaginary line dividing the eastern and western halves of the world and is very useful for navigation. It passes through Greenwich, so Pingyu had a photo taken standing on either side of the line.

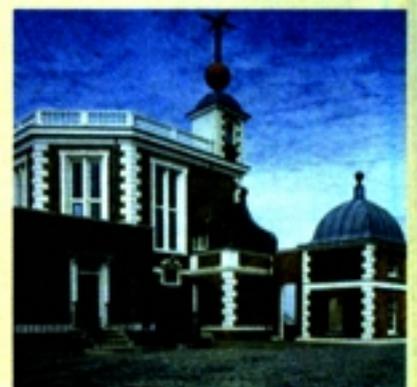
The last day she visited Karl Marx's statue in Highgate Cemetery. It seemed strange that the man who had developed **communism** should have lived and died in London. Not only that, but he had worked in the famous

reading room of the Library of the British Museum. Sadly the library had moved from its original place into another building and the old reading room was gone. But she was **thrilled** by so many wonderful treasures from different cultures displayed in the museum. When she saw many visitors enjoying looking at the beautiful old Chinese **pots** and other objects on show, she felt very proud of her country.

The next day Pingyu was leaving London for Windsor Castle. "Perhaps I will see the Queen?" she wondered as she fell asleep.



Karl Marx's Statue



Royal Observatory in Greenwich

Make a list of Zhang Pingyu's tour of London and a comment on each place she visited the first day.

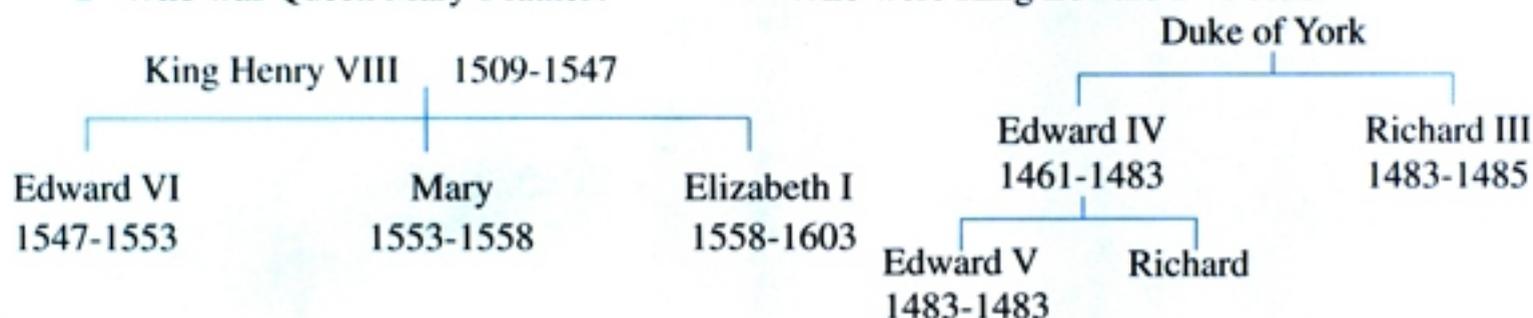
Day 1	Comments	Day 2	Day 3
1	1		
2	2		
3	3		
4	4		

### Listening



**1** Before you listen to the tape, look at the royal family trees. In pairs and in turn ask and answer these questions:

- Who was the sister of Queen Mary?
- Who was Queen Mary's father?
- Who was King Edward V's uncle?
- Who were King Edward IV's sons?



**2** Look again at the names of these English kings and queens as you listen to Parts 1 and 2 of the tape. Tick the ones you hear about.

**3** Listen to Part 1 and then answer the questions.

- Which king on the list was one of the princes in the Tower? How do you know?
- Who had the two princes killed?

**4** Listen to Part 2 and fill in the blanks below.

ZP: Who \_\_\_\_\_ to the Tower as a prisoner?

G: A \_\_\_\_\_ queen. In the 1550s Queen \_\_\_\_\_ sent her sister, \_\_\_\_\_ Elizabeth, to the \_\_\_\_\_ as a prisoner.

ZP: \_\_\_\_\_! Why did she do that?

G: She \_\_\_\_\_ Elizabeth was a traitor. So she sent Elizabeth \_\_\_\_\_ a special gate called "\_\_\_\_\_ Gate". That only \_\_\_\_\_ to very bad people.

### Speaking and writing

**1** In pairs choose an interesting building or attraction in your hometown or home village. One of you will be the tourist and the other the tour guide. You may have a few problems understanding the guide. These expressions may help you.

Excuse me ... I'm afraid I can't follow you.

I beg your pardon? Pardon?

I didn't understand ....

Please, can you speak more slowly?

What did you mean by ...?

I'm sorry but could you repeat that?

Practise your dialogue and perform it in front of the class, paying attention to your pronunciation and intonation.

**2** Next write down notes on the information you have gathered. You are going to write it in a local guide book. You want to encourage people to visit it so you should write in an exciting way. Remember these tips and look at the model.

- Use interesting adjectives: instead of “nice” you can write *smart, clean, excellent, exciting, beautiful, wonderful, clever, famous, grand, great, huge, special, unusual, ...*
- Instead of “be” you can use *seem, stand, lie, get, stay, remain, be built, look, sound, become, keep, grow, ...*
- Swap with your partner and check for any errors.
- Make sure that **tenses** are **consistent**.
- Swap back and rewrite the guide book entry in your best handwriting!

### Model

## Why not visit our local castle?

Only five minutes from the main road!

This great stone castle was constructed five hundred years ago when King Henry VIII was king. He loved his food and you can tell that by visiting his extremely large and well-designed kitchens. See where he fed six hundred people at one time. Admire the beautifully decorated rooms where he met kings from other countries. Examine the care with which he organized toilets to be built for all his followers. Walk through his wonderful gardens. ...



*You cannot afford to miss it!*

## SUMMING UP

Write down what you have learned about The United Kingdom.

From this unit you have also learned

- useful words: \_\_\_\_\_
- phrasal verbs: \_\_\_\_\_
- useful expressions: \_\_\_\_\_
- a new grammar item: \_\_\_\_\_

## LEARNING TIP

When you have finished a piece of writing, read it through to yourself carefully. Check that it makes sense, that the tenses are consistent and that the spelling is correct. Check to see that you have not repeated yourself. Then read it to someone else to see if they can find any errors. If they cannot, consider it a finished piece of work.

## \* READING FOR FUN



Home Thoughts, from Abroad

An excerpt by Robert Browning (1812-1889)

Oh, to be in England  
 Now that April's there,  
 And whoever wakes in England  
 Sees, some morning, unaware,  
 That the lowest boughs and brushwood sheaf  
 Round the elm-tree bole are in tiny leaf,  
 While the chaffinch sings on the orchard bough  
 In England – now!

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