

A VIEW FROM THE UK

In this unit Adam, a Master's student from the UK, talks about the history of his country and national identity.

Warm-up listening 0:23–0:55

track 01

Listen and find out the basic facts about the speaker.

PRE-LISTENING TASK

What parts does the UK consist of? Write down the names of relevant nationalities.



01

Listening for general understanding

Before listening make sure you understand the word "identity".

Usage

The word '**identity**' means

1. who you are or what your name is
2. the qualities that make someone or something what they are

Listen and answer the questions:

How many identities does Adam talk about? What are they?

Listening for detailed understanding

Before you listen again, look through the list of words and phrases below and say which you DO NOT know. Ask your classmates/teacher to explain/translate them.

compatible identities ▪ prominent identity ▪ to deny [British] identity ▪ autonomy of the constituent parts ▪ to share the sentiment ▪ to negotiate the union ▪ to identify with [the United Irish state/British identity]

INTENSIVE LISTENING 1

Listen for the above words when Adam talks about identities and tick those you hear.

Compare your list with your partner's. In pairs, try to remember the context in which you heard the words.



Cultural input

Ulster — Northern Ireland

Republicans — supporters of the independent Republic of Ireland

Unionists — people who believe that Northern Ireland should remain part of the UK

power sharing agreement — the Good Friday (or Belfast) Agreement signed on April 10, 1998, aimed to restore peace in Northern Ireland

Labour Government — government formed by the Labour Party, one of the major political parties in the UK

INTENSIVE LISTENING 2

Listen again to answer the questions:

1. Which identity, according to Adam, is the strongest?
2. Is Irish identity more important for the Republicans or Unionists in Northern Ireland?
3. What played an important role in defining the identity of people living in different parts of the UK?
4. When did the constituent parts of the UK get greater autonomy?

Compare your answers in pairs, then discuss them as a class. If you had difficulty understanding what Adam was saying, decide what caused it.

Ask the students who have all the answers what helped them to get it right.



Out-of-class listening

Short overview of British history



Listening for detailed understanding

Before you listen, look through the list of words below and look up those you do NOT know in a dictionary; work out the meaning of the phrases in [].

attitude ▪ mandate [broad mandate] ▪ to venture [to venture beyond its sphere of influence] ▪ imprint ▪ national psyche [to leave imprint on the national psyche]

Listening tip

Focus on the names of people, places and dates

INTENSIVE LISTENING 1

Listen for the words and phrases from above, tick those you hear. Try to remember the context.

INTENSIVE LISTENING 2

Listen again and match the following with the particular periods in British history listed below.

e.g. the Norman dynasty (1)

| | | | |
|-----------------------|--------------------------|--------------------|---------------------------------------|
| Ivan the Terrible | <input type="checkbox"/> | super power | <input type="checkbox"/> |
| 1066 | <input type="checkbox"/> | Wales | <input type="checkbox"/> |
| Shakespeare | <input type="checkbox"/> | autonomy | <input type="checkbox"/> |
| the Labour government | <input type="checkbox"/> | the Americas | <input type="checkbox"/> |
| Queen Elizabeth | <input type="checkbox"/> | the Norman dynasty | <input checked="" type="checkbox"/> 1 |

1. The Norman conquest
2. The Tudor period
3. The Victorian period
4. World War II and after

CHECK WHAT YOU HAVE LEARNT

1. Which part(s) of the UK has/have the strongest nationalist feelings?
2. Look at the map and write down the names of the two parts of Ireland?
3. What period in British history can be described as "the golden age"?

