

**The history of the
United Kingdom of
Great Britain and
Northern Ireland
and the United
States of America
II**

**MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE
REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

Kulidi O. V.

British and American Studies

**(Teaching Methodological Package for the second year
students of 5120100 Philology and teaching languages
Baccalaureate specialty)**

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ANNOTATION

ВСТУПИТЕЛЬНОЕ СЛОВО

Данное пособие предназначено для использования на лекциях и семинарских занятиях по истории стран изучаемого языка для студентов второго курса языковых вузов.

В пособии нашли отражение важнейшие вопросы, которые являются основой для ознакомления с рассматриваемыми странами, а также базой для учебной и воспитательной работы со студентами.

Пособие интегрирует сведения о Великобритании и США исторического, географического, экономического и культурного характера, направленные на расширение кругозора учащихся, стимулирование их познавательных интересов.

Целью пособия является оказание помощи преподавателю в комплексной реализации задач воспитательного, общеобразовательного и развивающего характера наряду с решением задач совершенствования практической подготовки студентов при обучении английскому языку за счет расширения словарного запаса лингвострановедческого характера.

Пособие открывается рекомендациями по его использованию, далее следуют критерии оценок и рабочая программа, в которой освещены цели и задачи предмета, указаны темы лекции семинаров и рассматриваемые вопросы. Также указаны темы самостоятельных работ.

Далее следуют семинарские занятия, целью которых является дальнейшее расширение и углубление знаний, развитие навыков самостоятельного обучения. Разработки семинарских занятий представляют собою обсуждение ключевых вопросов в форме докладов и коллоквиумов, тестирование, детальную работу над текстами страноведческого характера, организацию различных видов деятельности.

Раздел контрольных вопросов призван проконтролировать усвоение студентами базовых знаний по данному предмету.

Далее следует курс лекций, который включает цели, основные вопросы, базовые понятия, проблемы, контрольные вопросы, самостоятельные задания по темам, основные выводы, использованную литературу.

Далее следует раздел, содержащий итоговые выводы по пройденным темам.

В разделе возможных научных проблем сделана попытка рассмотреть вопросы лекций в исследовательском аналитическом ключе.

Перед разделом лекций приводится список основной и дополнительной литературы.

Пособие соответствует требованиям программы и является полезным дополнительным материалом к существующим изданиям.

Introduction

This manual is intended for being used at the lessons of Country-Study for the first year students of language educational institutions.

The manual reflects the most important issues, which are basic for acquaintance with countries under review and the foundation for the teaching and educational work with students.

The manual integrates the data about Great Britain and the USA of the historical, geographical, economical, and cultural character, aimed at broadening student's horizon, stimulating their cognitive interests.

The aim of the manual is to render support to a teacher in the complex realization of general educational and creativity stimulating tasks, side by side with the solution of tasks of students' practical training when teaching them English by expanding their vocabulary of the linguistic and country-study character.

The objective of the manual is broadening and extending knowledge, developing independent learning skills. The lesson working outs present the discussion of key issues in a form of reports and colloquia, testing, detailed work over texts of country-study character (scanning, skimming, finding facts), organization of various activities.

The manual corresponds to the program requirements and appears to be useful supplementary material to existing editions.

AUTHORS

Сведения об авторе

Кулиди Ольга Валентиновна

Старший преподаватель кафедры английского языка и литературы
Гулистанского государственного университета

Закончила Ташкентский государственный педагогический институт
иностранных языков в 1982 году.

Рецензенты:

Таджиев Х.Т., кандидат филологических наук, доцент

Уразбаев Х., заведующий кафедрой английского языка и литературы ГГУ

RECOMMENDATIONS AND SUGGESTIONS

КРАТКИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Пособие может быть использовано на различных этапах работы над темами Великобритании и США.

Преподавателю следует определить трудности той или иной лекции для данной группы студентов, выделить новую лексику и реалии, которые требуют разъяснения, выделить трудные для произношения имена собственные, географические названия и т. п.

Далее следует записать на доске затрудняющие понимание лекции слова и выражения и дать их с переводом на родной язык или синонимичной заменой.

В процессе работы с пособием следует развивать познавательную деятельность студентов, их мыслительную активность, умение выделять

главное, существенное, сравнивать, сопоставлять, развивать внимание, память, положительные эмоции, творческое воображение.

Важно также формировать у студентов навыки самостоятельной работы в поисках нужной информации из газет, журналов, телепередач, Интернета.

Использование материалов пособия создает условия для реализации принципа коммуникативной направленности обучения.

BRIEF METHODOICAL RECOMMENDATIONS

The manual can be used at different stages of work over the themes "Great Britain" and "The USA".

The teacher should determine the difficulties of this or that lesson for a certain group of students, select new vocabulary and the reals, which require elucidation, pick out complicated for pronouncing proper names, geographical denominations, etc.

Further, it is necessary to write words and word expressions impeding language comprehension on the blackboard, and give their translation into the native language or synonymous equivalents.

In the process of working over the manual, it is necessary to develop students' cognitive abilities, their mental activity, and ability to select the essence, compare, confront, and develop their attention, memory, positive emotions, and creative imagination.

It is also important to develop the independent working skills of students in searching the required information from published editions, TV programs, Internet.

The use of the manual materials creates conditions favorable for the inculcation of the communicative approach to teaching

REGULATION DOCUMENTS

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

Гулистон Давлат университети



**Талабаларнинг фанлардан мустақил
ишларини ташкил этиш, назорат қилиш
ва баҳолаш тартиби тўғрисида
Низом**

Гулистон-2013 йил

**Гулистон давлат университетида талабалар мустақил
ишларини ташкил этиш, назорат қилиш ва баҳолаш
тартиби тўғрисида Низом**

I. Умумий қоидалар

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар

кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, қўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.

П. Талабалар мустақил ишининг мақсад ва вазифалари

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукамал ўзлаштириш кўникмаларига эга бўлиш;

- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;

- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;

- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;

- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;

- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;

- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган

ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида Ҳимоя қилиш;
 - фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур олами ва ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

III. Талаба мустақил ишининг ташкилий шакллари

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услубий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;
- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;
- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;
- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;
- курс иши (лойиҳаси)ни мустақил бажариш;
- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқиладди ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқилади.

IV. Фанлардан ўқув машғулоти бўйича топшириқлари

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотида мустақил иш топшириқлари кафедраларнинг етакчи профессор-ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқилади, кафедра йиғилишида муҳокамадан ўтказилади ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулоти бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширигандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консультациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиҳа) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулоти дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва Ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулоти бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулоти кесимида мустақил иш топшириқларини график асосида машғулоти дафтарига қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семистри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланилган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудирини томонидан тасдиқлашга тавсия этилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги _____ -сонли буйруғи билан қайта тасдиқланган.

**Олий таълим муассасаларида талабалар билимини назорат
қилиш ва баҳолашнинг рейтинг тизими тўғрисида
Н И З О М**

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

Ушбу низом қуйидаги 6 та бўлимдан иборат:

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Якуний қоидалар**

I. Умумий қоидаларга киритилган ўзгартиришлар

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.

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II. Назорат турлари ва уни амалга ошириш тартиби

- 4. Назорат турлари, **уни ўтказиш тартиби ва мезонлари** кафедра мудирининг тавсияси билан олий таълим муассасасининг (факультет) ўқув-ўқув услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда **ҳар бир фаннинг ишчи ўқув дастурида** машғулоти турлари билан биргаликда кўрсатилади.
- 5. **Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотида талабаларга эълон қилинади.**
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назорати тутилади:
 - – талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотида **оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум**, текшириш ва шу каби бошқа шаклларида ўтказилиши мумкин;

Оралиқ назорат

- – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони **(бир семестрда мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо)** ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

Якуний назорат

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Якуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда **факультет Илмий кенгаши қарори асосида кўпи билан фанлардан якуний назоратлар бошқа шаклларида (оғзаки, тест ва ҳоказо)** ўтказилиши мумкин.
- 7. Оралиқ назоратни ўтказиш жараёни кафедра мудирининг томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни **ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади** ҳамда оралиқ назорат **қайта** ўтказилади.

8. Олий таълим муассасаси раҳбарининг буйруғи билан **ички назорат ва мониторинг бўлими раҳбарлигида** тузилган комиссия иштирокида якуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, якуний назорат натижалари **бекор қилинади** ҳамда якуний назорат **қайта** ўтказилади.

III. Баҳолаш тартиби ва мезонлари

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг **рейтинг тизими асосида** талабанинг ҳар бир фан бўйича **ўзлаштириш даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириш кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- **якуний назоратга – балл;**
- **жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойиҳаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **якуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
- а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
 - **хулоса ва қарор қабул қилиш;**
 - **ижодий фикрлай олиш;**
 - **мустақил мушоҳада юрита олиш;**
 - **олган билимларини амалда қўллай олиш;**
 - **моҳиятини тушуниш;**
 - **билиш, айтиб бериш;**
 - **тасаввурга эга бўлиш.**
- б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
 - **мустақил мушоҳада юрита олиш;**
 - **олган билимларини амалда қўллай олиш;**
 - **моҳиятини тушуниш;**

- **билиш, айтиб бериш;**
 - **тасаввурга эга бўлиш.**
 - в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
 - **моҳиятини тушуниш;**
 - **билиш, айтиб бериш;**
 - **тасаввурга эга бўлиш.**
 - г) қуйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
 - **аниқ тасаввурга эга бўлмаслик;**
 - **билмаслик.**
 - 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича **аниқ мезонлар** ишлаб чиқилиб, кафедра мудирлари томонидан **тасдиқланади** ва талабаларга эълон қилинади.
 - 16. **Намунавий мезонларга мувофиқ** мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан **якуний назорат учун баҳолаш мезонлари** ишлаб чиқилиб, олий таълим муассасаси **Илмий-услубий кенгаши томонидан тасдиқланади** ва турдош олий таълим муассасаларига етказилади.
 - 17. Талабаларнинг ўқув фани бўйича **мустақил иши** жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
 - 18. Талабанинг фан бўйича бир семестрдаги рейтинги қуйидагича аниқланади:

$$R_f =$$
 - бу ерда:
 - V– семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);
 - –фан бўйича ўзлаштириш даражаси (балларда).
 - 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг **саралаш балл** ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга **киритилмайди**.
 - **Жорий ва оралиқ** назорат турлари бўйича **55 ва ундан юқори бални** тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва **ушбу фан бўйича** якуний назоратга **кирмаслигига** йўл қўйилади.
20. Талабанинг семестр давомида фан бўйича тўплаган **умумий бали** ҳар бир назорат туридан белгиланган қоидаларга мувофиқ **тўплаган баллари йиғиндисига** тенг.

IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ **деканат** томонидан тузилган **рейтинг назорат жадваллари**

асосида ўтказилади. Якуний назорат семестрнинг охириги мобайнида ўтказилади.

- 22. Талаба фан бўйича **курс лойиҳаси (иши)ни** ушбу фан бўйича тўплаган баллари **умумлаштирилишига қадар** топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан **кам балл тўплаган** ва **узрли** сабабларга кўра назоратларда қатнаша олмаган талабага **қайта топшириш** учун, **навбатдаги шу назорат туригача**, сўнгги жорий ва оралиқ назоратлар учун **якуний назоратгача** бўлган муддат берилади.
- **Касаллиги** сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда **жорий, оралиқ ва якуний** назоратларни топшира олмаган талабаларга **факультет декани фармойиши** асосида, ўқишни бошлаганидан сўнг муддатда топширишга рухсат берилади.
- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий балининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндиси **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугаганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.
- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра **ректор буйруғи** билан 3 (уч) аъзодан кам бўлмаган таркибда **апелляция** комиссияси ташкил этилади.
- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, **шу куннинг** ўзида ҳулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида **белгиланган муддатларда** ўтказилиши ҳамда расмийлаштирилиши **факультет декани, кафедра мудури, ўқув бўлими** ҳамда **ички назорат ва мониторинг бўлими** томонидан назорат қилинади.

V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари **семестр якунида** рейтинг қайдномасига **бутун** сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган **умумий** ўқув юклама соатлари, “Фандан

- олинган баҳо” устунига эса **100 баллик** тизимдаги **ўзлаштириши** қўйилади.
- Талабанинг саралаш балидан **паст** бўлган ўзлаштириши рейтинг дафтарчасига қайд **этилмайди**.
 - 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари **гуруҳ журнали** ҳамда **қайдномада** қайд этилади ва **шу куннинг** ўзида (назорат тури **ёзма иш** шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
 - 29. Якуний назорат натижаларига кўра **фан ўқитувчиси** талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
 - 30. Талабанинг рейтингини унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтингини** барча фанлардан тўпланган рейтинг баллари **йиғиндисини** орқали аниқланади.
 - 31. Талабалар умумий рейтингини Ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
 - 32. Диплом иловаси ёки академик маълумотномани **деканат** томонидан расмийлаштиришда фан **бир неча семестр** давом этган бўлса, **рейтинглар йиғиндисини** олинади.
 - **Талабага имтиёзли диплом белгилашда унинг Ҳар бир семестр якунидаги фанлар бўйича ўзлаштириш кўрсаткичи ҳисобга олинади.**
 - 33. Талабаларнинг назорат турлари бўйича эришган **натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб**, мунтазам равишда таҳлил қилиб борилади.
 - 34. Жорий, оралиқ ва якуний назорат натижалари **кафедра йиғилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида** мунтазам равишда муҳокама этиб борилади ва тегишли **қарорлар** қабул қилинади.

VI. Якуний Қоидалар

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг холислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ

ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

Талабаларнинг фанлардан қолдирган дарсларини

қайта ўзлаштириши тўғрисида

НИЗОМ

1. Умумий ҳолатлар

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритувида бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида

талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

3. Мазкур Низом:

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудирини ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;

- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;

- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутати.

II. Фанлардан Қолдирилган дарсларнинг қайта

ўзлаштирилишини қайд қилиш тартиби

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритилган академик гуруҳ журнаliga “й” ёки “нб” белгиларини қўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. "Ўқитувчи журнали" ва "Гуруҳ журнали"даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш "Ўқитувчи журнали" ва "Гуруҳ журнали"да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

8. Қолдирилган дарсларни тўлиқ ўзлаштирамаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.

III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та муддат** ичида қабул қилинади. Муддат ўтганидан сўнг деканат рухсати билан қабул қилинади.

12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкламаси ҳисобидан амалга оширилади.

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирамаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

IV. Дарсларнинг қолдирилишини камайтириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги давомат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг давомати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудирини **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг давомати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки қўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга халақит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги __ -сонли буйруғи билан қайта тасдиқланган.

ASSESSMENT CRITERIA

РЕЙТИНГОВАЯ РАЗРАБОТКА ПО ДИСЦИПЛИНЕ «Урганилаетган мамлакат (минтака) тарихи»

| Виды работ | Количество | Баллы | Всего баллов | Всего баллов |
|---|-----------------------|----------------------|-----------------------|--------------|
| Проекты | 2 | 5 | 10 | |
| Практические | 19 | 1 | 19 | 29 |
| СРС | | | | |
| Power-point presentations, written works | 1 10 | 1 1 | 1 10 | 11 |
| Всего | | | | 40 |
| Промежуточный контроль | 1 | 30 | 30 | 30 |
| Итоговый | 1 | 30 | 30 | 30 |

| | | | | |
|-----------------|--|--|--|--|
| контроль | | | | |
|-----------------|--|--|--|--|

100

баллов**Критерии оценок**

Студент получает 1 балл за активное участие в семинарах и практических занятиях, использование материалов лекций, дополнительной литературы, всестороннее освещение вопросов, умение аргументировано доказывать свою точку зрения.

Студент получает 0,7 балла за активное участие в семинарах и практических занятиях, использование материалов лекций и дополнительной литературы.

Студент получает 0,5 балла за активное участие в семинарах и практических занятиях, использование материалов лекций.

Студент получает 1 балл за самостоятельные письменные работы в случае всестороннего освещения вопросов, умения аргументировано доказывать свою точку зрения, излагать материал без грамматических и стилистических ошибок.

Студент получает 0,7 баллов в случае всестороннего освещения вопросов, не допуская при этом грамматических и стилистических ошибок.

Студент получает 0,5 баллов в случае неполного освещения вопросов и наличия грамматических и стилистических ошибок.

Студент получает 1 балл в случае подготовки презентации с привлечением основной и дополнительной литературы и ее последующей защитой.

Студент получает 0,7 балла в случае подготовки презентации с привлечением основной и дополнительной литературы.

Студент получает 0,5 балла в случае подготовки презентации с привлечением только основной литературы.

Студент получает от 26 до 30 баллов за письменные работы во время промежуточного контроля в случае всестороннего освещения вопросов,

умения аргументировано доказывать свою точку зрения, излагать материал без грамматических и стилистических ошибок.

Студент получает от 22 до 25 баллов за письменные работы в случае всестороннего освещения вопросов, не допуская при этом грамматических и стилистических ошибок.

Студент получает от 17 до 21 балла за письменные работы в случае неполного освещения вопросов и допуская при этом грамматические и стилистические ошибки.

Студент получает от 26 до 30 баллов на итоговом письменном экзамене, если он всесторонне раскрыл поставленную тему, изложил материал, не допуская грамматических или стилистических ошибок.

Студент получает от 22 до 25 баллов, если он всесторонне раскрыл поставленную тему, допустив при этом незначительное количество грамматических или стилистических ошибок.

Студент получает от 17 до 21 баллов, если предложенная тема раскрыта неполностью, допущены серьезные грамматические и стилистические ошибки.

SYLLABUS

ЎЗБЕКИСТОН RESPUBLIKASI OLIY VA ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди
№ 50-51201-3.1
2012 йил «14» март

Ўзбекистон Республикаси
Олий ва ўрта махсус таълим
вазирлигининг 2012 йил
«14» март даги
«107» - сонли буйруғи
билан тасдиқланган



Родиев

АСОСИЙ УРГАНИЛАЁТГАН ТИЛ

Фаннинг

ЎҚУВ ДАСТУРИ

| | | |
|---------------------|---------|--|
| Билим соҳаси: | 100000 | - Гуманитар соҳа |
| Таълим соҳаси: | 120000 | - Гуманитар фанлар |
| Таълим йўналишлари: | 5120100 | - Филология ва тилларни ўқитиш (<i>инглиз тили</i>) |

Тошкент-2012

Кириш

Ўрганилаётган мамлакат (минтақа) тарихи фани талабаларга Буюк Британия ва АҚШ халқи билан дўстлик ва бирдамликни мустаҳкамлаш, шу мамлакатлар халқларнинг

Ўз эркинлик ва ҳуқуқлари, моддий ҳаётини яхшилаш ва тинчлик учун олиб борган курашлари ҳақида кенг маълумот беришга хизмат қилади. Шу билан бирга, бу фанни ўқитишда асосий эътибор талабаларнинг луғат бойлигини янги сўз ва атамалар билан бойитишга, жонли тил билан алоқа қилишларига, ҳозирги замон инглиз тилининг ўзига хос хусусиятларини ўргатишга қаратилади. Бундан ташқари, мазкур фан фанлараро алоқаларни амалга ошириш билан бирга инглиз адабиёти тарихи ва инглиз халқи маданияти билан яқиндан таништиради.

Ўқув фанининг мақсади ва вазифалари

Ўрганилаётган мамлакат (минтақа) тарихи фанининг мақсади - олий олий таълим муассасаларида инглиз тилини ўрганаётган талабаларни шу мамлакат халқининг ҳаёти, урф-одатлари, санъати, маданияти билан таништиришдан иборат. Ўрганилаётган мамлакат (минтақа) тарихи фанининг вазифаси – талабаларда Буюк Британия ва АҚШ мамлакатлари тўғрисидаги билим ва кўникмаларни шакллантириш ва уларни нутқда қўллай олишга ўргатишдир.

Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар

Талабалар Буюк Британия ва АҚШ сиёсий иқтисодий географияси ҳақида назарий билимларни, тарихий ривожини ва замонвийлигини нуқтаи назардан иқтисодий, ижтимоий – сиёсий тизими, халқаро муносабатлари, унинг жаҳон ҳамжамиятидаги геополитик ўрнини билишлари ва улар ҳақидаги маълумотларни қўллай олишлари керак; Талабаларда Буюк Британия ва АҚШнинг тарихий ва ижтимоий – сиёсий ривожланишини таҳлил қилиш; ўша ерда яшовчи халқларнинг тарихий ўзаклари ҳақида тўлиқ тасавур шакллантира олиш керак.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан

узвий кетма – кетлиги

Ўрганилаётган мамлакат (минтақа) тарихи фани нафақат чет тили билан балки тилшунослик, лексикология, фалсафа, сиёсатшунослик, иқтисодиёт ва бошқа фанлар

билан узвий боғлиқдир. Улар биргаликда талабаларнинг и1084 маълум йўналишдаги

билимларини мустаҳкамлаб баркамол шахс бўлиб етишишларига хизмат қилади.

Фаннинг ишлаб чиқаришдаги ўрни

Ўрганилаётган мамлакат (минтақа) тарихи фани талабаларнинг луғат бойлигини янги сўз ва атамалар билан бойитишга, жонли тил билан алоқа қилишларига, ҳозирги

замон инглиз тилининг ўзига хос хусусиятларини ўрганишга хизмат қилади..

Бундан

ташқари, мазкур фан фанлараро алоқаларни амалга ошириш билан бирга инглиз адабиёти

тарихи, халқ маданияти билан яқиндан таништиради.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялари

Талабаларнинг ўрганилаётган мамлакат (минтақа) тарихи фанини ўзлаштиришлари

учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги информацион-

педагогик технологияларни татбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда

дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари тарқатма

материаллар ва слайдлардан фойдаланилади. Маъруза ва амалий дарсларда мос равишдаги илғор

педогогик технологиялардан фойдаланилади.

АСОСИЙ ҚИСМ**Фаннинг назарий машғулоти мазмуни****Буюк Британия**

Буюк Британия тарихи. Қадимги Британия. Келт қабилалари. Романлар истилоси.

Скандинавлар истилоси. Нормандлар истилоси.

Буюк Британия географияси. Буюк Британиянинг икки ҳудудга бўлиниши. Буюк Британия иқлими, аҳолиси ва тили. Буюк Британияда жойлашган дарёлар, тоғлар, кўллар,

қазилма бойликлар, ўсимликлар дунёси ва ҳайвонот олами.

Буюк Британия давлат тузуми. Парламент. Парламент палаталари. Бош вазир сайлови. Қиролича ва унинг оиласи. Қироличанинг парламент мажлисидаги иштироки.

Буюк Британиядаги сиёсий партиялар ва уларнинг мамлакат ҳаётида тутган ўрни.

Парламент сайловида партияларнинг ҳаракати.

Буюк Британияда ўрта ва олий таълим тизими. Буюк Британияда давлат тасарруфидаги ва хусусий мактаблар. Мактабларда бошланғич, ўрта ва юқори таълим

босқичи. Мустақил таълим. Буюк Британияда олий таълим тизими.

Британияликларнинг урф-одатлари, байрамлари. Тўйлар ва туғилган кунларни нишонлаш, меҳмонларни кутиш маросимлари. Буюк Британия маданияти ва санъати,

телеахборот тизими. Мусиқа ва санъат турлари. Рассомчилик. Анъанавий ва замонавий рассомлар ва уларнинг асарлари. Газета ва журналлар, уларнинг турлари, нашр ҳажми.

Маданият саройлари, боғлар ва хиёбонлар.

АҚШ

Америка тарихи. Христофор Колумбнинг Американи очиши. АҚШда колониал давр. АҚШнинг мустақиллик учун кураши. АҚШдаги фуқаролар уруши. АҚШда партияларнинг вужудга келиши. АҚШнинг штатларга ажралиши.

АҚШ географияси, аҳолиси, қазилма бойликлари. Америка чегаралари.

АҚШдаги тоғлар, ҳайвонот ва ўсимлик олами. АҚШдаги миллатлар ва уларнинг тиллари.

АҚШ давлат тузуми. АҚШ давлат тузумининг уч тармоғи. Президент ва президентликка сайловлар. Конституциянинг қабул қилиниши, амал қилиши ва конституцияга киритилган ўзгаришлар. АҚШ байроғи, мадҳияси, герби. АҚШ конгресси

ва унинг палаталари. АҚШдаги республика ва демократлар партиялари, уларнинг ҳукумат

ҳаётида тутган ўрни. АҚШ Олий суди ва унинг вазифаси. АҚШдаги штатларнинг давлат

тузуми.

АҚШ таълим тизими. АҚШдаги мактаблар ва улардаги таълим тизими. Ўқув дастурлари. Ўқувчиларнинг мустақил таълим олиши. Олий таълим ўқув дастурлари. Талабаларнинг ҳаёти ва билим олиш фаолияти.

АҚШ маданияти, урф-одатлари ва байрамлар. Кино, телевидение, радио, мусиқа, рассомчилик. АҚШ байрамлари. Кристимас, Истер, Хеллоуин. АҚШда тўй маросимларини нишонлаш.

Амалий машғулотларни ташкил этиш

бўйича кўрсатма ва тавсиялар

Буюк Британия

1. Буюк Британия тарихи ва турли қабилалар истилolari.

2. Буюк Британия худудий тузилиши.

3. Буюк Британия давлат органлари.
4. Буюк Британия таълим тизими.
5. Буюк Британия маданияти ва санъати.

Америка Қўшма Штатлари

1. Америка ва унинг очилиш тарихи.
2. Америка худудий тузилиши.
3. Америка давлат органлари.
4. Америка таълим тизими.
5. Америка маданияти ва санъати.

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Мустақил ишга ажратилган мавзуларни ўрганишнинг асосий мақсади мавзулар бўйича ишлаш жараёнида аудиторияда олиб борилган маърузалар ва амалий машғулотлар

пайтида талабаларда ҳосил бўлган тасаввур, билим ва кўникмаларни янада чуқурлаштириш, талабаларга янги билимлар тўплаш, мустақил хулосалар чиқариш ва

турли илмий-амалий гипотезаларни олға суришни ўргатишдир. Ўрганилаётган мамлакат

(минтақа) тарихи фани талабаларни мустақил ўрганишлари, рефератлар ёзишда, мустақил

фикр юритишлари амалий машғулотларда ҳар хил тематика маърузалар тайёрлашларини,

талабалар илмий анжумани ҳамда инглиз тилини ўрганиш тўғрисида фаол иштирок

этишларини тақозо қилади. Мустақил ишларнинг натижалари мавзу бўйича презентация

(Power Point), реферат, маъруза, конспект, дебат (ёки round-table discussion) шаклида

расмийлаштирилиши мумкин.

Буюк Британия

1. Буюк Британиянинг вужудга келиши.
2. Қироллик шажаралари: “Англо-саксонлар, нормандлар ва б.”
3. Буюк Британия бирлашган қироллигининг географик ўзига хосликлари, табиий бойликлари.
4. Парламентнинг вужудга келиши.
5. Сиёсий партияларнинг юзага келиши.
6. Англий, Шотландия, Уэльс ва Шимолий Ирландия таълим тизимининг ўзига хосликлари.
7. Санъат соҳасидаги машҳур сиймолар,
8. Буюк Британияда илм-фан тараққиёти.

9. Британия фестивалларидаги анъана ва урф-одатлар.
10. Буюк Британияда ўтказилган машҳур спорт мусобақалари.

АҚШ

1. Америка Қўшма Штатларининг вужудга келиши.
2. АҚШ тараққиётига улкан ҳисса қўшган президентлар.
3. АҚШнинг географик ўзига хосликлари, табиий бойликлари.
4. Сенатнинг вужудга келиши.
5. Сиёсий партияларнинг юзага келиши.
6. Штатларнинг ўзига хосликлари (пойтахт, штатнинг мадҳияси, энг катта шаҳар, энг машҳур шаҳар, штатларнинг рамзлари ва б.)
7. АҚШ санъатидаги машҳур сиймолар.
8. АҚШда илм-фан тараққиёти.
9. АҚШ байрамлари, уларни ўтказишдаги урф-одатлар.
10. АҚШда спорт тараққиёти.

6

11. АҚШ, Буюк Британия ва Ўзбекистонда жамият ва маданият.

Дастурнинг информацион - методик таъминоти

1. Интерфаол усуллар.
2. Услубий усуллар.
3. Услубий дифференцияси.
4. Фонографик ва морфологик даражанинг услубий усуллари.
5. Маърузани янги лойиҳа бўйича ўқитиш усуллари.

Фойдаланадиган асосий дарсликлар ва ўқув қўлланмалар рўйхати

Асосий дарсликлар ва ўқув қўлланмалар

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Қўшимча адабиётлар

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WORKING SYLLABUS

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕ СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН**

ГУЛИСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

«Утверждаю»

Ректор _____ А. Эминов

« ____ » _____ 2012 йил

РАБОЧАЯ ПРОГРАММА ПО ДИСЦИПЛИНЕ

История Великобритании и Соединенных Штатов Америки

100000 – Гуманитарное направление

120000 – Гуманитарные науки

5220100 – Филология (Английский язык)

Общее количество часов – 128

В том числе:

Лекция – 38

Семинар – 38

Самостоятельная работа

студентов – 52

Гулистан 2012**Учебная программа дисциплины “ История Великобритании и Соединенных Штатов Америки”**

разработана для студентов, обучающихся по учебным планам в рамках Государственного образовательного стандарта высшего профессионального образования по направлению подготовки 5120100 «Филология и обучение языкам (английский язык)».

Составитель: Кулиди О.В. – Старший преподаватель кафедры английского языка и литературы _____ (подпись)

Рецензент: Тожиев Х. – Доцент кафедры английского языка и литературы

_____ (подпись)

Рабочая программа утверждена на заседании кафедры Английского языка и литературы № _____ от «__» _____ 2012 года и была рекомендована на рассмотрение научного совета филологического факультета.

Заведующий кафедрой:

Уразбаев Х.

Рабочая программа дисциплины была утверждена на заседании № ____ от « ____ » _____ 2012 года научного совета филологического факультета.

Секретарь научного совета

факультета филологии

доц. М.Бойэшонов

Согласовано:

Проректор по учебным делам

1. Введение

Практической целью изучения истории Великобритании и США является подготовка студентов к экзамену по английскому языку в аспекте Страноведение, включая компьютерное тестирование.

В материалах занятий представлены основные сведения по истории, географии, экономике, природе, государственному устройству, городам, населению, языку, образованию, культуре, традициям, национальным особенностям ведущих англоязычных стран: Великобритании и США, Сведения приводятся по состоянию на 2003 год и учитывают процессы, происходившие как в последние десятилетия XX века, так и в первые годы XXI столетия.

Страноведческая информация является не только интересной, но и полезной, например, о денежных единицах, о вхождении стран в международные экономические и политические союзы, о выдающихся личностях литературы, науки, искусства, творческая деятельность которых выходит за пределы национальных границ и вносит реальный вклад в мировое научное и культурное наследие.

1.1. Цели и задачи дисциплины

Цели и задачи предмета “Урганилаетган мамлакат (минтака) тарихи”

1.1. Цель: развивать познавательную деятельность студентов, их мыслительную активность, умение выделять главное, сравнивать, сопоставлять, развивать внимание, память, положительные эмоции, творческие воображения, формировать у студентов навыки самостоятельной работы в поисках нужной информации.

1.2. Задачи: дать студентам общее представление о странах изучаемого языка, а именно о географическом положении Великобритании и США, составе населения, условном делении на регионы, ознакомить с историей Великобритании, государственным устройством, обычаям, традициям и национальным особенностям.

1.3. Требования к студентам: усвоить базовую информацию, касающуюся изучаемых стран, уметь выделить научный аспект рассматриваемых проблем, уметь провести сопоставительный анализ, выработать навыки самостоятельной работы.

1.2. Компетенции, приобретаемые при изучении дисциплины

В результате изучения дисциплины студент должен усвоить основные понятия и этапы развития вышеуказанных стран, уметь формулировать проблемы, находить пути их решения, аргументировать выбор собственной точки зрения по каждой проблеме, делать анализ различных исторических явлений на материале истории Великобритании и США

1.3 Взаимосвязь дисциплины с другими дисциплинами

История Великобритании и США тесно взаимосвязана с такими лингвистическими предметами как литература и история языка.

1.4 Техническое и программное обеспечение дисциплины

Практические занятия проводятся в стандартных аудиториях, оснащенных в соответствии с требованиями преподавания практических дисциплин. Для проведения лекционных занятий необходима аудитория,

оснащенная компьютерным оборудованием, с целью демонстрации лекционного материала при помощи программы Power Point.

Перечень тем и их распределение часов по формам занятий

| П/н | Темы | Количество часов | | | |
|-----|--|--------------------|--------|---------|---------------------|
| | | Общее кол-во часов | Лекция | Семинар | Лабораторные работы |
| 1 | The UK Geography and Population | 4 | 2 | 2 | |
| 2 | The history of the UK The ancient period | 4 | 2 | 2 | |
| 3 | Germanic Invasion | 4 | 2 | 2 | |
| 4 | The medieval history | 4 | 2 | 2 | |
| 5 | Widening horizons :England in the period of 1485-1603 | 4 | 2 | 2 | |
| 6 | England in the seventeenth century | 4 | 2 | 2 | |
| 7 | England in the eighteenth century | 4 | 2 | 2 | |
| 8 | England in the nineteenth century | 4 | 2 | 2 | |
| 9 | England in the twentieth century | 4 | 2 | 2 | |
| 10 | British regionalism. England | 4 | 2 | 2 | |
| 11 | British regionalism. Scotland, Wales, Northern Ireland | 4 | 2 | 2 | |
| 12 | Ethnic, religious and political identity | 4 | 2 | 2 | |
| 13 | British institutions | 4 | 2 | 2 | |
| 14 | Customs and traditions | 4 | 2 | 2 | |

| | | | | | |
|----|-----------------------------|---|---|---|--|
| 15 | US population and geography | 4 | 2 | 2 | |
| 16 | American regionalism | 4 | 2 | 2 | |
| 17 | American History | 4 | 2 | 2 | |
| 18 | America and two World Wars | 4 | 2 | 2 | |
| 19 | American Institutions | 4 | 2 | 2 | |

2. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

2.1 Содержание лекционных занятий

2.1.1. The UK Geography and Population

The United Kingdom is a union of four states: England in the central and southern part with London as the capital; Wales in the west with Cardiff as the capital; Scotland in the north with Edinburgh as the capital and Northern Ireland in the northeast of Ireland with Belfast as the capital. Although there is one government for the whole of Britain, some aspects of governments are organized separately and the Welsh, Scottish, and Irish feel their identity very strongly.

[O1.190-207; O2.151- 209;]

2.1.2 The history of the UK The ancient period

Archaeologists think that the earliest ancestors of modern human beings may have entered Britain overland from Europe more than half a million years ago. These hominids belonged to the Old Stone Age. They used stone tools and may have discovered how to control fire. They travelled as hunters, following herds of migrating wild animals. The earliest known settlements in Britain date from about 250,000 B.C. They include a site at Claxton, Essex, where stone choppers have been found. About 70,000 BC, the last of the severe glaciations began, and for much of this period, no hominids lived in Britain. Those who did venture into Britain during short mild spells dwelt in caves. These hominids included the earliest modern human beings.

. [O4.26-58; O5.121-128; O13.84-88]

2.1.3 Germanic Invasion

During the fifth century, a number of tribes from the northwestern European mainland invaded and settled in Britain in large numbers. These tribes were the Angles, the Saxons and the Jutes. The **Jutes** and the **Angles** came from the Jutland peninsula (today southern Denmark). The **Saxons** arrived from the territory between the Rhine and Elbe rivers (northern Germany). At first they came as mercenaries hired by Celtic tribal chiefs who fought one against the other, then seeing that the country was weak to defend itself, they came in great numbers conquering it altogether.

[O4.26-58; O5.121-128; O13.84-88]

2.1.4 The medieval history

The cultural story of this period is different. Two hundred and fifty years after the Norman Conquest, it was a Germanic language (Middle English) and not the Norman (French) language that was spoken by all classes of society in England.

Despite English rule, northern and central Wales was never settled in great numbers by Saxons or Normans. As a result, the (Celtic) Welsh language and culture remained strong. The Anglo-Norman lords of eastern Ireland remained loyal to the English king but mostly adopted the Gaelic language and customs. The political independence of Scotland did not prevent a gradual switch to the English language and customs in the lowland (southern) part of the country.

. [O.26-58; O5.121-128; O13.84-88]

2.1.5 Widening horizons :England in the period of 1485-1603

In 1485, England and Wales came under the strong rule of the **Tudors (1485-1603)**. The Tudor monarchs increased the power of the Crown and achieved good government and internal peace and order. Changes in farming and in manufacturing brought increased prosperity. The exploits of seamen led to the expansion of trade and the beginnings of colonization.

The Tudor dynasty established *a system of government policy*. Parliament was split into two 'Houses'. The House of Lords consisted of the feudal aristocracy and the leaders of the Church; the House of Commons consisted of representatives from the towns and the less important landowners in rural areas. It was now more important for monarchs to get the agreement of the Commons for the policy-making because that was where the newly powerful merchants and landowners

were

represented.

[O1.190-207; O2.151- 209;]

2.1.6 England in the seventeenth century

The period from 1603 to 1640 was the time of the personal monarchy of the Early Stuarts in English history. It is said that James I and Charles I had had to bear the burnt of the rising spirit of independence characteristic of England in the seventeenth century. The growing desire of Parliament for independence, for sharing in the control of government was closely connected with the growth of Puritanism.

2.1.7. England in the eighteenth century

At the beginning of the 1700's, England was still mainly a nation of rural villages and country towns. By the middle of the 1700's, the Industrial Revolution was underway. It swept away many aspects of rural life. The modern system of an annual budget for the approval of Parliament was established. Therefore, too, was the habit of the monarch appointing one principal, or "Prime" Minister from the ranks of Parliament to head the government.

2.1.8. England in the nineteenth century

. The years 1837 – 1901 are remarkable in the British history for what is called the Victorian period. King William IV died in June 1837, yielding the throne to his niece, Victoria, and so the great Victorian epoch started. 1837 to 1848 is considered as the early Victorian period, which was not that much different from the beginning of the nineteenth century as the following years. The time between 1848 and 1866 is known as the years of Mid-Victorian prosperity. Rapid and efficient development of manufactures and commerce took place mainly due to the removal of protective duties on food (such as the Corn Laws of 1815) and raw materials. In addition, the British industry and the technological development began to experience a steep rise in those years.

2.1.9. England in the twentieth century

By the beginning of this century, Britain was no longer the world's richest country. The first twenty years of the century were *a period of extremism*. The Suffragettes, women demanding the right to vote, were prepared both to damage property and to die for their beliefs; the problem of Ulster in the north of Ireland led

to a situation in which some sections of the army were ready to disobey the government; and the government's introduction of new taxes was opposed by the House of Lords so that even Parliament seemed to have an uncertain future in its traditional form

2.1.10. British regionalism. England

The area surrounding the other suburbs of London has the reputation of being 'computer land'. This is the most densely populated area in the UK, which does not include a large city, and millions of its inhabitants travel into London to work every day.

Further, out from London the region has more its own distinctive character. The country of Kent, which you pass through when traveling from Dover or the Channel tunnel to London, is known as 'the garden of England' because of the many kinds of fruit and vegetables grown there. The Downs, a series of hills in a horseshoe shape to the south of London, are used for sheep farming (though not as intensively as they used to be). The southern side of the Downs reaches the sea in many places and forms the white cliffs of the south coast. Many retired people live along this coast. Employment in the south-east of England is mainly in trade, the provision of services and light manufacturing. There is little heavy industry. It has therefore not suffered the slow economic decline of many other parts of England.

[O1.132-188; O2.74-147;]

2.1.11. British regionalism. Scotland, Wales, Northern Ireland

Scotland, one of the four national units that make up the United Kingdom of Great Britain and Northern Ireland. The other units are England, Northern Ireland, and Wales. Edinburgh is the capital of Scotland, and Glasgow is its largest city.

The people of Wales, like those of Britain in general, are descendants of various stocks, including Celts, Scandinavians, and Romans. The population of Wales is 2,921,000 (1996 estimate). The population density was approximately 141 persons per sq km (364 per sq mi). About three-quarters of the population is concentrated in the mining centers in the south.

The main defining components of ethnicity in Northern Ireland are religious and political affiliation. In general, Catholics/nationalists regard themselves as Irish, and Protestants/unionists regard themselves as British.

2.1.12. Ethnic, religious and political identity

National ('ethnic') loyalties can be strong among the people in Britain whose ancestors were not English. For some people living in England who call themselves Scottish, Welsh, or Irish, this loyalty is little more than a matter of emotional attachment. Nevertheless, for others, it goes a bit further and they may even join one of the sporting and social clubs for 'exiles' from these nations. These clubs promote national folk music, organize parties on special national days, and foster a consciousness of doing things differently from the English. For people living in Scotland, Wales, and Northern Ireland, the way that ethnic identity commonly expresses itself varies

2.1.13. British institutions

Parliament is a supreme legislative authority and consists of three separate elements: the Sovereign, the House of Lords, and the elected House of Commons. Over the centuries the balance between the three parts of the legislature has changed, so that the Queen's role is now only formal and the House of Commons has gained supremacy over the House of Lords.

Parliament, or other bodies acting on its behalf such as local government (and that now the European Community), is responsible for making laws (status law). There is also a large body of laws that have never been codified known as common law, which has developed from the decisions, based on custom and precedent, taken by judges in court cases.

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In their private everyday life the British as individuals are less inclined to follow traditions than the people of most other countries. They are too individualistic for this. There exist many examples of supposedly typical British habits, which are not typical any more.

Because English culture dominates the cultures of the other nations of the British Isles, everyday habits, attitudes, and values among the people of the four nations are very similar. However, they are not identical, and what is often regarded as typically British may in fact be only typically English.

There is a large-scale immigration to Britain from places outside the British Isles. In its cities at least, Britain is a multicultural society.

2.1.15. US population and geography

The diversity of the USA stems from the fact that it is so large and has so many kinds of land, climate, and people. The vast and varied expanse of the USA stretches from the heavily industrialized, metropolitan Atlantic Seaboard, across the rich flat farms of the central plains over the majestic Rocky Mountains to the fertile, densely populated west coast, then halfway across the Pacific to the semi-tropical island-state of Hawaii.

America is a land of land of physical contrasts, including weather.

The population of the USA is made of immigrants or descendants from virtually every country in the world. The largest cities of the USA are New-York, Los Angeles and Chicago.

2.1.16. American regionalism

The USA is divided into seven regions. New England consists of six states. It can lay historic claim to having played a dominant role in the developing of modern America from the 17th century.

The Middle Atlantic Region consists of five states. It is known as the gateway to America and the birthplace of American Constitution.

The South consists of 12 states. It played a major role in forming the character of America from before the war of Independence to the Civil war.

The Midwest consists of 12 states. It is known as the nation's breadbasket.

The Mountain States consist of six parts. It is a land of scenic wonders with only 3% of the nation total population.

The South-West states include four territories. One can travel for miles in some areas without seeing signs of human life.

The West states consist of five territories, which were considered "the last frontier" in American history. This division is relative, just for comfort when studying the geography of the USA.

2.1.17. American History

Complex cultures flourished in other parts of the Americas. These peoples varied enormously, ranging from poor nomadic food gatherers of the interior plains of North America to opulent fishing societies of the Pacific Northwest, from the woodland hunting tribes of what is now the northern United States to the wealthy and powerful peoples of Central America. Together, depending upon population estimates reconstructed in our own times, they constituted somewhere between fifty and one hundred million people, of which about ten million lived in North America. Many areas in the western hemisphere contained denser populations than regions of Western Europe in the age of Christopher Columbus. America was not a vacant wasteland awaiting the arrival of "civilized Europeans".

2.1.18. America and two World Wars

America was determined to stay out of the First World War and adopted a policy of strict neutrality. However, attacks on passenger ships by German submarines and the discovery of a German plot to involve Mexico in war with the United States led Congress to declare war on Germany in April 1917.

Relations with Japan continued to worsen and, while negotiations were underway between the two countries, the Japanese attacked the American naval base at Pearl Harbor in Hawaii on the morning of 7 December 1941. Congress responded by immediately declaring war to Japan.

2.1.19. American Institutions

The American constitution is based on the doctrine of the separation of powers between the executive, Legislative and judiciary. The respective government institutions-the Presidency, Congress and the Courts-were given limited and specific powers; and a series of checks and balances, whereby each branch of government has certain authority over the others were also included to make sure these powers were not abused. Government power was further limited by means of a dual system of government, in which the federal government was only given the powers and responsibilities to deal with problems facing the nation as a whole (foreign affairs, trade, control of the army and navy, etc) The remaining responsibilities and duties of government were reserved to the individual state governments.

2.2 Содержание семинарских занятий

2.2.1. The UK Geography and Population

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The West states consist of five territories, which were considered "the last frontier" in American history. This division is relative, just for comfort when studying the geography of the USA.

2.2.17. American History

Complex cultures flourished in other parts of the Americas. These peoples varied enormously, ranging from poor nomadic food gathers of the interior plains of North America to opulent fishing societies of the Pacific Northwest, from the woodland hunting tribes of what is now the northern United States to the wealthy and powerful peoples of Central America. Together, depending upon population estimates reconstructed in our own times, they constituted somewhere between fifty and one hundred million people, of which about ten million lived in North America. Many areas in the western hemisphere contained denser populations than regions of Western Europe in the age of Christopher

Columbus. America was not a vacant wasteland awaiting the arrival of "civilized Europeans".

2.2.18. America and two World Wars

America was determined to stay out of the First World War and adopted a policy of strict neutrality. However, attacks on passenger ships by German submarines and the discovery of a German plot to involve Mexico in war with the United States led Congress to declare war on Germany in April 1917.

Relations with Japan continued to worsen and, while negotiations were underway between the two countries, the Japanese attacked the American naval base at Pearl Harbor in Hawaii on the morning of 7 December 1941. Congress responded by immediately declaring war to Japan.

2.2.19. American Institutions

The American constitution is based on the doctrine of the separation of powers between the executive, Legislative and judiciary. The respective government institutions-the Presidency, Congress and the Courts-were given limited and specific powers; and a series of checks and balances, whereby each branch of government has certain authority over the others were also included to make sure these powers were not abused. Government power was further limited by means of a deal system of government, in which the federal government was only given the powers and responsibilities to deal with problems facing the nation as a whole (foreign affairs, trade, control of the army and navy, etc) The remaining responsibilities and duties of government were reserved to the individual state governments.

3. Организация самостоятельных работ студентов

Прежде чем приступить к выполнению заданий для самоконтроля, необходимо изучить материал лекций и сопоставить его с трактовками, предлагаемыми в источниках в списке рекомендованной (основной и дополнительной) литературы. В процессе самостоятельного освоения дисциплины необходимо регулярно обращаться к списку терминов, предлагаемых в конце каждой лекции преподавателем, с тем, чтобы к концу изучения курса каждым студентом был составлен полный глоссарий терминов по истории страны изучаемого языка.

При подготовке к семинарским занятиям, в первую очередь, стоит обратить внимание на основную литературу. На лекционных занятиях и при подготовке к семинарским занятиям студентам предлагается также дополнительная литература, которая может быть использована для подготовки не основных, а так называемых вариативных заданий, например, выступления на семинарских занятиях на заданную тему, которые принимаются во внимание при выставлении итоговой оценки за курс.

СОДЕРЖАНИЕ И КОЛИЧЕСТВО СРС

| Темы самостоятельных работ, указанные в рабочей программе | Задания и рекомендации по СРС | Срок сдачи | Количество (в часах) |
|--|---|------------|----------------------|
| The Union Flag 2.The National Anthem 3.Britain’s overseas territories 4.The Commonwealth 5.The Magna Carta 6.The Roman period 7.The Royal family 8.Britain’s main imports and exports 9.School educational system 10.Higher education | Анализ интернет материала и литературных источников в письменном виде | 1-4 неделя | 10 |

| | | | |
|---|--|-------------------------|-----------|
| <p>London</p> <p>12.Stradford-upon-Avon</p> <p>13.Oxford</p> <p>14.Cambridge</p> <p>15.Ethnic minority languages</p> <p>16.English different languages</p> <p>17.National games</p> <p>18.National costumes</p> <p>19.National flowers</p> <p>20.National meals</p> <p>21.National days</p> | <p>Анализ интернет материала и литературных источников в письменном виде</p> | <p>5-8 неделя</p> | <p>10</p> |
| <p>22.Religions</p> <p>23.Festivals</p> <p>24.Leasure time</p> <p>25.Political parties</p> <p>26.The government</p> <p>27.The legislation</p> <p>28.The police</p> <p>29.The Queen</p> | <p>Анализ интернет материала и литературных источников в письменном виде</p> | <p>9-12</p> | <p>10</p> |
| <p>30. The USA geographical diversity</p> <p>32. The USA economics</p> | <p>Анализ интернет материала и литературных источников в</p> | <p>13-14 неделя</p> | <p>10</p> |

| | | | |
|--|--|-------------------------|-----------|
| <p>33. Means of communication and transportation</p> <p>34. The USA population's specific features</p> <p>35. New-York</p> <p>36. Los Angeles</p> <p>37. Chicago</p> <p>38. San Francisco</p> <p>39. Philadelphia</p> <p>40. Alaska</p> <p>41. The Pilgrims and the Mayflower</p> <p>42. Habitat preferences in the USA</p> <p>43 The cultural life of US . Prominent people of US</p> <p>44 Cities in the USA New York, Los Angeles, Chicago, San Francisco, Philadelphia. The population's specific features</p> | <p>письменном виде</p> | | |
| <p>Power-point presentation up to students' choice</p> | <p>Анализ интернет материала и литературных источников в письменном виде</p> | <p>15-18 неделя</p> | <p>12</p> |

4. Рейтинговая система оценки

4.1. Таблица рейтингового контроля

| № | Вид контроля | Кол-во опросов | Балл | Общ. балл |
|-----|---|----------------|--------|------------|
| 1. | 1. Текущий контроль | | | |
| 1.1 | Работа над проектами | 2 | 5 | 10 |
| | | | | |
| 1.2 | Устное изложение тем | 19 | 1 | 19 |
| | СРС | | | |
| 1.3 | Анализ интернет материала и литературных источников в письменном виде | 10 | 1 | 10 |
| 1.4 | Презентация | 1 | 1 | 1 |
| | | | | |
| | ТК Итого | | | 40 |
| | 2. Промежуточный контроль | | | |
| | Письменно | 1 | 30 | 30 |
| | ПК общий балл | | | 70 |
| 4. | 3. Итоговый контроль | | | |
| 4.1 | Письменно (тест) | 3 (30) | 10 (1) | 30 |
| | Общий балл | | | 30 |
| | Максимальный балл по дисциплине | | | 100 |

ОСЕННИЙ СЕМЕСТР

| | | | сентябрь | | октябрь | | | | ноябрь | | | | декабрь | | | | январь | | | | |
|---|-----------|--------------|----------|------|---------|-------|------|------|--------|-------|------|-----|---------|-------|-------|-----|--------|-------|-------|-------|----|
| | | | 2-7 | 9-14 | 16-21 | 23-28 | 30-5 | 7-12 | 14-19 | 21-26 | 28-2 | 4-9 | 11-16 | 18-23 | 25-30 | 2-7 | 9-14 | 16-21 | 13-18 | 20-25 | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1 | ТК 40% | Практический | 4 | | 3 | | 4 | | 3 | | 5 | | 3 | | 3 | | 7 | | | 29 | |
| | | СРС | | | | 5 | | | | | 5 | | 5 | | 5 | | | | 5 | | 11 |
| 2 | ПК – 30 % | | | | | | | | | | | | | | | | | | | 30 | |
| | ИК – 30% | | | | | | | | | | | | | | | | | | | 30 | |
| | Итого | | 23 | | | | 23 | | | | 24 | | | | | | | | 100 | | |
| | Итого | | 20 | | | | 55 | | | | 70 | | | | | | | | 100 | | |

| | | | | |
|--------------------------------|--------|-------|-------|------|
| Оценка | 5 | 4 | 3 | 2 |
| Рейтинг | 86-100 | 71-85 | 55-70 | < 55 |
| Показатель усвоения дисциплины | 43-50 | 36-42 | 28-41 | <28 |

4.2 Критерии оценок знаний студентов по дисциплине «История Великобритании и США»

4.2.1 Критерии оценок ТК

Критерии оценок

Студент получает 1 балл за активное участие в семинарах и практических занятиях, использование материалов лекций, дополнительной литературы, всестороннее освещение вопросов, умение аргументировано доказывать свою точку зрения.

Студент получает 0,7 балла за активное участие в семинарах и практических занятиях, использование материалов лекций и дополнительной литературы.

Студент получает 0,5 балла за активное участие в семинарах и практических занятиях, использование материалов лекций.

Студент получает 5 баллов за активное участие в проектах, использование материалов лекций, дополнительной литературы, всестороннее освещение вопросов, умение аргументировано доказывать свою точку зрения, креативность и творческий подход

Студент получает 4 балла за активное участие в проектах, использование материалов лекций и дополнительной литературы. и творческий подход

Студент получает 3 балла за активное участие в проектах, использование материалов лекций.

Студент получает 1 балл за самостоятельные письменные работы в случае всестороннего освещения вопросов, умения аргументировано доказывать свою точку зрения, излагать материал без грамматических и стилистических ошибок.

Студент получает 0,7 баллов в случае всестороннего освещения вопросов, не допуская при этом грамматических и стилистических ошибок.

Студент получает 0,5 баллов в случае неполного освещения вопросов и наличия грамматических и стилистических ошибок.

Студент получает 1 балл в случае подготовки презентации с привлечением основной и дополнительной литературы и ее последующей защитой.

Студент получает 0,7 балла в случае подготовки презентации с привлечением основной и дополнительной литературы.

Студент получает 0,5 балла в случае подготовки презентации с привлечением только основной литературы.

Тестирование

Студент получает от 4,3 до 5 баллов при выполнении тестовых заданий на 86 и 100 %

Студент получает от 3,5 до 4,3 баллов при выполнении тестовых заданий на 71 и 85 %

Студент получает от 2,8 до 3,5 баллов при выполнении тестовых заданий на 56 и 70 %

Тестирование

Студент получает от 25,8 до 30 баллов при выполнении тестовых заданий на 86 и 100 %

Студент получает от 21,3 до 25,8 баллов при выполнении тестовых заданий на 71 и 85 %

Студент получает от 16,8 до 21,3 баллов при выполнении тестовых заданий на 56 и 70 %

4.2.2 Критерии оценок ПК

Студент получает от 26 до 30 баллов за письменные работы во время промежуточного контроля в случае всестороннего освещения вопросов, умения аргументировано доказывать свою точку зрения, излагать материал без грамматических и стилистических ошибок.

Студент получает от 22 до 25 баллов за письменные работы в случае всестороннего освещения вопросов, не допуская при этом грамматических и стилистических ошибок.

Студент получает от 17 до 21 балла за письменные работы в случае неполного освещения вопросов и допуская при этом грамматические и стилистические ошибки.

4.2.3 Критерии оценок ИК

И.К.

Студент получает от 26 до 30 баллов на итоговом письменном экзамене, если он всесторонне раскрыл поставленную тему, изложил материал, не допуская грамматических или стилистических ошибок.

Студент получает от 22 до 25 баллов, если он всесторонне раскрыл поставленную тему, допустив при этом незначительное количество грамматических или стилистических ошибок.

Студент получает от 17 до 21 баллов, если предложенная тема раскрыта неполностью, допущены серьезные грамматические и стилистические ошибки.

5. ИНФОРМАЦИОННО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1. ОСНОВНАЯ ЛИТЕРАТУРА

| № | Автор, наименование работы, вид, издание, год, объем (в страницах) | Кол-во в библиотеке |
|---|--|---------------------|
| 1 | Yakubov I. English speaking countries. Tashkent, 2004. | 5 |

| | | |
|---|---|---|
| 2 | Sabirova N, Atakhanova G. The United Kingdom of Great Britain and Northern Ireland, the USA. – T., 2008 | 5 |
| 3 | Khimunina T.N, Customs, traditions and Festivals of Great Britain. - M., 1984 | 6 |
| 4 | Burlakova V.V. The United Kingdom of Great Britain and Northern Ireland. - Leningrad, 1977. | 6 |

5.2. ДОПОЛНИТЕЛЬНАЯ ЛИТЕРАТУРА

| № | Автор, наименование работы, вид, издание, год, объем (в страницах) | Кол-во в библиотеке |
|----|--|---------------------|
| 1. | Kulidi O V LECTURES ON COUNTRY STUDY. – Gulistan, 2010 (http://www.ziyonet.uz) | 5 |
| 2 | Леонович О.А. Страноведение Великобритании.- М.,2004. | 6 |
| 3 | Павловская А.В. Англия и англичане. - М., 2005. | 5 |
| 4 | Павлоцкий В.М. Знакомство с Америкой. - С. - Петербург: 1997 г. | 5 |
| 5 | Malkok A.M., Smolniski F., Kral T. Celebrate! Holidays in the U.S.A. – Washington, 1994. | 2 |

TECHNOLOGY OF EDUCATION**Worksheet on topic 1**

| Steps | Activities to be done | Time allotted |
|-------|--|---------------|
| 1 | <p>The teacher's aims:</p> <p>To make students acquainted with the difference between the geographical notions.</p> <p>Identified educational objectives:</p> <p>To show four states on the map, to explain the difference between the geographical notions.</p> | 10 |

| | | |
|---|---|----|
| 2 | <p>Key questions of the lecture The UK geography and population</p> <p>1 The British Isles and Two States 2 The British People</p> | 60 |
| 3 | <p>Key questions of the practical class</p> <p>1. People's usual associations with the notions of the British Isles, Great Britain, England</p> <p>2. Nations of Celtic and Germanic origin</p> <p>3. The population of the UK</p> <p>4. People of Caribbean and Asian origin in Britain</p> | 40 |
| 4 | <p>Self study</p> <p>The Union Flag. The National Anthem. Sites and Landmarks, the most famous cities</p> | 40 |
| 5 | <p>Conclusions</p> | 10 |

Worksheet on topic 2

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To retell about the largest burial mounds, to explain the development of two distinct branches of the Celtic group of languages</p> <p>Identified educational objectives.</p> <p>To name the largest burial mounds, to name reminders of the Roman presence in Britain.</p> | 10 |

| | | |
|---|---|----|
| | | |
| 2 | <p>Key questions of the lecture The History of the UK. The ancient period</p> <ol style="list-style-type: none"> 1. Prehistoric Britain 2. The Pre-Celtic Period 3. The Celts 4. The Roman Period | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. What nations settled Britain before the Celts? 2. What three groups of people comprised the Celts? 3. What were the heathens? 4. What did towns look like in the Roman period? 5. Why did the Romans leave Britain? 6. Why did the Roman Britannia disappear so quickly? | 40 |
| 4 | <p>Self study</p> <p>The Hadrian wall. King Arthur. King Alfred.</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 3

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To tell about the legendary King Arthur and his part in the struggle against the Anglo-Saxons, to retrace the spread of Christianity</p> | 10 |

| | | |
|---|--|----|
| | <p>throughout Britain, to tell about the Scandinavian invasion.</p> <p>The identified educational objectives.</p> <p>To name tribes conquering Britain in different periods, to be able to explain why the political unification by the end of the tenth century was completed rather easily.</p> | |
| 2 | <p>Key questions of the lecture Germanic invasion</p> <ol style="list-style-type: none"> 1. The Anglo-Saxon settlement 2. Anglo-Saxon England 3. Struggle against the Viking raiders | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. What tribes invaded Britain in the 5th century? 2. Why is England called England? 3. What was the role of King Arthur? 4. What did Saxon villages look like? 5. What are the origins of the weekdays' names? 6. Who struggled against the Danes and Vikings in the 9th century? 7. How did King Ethelred II try to oppose new Danish raiders? | 40 |
| 4 | <p>Self study</p> <p>William the Conqueror. Magna Carta.</p> | 40 |
| 5 | <p>Conclusions</p> | 10 |

Worksheet on topic 4

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To characterize the Norman invasion, the cultural story of this period, to retrace the reasons of the reduction of great barons' power.</p> <p>Identified educational objectives:</p> <p>To describe the system of mutual duties and obligations, to explain the raise of the authority of the English monarch, to tell about Eisteddfod, to adduce the consequences of the Anglo-Norman invasion.</p> | 10 |
| 2 | <p>Key questions of the lecture The Medieval History</p> <ol style="list-style-type: none"> 1. The Norman Conquest (1066-1337) 2. The Medieval Period (1337-1485) | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. How did the struggle for the throne develop in 1066? 2. What system of social organization existed in the reign of William the Conqueror? 3. What was the appointment of the Domes day Book? 4. What king was the most successful in the row of the Plantagenet? 5. What did the social life look like under the Normans? 6. What was Magna Carta? | 40 |

| | | |
|---|--|----|
| | <p>7. What were the purposes of Simon de Montfort?</p> <p>8. Why did Henry VII bring Wales under the English Parliament?</p> <p>9. How did Parliament get its name?</p> <p>10. Why did feudalism decline in the Medieval period?</p> | |
| 4 | <p>Self study</p> <p>Britain's Overseas territories and the Commonwealth The Commonwealth Britain's main imports and exports</p> <p>Education. School education .Higher education. Oxford. Cambridge.</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 5

| Steps | Activities to be done | Time allotted |
|-------|--|---------------|
| 1 | <p>The teacher's aim's :</p> <p>To expose the essence of the system of government departments, to show the reasons of the rise of Protestantism in Britain.</p> <p>Identified educational objectives.</p> <p>To retell about the system of government departments, to name the majority religion in England.</p> | 10 |
| 2 | <p>Key questions of the lecture Widening horizons: England in the period of 1485-1603</p> <ol style="list-style-type: none"> 1. The Tudors 2. Britain in the reign of Elizabeth | 60 |

| | | |
|---|--|----|
| | | |
| 3 | <p>Key questions of the practical class</p> <p>1. What conditions did Henry VII bring for later Tudor greatness?</p> <p>2. By what deeds is Henry VIII remembered in history?</p> <p>3. Why is Elizabethan era considered the greatest period in English history?</p> | 40 |
| 4 | <p>Self study</p> <p>Language. English different languages. Ethnic minority languages.</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 6

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To show the close links between religion and politics of that period, to expose the ins and outs of the Civil War, to retell about the Bill of Rights.</p> <p>Identified educational objectives.</p> <p>To retell about contradictions between the Stuart monarchs and the House of Commons, to demonstrate the knowledge of main facts dealing with the Civil War and the Glorious Revolution.</p> | 10 |

| | | |
|---|---|----|
| 2 | <p>Key questions of the lecture Widening horizons: England in the 17th century 1603-1702</p> <ol style="list-style-type: none"> 1. England in the first half of the century 2. Oliver Cromwell and Protectorate 3. The Glorious Revolution | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. Who and when organized the Gunpowder Plot? 2. How is the reign of James I characterized? 3. What political parties existed in the 17th century? 4. What were the reasons of the outbreak of the Civil War? 5. What was the Commonwealth? 6. What was the Protectorate? 7. What were the distinctive features of the reign of Charles II? 8. How did the Glorious revolution happen? 9. Under whose rule was the Kingdom of Great Britain formed? | 40 |
| 4 | <p>Self study</p> <p>The Cultural Life of England .Prominent writers, artists, musicians and etc.</p> <p>National Identity National costumes. National flowers. National days</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 7

| Steps | Activities to be done | Time |
|-------|-----------------------|------|
|-------|-----------------------|------|

| | | |
|---|--|----------|
| | | allotted |
| 1 | <p>The teacher's aims:</p> <p>To expose the political composition of Parliament, to explain the prerequisites of the Industrial Revolution and its consequences</p> <p>Identified educational objectives.</p> <p>To retell about the political composition of Parliament, to explain the prerequisites of the Industrial Revolution and its consequences.</p> | 10 |
| 2 | <p>Key questions of the lecture England in the 18th century</p> <ol style="list-style-type: none"> 1. The Whigs and the Tories 2. Britain's first Prime Minister 3. Industrial revolution | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. What role did Robert Walpole play in the reign of George I and George II? 2. What countries did England fight against in this period? 3. Under whose reign did Britain recognize American independence? 4. How was the UK of Great Britain and Ireland established? | 40 |
| 4 | <p>Self study</p> <p>Leisure and food. National games. Festivals. Leisure time. National meals</p> <p>The British Economics. Heavy industry. Light manufacturing.</p> | 40 |

| | | |
|---|--|----|
| | Means of communication. Transportation | |
| 5 | Conclusions | 10 |

Worksheet on topic 8

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To characterize the British Empire as a whole, reforms in political and public life.</p> <p>Identified educational objectives:</p> <p>To name the main components of the British Empire, to name reforms in political and public life.</p> | 10 |
| 2 | <p>Key questions of the lecture England in the 19th century</p> <ol style="list-style-type: none"> 1. Agrarian revolution 2. Social problems 3. British Empire 4. Technical innovations | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. Why is Victorian epoch named prosperous? 2. Why did Luddites' uprising happen? 3. What Acts were adopted in this period? 4. What countries were parts of the British Empire? 5. What kind of victory is recorded in the name of Trafalgar | 40 |

| | | |
|---|--|----|
| | <p>square?</p> <p>6. How did the victory over Napoleon effect the further extension of the Empire?</p> <p>7. Why did England enter the Crimean War?</p> <p>8. What were the changes in social structure?</p> <p>9. What were the aims of the Chartist Movement?</p> <p>10. What were the technical innovations of that period?</p> | |
| 4 | <p>Self study</p> <p>The British geographical diversity, habitat preferences in Britain.</p> <p>The Cultural Life of Wales Prominent writers, artists, musicians and etc.</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 9

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To retell about the period of extremism and the fight of the working class for their rights, to characterize the international and domestic situation before, during and after the World Wars.</p> <p>Identified educational objectives:</p> <p>To expose what the Suffragettes were, to name the date of a General Strike, to characterize the international and domestic situation before, during and after the World Wars.</p> | 10 |
| 2 | Key questions of the lecture England in the 20th century | 60 |

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|----------|--|-----------|
| | <ol style="list-style-type: none"> 1. The United Kingdom in the 1st Half of the 1900s 2. Britain in the Second Half of the 20th Century 3. Modern Britain 4. Present-Day Britain | |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. What were the Suffragettes? 2. What Acts were adopted in this period? 3. How did Britain participate in World War I? 4. How did Britain participate in World War II? 5. What were the reasons of the Empire's breaking up? 6. What new queen entered the political arena? 7. What is devolution? 8. What was the contribution of Margaret Thatcher as a politician? | 40 |
| 4 | <p>Self study</p> <p>The Cultural Life of Scotland. Prominent writers, artists, musicians and etc.</p> <p>The Cultural Life of Northern Ireland. Prominent writers, artists, musicians and etc.</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 10

| Steps | Activities to be done | Time allotted |
|-------|-----------------------|---------------|
|-------|-----------------------|---------------|

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|---|--|----|
| 1 | <p>The teacher's aims.</p> <p>To characterize Greater London from different sides. To show how diverse the composition of Southern England is. To name the most important cities of the Midlands, to tell about Stratford-on-Avon and Nottingham. To name and show on the map the main cities of Northern England, to characterize the industry of this region, to show the romantic side of Northern England. To characterize each part of Scotland, to make students acquainted with an artistic heritage of Glasgow and the capital of Scotland Edinburgh, to tell about the capital of Northern Ireland Belfast, Welsh identity.</p> <p>Identified educational objectives.</p> <p>To name the main parts of London, to prove or disprove that London is still the most prominent city in Europe. To characterize in short each part of Southern England. To name the most important cities of the Midlands. To name and show on the map the main cities of Northern England, to characterize the industry of this region, to name the most famous poets who lived in the region. To characterize three parts of Scotland, to be able to tell about the main cities of Scotland, Northern Ireland and Wales</p> | 10 |
| 2 | <p>Key questions of the lecture British regionalism</p> <ol style="list-style-type: none"> 1. London 2. Southern England. 3. The Midlands. 4. Northern England. 5. Scotland 6. Wales 7. Northern Ireland | 60 |
| 3 | <p>Key questions of the practical class</p> | 40 |

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| | <p>1. Popularity of London as a tourist destination.</p> <p>2. The country of Kent, the West Country, East Anglia and their peculiarities.</p> <p>3. The Midlands (the Black Country and the Potteries).</p> <p>4. Northern England as the heart of the industrial revolution.</p> <p>5. Subdivision of Scotland into three parts.</p> <p>6. The biggest cities of Scotland.</p> | |
| 4 | <p>Self study</p> <p>Religion and church in Britain. Customs and traditions. Holidays.</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 11

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>Teacher's aims:</p> <p>To explain the term "identity" and its components, to tell about the organization of public life in Britain. To tell about the most ancient divisions of England, stereotypes of this division. To show "inverted" features of the class structure in Britain, to explain the term "received pronunciation" and "inverted snobbery." To identify the role of religion and politics in the life of British people.</p> <p>Identified educational objectives:</p> <p>To explain the term "identity" and its components, to tell about the organization of public life in Britain. To tell about the most ancient divisions of England, stereotypes of this division. To characterize the class structure of Britain, to</p> | 10 |

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| | demonstrate the knowledge of the clearest indication of a person's class, to explain the term "received pronunciation" and "inverted snobbery". To tell about the role of religion in the life of British people. | |
| 2 | <p>Key questions of the lecture Ethnic, religious and political identity</p> <ol style="list-style-type: none"> 1. The native British 2. Geographical identity. 3. Class. 4. Belonging to church or party. | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. The sense of cultural identity of the Scotts. 2. Symbols of Welsh identity. 3. The place of immigrants in the present day Britain, the problems they face. 4. The connection of the accent with the geographical area. 5. Different classes' sets of attitudes and daily habits. 6. Standard British English" or "Received Pronunciation". 7. Ways of people's identifying themselves. 8. The phenomenon of "inverted snobbery." 9. The part of religion in modern Britain. 10. Everyday personal contacts value. 11. A separation between the individual and the state. 12. Defensive forms of patriotism. 13. Openness to foreign influences. | 40 |

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| 4 | Self study Customs and traditions. Holidays. | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 12

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To show political ignorance of common British people and their unwillingness to be involved into political affairs. To make students acquainted with the style of democracy in Britain. To tell about the history of the existing political system and its specific features. To make students acquainted with the British Parliament. To show the part of Prime Minister and the Cabinet. To make students acquainted with the system of elections and two main parties of Britain. To tell about the Judiciary and Criminal Law in Britain.</p> <p>Identified educational objectives.</p> <p>To reveal the public attitude to politics. To picture the main traits of the British democracy. To tell about the history of the existing political system and its specific features. To reveal the notion of the Legislature, to tell about the composition of the House of Commons and the House of Lords. To show the part of Prime Minister and the Cabinet. To tell about the system of elections and two main parties of Britain. To tell about the Judiciary and Criminal Law in Britain.</p> | 10 |
| 2 | <p>Key questions of the lecture British Institutions</p> <p>1. Political life. 2. The style of democracy.</p> | 60 |

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| | 3. The Constitution 4. The Parliament 5. The Executive Prime Minister and Cabinet 6. Elections and Political Parties 7. The Judiciary and Criminal Law | |
| 3 | Key questions of the practical class 1. The attitude to politics and politicians. 2. Not having identity cards. 3. Lack of a “Freedom of Information Act.” 4. The State system. 5. The Constitution. 6. The monarchy. 7. The Parliament branches. 8. The duties of a Shadow Cabinet. 9. The election procedure. 10. The election history. 11. The part of the justices of peace in the judiciary. 12. The prominent people’s contribution. | 40 |
| 4 | Self study The police | 40 |
| 4 | Conclusions | 10 |

Worksheet on topic 13

| Steps | Activities to be done | Time |
|-------|-----------------------|------|
|-------|-----------------------|------|

| | | allotted |
|---|---|----------|
| 1 | <p>The teacher's aims:</p> <p>To wash away stereotypes derived from books and songs written a long time ago. To show the attitude of the British to education. To reveal the notion "multiculturalism" in British life. To show what place conservatism holds in British mentality. To reveal the notion of British difference. To show how the British character is displayed through their love of nature and animals. To show that being friendly in Britain involves showing demonstrating that you are not bothering with the formalities. To reveal areas of amateur participation in public life.</p> <p>Identified educational objectives:</p> <p>To name changes taking place in the modern British society. To reveal the attitude of the British to education. To reveal the notion "multiculturalism" in British life. To show what place conservatism holds in British mentality. To reveal the notion of British difference. To show how the British character is displayed through their love of nature and animals. To show that being friendly in Britain involves showing demonstrating that you are not bothering with the formalities. To reveal areas of amateur participation in public life.</p> <p>To reveal areas of amateur participation in public life.</p> | 10 |
| 2 | <p>Key questions of the lecture Customs and Traditions</p> <ol style="list-style-type: none"> 1. Stereotypes and change 2. English versus British. 3. Multiculturalism. 4. Conservatism. 5. Being different. 6. The love of nature and animals. 7. Formality and informality. 8. Public spiritedness and amateurism. | 60 |

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| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. Signs of the British's being less inclined to follow traditions than others. 2. The change of typical British habits. 3. Problem understanding. 4. Anti-intellectualism as a counterweight to "high culture". 5. Advantages and disadvantages of a multicultural society. 6. Conservatism as a token of Britishness. 7. Being different for the British. 8. Popular hobbies in Britain. 9. The difference between formality and formalities. 10. The cult of the talented amateur. | 40 |
| 4 | <p>Self study</p> <p>Monarchy. Queen. The Royal Family</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 14

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To make students acquainted with the USA geographic specific features.</p> <p>To determine the role of transport in the economical</p> | 10 |

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| | <p>development of the country. To show the correlation between the industrial level and transport system. To prove that the history of America began long before Columbus's arrival, to demonstrate the positive role of immigration in the general development of America. To give the definition of the notion "metropolitan area," to show metropolitan areas of the USA, to demonstrate the nation's distribution, to explain the reasons of the "baby boom."</p> <p>Identified educational objectives:</p> <p>To show the USA on the map. To name its extent and number of states and adjoining countries To name the main waterways of the USA. To name the most available transport. To tell about the role of water transport in the life of the USA. To name the first settlers of the USA. To name the reasons of immigration from 1880 to 1920. To name the immigration composition nowadays. To show the largest cities on the map. To name their population.</p> <p>To reveal the meaning of the notion "metropolitan area." To show the largest of them (metropolitan area) on the map.</p> | |
| 2 | <p>Key questions of the lecture US population and geography</p> <ol style="list-style-type: none"> 1. Geography of the USA and its Specific Features. 2. Means of Communication and Transportation. 3. Population of the USA and its Specific Features. 4. The Big Cities of the USA and their Population. | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1 Where is the USA situated and what oceans is it washed by? 2 What fact does the diversity of the country stem from? 3 What is the role of American rivers in the economics of the | 40 |

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| | <p>country?</p> <p>4 What are the largest and the smallest states of the USA?</p> <p>5 What are the most important means of communication and transportation?</p> <p>What are the specific features of the USA population?</p> | |
| 4 | <p>Self study</p> <p>The cultural life of US. Prominent people of US</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 15

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims:</p> <p>To make students acquainted with New England specific features. To make students acquainted with the Middle Atlantic specific features. To make students acquainted with the South states specific features, to teach about Abraham Lincoln, and consider his motivation and decisions he made as president. To make students acquainted with the Midwest specific features.</p> <p>To make students acquainted with specific features of Mountain States.</p> <p>To make students acquainted with the Pacific coast states specific features</p> <p>Identified educational objectives:</p> <p>To show New England states on the map, to name them, to explain the origin of the name "New England," to make a collage on the theme. To show Middle Atlantic States on the map, to</p> | 10 |

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| | <p>name them to explain why the region is called the gateway to America, to name the ethnic composition of the region. To show South states on the map, to name them, to explain the resemblance between the South and English ways of life, to explain the origin of slavery, to retrace the history of slavery, to demonstrate an understanding of the basic issues underlying the Civil War and events leading up to the war. To show the Midwest states on the map, to name them, to explain why the region is called a beacon, and the nation's breadbasket, to explain how isolationism influences the world situation. To show Mountain States on the map, to name them, to compare the ethnic composition of the Mountain States and Midwest. To show the states on the map, to name them, to explain the notion the "Last Frontier".</p> | |
| 2 | <p>Key questions of the lecture American regionalism</p> <ol style="list-style-type: none"> 1. New England 2. Middle Atlantic 3. The South 4. The Midwest 5. Mountain States 6. The Southwest 7. The Pacific coast states- The West | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. What region has played a dominant role in the developing of America since the 17 century? 2. Why did the first settlers come to America? 3. What is the town meeting? 4. Why can it be called a primitive form of democracy? | 40 |

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| | <ol style="list-style-type: none"> 5. What are the main traits of New Englanders? 6. Why is the Middle Atlantic region called a gateway to America? 7. When and where was the Declaration of Independence adopted? 8. What is the ethnic composition of the Middle Atlantic? 9. How does the climate of South inspire the southerners? 10. What are main agricultures of the South? 11. Why did slavery become a serious problem for the South? 12. What was the result of the national political crisis in 1860? 13. What political party ended slavery? 14. When did the segregation come to the end? 15. In which period did the greatest writers of the century write? 16. Why was the Midwest called a beacon? 17. Why is the Midwest called the nation's breadbasket? 18. What fact influenced the end of the period of isolationism? 19. What are the most specific features of the Southwest? 20. What part do immigrants play in the development of the Pacific coast states? 21. What is Hollywood? | |
| 4 | <p>Self study</p> <p>Cities in the USA: New York, Los Angeles, Chicago, San Francisco, Philadelphia. The population's specific features Economics of the USA</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 16

| Steps | Activities to be done | Time allotted |
|-------|---|---------------|
| 1 | <p>The teacher's aims: to demonstrate to students that pre-colonial America wasn't a wild wasteland before the arrival of white immigrants. To demonstrate to students the initial motives of the first colonists and their failure to recognize the</p> | 10 |

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| | <p>Indian civilization. To make students acquainted with the fight of American colonies for Independence, and the basic facts of the War of Independence. To make students acquainted with the events, laws and technology that led Americans to move westward. To show the push-and-pull reasons of migration, to demonstrate the positive and negative role of monopolies in the US economy.</p> <p>Identified educational objectives: to demonstrate a basic understanding of Native American history. To be able to compare moral and material values of American Natives and European settlers. Students will make a conclusion how the War of Independence influenced the growth of American self-consciousness. Students will be able to create a timeline of the Westward Expansion of the USA. Students will be able to talk about the reasons of immigration, compare its push-and-pull reasons, to speak about the significance of Teddy Roosevelt's law.</p> | |
| 2 | <p>Key questions of the lecture American history</p> <ol style="list-style-type: none"> 1. Pre-colonial America. 2. Colonial America. 3. American independence. 4. 19th century expansion. 5. Industrialization and immigration. | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. What kind of tribes lived on the territory of the pre-colonial America? 2. What mode of life did the natives have? 3. What were the main steps of the British government closing to the beginning of the War of Independence? 4. What sort of people were the first settlers from Europe? 5. What role did immigrants play in the Westward Expansion? What was their life like on the frontier? 6. What was positive and negative in the activity of | 40 |

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| | monopolies in the USA and why did President Teddy Roosevelt have to adopt an anti-trust law? | |
| 4 | Self study The USA History .The Pilgrims. The Mayflower. | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 17

| Steps | Activities to be done | Time allotted |
|-------|--|---------------|
| 1 | <p>The teacher's aims: to explain the reasons of the US joining the First World War, to explain how the Great Depression influenced American history and state of the public mind. To explain the urgency of Roosevelt's New Deal, to retrace the development of war action in the Second World War. To explain the essence of the Truman Doctrine, the reasons of creating NATO, the essence of the Marshall Plan, to retrace the sequence of incidents throughout the world and their consequences. To retrace the process of racial integration. To retrace the course of war in Vietnam, to make students acquainted with the Watergate scandal, to expose the achievements of Richard Nixon. To expose Ronald Reagan's home and foreign policy.</p> <p>Identified educational aims: to explain the reasons of the US joining the First World War, to explain how the Great Depression influenced American history and state of the public mind. To expose the essence of the New Deal, to discuss how urgent was atomic bombing of Japan in August of 1945. To expose the essence of the New Deal, to discuss how urgent was atomic bombing of Japan in August of 1945. To name people who attempted to improve the situation of black people and other minorities. To be able to name the reasons of</p> | 10 |

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| | the US defeat in war in Vietnam, to explain the reasons of Nixon's resigning and Presidents Ford and Carter's unpopularity. To be able to name the reasons of the US defeat in war in Vietnam, to explain the reasons of Nixon's resigning and Presidents Ford and Carter's unpopularity. | |
| 2 | <p>Key questions of the lecture America and two world wars</p> <ol style="list-style-type: none"> 1. World War 1 and the roaring twenties 2. World War 2 and Franklyn Roosevelt's New Deal of 1933 3. Post-War America, the Cold War 4. Civil Rights 5. Crisis: Vietnam and Watergate 6. Right Wing reconstruction | 60 |
| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. Why did America break its policy of strict neutrality? 2. Why do we use the term "the Roaring Twenties"? 3. How actively did America take part in World War2? 4. Why did the issues of civil rights dominate in the 1950s and 1960s? 5. Why was the Watergate Scandal so fatal to Richard Nixon? 6. How did ordinary Americans react to the USA's being involved in Vietnam War? | 40 |
| 4 | <p>Self study</p> <p>Scientific research: Comparative analysis of British and Uzbekistani traditions.</p> <p>Scientific research : Comparative analysis of American and Uzbekistani traditions</p> | 40 |
| 5 | Conclusions | 10 |

Worksheet on topic 18

| Steps | Activities to be done | Time allotted |
|-------|--|---------------|
| 1 | <p>Teacher's aims: to make students acquainted with three branches of power and the Bill of Rights. To make students acquainted with the role of President and Vice-president in the political life of America. To make students acquainted with the composition of the House of Representatives and the Senate. To make students acquainted with the elections system of the USA, to compare it with that of Uzbekistan. To demonstrate to students the system of the Federal Judiciary and state government.</p> <p>Identified educational aims: to correspond three branches of power with government institutions, to name the most prominent amendments of the Bill of Rights. To name the main functions of the President and Vice-president. To be able to tell about the composition of the House of Representatives and the Senate. To expose the significance of the 1965 Voting Rights Act, to expose the essence of the Electoral College, to name the main parties and their interests. To name the types of Courts, to expose the contents of the 10th Amendment, to expose the structure of the Judicial systems. Peace Court – County Court – District Court – Appeals – the State Supreme Court.</p> | 10 |
| 2 | <p>Key questions of the lecture American Institutions</p> <ol style="list-style-type: none"> 1. The Constitution 2. The Presidency 3. Congress 4. Elections and Political Parties 5. The Federal Judiciary and State Government | 60 |

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| 3 | <p>Key questions of the practical class</p> <ol style="list-style-type: none"> 1. What is the American Constitution based on? 2. How are 10 Amendments to the Constitution called? 3. Who can be President of the USA? 4. Why has the importance of the Presidency increased? 5. What are President's rights? 6. What is the role of the Vice-president? 7. What two chambers does Congress consist of? 8. What is the composition of the House of the Representatives? 9. How many senators does each state have? 10. How often are senators elected? 11. What is the special privilege of the Senate? 12. What is the Voting Rights Act of 1965? 13. When does the President take office? 14. When and how are presidential candidates selected? 15. What is the principal difference between the Democrats and the Republicans? 16. What are the powers of the District Court, US Court of Appeals, and the Supreme Court? 17. How is the Governor of a state elected? 18. What is the structure of the judicial system of states? | 40 |
| 4 | <p>Self study</p> <p>Scientific research: Comparative analysis of two English speaking countries</p> <p>Synopsis Up to students' choice</p> | 40 |
| 5 | Conclusions | 10 |

PRACTICAL SESSIONS EXERCISES

Seminar # 1

The United Kingdom Geography and Population

The aims: to consolidate and develop students further knowledge on the topic "Geography and Population."

Equipment : a map, pictures, handouts

The teacher's questions:

1. People's usual associations with the notions of the British Isles, Great Britain, England
2. Nations of Celtic and Germanic origin

3. The population of the UK

4. People of Caribbean and Asian origin in Britain

1 The UK is situated ___ of Europe.

a on the north-west

b to the north-west

c to the north

d to the west

2 On the British Isles there are _____ states

a two

b three

c four

d five

3 On the British Isles there are _____ nations,

a four

b five

c two

d three

4 The political unification of Ireland and England, Wales and Scotland was completed in _____.

a 1800

- b 1922
- c 1792
- d 1868

Questions for discussion

1. What does the Union Flag stand for and how should it be flown?
2. What are the words of the National Anthem?
3. What are Britain's overseas territories?
4. What is the Commonwealth?

Seminar #2

The history of the United Kingdom

The ancient period

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. What nations settled Britain before the Celts?
2. What three groups of people comprised the Celts?
3. What were the heathens?
4. What did towns look like in the Roman period?
5. Why did the Romans leave Britain?
6. Why did the Roman Britannia disappear so quickly?

1. The political unification of Ireland and England, Wales and Scotland was completed in ____.

- a 1800
- b 1922
- c 1792
- d 1868

2. Nations belonging to the Celtic race:

- a England
- b Wales, Ireland
- c lowland Scotland
- d Ireland, Wales, highland Scotland

3. Nations not belonging to the Germanic race:

- a Irish Gaelic
- b Scottish Gaelic
- c Scottish Gaelic and Welsh
- d Irish Gaelic, Scottish Gaelic and Welsh

4. Silbury Hill is ____.

- a a museum
- b monument
- c the largest burial mound
- d University

5. The tribes which experienced direct Roman rule:

- a the Britons in England and Wales
- b the Britons in Wales
- c the Gaels in Ireland
- d the Gaels in Wales

6. The Romans left:

- a villas
- b baths
- c temples
- d all mentioned

Seminar #3

The history of the United Kingdom

The Germanic invasion

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. What tribes invaded Britain in the 5th century?
2. Why is England called England?
3. What was the role of King Arthur?
4. What did Saxon villages look like?

5. What are the origins of the weekdays' names?
 6. Who struggled against the Danes and Vikings in the 9th century?
 7. How did King Ethelred II try to oppose new Danish raiders?
-
1. Whose way of life predominated in England and Scotland by the end of the 6th century?
 - a Celtic Britons
 - b the Romans
 - c the Anglo-Saxons
 - d the Danes
 2. The Anglo-Saxons were:
 - a Pagan
 - b Christians
 - c Protestants
 - d Catholic
 3. The Germanic invaders in the 8th century were _____.
 - a Vikings
 - b Danes
 - c the Romans
 - d Vikings and Danes

Seminar #4

The history of the United Kingdom

The Medieval History

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. How did the struggle for the throne develop in 1066?
 2. What system of social organization existed in the reign of William the Conqueror?
 3. What was the appointment of the Domes day Book?
 4. What king was the most successful in the row of the Plantagenet?
 5. What did the social life look like under the Normans?
 6. What was Magna Carta?
 7. What were the purposes of Simon de Montfort?
 8. Why did Henry VII bring Wales under the English Parliament?
 9. How did Parliament get its name?
 10. Why did feudalism decline in the medieval period?
-
1. Find the odd statement conformably to the division of British history into periods
 - a The Norman soldiers were given the ownership of land
 - b A strict feudal system was imposed.
 - c Barons were directly responsible to the king.
 - d The Anglo-Saxons had little use for towns and cities.

 - 2 The basis of the legal system in Britain is
 - a Anglo-Saxon concept of law

- b Roman law
- c the Norman Conquest
- d the English class system

3 The purpose of the Bill of Rights was to

- a to limit some of the powers of the monarch
- b to limit the power of Members of Parliament
- c to limit the power of the Presbyterian Church
- d to invite a king from abroad

4. In the Medieval Period it was difficult to enforce the king power. Name the odd reason:

- a the hilly landscape
- b bubonic plague
- c the shortage of labor
- d the arrival of Saxon aristocrats

5. Why weren't the feudal barons any longer needed for implementing government policy?

- a a system of government departments was established
- b the traditional ties between lords and peasants weakened
- c the barons were weakened by the wars of the Roses
- d the Black death killed a third of the population

6. It was more important for monarchs to get the agreement of the Commons because it

consisted of .

- a aristocracy
- b the leaders of the Church
- c powerful merchants
- d merchants and landowners

Seminar #5

The history of the United Kingdom

Widening horizons: England in the period of 1485-1603

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. What conditions did Henry VII bring for later Tudor greatness?
2. By what deeds is Henry VIII remembered in history?
3. Why is Elizabethan era considered the greatest period in English history?

1. The direct cause of the rise of Protestantism was

- a political
- b doctrinal
- c industrial
- d political and personal

Seminar #6

The history of the United Kingdom

England in the seventeenth century

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. Who and when organized the Gunpowder Plot?
2. How is the reign of James I characterized?
3. What political parties existed in the 17th century?
4. What were the reasons of the outbreak of the Civil War?
5. What was the Commonwealth?
6. What was the Protectorate?
7. What were the distinctive features of the reign of Charles II?
8. How did the Glorious revolution happen?
9. Under whose rule was the Kingdom of Great Britain formed?
 1. Oliver Cromwell after the Civil War became
 - a King
 - b Prince of Wales
 - c Lord Protector
 - d Pope of Rome
 2. After Cromwell's death his system of government became unpopular because
 - a any forms of amusement had been banned during the years of his being in power
 - b the Anglican Church was restored

- c the son of the executed King was asked to return
 - d full rights were given to Catholics
3. The Glorious Revolution means
- a full of roses
 - b bloodless
 - c industrial
 - d puritan

Seminar #7

The history of the United Kingdom

England in the eighteenth century

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. What role did Robert Walpole play in the reign of George I and George II?
2. What countries did England fight against in this period?
3. Under whose reign did Britain recognize American independence?
4. How was the UK of Great Britain and Ireland established?

1. The Tories had respect for .
 - a hard work and thrift
 - b Dissenters
 - c monarch and aristocracy together

d the idea of monarchy and the Anglican Church

2. Name the odd reason of Britain's stability in the 18th century:

a new markets in America

b the destruction of the Celtic way of life

c advances in agriculture

d innovations in manufacturing

3. Areas of land available for use by everybody are called

a efficient farms

b common land

c rural areas

d public parks

4. Prestige rests in Britain on

a business

b trade

c possession of land

d industrialization

Seminar #8

The history of the United Kingdom

England in the nineteenth century

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. Why is Victorian epoch named prosperous?
2. Why did Luddites' uprising happen?
3. What Acts were adopted in this period?
4. What countries were parts of the British Empire?
5. What kind of victory is recorded in the name of Trafalgar square?
6. How did the victory over Napoleon effect the further extension of the Empire?
7. Why did England enter the Crimean War?
8. What were the changes in social structure?
9. What were the aims of the Chartist Movement?
10. What were the technical innovations of that period?

1. What country is described in the passage below?

British officers spent most of their working lives there and returned to Britain when they retired.

- a Canada
 - b Australia
 - c New Zealand
 - d India
2. What new attitude towards colonization was in Britain in the 19th century?
 - a to possess territory
 - b to found a settlement
 - c to develop commerce
 - d to govern the area

3. Name the wrong statement:

"The white man's burden" meant ____

- a to be the rulers of an empire
- b to spread culture around the world
- c to spread civilization
- d to have moral obligation

4. Name the odd reason of turning Britain into a democratic society:

- a political reforms
- b laws against slavery
- c laws against people on the basis of religion
- d public services were set up

Seminar #9

The history of the United Kingdom

England in the twentieth century

The aims: to retrace the development of the main historical events, to explain the reasons of some of them

Equipment: slides, pictures, handouts

The teacher's questions:

1. What were the Suffragettes?
2. What Acts were adopted in this period?
3. How did Britain participate in World War I?
4. How did Britain participate in World War II?
5. What were the reasons of the Empire's breaking up?

6. What new queen entered the political arena?
7. What is devolution?
8. What was the contribution of Margaret Thatcher as a politician?

Seminar #10

British Regionalism

The aims: to train students in identifying different parts of Great Britain.

Equipment: a map, pictures handouts

The teacher's questions.

1. Popularity of London as a tourist destination.
 2. The country of Kent, the West Country, East Anglia and their peculiarities.
 3. The Midlands(the Black Country and the Potteries).
 4. Northern England as the heart of the industrial revolution.
 5. Subdivision of Scotland into three parts.
 6. The biggest cities of Scotland.
1. Name the odd reason of the pollution in the capital of England:
 - a smog
 - b the heating of homes with open coal
 - c the use of the motor-car
 - d weather
 2. What is the other name of "the square mile"?
 - a the City
 - b the West End
 - c the East End

d Westminster

3 Which place is known as "the garden of England"?

a the Downs

b the county of Kent

c Devonshire

d Exmore

4. The "Black Country" is ____.

a the Midlands

b Southern England

c Northern England

d Scotland

5. The symbol of Industrial Revolution for the Englishmen is ____.

a the Midlands

b Southern England

c Northern England

d Ireland

6. The city, which was named the European City of Culture in 1990.

a London

b Glasgow

c Edinburgh

d Cardiff

7. The communication in Wales between the South and North is difficult because of ____.

- a landscape
- b transport
- c traditions
- d population

Questions for discussion.

1. Speak about London according to the following plan:

1.1. The History of London.

- Roman troops' invasion in the summer of AD 43.
- Normans' invasion in 1066.
- The great fire of 1666.

1.2..The Sights of London.

- The Houses of Parliament and Big Ben.
- Westminster Abbey.
- Buckingham Palace.
- The Tower of London.
- Tower Bridge.
- Piccadilly Circus.
- St Paul's Cathedral.
- The British Museum.
- Hyde Park.
- Whitehall.

- Royal Greenwich Observatory.

2. Speak about the biggest cities of Great Britain.

2.1. Stradford-upon-Avon.

2.2. Oxford.

2.3. Cambridge.

2.4. Cardiff.

2.5. Birmingham.

2.6. Sheffield.

2.7. Manchester.

2.8. Belfast.

Seminar #11

Ethnic , Religious and Political Identity.

The aims: to train students in identifying cultural differences in Great Britain.

Equipment: handouts

The teacher's questions.

1. The sense of cultural identity of the Scots.
2. Symbols of Welsh identity.
3. The place of immigrants in the present day Britain, the problems they face.
4. The connection of the accent with the geographical area.
5. Different classes' sets of attitudes and daily habits.
6. Standard British English" or "Received Pronunciation".
7. Ways of people's identifying themselves.
8. The phenomenon of "inverted snobbery."

1. Name the odd factor of nation identity:
 - a education
 - b law
 - c religion
 - d fashion

2. Why do the majority of the Welsh not consider themselves especially Welsh?
 - a the organization of public life is identical to that in England
 - b English people make their homes in Wales
 - c English people have holiday houses in Wales
 - d There are many well-known symbols of Welshness

3. The lack of family identity in Britain is reflected in ____ . Name the odd reason.
 - a the size of households
 - b the composition of households
 - c the big proportion of alone elderly people
 - d the rise of marriage

4. Many English people see themselves as
 - a Liverpudlians
 - b Mancunians
 - c Geordies
 - d Northerners and Southerners

5. The class system in Britain has survived because of ____ . Name the odd reason.

- a it has been possible to buy your way up
- b - // - to marry your way up
- c - // - to work your way up
- d meal habits

6. RP is usually associated with:

- a a particular university
- b a particular town
- c the Queen's English
- d a particular religion

Questions for discussion

1. What are the main ethnic minority languages?
2. Why is English spoken with different accents?
3. Why are many English words pronounced differently?
4. What are the Highland Games?
5. What are Britain's national costumes?
6. What are Britain's national flowers?
7. What is haggis?

Seminar #12

Ethnic, Religious and Political Identity.

Part 2

The aims: to develop student's knowledge about religious and political identity.

The teacher's questions.

1. The part of religion in modern Britain.
 2. Everyday personal contacts value.
 3. A separation between the individual and the state.
 4. Defensive forms of patriotism.
 5. Openness to foreign influences.
1. The most important part of social identity in Britain is ____.
 - a profession
 - b sport
 - c pub
 - d interests
 2. Which factor has a comparatively minor role in establishing identity in Northern Ireland?
 - a family
 - b politics
 - c religion
 - d social class
 3. Patriotism often takes a rather defensive form because of
 - a sense of vulnerability
 - b patronizing attitude to foreigners
 - c open hostility to people from other countries
 - d openness to foreign influences

Questions for discussion

1. Does Britain have a National Day?
2. Which religions are represented in Britain?
3. Why does Britain have four teams in international sporting tournaments?
4. Speak on the changes that have taken place in the religious situation in Britain according to the following plan:
 - 4.1. A decline in the more traditional churches.
 - 4.2. A large growth in sects among the people who reject the Establishment and seek a new lifestyle or turn to the sects for comfort.
 - 4.3. The rapid growth of non-Christian religions.
 - 4.4. Religious freedom in Britain.

Seminar #13

British Institutions

The aims: to consolidate the specific features of British state political system, to broaden students' mental outlook.

Equipment: handouts, pictures

The teacher's questions.

1. The attitude to politics and politicians.
2. Not having identity cards.
3. Lack of a "Freedom of Information Act."
4. The State system.
5. The Constitution.

6. The monarchy.
 7. The Parliament branches.
 8. The duties of a Shadow Cabinet.
 9. The election procedure.
 10. The election history.
 11. The part of the justices of peace in the judiciary.
 12. The prominent people's contribution.
-
1. The executive power in Britain is represented by
 - a the House of Lords
 - b the House of Commons
 - c the Prime Minister and Cabinet
 - d the Queen

 2. Most British regard politics as
 - a. a boring topic for conversation
 - b. a dangerous topic
 - c. a radical change in the style of life
 - d. a complete disenchantment

 3. The position of Prime Minister is based on
 - a. convention
 - b. statute
 - c. absolute monarchy

d. the electoral system

4. The British constitution is based on _____. Name the odd fact.

a. the Magna Carta

b. case law

c. customs convention

d. religion

5. The final court of appeal is

a. the House of Lords

b. the Crown Court

c. the High Court of Justice

d. a Magistrate's Court

Questions for discussion

1. What are the origins of the names of the main political parties?

2. How is the Speaker chosen?

3. Why does the Queen have two birthdays?

4. Why is the heir of the throne called the Prince of Wales?

5. What does "Royal" mean in the context of Royal Borough of..., Royal society of...?

6. What are the Royal Warrants?

7. How are the police organized?

8. When can the police carry guns?

9. What is the difference between a judge, a barrister, and a solicitor?

10. Why are wigs worn by lawyers?
11. What is the Old Bailey?
12. What powers does the Queen have?
13. Why doesn't Britain have a written constitution?
14. Why are Ambassadors sent to the Court of St. James's?
15. How does Britain elect its government?

Seminar #14

Customs and Traditions.

The aims: to draw students to the comparative analysis of British customs and traditions with those of Uzbekistan.

Equipment: pictures, handouts

The teacher's questions.

1. Signs of the British's being less inclined to follow traditions than others.
2. The change of typical British habits.
3. Problem understanding.
4. Anti-intellectualism as a counterweight to "high culture".
5. Advantages and disadvantages of a multicultural society.
6. Conservatism as a token of Britishness.
7. Being different for the British.
8. Popular hobbies in Britain.
9. The difference between formality and formalities.
10. The cult of the talented amateur.

1. British identity is strongly revealed in:

- a patronizing foreigners
- b emigrating
- c different systems of measurement
- d personal responsibility

2. Change of stereotypes is constantly taking place in Britain which is obvious through _____. Name the odd index.

- a. drinking more coffee than tea.
- b. not following ancient customs by the majority of families
- c. having fewer local processions with genuine folk roots
- d. wearing of a bowler hat.

3. The Welsh

- a. are famous for exporting teachers to other parts of Britain
- b. place a high value on being quick and able with words
- c. do not encourage their children to go to University
- d. hold anti-intellectual attitudes

4. Being friendly in Britain involves _____. Name the odd index.

- a. kissing when meeting a friend
- b. not addressing someone by his or her title
- c. not saying "please" when making a request

d. not dressing smartly when entertaining guests

5. The basic part of modern British life is

a. voluntary activity

b. bothering with the formalities

c. government help

d. pleasing the authorities

Questions for discussion.

1. How do the British celebrate traditional and religious holidays?

1.1. Pancake Day

1.2. Guy Fawkes Night

1.3. Easter

1.4. Remembrance Day

1.5. Halloween

1.6. New Year

2. What and when are “bank holidays”?

3. Why do the British like going to the pubs? 4. How do the British spend their leisure time?

4. Is it true that many British dishes are named after places?

5. What is the British humor?

6. What and when are the Proms?

Seminar № 1

The Geography and Population of the USA

The aims: to consolidate and develop students further knowledge on the topic “Geography and Population.”

Equipment: a map, pictures, handouts

Teacher’s questions:

Where is the USA situated and what oceans is it washed by?

What fact does the diversity of the country stem from?

What is the role of American rivers in the economics of the country?

What are the largest and the smallest states of the USA?

What are the most important means of communication and transportation?

What are the specific features of the USA population?

Equipment: handouts, visual aids.

Speak about the largest cities of the USA according to the plan:

a) New York:

The largest city and port

The Statue of Liberty

Manhattan

Broadway

Harlem

Wall Street

The United Nations Organization

b) Los Angeles:

Disneyland

Hollywood

c) Chicago – “Windy City”

d) San-Francisco:

The Golden Gate Bridge

Cable Car

Chinatown

e) Philadelphia:

The declaration of Independence

Benjamin Franklin Parkway

The Liberty Bell

Scanning and skimming on the text: “Some ABC”s about Alaska” p.62, 63, 64

Finding the facts on the text: “Between the ways: Alaskan Eskimos today” p.66

Some ABC's about Alaska

Alaska

The name Alaska comes from the Eskimo language. It means "great land." Alaska's nickname is "Land of the Midnight Sun."

Anchorage

The financial center is Anchorage, the largest city in the state. It has a population of about 220,000.

Barrow

The most northern point in North America is Barrow. It is an Eskimo town, 330 miles above the Arctic Circle. From May 10 to August 2, the sun does not set in Barrow.

Cost of Living

People recently paid these prices in Anchorage:

Hamburger \$2.30-\$6.95

Cup of coffee 75 cents-\$1.50

Public bus fare 75 cents

"Alaska" T-shirt \$9.00-

\$12.00

Movie ticket \$ 6.00

Glass of beer \$1.00-\$2.25

Capital

The capital is Juneau, a small city of about 30,000 people.

Discovery

Vitas Bering discovered Alaska in 1741. He was a Danish sea captain who worked for Russia.

Earthquakes

Earthquakes are very common in Alaska. Alaskans often say, "I'll meet you after the afternoon shake."

Eskimos

The first Alaskans were Eskimos. They came to Alaska about 9,000 years ago.

Mountains

Alaska is the home of Mt. McKinley, the highest mountain (20,320 feet) in North America.

Oil

In 1968, oil was discovered in Alaska. "Black gold" helped make the state rich.

Population

In 1988 there were 539,940 people in Alaska. That is the smallest population of any state in the U.S.

Rivers

One of the longest rivers in North America, the Yukon, is in Alaska. It is 1,700 miles long.

Size

Alaska is the largest state in the USA – more than 570, 000 square miles. It is twice as big as the state of Texas.

Statehood

On January 3, 1959, Alaska became the 49th state of the 50 United States.

Temperature

The temperature in Alaska can vary from -66°F (-54°C)—the coldest in the United States—to 99°F (37°C).

Volcanoes

Katmai National Park is in Alaska. It is the home of the Valley of Ten Thousand Smokes, an area of live volcanoes.

Wildlife

Alaska is the home of the Alaskan brown bear, the Kodiak bear, the fur seal, the caribou, the king crab, and the Alaskan salmon.

Scanning

Read each question. Then look in the box and decide in which CATEGORY the answer belongs. Find the fact in "Some ABC's about Alaska."

CATEGORIES

Alaska Discovery Population Volcanoes

Barrow Earthquakes Size Wildlife

Cost of Living Eskimos Statehood

EXAMPLE: How big is Alaska?

Category: Fact: 570000 square miles

1. What animals can you find in Alaska?

Category: Fact:

2. When did Eskimos come to Alaska?

Category: Fact:

How many people were living in Alaska in 1980?

Category: Fact:

What does a cup of coffee cost in Alaska?

Category: Fact:

When did Alaska become a state?

Category: Fact:

6. Who discovered Alaska?

Category: Fact:

7. Where can you find many volcanoes?

Category: Fact:

Why is Barrow a good place for sun lovers in June and July?

Category: Fact:

What does Alaska mean?

Category: Fact:

Now make up your own questions for the rest of the class to answer.

Skimming

Alaska is a land of extremes—it has the biggest and the smallest, the most and the least of many things in North America. Quickly reread the article "Some ABC's about Alaska." Use the words in parentheses to find out facts about Alaska. Then write a sentence that gives this information.

EXAMPLE- (highest) Mt. McKinley is the highest mountain in North America.

(most northern)-----

(smallest)-----

(longest)-----

(largest)-----

(second newest)-----

(coldest)-----

BETWEEN THE WAYS: ALASKAN ESKIMOS TODAY

My name is Gerry Tongass. I am an Inuit, an Alaskan Eskimo. Some people think that all Eskimos live in igloos (snow houses), eat only raw fish, and spend most of their time fishing and hunting. The truth is very different.

There are a few Eskimos who live in igloos, but they live in the Canadian Arctic. Most Alaskan Eskimos live in villages and towns. For example, I live in Bethel, a city of about 4,500 people in southwest Alaska. Like most Alaskan Eskimos, I have never seen an igloo —except in pictures. My house is made of wood.

Right now, we Alaskan Eskimos are experiencing the biggest change in our long history. We are "between the ways"—the old ways of our people and the new ways of the white people. We used to get all of our food by hunting and fishing. Now we shop for food at the local supermarket. We used to make all of our clothes from animal skins. Now we wear clothes that we buy in department stores. We used to travel by dog sled. Now many of us use snowmobiles.

In many ways, our lives are the same as the lives of people in Chicago or Toronto. There are Eskimo bankers, doctors, and hotel owners. We have televisions and VCR's. We sit in chairs, cook on stoves, and sleep in modern beds. We use electricity and oil to heat our homes.

However, we have not completely forgotten the old ways. Some of my friends still hunt caribou. Older Eskimos teach young ones traditional songs and dances. Every summer Eskimo families travel hundreds of miles to the places where our ancestors fished. At these ancient fishing places, we fish with a spear— the same way our ancestors fished. While we are at these fishing places, we can feel the spirits of our

ancestors. It makes us feel good to be so close to the people and traditions of our past.

Finding the Facts

Gerry Tongass says that Eskimos are "between the ways." List some of the old and new ways in Eskimo life.

1. Old Eskimo Ways

A.

B.

C.

D.

2. New Eskimo Ways

A.

B.

C.

D.

1. The USA is

a the first largest country in the world

b the second largest country

c the third largest country

d the fourth largest country

2. The longest river in the USA is

a the Mississippi

b the Columbia

c the Yukon

d the Amazon

3. The only of the Great Lakes, which entirely lies on the territory of the USA

- a lake Superior
- b lake Michigan
- c lake Erie
- d lake Ontario

4. The largest state in the USA is

- a Alaska
- b Texas
- c California
- d Florida

5. The smallest state in the USA is

- a Hawaii
- b Rhode Island
- c Vermont
- d Delaware

6. Which state was the last to acquire "state" status?

- a Alaska
- b Ohio
- c Indiana

d Hawaii

QUESTIONS FOR THE SEMINAR

Geography and population of the USA

1. What is the part of the great northern ice cap in the geography of the USA?
2. What is the Central Agricultural Basin famous for?
3. What does the landscape of the USA look like?
4. What part does the Mississippi play in the life of the USA?
5. How does transportation reflect the level of economical development of the USA?
6. What is the most popular transport there and why?
7. Why is the USA called a “boiling pot”?
8. What continent was the main source of immigration for the USA and when?
9. What ethnic minorities live in the USA now?
10. Where do Americans prefer to live?
11. What is the most populous state?
12. What phenomenon is called “the baby boom”?

Seminar № 2

American Regionalism

The aims: to consolidate and develop students’ further knowledge on the topic «American Regionalism».

Equipment: handouts, a map

Activity: «Where you really want to live»

With the class, examine the satellite image of St. Louis on the back of the Geography Awareness Week poster. What can the students tell from the image about the population in and around St. Louis? Where is population the densest? Why is it densest there? What features indicate where and how people are living? Roads? Fields? Can students spot residential neighborhoods? An airport? Using a map of St. Louis for reference, have students identify the Illinois, Mississippi, and Missouri Rivers. Ask them to identify and explain at least three different patterns in the landscape. Can they suggest why the patterns occur where they do.

Where You Really Want to Live

Overview

Students rank states in order of preference as a place to live, and then create residential preference maps by quintile mapping the class data.

Materials

Photocopies of a residential preference survey form you create based on the sample opposite; political map of the U.S.; photocopies of the outline map; identical sets of five color pencils or markers for each group (using different hues of the same color works best)

Preparation

Prepare a residential preference survey form based on the sample opposite. List all 50 U.S. states and the District of Columbia, and Puerto Rico (optional).

Procedure

Tell students they are going to create a map of where in the United States they would really like to live. Post the political map at the front of the class and begin with a discussion: What do students like and dislike about each region?

What do they consider important in a place to live? Make a list of factors on the board. For example, climate weather terrain rural state versus a largely urban and suburban state. Crime. Schools. What about access to good movie theaters? Museums? Do they think it is important to be within reach of a large body of water. Alternatively, mountains? What about skiing? Consider asking students to rank the list.

Divide the class into group of four or five and hand out the forms. Tell the students they are going to plan a move. They can choose any state. (Have them examine the political map.) To begin, students should each complete a copy of the residential preference survey form to figure out in which state they would most like to live. When these are finished, have students tabulate the results by adding all of the individual number scores for each state on each form-e.g. , all the Alabama scores, all the Alaska scores, and so on. Have groups convene and pool all results, adding the number scores for each state from all the groups. Then divide the total for each state by the number of students to arrive at the class's preference ranking for each state. For example, assume the class was divided into 3 groups. The groups'

scores for Alabama were 17, 23, and 29. These total 69. Divide 69 by 17, the number of students in the class, and arrive at 4.06, Alabama's ranking. (Note: Students, for any number of reasons, may come up with only a handful of preferences. That's finding in itself. Ask them about states chosen and states not chosen.)

When all state scores have been determined, write them out in order on the board for the class, highest to lowest. Assign the top ten scores to the first quantile, the next ten to the second quantile, and so on (putting 11 into the fourth quantile, if you've included Puerto Rico), and 11 into the fifth (because of the District of Columbia). Assign colors to the quantiles (preferably the same colors used in the previous activity) and have the students as originally

grouped map the data- coloring states by their correct quantile. Look over the maps as a class and discuss the results. Are students surprised by their findings? Do any regional patterns emerge? Are there any preferences for coastal states? Mountain regions?

1. The centre of America's industrial revolution was

- a New England
- b Middle Atlantic
- c The South
- d The Midwest

2. The region known as the gateway to America is

- a New England
- b Middle Atlantic
- c The South
- d The Southwest

3. The birthplace of American Constitution is

- a Middle Atlantic
- b The South

- c The Southwest
 - d The Midwest
4. Negro spirituals were created in
- a The South
 - b The Southwest
 - c The West
 - d The Midwest
5. The USA's nation's bread-basket is
- a New England
 - b Middle Atlantic
 - c The South
 - d The Midwest
6. One can travel for miles in some areas without seeing signs of human life in ____
- a New England
 - b Middle Atlantic
 - c The South
 - d The Southwest
7. Americans long regarded the area as "Last Frontier"
- a Mountain States
 - b The South
 - c The West
 - d The Southwest
8. This region has only about 3 percent of the nation total population

- a The West
- b The Southwest
- c Mountain States
- d The Midwest

QUESTIONS FOR THE SEMINAR

American Regionalism

1. What region has played a dominant role in the developing of America since the 17 century?
2. Why did the first settlers come to America?
3. What is the town meeting?
4. Why can it be called a primitive form of democracy?
5. What are the main traits of New Englanders?
6. Why is the Middle Atlantic region called a gateway to America?
7. When and where was the Declaration of Independence adopted?
8. What is the ethnic composition of the Middle Atlantic?
9. How does the climate of South inspire the southerners?
10. What are main agricultures of the South?
11. Why did slavery become a serious problem for the South?
12. What was the result of the national political crisis in 1860?
13. What political party ended slavery?
14. When did the segregation come to the end?
15. In which period did the greatest writers of the century write?
16. Why was the Midwest called a beacon?
17. Why is the Midwest called the nation's breadbasket?
18. What fact influenced the end of the period of isolationism?
19. What are the most specific features of the Southwest?
20. What part do immigrants play in the development of the Pacific coast states?
21. What is Hollywood?

The scientific approach to the problem.

To what extent can you compare American and Uzbekistani regionalism?

Which region in the USA has most advantages from your point of view?

Where would you like to live and why? Substantiate your choice.

Imagine that the Civil War was lost by the Northerners and won by the Southerners. What consequences might occur and how would they influence the

destiny of the USA as an indivisible country?

SEMINAR#3

American History

Teacher's questions:

1. What kind of tribes lived on the territory of the pre-colonial America?
2. What mode of life did the natives have?
3. What were the main steps of the British government closing to the beginning of the War of Independence?
4. What sort of people were the first settlers from Europe?
5. What role did immigrants play in the Westward Expansion? What was their life like on the frontier?
6. What was positive and negative in the activity of monopolies in the USA and why did President Teddy Roosevelt have to adopt an anti-trust law?

Activity American Expansion.

Objectives:

- Students will create a timeline of The Westward Expansion of the US.
- Students will learn the events, laws and technology that led Americans to move westward.
- Students will practice summarizing paragraphs into sentences to make the timeline.
- Students will use the timeline to write an essay on a given topic.

Materials:

- Categorized Westward Expansion Cards (Land, Technology, and Motivation) for each of the changes that spurred westward settlement.
- Every student needs a blank sheet of paper or a clean notebook page.

Introduction: Using the sample provided as a guide, introduce the idea of a timeline and draw a short segment of one on the blackboard. Explain how to read it and use the same amount of detail that you want the students to use. Using the sample paragraph provided with the sample timeline, incorporate writing paragraph summaries into the introduction of timelines.

Activity:

1. Three groups of students will use the Westward Expansion Cards to construct a timeline of westward expansion (even though they work in groups, make sure that every student draws a timeline). At the very least students will include the year and a short description of the event on their timeline. One group of students will make a timeline of Territorial Expansion, another group of Technological Advance and the last group of Motivation to Move Westward.
2. Mix the groups that each student may show their timeline to students from other groups.
3. Give each of these new groups the questions to answer as a group.

Questions:

- What role did immigrants play in The Westward Expansion? What do you think their life was like on the frontier?
- How was the United States able to take advantage of war to gain more territory?
- Which one of the Technological Advancements was the most surprising to you? Why?
- Of the five territorial acquisitions discussed here, which one do you think is most important to America's economy today? Why?

Suggested homework: Students should talk with their parents or grandparents about the settlement of the area where they live. What do their older relatives know about the first human settlements in the area, the first governments or what people did when they first arrived in the area? Do they know any of the region's folklore? Students should summarize any facts or stories their relatives might know.

SEMINAR#4

America and two world wars

Teacher's questions:

1. Why did America break its policy of strict neutrality?
2. Why do we use the term "the Roaring Twenties"?
3. How actively did America take part in World War 2?
4. Why did the issues of civil rights dominate in the 1950s and 1960s?
5. Why was the Watergate Scandal so fatal to Richard Nixon?

6. How did ordinary Americans react to the USA's being involved in Vietnam War?

Activity Human Rights:

Objectives:

- Students will understand and be able to discuss the concepts of human rights, equality, justice, opportunity, and discrimination.
- Students will develop summarization skills.

Materials: None

Introduction/Summary Development through Questions: Students think of two relevant questions about the text. Discuss questions and lead class in developing a collaborative summary of the paragraph using their questions as a basis.

Teacher's Notes: Summarization Skills

Here some guidelines for writing a summary. You may want to review these guidelines formally with your students before writing a collaborative summary.

1. The first sentence is the most important. It should clearly state the main idea of the paragraph.
2. The second and third sentences should give specific examples that support the main idea.
3. The fourth sentence should again restate the main idea and refer to the examples in the second and third sentences.
4. Use your own words. Do not simply copy phrases from the original text.
5. It should be $\frac{1}{3}$ to $\frac{1}{2}$ as long as the original text.

In my opinion, women are equally as strong as men are. Physically, men may have larger muscles but women can have powerful muscles too if they exercise – just look at a professional women's soccer (football) team. Moreover, men may have more physical strength, but women are known to have more endurance and patience. Not only do women endure childbirth, an experience that many men fear, but in a majority of societies women are primarily responsible for raising children afterwards. If they have a career, this means they work twice as much as a man. It is very difficult to work all day in an office and then return home to work all evening at home. Cooking, cleaning, laundry, and all other tasks that are required to maintain a home are physically demanding. That is why I believe women are equally as strong as men are.

Vocabulary: Give the following terms in the local language and have the students race to see who can find the correct English translation first. Discuss the nuances between the different translations.

| | |
|-------------|----------------|
| Justice | Discrimination |
| Opportunity | Equality |
| Dignity | Human Rights |

Guess Who?: In the 1948 the UN adopted the Universal Declaration of Human Rights. The chairperson of the Commission that wrote the Declaration also wrote the following paragraph.

Students write a summary of the main idea of this paragraph.

Teacher's Notes: Paragraph Summary

The main idea of the above paragraph is that the document is not important – what is important is how you treat people on a daily basis. You, the individual, can change the human rights situation in your own neighborhood by what you do every day. World leaders can gather, discuss, and write the best document in the world. However, if you do not allow your children to play with children of different races or if you treat a co-worker with less respect because she is a woman, then the document means nothing. The document does not have the power to change the world. You do.

'Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.'

Give students an opportunity speak and relate their own experiences with the following class discussion questions:

1. A boy wins a scholarship to study for a year in the US; do his parents let him go? A girl wins a scholarship to study for a year in the US; do her parents let her go? Are the answers different? Why? Is that discrimination?
2. Have you ever been discriminated against? What was the cause of it? What was your reaction? If you personally were not discriminated against, have you ever witnessed someone who was the victim of discrimination?
3. Do you feel you have equal opportunity in your society today? Why or why not?
4. Why do you think wrote this paragraph? Describe their age, race, gender, social status, personality, etc.

Eleanor Roosevelt: Tell them that the person who wrote the above paragraph was Eleanor Roosevelt. Did it surprise your students that the author was a woman? Ask for their reactions. What do they already know about her?

Suggested Homework: Research five facts about Eleanor Roosevelt's life.

SEMINAR#5

American Institutions

Teacher's questions:

1. What is the American Constitution based on?
2. How are 10 Amendments to the Constitution called?
3. Who can be President of the USA?
4. Why has the importance of the Presidency increased?
5. What are President's rights?
6. What is the role of the Vice-president?
7. What two chambers does Congress consist of?
8. What is the composition of the House of the Representatives?
9. How many senators does each state have?
10. How often are senators elected?
11. What is the special privilege of the Senate?
12. What is the Voting Rights Act of 1965?
13. When does the President take office?
14. When and how are presidential candidates selected?
15. What is the principal difference between the Democrats and the Republicans?
16. What are the powers of the District Court, US Court of Appeals, and the Supreme Court?
17. How is the Governor of a state elected?
18. What is the structure of the judicial system of states?

Activity Political freedom

Objectives:

- students will read and analyze texts about the election system for governors in the US.
- students will learn about direct and the representational democracies and debate their merits.

The Situation:

1. Divide the students into 5 groups and assign each section of text. Have them list the most important facts from their text.
2. Students write 3 questions pertaining to their section. (Sample questions are included in case they need ideas.).
3. Students regroup so that each new group has a representative from the former groups.
4. All students read entire text. The student who studied and wrote questions for that text acts as an expert and ask the prepared questions to their course mates.

California

California is the most populous state in the USA. Its economy is a large part of nation's economy and over the past several years there have been a lot of economic problems in California. California is also in the middle of an energy crisis, which means there is not enough electricity to meet the needs of the people so many people have had to live with limited electricity. People became angry about the economic problems and the energy crisis and they began to blame the governor, Gray Davis. Unhappy with their current leader, the citizens of California joined and found a way to change their leadership situation.

1. Why is California an important state?
2. What are two problems that face California today?
3. Whom do Californians blame for the problems of their state?

The Recall

18 of the 50 states in America have a recall law. California is one of them. In a recall, citizens can remove an elected leader from office and vote for a new leader. In order for there to be a recall election, citizens first have to collect signatures from registered voters stating they want the election. In the case of California, they needed 897,158 signatures. They collected 1, 6 million, almost

double the required amount. The cost of this recall election was estimated at 55 million dollars.

1. Do all 50 states have a recall law?
2. What is a recall election?
3. What did the citizens of California have to do first in order to have a recall election?

Arnold Schwarzenegger

Arnold Schwarzenegger is 56 years old. He was born in Austria and moved to America when he was 21. When he first came to the US, he could not speak English very well. In 1983, he became a US citizen. In America, it is possible for immigrants to become governors and congressional representatives but not the President – the President must be born in the US. Arnold first became famous for bodybuilding. Then he became an acting career and starred in popular movies such as “Total Recall” and “The Terminator”. His wife, Maria Shriver, is the late President Kennedy’s niece. He has had no previous experience as an elected leader.

1. Where was Arnold Schwarzenegger born? Is he a US citizen?
2. How much experience does he have?
3. Do you think Arnold’s election is at all related to his wife’s relation to the late President Kennedy?

The Election

There were 135 candidates for the position of governor. There were 3 requirements to be a candidate. First, you needed 65 signatures of support from your political party. Next, you had to either pay a \$3500 registration fee or collect an additional 10,000 signatures. Finally, you had to file your paperwork 59 days before the election date. The recall election was held on October 7, 2003. Arnold won 48% of the vote, which was a very large percent considering there were 135 candidates.

1. How many people wanted to be the new governor?
2. What percent of the votes in California wanted Arnold to be their new governor?
3. Was it difficult to become a candidate?

Discussion: Do you think it is fair that immigrants cannot become the President of the US? What reason might the writers of the US Constitution have had for making such a law?

Direct versus representative democracy: Direct democracy is a system of government where every person votes on every law. This system was developed in ancient Greece. This system of democracy is good in that all citizens are involved in the government and have an equal voice. Direct democracy becomes difficult when there is a large population. Currently, there are no countries that have a direct democracy system. The ancient Roman Empire was very large and that is why they developed representational democracy. In a representational democracy, the citizens elect officials and then those officials vote on the laws and govern the country. Currently, all democratic governments are representational democracies.

Discussion topics:

- Are recall laws appropriate in a representative democracy?
- Does the direct democracy system inhibit leaders too much?
- Which system would work the best in your country today?

INTERMEDIATE AND FINAL ASSESSEMENT TASKS**Intermediate Control Tasks****The United Kingdom of Great Britain and Northern Ireland and****The United States of America**

1. The British Isles and Two States
2. The Roman Period.
3. The Germanic Invasion.
4. The Medieval Period.
5. The Sixteenth Century.
6. The Seventeenth Century.
7. The Eighteenth Century.
8. The Nineteenth Century.
9. The Twentieth century.
10. Climate
11. Land and settlement.
12. Environment and pollution
13. London
14. Southern England.
15. The Midlands.
16. Northern England.
17. Scotland and Northern Ireland.
18. The native British
19. The family.
20. Geographical identity.
21. Class.
22. Men and women.
23. Belonging to church or party.
24. Social and everyday contacts.
25. Identity in Northern Ireland.

26. Being British.
27. Stereotypes and change
28. English versus British.
29. Multiculturalism.
30. Conservatism.
31. Being different.
32. The love of nature and animals.
33. Formality and informality.
34. Public spiritedness and amateurism.
35. Political life.
36. The style of democracy.
37. The Constitution
38. The Parliament
39. The Executive Prime Minister and Cabinet
40. Elections and Political Parties
41. The Judiciary and Criminal Law
42. The prominent people of Britain.
43. Geography of the USA and its Specific Features.
44. Means of Communication and Transportation.
45. Population of the USA and its Specific Features.
46. The Big Cities of the USA and their Population.
47. New England
48. Middle Atlantic
49. The South
50. The Midwest
51. Mountain States
52. The Southwest
53. The Pacific coast states- The West
54. Elections and political parties in the USA
55. The prominent people of the USA

Final control questions on Country Study for the second year students, term 3

Variant 1

1. The pre-Celtic period
2. India as a part of the British Empire in the 19th century
3. Geographical identity

Variant 2

1. The Celtic period
2. The Chartist movement in the 19th century
3. Class differences in Britain

Variant 3

1. Roman Britain
2. Victoria's reign and its values
3. The style of democracy in Britain

Variant 4

1. Anglo-Saxon invasion
2. Working conditions and political reforms in the 19th century
3. The Constitution

Variant 5

1. The Vikings' arrival
2. Extremism in the 20th century
3. Parliament

Variant 6

1. The Norman conquest
2. Affairs in Parliament in the 20th century
3. Elections and political parties

Variant 7

1. The Medieval period
2. World War I
3. The Judiciary and Criminal Law

Variant 8

1. The reign of Henry VIII
2. Britain before and in World War II
3. Stereotypes and change

Variant 9

1. The reign of Elizabeth I
2. Decline of the empire after the second World War
3. British conservatism as a token of Britishness

Variant 10

1. The reign of Charles I
2. The reign of Elizabeth II
3. Formality and informality in Britain

Variant 11

1. Oliver Cromwell and Protectorate
2. Britain in the second half of the 20th century
3. School education

Variant 12

1. The reign of William III and Mary II
2. Modern Britain
3. Higher education

Variant 13

1. The Whigs and the Tories
2. Present day Britain
3. National days and flowers

Variant 14

1. Industrial inventions in the 18th century
2. London
3. Britain's main imports and exports

Variant 15

1. England in the 18th century
2. Southern England and Midlands
3. British Economics

Variant 16

1. Agrarian revolution in the 19th century
2. Northern England
3. Magna Carta

Variant 17

1. Voting in the 19th century
2. Scotland
3. The Union flag

Variant 18

1. Social problems of the 19th century
2. Wales
3. National games and festivals in Britain

Variant 19

1. Industrial revolution in the 19th century
2. Northern Ireland
3. National meals

Variant 20

1. The relations with Ireland in the 19th century
2. Ethnic identity
3. Religion and church in Britain

Variant 21

1. Geography of the USA
2. Pre-colonial America
3. Wall Street crash

Variant 22

4. Geography of the USA
5. Pre-colonial America
6. Wall Street crash

Variant 23

1. Middle Atlantic
2. Post-War America, the Cold War
3. The American Constitution

Variant 24

1. The South
2. Civil Rights in the 1950s and 1960s
3. War with Vietnam

Variant 25

1. The Midwest
2. The Presidency

3. New York

Variant 26

1. The South-West
2. Congress
3. The 19th century expansion

Variant 27

1. The West
2. Elections in the USA
3. The Civil War of 1861-1865

Variant 28

1. Alaska
2. Political parties in the USA
3. The USA in the second World War

Variant 29

1. The Federal Judiciary
2. Colonial America
3. Population of the USA

Variant 30

1. American Independence (1781-1783)
2. Industrialization and immigration
3. Washington D.C.

TEST QUESTIONS

The UK is situated ____ of Europe.

| |
|--|
| to the north-west |
| on the north-west |
| to the north |
| to the west |
| On the British Isles there are ____ states |
| two |
| three |
| four |
| five |
| On the British Isles there are ____ nations |
| four |
| five |
| two |
| three |
| The political unification of Ireland and England, Wales and Scotland was completed in ____. |
| 1800 |
| 1922 |
| 1792 |
| 1868 |

| |
|--|
| Nations belonging to the Celtic race: |
| Ireland, Wales, highland Scotland |
| England |
| Wales, Ireland |
| Lowland Scotland |
| Nations not belonging to the Germanic race: |
| Irish Gaelic, Scottish Gaelic and Welsh |
| Irish Gaelic |
| Scottish Gaelic |
| Scottish Gaelic and Welsh |
| Silbury Hill is ____. |
| the largest burial mound |
| a museum |
| monument |
| University |
| The tribes which experienced direct Roman rule: |
| the Britons in England and Wales |
| the Britons in Wales |
| the Gaels in Ireland |

| |
|--|
| the Gaels in Wales |
| The Romans left: |
| all mentioned |
| villas |
| baths |
| temples |
| Whose way of life predominated in England and Scotland by the end of the 6th century? |
| the Anglo-Saxons' |
| the Celtic Britons' |
| the Romans' |
| the Danes' |
| The Anglo-Saxons were: |
| Pagan |
| Christians |
| Protestants |
| Catholic |
| The Germanic invaders in the 8th century were the___. |
| Vikings and Danes |
| Vikings |

| |
|--|
| Danes |
| Romans |
| Find the odd statement conformable to the division of British history into periods |
| The Anglo-Saxons had little use for towns and cities. |
| The Norman soldiers were given the ownership of land |
| A strict feudal system was imposed. |
| Barons were directly responsible to the king. |
| The basis of the legal system in Britain is |
| Anglo-Saxon concept of law |
| Roman law |
| the Norman Conquest |
| the English class system |
| In the Medieval Period it was difficult to enforce the king power. Name the odd reason: |
| the arrival of Saxon aristocrats |
| the hilly landscape |
| bubonic plague |
| the shortage of labor |
| Why weren't the feudal barons any longer needed for implementing government policy? |

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| a system of government departments was established |
| the traditional ties between lords and peasants weakened |
| the barons were weakened by the wars of the Roses |
| the Black death killed a third of the population |
| It was more important for monarchs to get the agreement of the Commons because it consisted of |
| merchants and landowners |
| aristocracy |
| the leaders of the Church |
| powerful merchants |
| The direct cause of the rise of Protestantism was |
| political and personal |
| political |
| doctrinal |
| industrial |
| The idealistic form of Anglicanism is |
| Calvinism |
| Protestantism |
| Catholicism |
| Paganism |

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| Oliver Cromwell after the Civil War became |
| Lord Protector |
| King |
| Prince of Wales |
| Pope of Rome |
| After Cromwell's death his system of government became unpopular because |
| any forms of amusement had been banned during the years of his being in power |
| the Anglican Church was restored |
| the son of the executed King was asked to return |
| full rights were given to Catholics |
| The Glorious Revolution means |
| bloodless |
| full of roses |
| industrial |
| puritan |
| The purpose of the Bill of Rights was to |
| to limit some of the powers of the monarch |
| to limit the power of Members of Parliament |
| to limit the power of the Presbyterian Church |

to invite a king from abroad

The Tories had respect for .

the idea of monarchy and the Anglican Church

hard work and thrift

Dissenters

monarch and aristocracy together

Name the odd reason of Britain's stability in the 18th century:

the destruction of the Celtic way of life

new markets in America

advances in agriculture

innovations in manufacturing

Areas of land available for use by everybody are called

common land

efficient farms

rural areas

public parks

Prestige rests in Britain on

possession of land

business

trade

industrialization

What country is described in the passage below:

British officers spent most of their working lives there and returned to Britain when they retired.

India

Canada

Australia

New Zealand

What new attitude towards colonization was in Britain in the 19th century?

to govern the area

to possess territory

to found a settlement

to develop commerce

Name the wrong statement: "The white man's burden" meant ____

to have moral obligation

to be the rulers of an empire

to spread culture around the world

to spread civilization

Name the odd reason of turning Britain into a democratic society:

| |
|---|
| public services were set up |
| political reforms |
| laws against slavery |
| laws against people on the basis of religion |
| Name the odd reason of Britain's high level of extremism at the beginning of the 20 century: |
| army's readiness to disobey |
| the Suffragettes |
| the problem of Ulster |
| new levels of taxation |
| Why has Britain's climate got such a bad reputation? |
| British people seem always to be talking about the weather |
| geographical position |
| pollution |
| Front-page headlines |
| The distinctive feature of human influence in Britain is |
| enclosure of fields with hedgerows |
| a greater proportion of grassland |
| the change of climate |
| a great variety of bird-life |

Name the odd reason of the pollution in the capital of England:

weather

smog

the heating of homes with open coal

the use of the motor-car

What is the other name of "the square mile"?

the City

the West End

the East End

Westminster

Which place is known as "the garden of England"?

the county of Kent

the Downs

Devonshire

Exmoor

The "Black Country" is ____.

the Midlands

Southern England

Northern England

| |
|---|
| Scotland |
| The symbol of Industrial Revolution for the Englishmen is ____. |
| Northern England |
| the Midlands |
| Southern England |
| Ireland |
| The city which was named the European City of Culture in 1990. |
| Glasgow |
| London |
| Edinburgh |
| Cardiff |
| The communication in Wales between the South and North is difficult because of ____. |
| landscape |
| transport |
| traditions |
| population |
| Name the odd fact of nation identity: |
| fashion |
| education |

| |
|---|
| law |
| religion |
| Why do the majority of the Welsh not consider themselves especially Welsh? |
| the organization of public life is identical to that in England |
| English people make their homes in Wales |
| English people have holiday houses in Wales |
| There are many well-known symbols of Welshness |
| The lack of family identity in Britain is reflected in ____ . Name the odd reason. |
| the rise of marriage |
| the size of households |
| the composition of households |
| the big proportion of alone elderly people |
| Many English people see themselves as |
| Northerners and Southerners |
| Liverpudlians |
| Mancunians |
| Geordies |
| The class system in Britain has survived because of ____ . Name the odd reason. |
| meal habits |

it has been possible to buy your way up

it has been to marry your way up

it has been to work your way up

RP is usually associated with:

the Queen's English

a particular university

a particular town

a particular religion

The most important part of social identity in Britain is ____.

profession

sport

pub

interests

British identity is strongly revealed in:

different systems of measurement

patronizing foreigners

emigrating

personal responsibility

The executive power in Britain is represented by

| |
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| the Prime Minister and Cabinet |
| the House of Lords |
| the House of Commons |
| the Queen |
| The main feature of Scottish identity is _____ . Name the odd notion. |
| Race |
| Language |
| Religion |
| Law |
| Eisteddfod is a _____ competition. |
| Poetry |
| Cooking |
| Sport |
| Fashion |
| The Anglo-Saxons introduced _____ . Name the odd notion. |
| Christianity |
| New farming methods |
| Self-sufficient villages |
| Concept of law |

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| King Author halted the advance of _____ . |
| Anglo-Saxons |
| Roman troops |
| French army |
| Suffragettes |
| Calvinism means _____ . Name the odd notion. |
| Claim to lands |
| Insistence on simplicity |
| Dislike of ritual |
| Dislike of celebration |
| Dissenters were _____ . |
| Those who did not agree with the practices of Anglicanism |
| Members of Parliament |
| Orangemen |
| Puritans |
| The Wigs _____ . Name the odd notion. |
| Had a great respect for the Anglican Church |
| Supported the Protestants values of hard work and thrift |
| Were sympathetic to dissenters |

| |
|--|
| Believed in government by monarch and aristocracy |
| By the end of the 18th century London had come to dominate as _____ . Name the odd notion. |
| An industrial center |
| A business center |
| A trading center |
| A political center |
| In the 19th century an Anglo-Indian way of life developed because of _____ . |
| All mentioned |
| The position of a viceroy was similar to the monarch's in Britain |
| British officers imposed British institutions |
| The methods of government of the country were the same as in Britain |
| Victorian set of values included _____ . |
| All mentioned |
| Hard work |
| Religious observance |
| Extreme respectability in sexual matters |
| The Suffragettes were _____ . |
| Women demanding the right to vote |
| Descendants of the Wigs |

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|---|
| Descendants of the Torries |
| Landowners |
| London is a cosmopolitan city because |
| 137 different languages are spoken in one district |
| It is the main financial center |
| It is a very expensive city |
| It is the headquarter of the national television network |
| Large expenses of uniformly flat land are in _____ . |
| East Anglia |
| The country of Kent |
| West Country |
| The Downs |
| The Potteries are known for producing _____ . |
| China |
| Cream |
| Linen |
| Fruit |
| The center of the industrial revolution was |
| Northern England |

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| Southern England |
| Midlands |
| London |
| The received pronunciation is associated with |
| Class belonging |
| Regional identity |
| Professional belonging |
| Religious believes |
| The minor role in establishing identity in Northern Ireland belongs to |
| Social class |
| Ethnicity |
| Politics |
| Religion |
| Protestant and Catholic communities in Northern Ireland are entirely segregated because _____. Name the odd notion. |
| They speak different languages |
| They live in different housing estates |
| The children go to different schools |
| They commemorate different anniversaries |
| The British are too individualistic because of _____. |

| |
|--|
| All mentioned |
| Families follow very few ancient customs |
| The country has few local parades with folk roots |
| The English language has fewer proverbs of everyday use than other languages |
| British conservatism is revealed in |
| All mentioned |
| Systems of measurement |
| The Fahrenheit scale of temperature |
| Beginning their financial year in April |
| The countryside represents for the British |
| Stability |
| Poverty |
| Poor facilities |
| Lack of educational opportunities |
| The British obey some rigid rules when they |
| Play a public role |
| Play a private role |
| Go in for sports |
| Go to the country |

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| Not bothering with the formalities means |
| All mentioned |
| Not addressing someone by his title |
| Not shaking hands when meeting |
| Not dressing smartly when receiving guests |
| The British are reserved because |
| They find it difficult to indicate friendship by open displays of affection |
| They say “please” when making a request |
| They like “to dress down” on Sundays |
| They are cold |
| There is a common assumption in Britain that society is best served by |
| Talented amateurs |
| Professionals |
| Jumble sales |
| Government |
| The British are said to have a high respect for the law. It means |
| There is little systematic law breaking by large sections of the population |
| Tax evasion is the national pastime |
| The British are not enthusiastic about making new laws |

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| The country has comparatively few rules and regulations |
| Name the wrong statement |
| Britain is a republic |
| Britain is a constitutional monarchy |
| Britain is a parliamentary democracy |
| Britain is a country whose government is controlled by a parliament |
| The British constitution is based on |
| All mentioned |
| The Magna Carta |
| Case law |
| Customs and conventions |
| The Legislature is |
| 2 houses of parliament |
| The government |
| The Judiciary |
| The Sovereign |
| The Executive is |
| The government |
| The Parliament |

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| The Monarchy |
| The Judiciary |
| The Parliament consists of |
| The Sovereign, the House of Lords, the House of Commons |
| the House of Lords, the House of Commons |
| The Stranger's Gallery |
| Leaders of the Government and Opposition |
| People who can stand as candidates to members of Parliament are |
| Those who are over 21 |
| Clergymen |
| Civil servants |
| Members of the Royal Family |
| The final court of appeal in Britain is |
| The House of Lords |
| The Crown Court |
| Magistrates Court |
| Justices of the Peace |
| William Herschel was |
| An astronomer |

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| A chemist |
| A physicist |
| A naturalist |
| The founder of antiseptic surgery was |
| Joseph Lister |
| Ernest Rutherford |
| William Herschel |
| Humphrey Davy |
| The work "On the Origin of Species by Means of Natural Selection" belongs to |
| Charles Darwin |
| Benjamin Britten |
| Michael Faraday |
| Isaac Newton |
| The USA is |
| the fourth largest country |
| the first largest country in the world |
| the second largest country |
| the third largest country |
| The longest river in the USA is |

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| the Mississippi |
| the Columbia |
| the Yukon |
| the Amazon |
| The only of the Great Lakes which entirely lies on the territory of the USA |
| lake Michigan |
| lake Superior |
| lake Erie |
| lake Ontario |
| The largest state in the USA is |
| Alaska |
| Texas |
| California |
| Florida |
| The smallest state in the USA is |
| Rhode Island |
| Hawaii |
| Vermont |
| Delaware |

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|--|
| Which state was the last to acquire "state" status? |
| Hawaii |
| Alaska |
| Ohio |
| Indiana |
| The centre of America's industrial revolution was |
| New England |
| Middle Atlantic |
| The South |
| The Midwest |
| The region known as the gateway to America is |
| Middle Atlantic |
| New England |
| The South |
| The Southwest |
| The birthplace of American Constitution is |
| Middle Atlantic |
| The South |
| The Southwest |

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|--|
| The Midwest |
| Negro spirituals were created in |
| The South |
| The Southwest |
| The West |
| The Midwest |
| The USA's nation's bread-basket is |
| The Midwest |
| New England |
| Middle Atlantic |
| The South |
| One can travel for miles in some areas without seeing signs of human life in___ |
| The Southwest |
| New England |
| Middle Atlantic |
| The South |
| Americans long regarded the area as "Last Frontier" |
| The West |
| Mountain States |

| |
|--|
| The South |
| The Southwest |
| This region has only about 3 percent of the nation total population |
| Mountain States |
| The West |
| The Southwest |
| The Midwest |
| Eire is the other name of |
| Ireland |
| Wales |
| Scotland |
| England |
| Immigrants in the UK are mostly from |
| the Caribbean and south Asia |
| India |
| Europe |
| the USA |
| The Scots migrated from |
| Ireland |

| |
|---|
| Scotland |
| England |
| Wales |
| The Roman word “castra” means |
| a military camp |
| a villa |
| a temple |
| a bath |
| King Arthur halted the advance of |
| the Anglo-Saxons |
| the Romans |
| the Vikings |
| the Normans |
| The invaders of Britain in the eighth century were |
| the Danes |
| the Normans |
| the Anglo-Saxons |
| the Celts |
| The strict feudal system in the medieval period consisted of |

| |
|---|
| all mentioned |
| barons and lords |
| lords and peasants |
| barons and kings |
| The Welsh language and culture remained strong in the medieval period because |
| Saxons and Normans never settled Wales in great numbers |
| the Anglo-Normans remained loyal to the English king |
| the Anglo-Saxon concept of law formed the basis of the legal system |
| Wales was under control of the English king |
| The majority religion in the lowland Scotland by the end of the 16th century had become |
| Calvinism |
| Anglicanism |
| Catholicism |
| Protestantism |
| Lord Protector in the 17th century was |
| Oliver Cromwell |
| Charles I |
| King Alfred |
| Henry VIII |

| |
|--|
| The Dissenters were supported by |
| the Whigs |
| the Tories |
| the church |
| the monarch |
| The most contributing factors to the industrial revolution in the 18th century were--Name the odd reason |
| cultural change |
| transport development |
| trade |
| technical innovations |
| The north of England became the industrial heart of the country because |
| there the raw materials were available |
| of advances in agriculture |
| of the greatest upheaval in the pattern of everyday life |
| common land was incorporated into farms |
| By the end of the 19th century the population of Ireland was using English as their first language because |
| millions of the Irish died after a terrible famine |
| the British culture predominated in Ireland |

Britain had lost its American colonies

Britain controlled the biggest empire

The most notable features of the 19th century were---. Name the odd reason

most people depended on landowners

middle class of trades people grew

most people depended on the owners of industries

most people lived in towns and cities

The Suffragettes were women

demanding the right to vote

solving the problem of Ulster

holding the General Strike

organizing the Trade Union

Britain gets more rain in the

west

north

east

south

During 1960-1970s laws were passed which forbade

the heating of homes with open coal fires

| |
|--|
| catching fish in the Thames |
| the use of the motor car |
| the wrapping of the Houses of Parliament with wet sheets |
| London was given its name by the |
| Romans |
| Germans |
| Scandinavians |
| French |
| The City in London is |
| financial centre |
| the shopping area |
| pastime centre |
| the poorest place |
| Britain's second largest city is |
| Birmingham |
| Manchester |
| Derby |
| Grimsby |
| Newcastle is |

| |
|--|
| a shipbuilding centre |
| producer of cotton |
| producer of wool |
| producer of steel goods |
| More than 80 percent of the Scottish population live in |
| the central plain |
| the highlands |
| the southern uplands |
| Edinburgh |
| Choose the wrong statement |
| Glasgow is the capital of Scotland |
| Glasgow is the third largest city in Britain |
| Glasgow has a strong artistic heritage |
| Glasgow is associated with heavy industry |
| A high proportion of industrial villages is situated in |
| Wales |
| Scotland |
| England |
| Ireland |
| People in Scotland have constant reminders of their distinctiveness. Name the odd |

| |
|---|
| notion |
| The Scotts make no difference between “English” and “British ” |
| The Scottish way of speaking English is very distinctive |
| Education, law and religion are organized separately from the rest of Britain |
| There are many symbols of Scottishness |
| Geordies are people from |
| Newcastle |
| Manchester |
| Liverpool |
| London |
| RP is associated with---. Name the wrong statement |
| a particular part of the country |
| person’s class |
| education |
| level of culture |
| Being posh means being---. Name the wrong statement |
| warmhearted |
| pretentious |
| arrogant |

| |
|--|
| snobbish |
| Institutions which still do not accept female members are |
| Oxford and Cambridge Clubs |
| the Anglican Church |
| the Houses of Parliament |
| Oxford and Cambridge Universities |
| Religion is an important part of people's social identity in |
| Northern Ireland |
| Wales |
| Scotland |
| England |
| A low degree of attachment to Britain is seen in |
| people's readiness to emigrate |
| feeling proud to be British |
| being patriotic |
| clear separation between the individual and the state |
| Choose an example which contradicts the stereotypes about the British |
| love of queuing |
| the military ceremony of "trooping the color" |

the changing of the guard outside Buckingham Palace

the annual ceremony of state opening of Parliament

Choose the wrong statement

Teachers and academic staff normally proclaim their titles to the world

The Irish place a high value on being quick and able with words

The Welsh are famous for exporting teachers to other parts of Britain

Anti-intellectualism is held mostly by the English

Choose the wrong statement

The new British have made their own contribution to British life and attitudes because---

they organized their own TV stations

they have helped to make people more informal

they initiated new festivals and carnivals

they have changed the nature of the "corner shop"

A token of Britishness is---. Choose the wrong statement

hostility

individualism

being different

conservatism

The countryside for the British represents

| |
|--|
| stability |
| lack of education |
| poor living conditions |
| crime |
| The Ramblers' Association is an organization of |
| enthusiastic country walkers |
| gardeners |
| farmers |
| hotel owners |
| Love of nature in Britain is indicated through---. Choose the wrong statement |
| keeping on driving after running over a dog |
| bird-watching |
| keeping domestic pets |
| a great number of wildlife programs |
| People in Britain are very tolerant to the dressing code |
| in their free time |
| in an office |
| at an official meeting |
| when they play a public role |

| |
|--|
| The voluntary activity is a basic part of British life. What doesn't it include? |
| attending parties |
| charity work |
| collecting money for the poor |
| organizing jumble sales |
| Choose the wrong statement |
| The British expect politicians to be honest |
| The British regard politicians with a high degree of suspicion |
| People are not shocked when the government is caught lying |
| Nobody regards politics as a dangerous topic for conversation |
| Choose the wrong statement |
| Democracy in Britain involves much participation by ordinary citizens |
| The government in Britain does not have to ask people about law changes |
| The duties of the individual towards the state are confined to not breaking the law and paying taxes |
| The British are not to have to register their change of address when they move house |
| Choose the wrong statement |
| The powers of the Prime Minister are defined in the British constitution |
| Britain does not have a "constitution" at all |

| |
|--|
| The British law is based upon rules, regulations, principles and procedures |
| The British unwritten constitution contains two main principles- the rule of law and the supremacy of Parliament |
| The House of Commons is presided by |
| the Speaker |
| Lord Chancellor |
| the Archbishop |
| the Sovereign |
| A natural boundary between the USA and Mexico is |
| the Rio Grande |
| the Colombia |
| the Colorado |
| the Hudson |
| The largest single minority in the USA is |
| Blacks |
| Asians |
| Hispanics |
| Indians and Eskimos |
| The main attractions in US New England for immigrants were |
| fishing and trade |

| |
|--|
| large expanses of rich farmland and mild climate |
| mighty rivers |
| cotton and tobacco plantations |
| A region of small towns, barbed wire fenced and huge hectares of fields of wheat and corn |
| the Midwest |
| the South-West |
| the Mountain States |
| the South |
| The home of Hollywood is |
| Los Angeles |
| San Francisco |
| Chicago |
| New York |
| Who became prime-minister in 1951? |
| Winston Churchill |
| Anthony Eden |
| Harold Wilson |
| Harold Macmillan |
| A five-year national plan of economic recovery in 1965 was based on... |

| |
|--|
| Encouraging monopoly development |
| Importing more goods |
| Borrowing money from abroad |
| Wage-freeze policy |
| Nationalizing industry in Britain in 1951 meant |
| Putting private business under private control |
| Borrowing from abroad |
| Providing welfare for the people |
| Decolonization |
| The words "I believe it is peace in our time" belong to |
| Neville Chamberlain |
| Winston Churchill |
| Eduard Daladier |
| James Ramsay MacDonald |
| "National unity" was propagated during the 1st WW by |
| Lloyd George |
| James Ramsay MacDonald |
| Neville Chamberlain |
| King George V |

| |
|--|
| During the 1st WW the allies of Britain were |
| France, the USA |
| Germany, Austria-Hungary |
| Bulgaria, the Ottoman empire |
| Japan, Russia |
| The pre-text to start the 1st WW was |
| The assassination of Francis Ferdinand |
| Political rivalry among nations |
| Economical rivalry among nations |
| Reducing the length of a Parliament |
| The war with Germany officially ended with |
| The treaty of Versailles |
| The treaty of Sevres |
| The treaty of Munich |
| The education act |
| In 1924 the Labor party became very popular because |
| It represented socialists societies and workers' groups |
| The Labor party was an alternative to the conservative party |
| The Liberal party declined |

| |
|---|
| The Labor party grew in numbers |
| “Blood, toil, tears, and sweat” were offered to the British by |
| Winston Churchill |
| Neville Chamberlain |
| George VI |
| Edward VIII |
| London Metropolitan Police Force was founded by |
| Sir Robert Peel |
| Queen Victoria |
| Patrick Bell |
| Sir Charles Parsons |
| The gangs that wrecked machines were |
| Luddites |
| Tories |
| Whigs |
| Roman Catholics |
| Boroughs were one land owner controlled the votes were called |
| Pocket |
| Rotten |

| |
|--|
| Hastings |
| Common lands |
| The UK of Great Britain and Ireland was established in 1881 by Britain's Prime Minister |
| William Pitt |
| Sir Robert Walpole |
| Lloyd George |
| Neville Chamberlain |
| The Act of Union between England and Scotland was passed in the reign of |
| Anne |
| George I |
| George II |
| Mary II |
| A group of people demanding votes for all men were called |
| Chartists |
| Luddites |
| Tories |
| Whigs |
| The first Britain's Prime Minister was |
| Sir Robert Walpole |

| |
|--|
| Abraham Darby |
| James Watt |
| John Kay |
| In 1701 Parliament passed the Act of Settlement to ensure that |
| Future monarchs would be Protestants |
| London would become the capital of the entire island |
| Britain would have a single system of national administration |
| The units of weights and measures would be unified |
| The King in the late 1530 who dissolved the monasteries and took over their land and wealth |
| Henry VIII |
| Edward VI |
| Henry VII |
| Elizabeth I |
| The queen who in the 16th century restored papal authority over the church of England and enacted a persecution policy against Protestants was |
| Bloody Mary |
| Elisabeth I |
| Mary Queen of Scots |
| Mary II |

Gunpowder Plot was an attempt of the ____ to gain their influence on the English church

Roman Catholics

Pilgrim Fathers

English Puritans

Anglicans

A safety lamp for miners was invented by

Sir Humphrey Davy

Sir Henry Bessemer

Sir Charles Parsons

Isambard Brunei

The second WW began on

September 1, 1939

June 22, 1941

May 8, 1945

March, 1939

Elisabeth II was proclaimed queen in

1953

1951

1952

| |
|---|
| 1950 |
| The first female prime minister was |
| Margaret Thatcher |
| James Callaghan |
| John Major |
| Tony Blair |
| The first Celtic comers were |
| Gaels |
| Britons |
| Belgae |
| Iberians |
| The first in Britain to have put up buildings of stone and wood were |
| The Neolithic people |
| Mesolithic people |
| The Beaker Folk |
| The Celts |
| A particular clan society which based on common ownership of land were |
| The Celts |
| The Angles |

| |
|---|
| The Saxons |
| The Vikings |
| By 56 B.C. ___ had almost completed his conquest of Gaul |
| Julius Caesar |
| Claudius |
| Antonius Pins |
| Hadrian |
| Forum in Latin means |
| Market place |
| Public hall |
| Law-court |
| Drainage system |
| Westminster is the centre of |
| National institutions |
| Finance |
| Shopping |
| Poor residents |
| It is possible to grow palms in |
| The West country |

| |
|---|
| The country of Kent |
| East Anglia |
| The Midlands |
| Highlanders in Scotland are descendants of |
| Celts |
| Anglo-Saxons |
| Romans |
| Germans |
| Lowlanders in Scotland are descendants of |
| Anglo-Saxons |
| Celts |
| Romans |
| Georgians |
| A clan in Scotland is |
| A grouping of an entire family with one patriarchal chief |
| A kilt |
| A bagpipe |
| A dialect |
| The largest cities of Wales are |

| |
|--|
| Swansea, Newport |
| Derby, Leicester |
| Bristol, Manchester |
| Glasgow, Nottingham |
| The “square mile” is the colloquial for |
| The City |
| Suburbs |
| Parliament |
| Cockney |
| Unionist in Northern Ireland regard themselves as |
| British |
| Irish |
| Catholics |
| Nationalists |
| In 1933 government planning into the US economy was introduced by |
| Franklin Roosevelt |
| Teddy Roosevelt |
| George Marshall |
| Winston Churchill |

| |
|--|
| The largest river in the USA is |
| Mississippi |
| Colorado |
| Columbia |
| Rio Grande |
| The words" All men are created equal, they are endowed by their Creator with certain rights, among which are life, liberty, and the pursue of happiness" are cited from |
| The American Declaration of Independence |
| The Bible |
| The Koran |
| William Shakespeare |
| This state was sold to the US by Napoleon in 1803 |
| Louisiana |
| Florida |
| Texas |
| California |
| The Marshall Plan devised by US Secretary of State George Marshall was aimed at |
| Assisting reconstruction of European industries |
| Creating North Atlantic Treaty Organization |

| |
|--|
| Initiating the Cold War |
| Establishing a naval blockade in Cuba |
| The British are said to have a high respect for the |
| Law |
| Taxes |
| Pastime |
| Identity cards |
| Common wealth of Nations are |
| The former British Empire colonies |
| The members of European Economic Community |
| The members of the United Nations organization |
| The members of the North Atlantic Treaty Organization |
| The Celtic tribes included |
| Gaels, Britons, Belgae |
| Picts, Scots |
| Angles, Saxons |
| Vikings |
| The king who was a great statesman, general, man of letters. The man who wrote and translated books and founded England' navy |
| Alfred the Great |

| |
|--|
| Edgar the Peaceful |
| Canute |
| Harold |
| The king's council which was a kind of parliament of wise nobles and clergy in the 6th century |
| Witan |
| Moot |
| Shire |
| Reeve |
| The politically dominant kingdom in Anglo-Saxon England in the 9th century was |
| Wessex |
| Mercia |
| Kent |
| Sussex |
| The tribes that put pressure on the frontiers of Rome's provinces |
| Goths, Huns, Vandals |
| Angles, Saxons, Jutes |
| Iberians |
| Vikings |

CONTROL QUESTIONS

Control questions

1. Where is the United Kingdom situated?
2. How many states are there in Great Britain?
3. When was the political unification of England completed?
4. What is the population of the UK?
5. Why are there so many people of Caribbean and Asian origin in Britain?
6. Where did the Celts arrive from?
7. What was the purpose of the monumental architecture of the prehistoric period?
8. What area did the Roman province of Britannia cover?
9. What do such names like Chester, Lancaster, and Gloucester mean?
10. Why did the Anglo-Saxons have a great effect on the country-side?
11. Who, when and where established his headquarters in Britain?
12. What was the result of King Alfred's victory over the Danes?
13. What does a strict feudal system mean?
14. What is an Eisteddfod?
15. What kind of cultural split developed between the Lowlands and the Highland of Scotland?.
16. What factors contributed to the reduction of the great barons' power?
17. How can you prove the links between religion and politics?
18. What was the origin of the Civil War?
19. What were the consequences of the Bill of Rights?
20. What are Orangemen?
21. What were the reasons of the concord between Monarch and Parliament?
22. What was the political composition of Parliament?
23. What were the most important contributing factors to the growth of the British Empire?
24. Why did the north become the industrial heartland of the country?
25. Why by the end of the century was English used as the first language by the population of UK?
26. What was the change towards colonization during the nineteenth century?
27. What were the main values during Victorian epoch?
28. What were the objectives of political reforms?
29. In which form did extremism become apparent in the twentieth century?
30. When did the General Strike take place?
31. How was the image of a wet and foggy land created?
32. Why does Britain's climate have such a bad reputation?
33. In what parts of the country are plains and mountains situated?
34. In which way can Greater London be compared with Greater Athens?
35. What does the word "smog" mean?
36. What kind of laws were passed during the 1960s and 1970s?
37. What is the population of London?

38. What is “the square mile”?
39. What is the West End famous for?
40. Why is London considered so cosmopolitan?
41. Why is London so attractive for tourists?
42. Why is the county of Kent known as “the garden of England”?
43. What is the West Country famous for?
44. What part of Britain has large expanses of uniformly flat land?
45. How important is Birmingham in the economy of Britain?
46. What are the Potteries?
47. Why is tourism flourishing in the Midlands?
48. Where do the Pennine Mountains run?
49. What does Manchester (Bradford, Leeds, Sheffield, and Newcastle) produce?
50. What is the landscape of the region like?
51. What part of Northern England is known as the Lake District?
52. Where does the most part of the population of Scotland live?
53. What is Glasgow famous for?
54. What is Edinburgh associated with?
55. Why is communication between south and north of Scotland difficult?
56. What is Belfast famous for?
57. What factors can be reminders of ethnic identity?
58. In which part of Scotland is the sense of cultural identity preserved?
59. Why don't the people of Wales have many reminders of their Welshness in everyday life?
60. Why is mixed cultural background a problem for immigrants from the Caribbean and south Asia?
61. Is family still the basic living arrangement for most people in Britain?
62. Do large gatherings of people imply lifelong responsibility?
63. How high is the percent of divorce in Britain?
64. Why is a sense of geographical identity not very common in Britain?
65. What does a spoken accent identify?
66. What are the stereotypes of “northerners and southerners”?
67. What is the flexibility of the class system in Britain?
68. What is the main indicator of a person's class belonging?
69. What is RP?
70. What is the connotation of the word “posh”?
71. What is “inverted snobbery”?
72. What are the contradictions existing between men and women in the British society?
73. What institutions still don't accept female members?
74. What place does religion and politics play in the modern British society?
75. How do the British people forge contacts with others?

76. What two groups of people form the community of Northern Ireland?
77. Among which classes are the contradictions softer?
78. How important is it to British people that they are British?
79. How open are they to foreign influences?
80. What is British ignorance?
81. What is the attitude of the British to learning foreign languages?
82. In which spheres of life are stereotypes preserved?
83. Which traits differ the British from other nations of Europe?
84. Which meals traditions have changed?
85. What old habits are changing in the sphere of service?
86. What is the attitude of the middle class British to education?
87. What are the Welsh famous for?
88. What attitudes do new British bring to British life?
89. Which traits of conservatism can you name in modern British people?
90. What can you say about children's habits?
91. Why aren't the British ready to any changes in everyday life?
92. What examples can you produce to prove that the British like to be different from others?
93. What is the attitude of the British to the countryside?
94. What does countryside represent?
95. How do the British spend their time with nature?
96. What is the attitude of the British to animals?
97. How popular is bird watching?
98. What is the difference between observing formalities and being formal in everyday life?
99. What is the attitude of the British to clothing?
100. What do the British avoid doing in everyday situations?
101. In which way is voluntary activity regarded in Britain?
102. What is charity work for common British?
103. How do British people regard politicians?
104. Which part of the adult population take part in voting?
105. What is the evidence of a high respect for the law?
106. Which aspects of British life make clear that the British prefer to do without making new laws?
107. What is the traditional assumption of the relationship between the individual and the state?
108. How often are referenda organized in Britain?
109. How is Britain governed?
110. What features make the British system different from other countries?
111. What is the Magna Charta?
112. What are the freedoms and duties of the British monarch?

113. What elements does the Parliament consist of ?
114. What is the structure of the House of Commons?
115. What are the rights of the House of Lords?
116. What is the position of Prime minister based on?
117. What is a Shadow Cabinet?
118. Who has the right to vote?
119. Who can stand as a candidate?
120. When must general elections be held?
121. What are two predominant parties in Britain?
122. What layers of the population do the parties represent?
123. What is Parliament responsible for?
124. What is the structure of the magistrates' court?
125. What does the Crown Court deal with?
126. What is the final court of appeal?
127. What is the contribution of the people mentioned above into the development of the British and world science and culture?
128. Whose contribution from your point of view has consequences more important for the humanity?
129. What is the part of the great northern ice cap in the geography of the USA?
130. What is the Central Agricultural Basin famous for?
131. What does the landscape of the USA look like?
132. What part does the Mississippi play in the life of the USA?
133. How does transportation reflect the level of economical development of the USA?
134. What is the most popular transport there and why?
135. Why is the USA called a "boiling pot"?
136. What continent was the main source of immigration for the USA and when?
137. What ethnic minorities live in the USA now?
138. Where do Americans prefer to live?
139. What is the most populous state?
140. What phenomenon is called "the baby boom"?
141. What region has played a dominant role in the developing of America since the 17 century?
142. Why did the first settlers come to America?
143. What is the town meeting?
144. Why can it be called a primitive form of democracy?
145. What are the main traits of New Englanders?
146. Why is the Middle Atlantic region called a gateway to America?
147. When and where was the Declaration of Independence adopted?

148. What is the ethnic composition of the Middle Atlantic?
149. How does the climate of South inspire the southerners?
150. What are main agricultures of the South?
151. Why did slavery become a serious problem for the South?
152. What was the result of the national political crisis in 1860?
153. What political party ended slavery?
154. When did the segregation come to the end?
155. In which period did the greatest writers of the century write?
156. Why was the Midwest called a beacon?
157. Why is the Midwest called the nation's breadbasket?
158. What fact influenced the end of the period of isolationism?
159. What are the most specific features of the Southwest?
160. What part do immigrants play in the development of the Pacific coast states?
161. What is Hollywood?

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4. Why is a sense of geographical identity not very common in Britain?

Scientific problems for discussion

What is the interrelation between the geographical position of the UK and its modern position in the world's economics?

To what degree can the UK be considered a multinational state?

To which extent can the history of UK explain its position in the modern world?

What consequences can pollution have for future generations?

Do you know any programs aimed at combating pollution of the environment?

How does a lack of extremes in Britain influence the general development of UK and people's mentality?

Compare all identities mentioned above and try to choose one of them to prove that it is the most characteristic for the British people.

To which extent is religious and political identity important in the modern world for collaboration and cooperation?

To which extent can British and Uzbek traditions be compared?

In which way has the history of Britain influenced the formation of the system of judiciary?

What is the balance between the works of scientists and representatives of culture in the development of the humanity?

What is the interrelation between the landscape of the USA and its modern position in the world's economics?

On what factors do any agricultural basins depend?

What transport do you consider the most promising in future?

How does the level of communication development characterize the USA?

What is the positive and negative role of immigration nowadays?

What are the advantages and disadvantages of living in a metropolitan area?

What part do the big cities play in the life of the USA?

What is the interrelation between the landscape of the USA and its modern position in the world's economics?

Baron-a male member of the lowest rank of nobility in Great Britain

Boom-a sudden increase, usually in growth, wealth, or popularity

Commonwealth-a union or federation of self-governing states

Conquer-to defeat or subdue as by force of army

Empire-a political unit, usually larger than a kingdom and often comprising a number of territories or nations, ruled by a single central authority

Execution-capital punishment

Frontier-a region in a country that marks the point of farthest settlement

Invasion-entrance by force

Legion-a Roman army unit consisting of 3000 to 6000 infantrymen and more than 100 cavalrymen

Lord-a person having dominion over others

Monarchy-government by a king or tsar

Pioneer-one who ventures into unknown or unclaimed territories to settle

President-the chief executive of a republic

Prosperity-the condition of success

Protectorate-a relationship of partial control by a superior power over a dependent country or region

Regionalism-division into large, usually continuous segments of a surface or space

Settlement-a newly colonized region

Tory-a member of the Conservative Party in Great Britain

Whig-a member of a British political party of the 18th and 19th centuries opposed to the Tories

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND: a profile

The **UK official flag** is called **the Union Flag** or **the Union Jack**. It consists of the **red cross** of **Saint George** (the patron saint of **England**), edged in white, the **diagonal red cross** of **Saint Patrick** (the patron saint of **Ireland**) and the white diagonal cross of **Saint Andrew** (the patron saint of **Scotland**).

The **Royal Coat of Arms** depicts the lions symbolizing **England** and the **Monarchy**, the chained **Unicorn** symbolizing **Scotland** and the **Harp** which is the emblem of **Northern Ireland**.

Motto God And My Right

Anthem God Save the Queen

Capital (and the largest city) London

Official Language English

National Languages Scottish, Irish, Welsh (валлийский)

Status Parliamentary Democracy and Constitutional Monarchy

Government the British Monarch the Prime Minister

Area 244,820 km²

Population 60,587,300

Density 246 km²

Currency Pound sterling (£) (GBP)

Historically, the country is divided into counties. At present, the four main administrative parts consist of regions and areas, which are subdivided into counties and districts.

The United Kingdom of Great Britain and Northern Ireland is a country to the northwest of **Europe**. It consists of the island of **Great Britain**, the northeast part of the island of **Ireland** and many small islands.

The largest island, Great Britain, is linked to France by *the Channel Tunnel*.

The Houses of Parliament are the seat of the British Parliament, the first parliament in the world

ENGLAND: a profile

The national flower of England is **the red rose**. The flower has been adopted as **England's emblem** since the time of **the Wars of the Roses**, the civil wars (1455-1485) between **the royal house of Lancaster** (whose emblem was a red rose) and **the royal house of York** whose emblem was a white rose).

Capital (and the largest city) London

Motto God and My Right

Anthem God Save the Queen

Territory 130,395 km²

Population 50,762,000

Patron Saint Saint George

St. George's Day 23rd April

The Yeoman Warder or the Beefeater is a guard at the Tower of London
Stonehenge is a stone-age monument. It was erected in the Bronze Age in 2000-

2500 B.C.

SCOTLAND: a profile

The **Flag of Scotland**, known as **St. Andrew's Cross**, dates from the 9th century.

The Royal Coat of Arms The national flower of Scotland is **the thistle**, which was first used in the 15th century as a **symbol of defence**. Scotland has several unofficial anthems.

Motto No One Provokes Me With Impunity

Capital Edinburgh

Largest City Glasgow

Official Language English

National Languages Scottish, Gaelic

Territory 78,772 km²

Population 5,116,900

Patron Saint Saint Andrew

St. Andrew's Day 30th November

Ben Nevis (1,343 m.) is the highest peak in the **British Isles**

WALES: a profile

Motto Wales Forever

Anthem Land of My Fathers

Capital (and the largest city) Cardiff

Official Language English

National Language Welsh

Territory 20,779 km²

Population 2,958,600

Patron Saint Saint David

St. David's Day 1st March

The English name **Wales** originates from the Germanic word **Walha**, meaning **foreigner**. The Welsh call themselves **Cymry** and their country **Cymru** in Welsh, \which mean compatriots. Wales is often known by the phrase **the Land of Song** because

its people are fond of **singing, music** and **poetry**. The principal Welsh festival of music and poetry is the **National Eisteddfod**, which takes place annually in a different town or city.

The British **Union Flag** has the flags of Scotland, Northern Ireland and England, but does not have any Welsh representation. The **Flag of Saint David** is sometimes used as an alternative to the national flag and is flown on **St. David's Day**.

The national flower of Wales is the **daffodil**. The vegetable called **leek** is also a traditional

emblem of Wales. On St. David's Day, Welshmen wear a daffodil or a leek.

NORTHERN IRELAND: a profile

Northern Ireland consists of 26 districts. Together they are commonly called **Ulster**.

The river is dyed **green** on St. Patrick's Day because this colour is the colour of Ireland.

Some people call Ireland **the Emerald Isle** because the colour of the grass there is bright green.

Motto Who Shall Separate?

Anthem God Save the Queen Londonderry Air (*de facto*)

Capital (and the largest city) Belfast

Official Language English

National Language Irish

Territory 13,843 km²

Population 1,710,300

Patron Saint Saint Patrick

St. Patrick's Day 17th March

The national flower of Northern Ireland is the **shamrock**, a plant with three heartshaped leaves (a three-leaf plant), similar to clover. An Irish tale tells of how **Patrick** used the three-leaf shamrock to explain the Trinity. He used it in his sermons to represent how the Father, the Son, and the Holy Spirit could all exist as separate elements of the same entity. **St. Patrick's Day** is an official bank holiday in Northern Ireland.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND: A FACTFILE

- *the United Kingdom of Great Britain and Northern Ireland* (consisting of *England, Scotland, Wales* and *Northern Ireland*), the capital is *London*;
- *the Irish Republic* or *the Republic of Eire*, the capital is *Dublin*.
- *The United Kingdom of Great Britain and Northern Ireland* – Соединенное Королевство Великобритании и Северной Ирландии (official) or *the United Kingdom* – Соединенное Королевство (less official) or *the UK* (spoken English).
- *Great Britain* (geographically, an island). It is also called *Britain*.
- *England* (geographically, a part of the country).
- *Britannia* is the historical name of the country. It means *the Land of Britons* in Latin; a Briton – бритт.
- *Albion* is the poetic name of the country, which is *a White Land* in Latin. It was Julius Caesar who called the country Albion in 55 B.C. because of the chalky cliffs, which he first saw on a bright sunny day.

2. The UK National Symbols

The British National Flag is *the Union Flag*, commonly known as *the Union Jack*.

The Royal Coat of Arms depicts the symbols which represent the parts of the country.

The Statue of Britannia in Plymouth is the symbol of the UK.

The national bird of the UK is *Robin Redbreast*

God Save the Queen is the national anthem of the UK. In fact, it was a patriotic song, first performed in 1745. It became known as the national anthem at the beginning of the 19th century. The national anthem is played whenever the British monarch makes a public appearance. It is also played by the British Broadcasting Corporation (the BBC) every night before closedown. Besides, it is sung at the end of all important ceremonies, including football matches and other sports events.

The motto of the UK is *Dieu et mon droit* (French) that means *God and My Right*. *Buckingham Palace* is the official winter residence of the Royal family in London. It was built by the Duke of Buckingham in 1705 and bought by King George III in 1761.

Windsor Castle is another official residence of the British monarch. It has been a Royal home and fortress for over 900 years. Today the Castle is a working palace, used as a summer residence.

The Parliament or *Westminster Parliament* is the legislative body of the UK. It is located in the Palace of Westminster. The Parliament is made up of the monarch and two houses.

- *The elected House of Commons* is the lower house: it plays the major role in lawmaking and consists of 659 members of the Parliament (MPs for short); this house is presided over by the Speaker.
- *The appointed House of Lords* is the upper house: it consists of peers and lords (пэры, лорды); this house is presided over by *the Lord Chancellor* who sits on a special seat, called the *Woolsack*.
- *The Conservative Party*, which is the ruling party in the UK, is often called *the Tory Party*. The word “tory” means an Irish highwayman (разбойник) and was applied to the conservatives by their opponents.
- *The Labour Party* is the other ruling party that was founded by the Trade Unions, and has always been the opposition to the Conservative Party.
- The members of *the Liberal Party* were called *Whigs* by the Tories. A whig was a Scottish preacher, who could go on for four or five hours at a time preaching moralizing sermons. The party stopped existing in 1988.
- *The Party of Liberal Democrats* was formed in 1988 on the basis of the *Liberal Party* and *the Social Democratic Party*; the latter appeared in 1981.

The Conservative and Liberal Parties are the oldest parties. They were the only parties elected to the House of Commons until the end of the 19th century.

Westminster Palace is the place where the British Parliament sits. The north-eastern part of this palace is the clock tower Big Ben, named by the Londoners after Sir Benjamin Hall, who oversaw the installation of the Great Bell. As Sir Benjamin was a very tall man, his nickname was Big Ben.

The Prime Minister represents *the executive branch of power* and is the UK’s head of the government. He/she is the leader of the largest party in the House of Commons and this very party forms the British government. The Prime Minister presides over *the Cabinet*, which consists of 20 ministers or *Ministers of the Crown*. They are traditionally chosen from the members of the Prime Minister’s party. The first woman prime minister of Britain was *Margaret Thatcher*.

10 Downing Street or *Number 10* in London is the official residence of the Prime Minister. It is situated near the Palace of Westminster, the Houses of Parliament and Buckingham Palace. Number 10 is almost three hundred years old and has 100 rooms.

The Shadow Cabinet or *His or Her Majesty’s Loyal Opposition* is the cabinet in

opposition to the Prime Minister's cabinet. It consists of the members of the second largest party. The Shadow Cabinet's responsibility is to criticize the government and to offer alternative policies.

Westminster Abbey is used for the coronation of all the British monarchs. William the Conqueror became the first king, crowned in the abbey.

The City or *Square Mile* is the commercial and business centre of London with many offices, banks and the Stock Exchange. It is the oldest part of London, its area is about a square mile. Only five thousand people live here, but more than a million people work in this area. There are also some historical sights in the City. Among them are *the Tower of London*, *Tower Bridge* and *St. Paul's Cathedral*. The bestknown

street here is *Fleet Street*, where most newspapers have their offices.

THE UNITED STATES OF AMERICA: a profile

The 50 stars on the flag represent the **50 U.S. states**, and the 13 stripes represent the original **thirteen colonies** that rebelled against the British crown and became the first states. The nicknames for the flag include **the Stars and Stripes**, **Old Glory** and **the Star-Spangled Banner**.

The **Mayflower** transported the **Pilgrims** to the New World in 1620, as depicted in William Halsall's *The Mayflower in Plymouth Harbor*, 1882.

The **White House** is the home and work place of the U.S. president.

Wall Street is the business centre of the U.S.A., where the **New York Stock Exchange** is situated.

Motto In God We Trust

Anthem The Star-Spangled Banner

Capital Washington, D.C.

Largest city New York City

Official languages None

National language English

Status Federal, presidential, constitutional republic

Government President, Vice-President, Cabinet of Ministers, Secretary of State

Independence from Great Britain July 4, 1776

Territory 9,529,063 km² (4th country in the world)

Population 303,229,000 (3rd country in the world)

Density 31km²

Currency United States dollar (\$) (USD)

The American cultural icons are the **apple pie**, **baseball**, and the **American flag**.

The Pro Bowl is the **American football** annual all-star game.

The astronaut **Neil Armstrong** landed **the Moon** in **1969**.

Mount Rushmore (*Gutzon Borglum*, the sculptor) is a massive structure of the four prominent American presidents: *George Washington*, *Thomas Jefferson*, *Theodore Roosevelt*, *Abraham Lincoln*.

The American National Flag is the major national symbol. Its official name is *Stars and Stripes* (“Звезды и полосы” or “Звездно-полосатый”). The stars are for the 50 states of the United States; the stripes are for the 13 English colonies, which got independence from Great Britain on July 4, 1776. Sometimes the national flag is also called *Old Glory* (старая, былая слава). It is said that the first flag was made by Betsy Ross at the request of George Washington, the first American president. The flag was officially adopted in 1777.

July 14 is *Flag Day*. The Americans worship and admire their national flag.

- The second national symbol is *the U.S. anthem*, which is called *The Star-Spangled Banner* (“Усеянное звездами знамя”). The melody of the anthem is an old English song. The lyrics were created by the American poet Francis Scott Key in 1814. It has been the U.S. national anthem since March 3, 1931.

- The U.S. national bird is *the Bald Eagle* (белоголовый орел). The eagle seems bald because of the white feathers on the bird’s head. It is also called the American eagle (американский орел) or the bird of freedom. *The U.S. Great Seal* and *the U.S. Coat of Arms* have this national emblem.

- *America the Beautiful*, a popular patriotic song, is the U.S. national song. It was created in 1893 and is often sung during important national events and ceremonies.

The Legislative Power (законодательная власть) is *the Congress* (the U.S. parliament, the U.S. MPs are congressmen/women), which has two houses: *the Senate* (the upper house) of 100 members (senators), elected by popular (plurality) vote for a six-year term and reelected every two years; and *the House of Representatives* (the lower house) of about 450 members, elected by the same vote every two years.

The U.S. Congress meets at *the Capitol*, which is in Capitol Hill in Washington. *William Thornton* is one of its many architects.

The Executive Power (исполнительная власть) includes *the President* (a U.S.-born citizen of at least 35 years old and a resident of the country for at least 14 years), not elected by direct vote, but by indirect electoral system in which the votes are apportioned by the states; *the Vice-President*; and *the Cabinet of Ministers*, the most important position in which is the Secretary of State (госсекретарь ≈ министр иностранных дел).

The White House in Washington, D.C. is the residence and the work place of the U.S. president.

- ***The Judicial Power*** (судебная власть): the U.S. Supreme Court (Верховный Суд), the Federal District Courts, Courts of Appeal (апелляционные суды).

The U.S. government has three levels: federal, state and local.

The List of the U.S. States and their Nicknames

1. *Alabama (Алабама)* – the Yellowhammer State (штат овсянки, a bird) or the Heart of Dixie (сердце Дикси; Dixie is the name of the southern states)
2. *Alaska (Аляска)* – the Last Frontier (последняя граница)
3. *Arizona (Аризона)* – the Great Canyon State (штат Большого Каньона)
4. *Arkansas (Арканзас)* – the Land of Opportunity (страна возможностей)
5. *California (Калифорния)* – the Golden State (золотой штат)

6. *Colorado* (*Колорадо*) – the Centennial State (штат столетия)
7. *Connecticut* (*Коннектикут*) – the Nutmeg State (штат мускатного ореха) or the Constitution State (штат конституции)
8. *Delaware* (*Делавэр*) – the First State (первый штат) or Diamond State (штат-бриллиант)
9. *Florida* (*Флорида*) – the Sunshine State (солнечный штат)
10. *Georgia* (*Джорджия*) – the Peach State (персиковый штат) or the Empire State of the South (имперский штат юга)
11. *Hawaii* (*Гавайи*) – the Aloha State (гостеприимный штат): Aloha = love in Hawaiian
12. *Idaho* (*Айдахо*) – the Gem State (штат драгоценного камня)
13. *Illinois* (*Иллинойс*) – the Prairie State (штат прерий)
14. *Indiana* (*Индиана*) – the Hoosier State (штат-мужлан)
15. *Iowa* (*Айова*) – the Hawkeye State (штат соколиного глаза)
16. *Kansas* (*Канзас*) – the Sunflower State (подсолнуховый штат)
17. *Kentucky* (*Кентукки*) – the Bluegrass State (штат голубой травы)
18. *Louisiana* (*Луизиана*) – the Pelican State (пеликаний штат)
19. *Maine* (*Мэн*) – the Pine Tree State (сосновый штат)
20. *Maryland* (*Мэриленд*) – the Old Line State (штат старой линии)
21. *Massachusetts* (*Массачусетс*) – the Bay State (штат у залива)
22. *Michigan* (*Мичиган*) – the Wolverine State (штат росомах)
23. *Minnesota* (*Миннесота*) – the North Star State (штат Северной звезды)
24. *Mississippi* (*Миссисипи*) – the Magnolia State (магнолиевый штат)
25. *Missouri* (*Миссури*) – the Show-me State (штат “докажи мне”, “на слово не верящий”, штат скептиков)
26. *Montana* (*Монтана*) – the Treasure State (штат сокровищ)
27. *Nebraska* (*Небраска*) – the Cornhusker State (кукурузный штат)
28. *Nevada* (*Невада*) – the Sagebrush State (полынный штат) or the Silver State (серебряный штат)
29. *New Hampshire* (*Нью-Гемпшир*) – the Granite State (гранитный штат)
30. *New Jersey* (*Нью-Джерси*) – the Garden State (садовый штат)
31. *New Mexico* (*Нью-Мексико*) – the Land of Enchantment (страна очарования)
32. *New York* (*Нью-Йорк*) – the Empire State (имперский штат)
33. *North Carolina* (*Северная Каролина*) – the Tarheel State (штат чернопятчинов)
34. *North Dakota* (*Северная Дакота*) – the Sioux State (штат индейцев сиу)
35. *Ohio* (*Огайо*) – the Buckeye State (штат конского каштана)
36. *Oklahoma* (*Оклахома*) – the Sooner State (штат землезавхватчиков)
37. *Oregon* (*Орегон*) – the Beaver State (бобровый штат)
38. *Pennsylvania* (*Пенсильвания*) – the Keystone State (штат замкового камня)
39. *Rhode Island* (*Род-Айленд*) – Little Rhody (маленький Род)
40. *South Carolina* (*Южная Каролина*) – the Palmetto State (штат пальметты, i.e. низкорослой пальмы)

41. *South Dakota* (*Южная Дакота*) – the Coyote State (штат койотов)
42. *Tennessee* (*Теннесси*) – the Volunteer State (штат добровольцев)
43. *Texas* (*Техас*) – the Lone Star State (штат одинокой звезды)
44. *Utah* (*Юта*) – the Beehive State (штат пчелиного улья)
45. *Vermont* (*Вермонт*) – the Green Mountain State (штат Зеленых гор)
46. *Virginia* (*Виргиния, Вирджиния*) – the Old Dominion (старый доминион)
47. *Washington* (*Вашингтон*) – the Evergreen State (вечнозеленый штат)
48. *West Virginia* (*Западная Виргиния, Вирджиния*) – the Mountain State (горный штат)
49. *Wisconsin* (*Висконсин*) – the Badger State (барсучий штат)
50. *Wyoming* (*Вайоминг*) – the Equality State (штат равноправия)

Washington is the name of the city, which is the national capital of the country, and the name of the state, the capital of which is Seattle. Both the city and the state are named after *George Washington*, the first president of the U.S.A. The official name of the country's capital is *Washington, D.C.* because it is in the District of Columbia. But the first capital of the country was *Philadelphia*.

New York is also the name of the largest city and the name of the state. The New York City is in the New York State, but the capital of the state is Albany, not New York.

Alaska is the largest U.S. state. First it belonged to Russia. But in 1853-1856 Russia was engaged in the Crimean War and did not have enough military forces to defend its settlements on the American continent. It led to conflicts with Great Britain and the U.S.A., so the Russian government decided to sell Alaska as, in those times, it was a vast territory covered with snow and ice, *the land of icebergs and polar bears*. Of its two rivals, Russia chose the U.S.A. because it promised to help Russia in the international arena. Alaska was sold to the U.S.A. for *7.2 million dollars*.

Mississippi and *Colorado* are states; *the Mississippi* and *the Colorado* are rivers. *Michigan* is a state and *the Michigan* is one of the Great Lakes. The smallest U.S. state is *Rhode Island*.

Indians and *Eskimos* (the Native Americans, the first inhabitants of America).

White Americans (whites, the descendants of the European settlers from England, Scotland, Ireland, Italy, Sweden, France, Norway, Finland, etc.).

Afro-Americans (blacks, descendants of the former Negro slaves).

Mexican Americans (persons with Spanish names, most of whom are of Mexican origin).

There are also U.S. citizens of other races and nations, such as Chinese, Arabs, etc. This ethnic diversity is mainly due to *the large-scale immigration* that took place from the discovery of America in the 15th century till 1920. At present, the term *the Native American* does not mean an Indian or an Eskimo only; it refers to any U.S. citizen, who is born in the country and lives long in it.

The Democratic Party (centre-left or liberal): It was founded in 1783. Its ideologist was *Thomas Jefferson*. The party's symbol is *the donkey*.

The Republican Party (centre-right or conservative): It was founded in 1854 to fight for the abolition of slavery. Its ideologist was *Abraham Lincoln*. The party's symbol is *the elephant*.

In the U.S.A., *the election campaign* begins with an election, that is called *primaries*, at which the members of a political party vote for the person whom they would like to see as their party's candidate for a political office, for example, a president, a vice-president, a governor.

The U.S. currency is *the U.S. dollar* (USD = \$). It is subdivided into *100 cents*. The U.S. dollar is the first most traded currency in the world.

The word *dollar* originated from the German word *taler* (талер). All the U.S. bills (банкноты) carry the portraits of famous American statesmen. In informal American English, *a dollar is a buck* (American slang).

Washington, D.C.: the national capital attracts millions of tourists; the government buildings (the Capital, the White House), the Washington Monument, the Lincoln Memorial, the National Museums of Natural History and American History; Ford's Theatre, the National Theatre; the National Symphony Orchestra in the Kennedy Centre

The Library of the Congress, the largest library in the U.S.A. is in Washington. It was founded in 1800. A significant part of its fund is the collection of Gennady Yudin, the Russian manufacturer and bibliographer from Krasnoyarsk, who sold his collection to the U.S.A. in 1907 after several unsuccessful attempts to sell his library in Russia.

The Pentagon, the military-industrial centre of the U.S.A. is near Washington. A pentagon is a polygon of five angles and five sides. Now the Pentagon is both the headquarters of the U.S. Department of Defense and the symbol of the U.S. militarism

New York: the U.S. largest city, called *the capital of the world*. Originally, New York was called *New Amsterdam* as it was a Dutch possession. But when the English captured it, the city was renamed *New York*. The city has five boroughs: Brooklyn, Queens, the Bronx, Richmond (or Staten Island) and Manhattan. The latter is an island, long and narrow, in the centre of New York (bought from the Indians for 24 dollars in 1626).

Wall Street in New York is the leading national centre of business and finance.

The Statue of Liberty is a colossal sculpture on *Liberty Island* in *New York Harbour*. This statue is a gift to the United States from the people of France. The robed woman represents Libertas, the Roman goddess of freedom. She holds a torch to enlighten the world and a tablet, upon which the date of the American Declaration of Independence is

inscribed. The Statue of Liberty was presented by France in 1886, the 100th-year anniversary of the U.S. independence and the Franco-American union during the American Revolution War. New York is also a tourist and cultural centre.

Broadway is a street in New York (originally meaning *a broad way*), where different theatres are situated. At present, it is the symbol of the New York show business

Los Angeles (L.A.): the nation's second largest city; *Hollywood*, a district of Los Angeles, is the centre of the U.S. motion-picture and television industries.

Chicago: the nation's third largest city, the most important Great Lakes port.

Philadelphia: the U.S. first capital, *the city of brotherly love* (in Latin "philadelphia" means "brother's love").

San Francisco: the U.S. greatest industrial and cultural centre; a big port and a shipbuilding centre.

Detroit: *the automobile capital of the world, the motor city*; "General Motors", "American Motors", "Ford", "Chrysler" – all these automobile corporations have their headquarters in Detroit.

Houston: the site of the U.S. space centre *the National Aeronautics and Space Administration* or *NASA* (Национальное управление по аэронавтике и исследованию космического пространства).

The other U.S. great cities are *Dallas* (the financial centre of the South), *Miami* (the famous resort in Florida), *Atlanta* (an education centre: Emory University, Georgia State University, Atlanta University), *Baltimore* (a major port of domestic and international trade), *Seattle* (a seaport).

Self-Study Topics

Themes for Students' Self-Study

1. The Union Flag
2. The National Anthem
3. Britain's overseas territories
4. The Commonwealth
5. The Magna Carta
6. The Roman period
7. The Royal family
8. Britain's main imports and exports
9. School educational system
10. Higher education
11. London

12. Stradford-upon-Avon
13. Oxford
14. Cambridge
15. Ethnic minority languages
16. English different languages
17. National games
18. National costumes
19. National flowers
20. National meals
21. National days
22. Religions
23. Festivals
24. Leisure time
25. Political parties
26. The government
27. The legislation
28. The police
29. The Queen
30. The USA geographical diversity
32. The USA economics
33. Means of communication and transportation
34. The USA population's specific features
35. New-York
36. Los Angeles

37. Chicago
38. San Francisco
39. Philadelphia
40. Alaska
41. The Pilgrims and the Mayflower
42. Habitat preferences in the USA
- 43 The cultural life of US . Prominent people of US
- 44 Cities in the USA New York, Los Angeles, Chicago, San Francisco, Philadelphia.
The population's specific features

List of Literature Used

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Basic abstract

Topic 1

The UK. Geography and Population.

Key questions:

3 The British Isles and Two States

4 The British People

Basic terms: kingdom, republic, nation, unification, state, language, dialect, government, boundary.

First key question, its problems:

The difference between England, Great Britain, and United Kingdom, the political unification, the Celtic race, the Germanic origin.

The teacher's aims:

To make students acquainted with the difference between the geographical notions.

Identified educational objectives:

To show four states on the map, to explain the difference between the geographical notions.

Questions for mastering the stuff of the first problem.

1. Where is the United Kingdom situated?
2. How many states are there in Great Britain?
3. When was the political unification of Great Britain completed?

Second key question, its problems

Different states-different nationalities, people of Caribbean and South Asian descent.

The teacher's aims:

To describe the population composition of the UK

Identified educational objectives:

To identify the population composition of the UK.

Questions for mastering the stuff of the second problem.

1. What is the population of the UK?
2. Why are there so many people of Caribbean and Asian origin in Britain?

Questions for discussion

1. What does the Union Flag stand for and how should it be flown?
2. What are the words of the National Anthem?
3. What are Britain's overseas territories?
4. What is the Commonwealth?

The main conclusions on the theme

The United Kingdom is a union of four states: England in the central and southern part with London as the capital; Wales in the west with Cardiff as the capital; Scotland in the north with Edinburgh as the capital and Northern Ireland in the north-east of Ireland with Belfast as the capital. Although there is one government

for the whole of Britain, some aspects of governments are organized separately and the Welsh, Scottish, and Irish feel their identity very strongly.

The scientific approach to the problem of geography and population of the UK

1. What is the interrelation between the geographical position of the UK and its modern position in the world's economics?
2. To what degree can the UK be considered a multinational state?

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6. English as a Global Language by David Crystal Cambridge University Press, 1997

Topic 2

The History of the UK.

Key questions :

1. The Roman Period.
2. The Germanic Invasion.
3. The Medieval Period.
4. The Sixteenth Century.
5. The Seventeenth Century.
6. The Eighteenth Century.
7. The Nineteenth Century.
8. The Twentieth century.

Basic terms:

Burial mound, the Romans, the Scots, the Celts, Londinium, the Angles, the Saxons, pagan, Christianity, Vikings, Norman conquest, bubonic plague, Parliament, Protestantism, Puritanism, Lord Protector, the Glorious Revolution, Anglicanism, Dissenters, the British Empire, the Suffragettes.

First key question, its problems.

Architecture of the Iron Age, the imposition of the Roman way of life.

The teacher's aims:

To retell about the largest burial mounds, to explain the development of two distinct branches of the Celtic group of languages

Identified educational objectives.

To name the largest burial mounds, to name reminders of the Roman presence in Britain.

Questions for mastering the stuff of the first question.

1. Where did the Celts arrive from?
2. What was the purpose of the monumental architecture of the prehistoric period?
3. What area did the Roman province of Britannia cover?
4. What do such names like Chester, Lancaster, and Gloucester mean?

Second key question, its problems:

The invasion of the north-western European tribes, the spread of Christianity, the invasion of Scandinavian tribes.

The teacher's aims:

To tell about the legendary King Arthur and his part in the struggle against the Anglo-Saxons, to retrace the spread of Christianity throughout Britain, to tell about the Scandinavian invasion.

The identified educational objectives.

To name tribes conquering Britain in different periods, to be able to explain why the political unification by the end of the tenth century was completed rather easily.

Questions for mastering the stuff of the second problem.

1. Why did the Anglo-Saxons have a great effect on the country-side?

2. Who, when and where established his headquarters in Britain?
3. What was the result of King Alfred's victory over the Danes?

Third key question, its problems.

The Norman invasion of Britain, the beginning of the English class system, Eisteddfod, the Wars of Roses, bubonic plague.

The teacher's aims:

To characterize the Norman invasion, the cultural story of this period, to retrace the reasons of the reduction of great barons' power.

Identified educational objectives:

To describe the system of mutual duties and obligations, to explain the raise of the authority of the English monarch, to tell about Eisteddfod, to adduce the consequences of the Anglo-Norman invasion.

Questions for mastering the stuff of the third problem

- 1 What does a strict feudal system mean?
- 2 What is an Eisteddfod?
- 3 What kind of cultural split developed between the Lowlands and the Highland of Scotland?
- 4 What factors contributed to the reduction of the great barons' power?

Fourth key question, its problems.

A system of government departments, the rejection of the Roman Church.

The teacher's aims :

To expose the essence of the system of government departments, to show the reasons of the rise of Protestantism in Britain.

Identified educational objectives.

To retell about the system of government departments, to name the majority religion in England.

Questions for mastering the stuff of the fourth problem.

1. What was the composition of Parliament at this period?
2. What were the consequences of the rejection of the Roman Church?

Fifth key question, its problems.

Close links between religion and politics, Parliament's supremacy over monarchy, the Civil War, the Glorious Revolution.

The teacher's aims:

To show the close links between religion and politics of that period, to expose the ins and outs of the Civil War, to retell about the Bill of Rights.

Identified educational objectives.

To retell about contradictions between the Stuart monarchs and the House of Commons, to demonstrate the knowledge of main facts dealing with the Civil War and the Glorious Revolution.

Questions for mastering the stuff of the fifth problem.

1. How can you prove the links between religion and politics?
2. What was the origin of the Civil War?
3. What were the consequences of the Bill of Rights?
4. What are Orangemen?

Sixth key question, its problems.

The beginning of the party system in Britain, the united Parliament, technical innovations, the urban development. .

The teacher's aims:

To expose the political composition of Parliament, to explain the prerequisites of the Industrial Revolution and its consequences

Identified educational objectives.

To retell about the political composition of Parliament, to explain the prerequisites of the Industrial Revolution and its consequences.

Questions for mastering the stuff of the sixth question.

- 1 What were the reasons of the concord between Monarch and Parliament?
- 2 What was the political composition of Parliament?

3 What were the most important contributing factors to the growth of the British Empire?

4 Why did the north become the industrial heartland of the country?

Seventh key question, its problems.

Ireland, Canada, Australia and New Zealand as parts of the British Empire, Anglo-Indian way of life, changes in social structure and a new set of values, the idea of the countryside.

The teacher's aims:

To characterize the British Empire as a whole, reforms in political and public life.

Identified educational objectives:

To name the main components of the British Empire, to name reforms in political and public life.

Questions for mastering the stuff of the problem.

1 Why by the end of the century was English used as the first language by the population of UK?

2 What was the change towards colonization during the nineteenth century?

3 What were the main values during Victorian epoch?

4 What were the objectives of political reforms?

Eighth key question, its problems.

The Suffragettes, a General Strike

The teacher's aims:

To retell about the period of extremism and the fight of the working class for their rights.

Identified educational objectives:

To expose what the Suffragettes were, to name the date of a General Strike.

Questions for mastering the stuff of the eighth problem.

1. In which form did extremism become apparent in the twentieth century?
2. When did the General Strike take place?

Questions for discussion

1. Is Hadrian wall still standing?
2. What was the Magna Carta?
3. Why is the investiture of the Prince of Wales held at Caernarfon Castle?

The main conclusions on the theme

The Roman period left its trace in the history of Great Britain, such as villas, baths, temples, network of roads, a lot of cities and place names like Chester, Lancaster, Gloucester.

The Germanic invasion had a great effect on the country-side, where they introduced new farming methods and founded a lot of self-sufficient villages which formed the basis of the English society.

The Northern invasion resulted in imposing a strict feudal system and forming the class system, introducing French as the state language.

The 16th century is a period of establishing a system of government departments, staffed by professionals who depended for their position on the monarch. It was also the time of the rising of Protestantism and rejection of the Roman Church.

During the 17th century, Parliament established its supremacy over the monarchy. After the glorious revolution, a Bill of Rights limited some powers of the monarch.

The 18th century was a period of political stability. Social power and prestige rested on the possessions of land in the countryside, London came to dominate as a business and trading centre.

In the 19th century, there was an enormous increase in wealth because of wide colonization, which was considered as a matter of moral obligation.

The 20th century is the period of extremism, women fighting for their right to vote and powerful trade unions.

The scientific approach to the problem of the history of the UK

To which extent can the history of UK explain its position in the modern world?

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5. A-Z of British Life by Adrian Room. Oxford University Press, 1990
6. English as a Global Language by David Crystal Cambridge University Press, 1997

Topic 3

British peculiarities.

Key questions:

- 1 Climate.
- 2 Land and settlement.
- 3 The environment and pollution.

Basic terms: changeability, weather, scenery, variety, countryside, smog, immigrants, regions, inhabitants.

First key question, its problems:

The image of a foggy land, the lack of extremes.

The teacher's aims:

To explain to students how the weather in Britain influences the people's mentality.

Identified educational objectives:

To be able to adhere to the links between the weather and people's mentality in Britain.

Questions for mastering the stuff of the first problem.

1. How was the image of a wet and foggy land created?

2. Why does Britain's climate have such a bad reputation?

Second key question, its problem.

Extensive human influence.

The teacher's aims:

To give a picture of Britain's landscape, to show the consequences of human influence.

Identified educational objectives:

To describe Britain's landscape, to explain the part of human habitation in preserving the landscape.

Questions for mastering the stuff of the second problem.

1. In what parts of the country are plains and mountains situated?
2. In which way can Greater London be compared with Greater Athens?

Third key question, its problems.

Air and water pollution, preservation of the environment.

The teacher's aims:

To show how fatal can the consequences of pollution be for the environment.

Identified educational objectives.

To prove the links between pollution and the general level of the economical development of the country.

Questions for mastering the stuff of the third problem.

1. What does the word "smog" mean?
2. What kind of laws were passed during the 1960s and 1970s?

Questions for discussion

1. What is the British weather like?
2. How old is London's tube?
3. What are Britain's main imports and exports?
4. Why are "public" schools so called?

5. What is the oldest university in Britain?

The main conclusions on the theme

The amount of rain in Britain depends on the location of this or that town. Snow is a regular feature in the high areas. The south is slightly warmer than the north.

Britain has neither towering mountain ranges, nor large rivers plains or forests. Much of the land is used for human habitation.

The situation with the pollution of the environment has changed greatly positively during the recent years.

The scientific approach to the problem of British peculiarities

What consequences can pollution have for future generations?

Do you know any programs aimed at combating pollution of the environment?

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Topic 4

British regionalism

Key questions:

5. London
6. Southern England.
7. The Midlands.
8. Northern England.
9. Scotland and Northern Ireland

Basic terms: headquarter, suburbs, rural beauty, industrial revolution, producer, destination, tourism, manufacture.

First key question, its problems

London as the largest city in Europe, “the square mile”, well-known areas of London, London as a tourist destination.

The teacher’s aims.

To characterize Greater London from different sides.

Identified educational objectives.

To name the main parts of London, to prove or disprove that London is still the most prominent city in Europe.

Questions for mastering the stuff of the first problem.

1. What is the population of London?
2. What is “the square mile”?
3. What is the West End famous for?
4. Why is London considered so cosmopolitan?
5. Why is London so attractive for tourists?

Second key question, its problems.

Common land, the county of Kent, the West Country, East Anglia.

The teacher’s aims:

To show how diverse the composition of Southern England is.

Identified educational objectives.

To characterize in short each part of Southern England.

Questions for mastering the stuff of the second problem.

1. Why is the county of Kent known as “the garden of England”?
2. What is the West Country famous for?
3. What part of Britain has large expanses of uniformly flat land?

Third key question, its problems.

Birmingham, the Potteries.

The teacher’s questions.

To name the most important cities of the Midlands ,to tell about Stratford-on-Avon and Nottingham.

Identified educational objectives.

To name the most important cities of the Midlands.

Questions for mastering the stuff of the third problem.

1. How important is Birmingham in the economy of Britain?
2. What are the Potteries?
3. Why is tourism flourishing in the Midlands?

Fourth key question, its problems:

North as a symbol of industrial revolution, the beauty of the landscape, the Lake District.

Teacher's aims:

To name and show on the map the main cities of Northern England, to characterize the industry of this region, to show the romantic side of Northern England.

Identified educational objectives:

To name and show on the map the main cities of Northern England, to characterize the industry of this region, to name the most famous poets who lived in the region.

Questions for mastering the stuff of the fourth problem.

1. Where do the Pennine Mountains run?
2. What does Manchester (Bradford, Leeds, Sheffield, and Newcastle) produce?
3. What is the landscape of the region like?
4. What part of Northern England is known as the Lake District?

Fifth key question, its problems:

Three regions of Scotland, two major cities of Scotland, Belfast as the capital of Northern Ireland.

The teacher's aims:

To characterize each part of Scotland, to make students acquainted with an artistic heritage of Glasgow and the capital of Scotland Edinburgh, to tell about the capital of Northern Ireland Belfast.

Identified educational objectives:

To characterize three parts of Scotland, to be able to tell about the main cities of Scotland, Northern Ireland and Wales

Questions for mastering the stuff of the fifth problem:

1. Where does the most part of the population of Scotland live?
2. What is Glasgow famous for?
3. What is Edinburgh associated with?
4. Why is communication between south and north of Scotland difficult?
5. What is Belfast famous for?

Questions for discussion

1. Speak about London according to the following plan:

- 1.1. The History of London.

- Roman troops' invasion in the summer of AD 43.
- Normans' invasion in 1066.
- The great fire of 1666.

- 1.2..The Sights of London.

- The Houses of Parliament and Big Ben.
- Westminster Abbey.
- Buckingham Palace.
- The Tower of London.
- Tower Bridge.
- Piccadilly Circus.
- St Paul's Cathedral.
- The British Museum.
- Hyde Park.
- Whitehall.
- Royal Greenwich Observatory.

2. Speak about the biggest cities of Great Britain.

2.1. Stratford-upon-Avon.

2.2. Oxford.

2.3. Cambridge

The main conclusions on the theme

The cultural and racial variety is the greatest in London, which is the home of the Cockney and large numbers of immigrants.

Southern England is “the garden of England”. There is little heavy industry, but farming and growing of wheat and other arable crops are widespread.

The Midlands are famous for Stratford-upon-Avon, Nottingham and the Potteries.

Northern England is associated in the minds of the British with the Industrial Revolution and chances of making money.

Scotland is a country of three clearly-marked regions. Wales is the only part of Britain with a high proportion of industrial villages. Northern Ireland is largely agricultural.

The scientific approach to the problem of British regionalism

How does a lack of extremes in Britain influence the general development of UK and people’s mentality?

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1. Spotlight on Britain. Oxford University Press. Eighth edition. 1977
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6. English as a Global Language by David Crystal Cambridge University Press, 1997
7. World Book. Encyclopedia

Topic 5

Ethnic identity

Key questions:

5. The native British
6. The family.
7. Geographical identity.
8. Class.
9. Men and women.

Basic terms: ancestors, distinctiveness, mother tongue, identity, attitude, immigration, household, accent, stereotype, class division, “inverted snobbery.”

First key question its problems:

Education, law, religion, language as inseparable parts of ethnic identity, mixed cultural background of immigrants.

Teacher’s aims:

To explain the term “identity” and its components, to tell about the organization of public life in Britain.

Identified educational objectives:

To explain the term “identity” and its components, to tell about the organization of public life in Britain.

Questions for mastering the stuff of the first problem.

1. What factors can be reminders of ethnic identity?
2. In which part of Scotland is the sense of cultural identity preserved?
3. Why don’t the people of Wales have many reminders of their Welshness in everyday life?
4. Why is mixed cultural background a problem for immigrants from the Caribbean and south Asia?

Second key question, its problems:

The nuclear family in Britain, a high rate of divorce.

The teacher’s aims:

To tell about family identity in Britain and births outside marriage

Identified educational objectives:

To tell about family identity in Britain and births outside marriage

Questions for mastering the stuff of the second problem.

1. Is family still the basic living arrangement for most people in Britain?
2. Do large gatherings of people imply lifelong responsibility?
3. How high is the percent of divorce in Britain?

Third key question, its problems.

Identified accent, “northerners and southerners.”

The teacher’s aims:

To tell about the most ancient divisions of England, stereotypes of this division.

Identified educational objectives:

To tell about the most ancient divisions of England, stereotypes of this division.

Questions for mastering the stuff of the problem.

1. Why is a sense of geographical identity not very common in Britain?
2. What does a spoken accent identify?
3. What are the stereotypes of “northerners and southerners”?

Fourth key question, its problems

Flexibility of the class system, class differences, the way of speaking, Standard English, social climbing, pride of class membership, inverted snobbery.

The teacher’s aims:

To show “inverted” features of the class structure in Britain, to explain the term “received pronunciation” and “inverted snobbery.”

Identified educational objectives

To characterize the class structure of Britain, to demonstrate the knowledge of the clearest indication of a person’s class, , to explain the term “received pronunciation” and “inverted snobbery”.

Questions for mastering the stuff of the fourth problem.

1. What is the flexibility of the class system in Britain?

2. What is the main indicator of a person's class belonging?
3. What is RP?
4. What is the connotation of the word "posh"?
5. What is "inverted snobbery"?

Fifth key question, its problems.

Identity in gender, contradictions at the public level, the ordination of women priests.

The teacher's aims:

To explain the public and social roles of men and women.

Identified educational objectives.

To explain the public and social roles of men and women.

Questions for mastering the stuff of the fifth problem.

1. What are the contradictions existing between men and women in the British society?
2. What institutions still don't accept female members?

Questions for discussion

1. What are the main ethnic minority languages?
2. Why is English spoken with different accents?
3. Why are many English words pronounced differently?
4. What are the Highland Games?
5. What are Britain's national costumes?
6. What are Britain's national flowers?
7. What is haggis?

The main conclusions on the theme

The English usually make no distinction between English and British, but for the Scots and Welsh the question of identity is a complex issue. In Scotland, several

important aspects of public life (education, law, religions) are organized separately. The Welsh language shows signs of continued vitality.

Family identity is rather weak in Britain.

A sense of identity based on place of birth is not very common or strong in most parts of Britain. Many English people see themselves as either “northerners” or “southerners.”

Class belonging is identified by the speaker’s attitudes and interests, when a person begins speaking, as the vast majority of people speak with an accent which is geographically limited. A strong regional accent is assumed working class, while an RP accent is assumed upper or middle class.

Men’s women’s duties are still strictly defined in British society. The sharpest distinction between the expected roles of the two sexes is found in the lower and upper classes, which is less among the middle classes. In general female acceptance in various institutions is in favor nowadays.

The scientific approach to the problem of ethnic identity

Compare all identities mentioned above and try to choose one of them to prove that it is the most characteristic for the British people.

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Topic 6

Religious and political identity

Key questions

1. Belonging to church or party.
2. Social and everyday contacts.
3. Identity in Northern Ireland.
4. Being British.

Basic terms: churchgoers, self-identification, loyalty, separation, attachment, measurement system, ignorance, vulnerability.

First key question, its problems.

Religion and voting habits as insignificant aspects of people's life in Britain.

The teacher's aims:

To identify the role of religion and politics in the life of British people.

Identified educational objectives.

To tell about the role of religion in the life of British people.

Questions for mastering the stuff of the first problem.

What place does religion and politics play in the modern British society?

Second key question, its problems.

Contacts according to interests and attitudes.

Professional contacts.

The teacher's aims.

To show how British people make social contacts.

Identified educational objectives.

To show how British people make social contacts.

Questions for mastering the stuff of the second problem.

How do the British people forge contacts with others?

Third key question, its problems.

A polarized society of Protestants and Catholics.

The teacher's aims:

To show what split religious contradictions can arise.

Identified educational objectives.

To name the main differences according to which protestants and Catholics live.

Questions for mastering the stuff of the problem.

1. What two groups of people form the community of Northern Ireland.?
2. Among which classes are the contradictions softer?

Fourth key question, its problems.

Separation between the individual and the state, degree of attachment to the country, sense of vulnerability, learning other peoples' languages.

The teacher's aims:

To reveal the roots of individualism in the British people, their attitude to other nations.

Identified educational objectives:

To reveal the sense of patriotism and identity of the British people.

Questions for mastering the stuff of the fourth problem

1. How important is it to British people that they are British?
2. How open are they to foreign influences?
3. What is British ignorance?
4. What is the attitude of the British to learning foreign languages?

Questions for discussion

1. Does Britain have a National Day?
2. Which religions are represented in Britain?
3. Why does Britain have four teams in international sporting tournaments?
4. Speak on the changes that have taken place in the religious situation in Britain according to the following plan:
 - 4.1. A decline in the more traditional churches.
 - 4.2. A large growth in sects among the people who reject the Establishment and seek a new lifestyle or turn to the sects for comfort.

4.3. The rapid growth of non-Christian religions.

4.4. Religious freedom in Britain.

The main conclusions on the theme

Neither religion nor politics is an important part of people's social identity in modern Britain.

Many people make their social contacts through work and, partly as a result of this, the profession or skill which they practice is also an important aspect of their sense of identity.

Northern Ireland is a polarized society where most people are born into, and stay in, one or other of the two communities for the whole of their lives. On one side of the divide are people whose ancestors came from lowland Scotland or England. They are self-consciously Protestant and want Northern Ireland to remain in the UK. On the other side are people whose ancestors were native Irish. They are self-consciously Catholic and would like Northern Ireland to become part of the Irish Republic.

The British are individualistic and do not like to feel that they are personally representing their country. Most British people know remarkably little about Europe and who lives there. They are also very bad about learning other people's languages.

The scientific approach to the problem of political and religious identity

To which extent is religious and political identity important in the modern world for collaboration and cooperation?

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Topic 7

CUSTOMS AND TRADITIONS

Key questions

9. Stereotypes and change
10. English versus British.
11. Multiculturalism.
12. Conservatism.
13. Being different.
14. The love of nature and animals.
15. Formality and informality.
16. Public spiritedness and amateurism.

Basic terms: ceremony, tradition, anti-intellectualism, reference, double-decker, Fahrenheit scale, idealized vision, "village green," animal graveyard, privacy.

First key question, its problems:

Land of traditions, "patient people."

The teacher's aims:

To wash away stereotypes derived from books and songs written a long time ago.

Identified educational objectives:

To name changes taking place in the modern British society.

Questions for mastering the stuff of the first problem.

1. In which spheres of life are stereotypes preserved?
2. Which traits differ the British from other nations of Europe?
3. Which meals traditions have changed?
4. What old habits are changing in the sphere of service?

Second key question, its problems:

Anti-intellectualism, negative connotations.

The teacher's aims:

To show the attitude of the British to education.

Identified educational objectives:

To reveal the attitude of the British to education

Questions for mastering the stuff of the second question:

1. What is the attitude of the middle class British to education?
2. What are the Welsh famous for?

Third key question, its problems:

Multicultural society, the contribution of the new British to British life.

The teacher's aims:

To reveal the notion "multiculturalism" in British life.

Identified educational objectives

To reveal the notion "multiculturalism" in British life.

Questions for mastering the stuff of the third question:

1. What attitudes do new British bring to British life?

Fourth key question, its problems:

Attachment to older times.

The teacher's aims:

To show what place conservatism holds in British mentality.

Identified educational objectives

To show what place conservatism holds in British mentality.

Questions for mastering the stuff of the fourth question.

1. Which traits of conservatism can you name in modern British people?
2. What can you say about children's habits?

Fifth key question, its problems.

A token of Britishness, systems of measurement.

The teacher's aims:

To reveal the notion of British difference.

Identified educational objectives.

To reveal the notion of British difference.

Questions for mastering the stuff of the fifth problem.

1. Why aren't the British ready to any changes in everyday life?
2. What examples can you produce to prove that the British like to be different from others?

Sixth key question, its problems.

An idealized vision of countryside, interest in country matters, the Youth Hostels Association,

Pet cemetery, bird tables.

The teacher's aims:

To show how the British character is displayed through their love of nature and animals.

Identified educational objectives:

To show how the British character is displayed through their love of nature and animals.

Questions for mastering the stuff of the sixth question:

1. What is the attitude of the British to the countryside?
2. What does countryside represent?
3. How do the British spend their time with nature?
4. What is the attitude of the British to animals?
5. How popular is bird watching?

Seventh key question, its problems.

Observing formalities, being formal in everyday life.

The teacher's aims:

To show that being friendly in Britain involves showing demonstrating that you are not bothering with the formalities.

Identified educational objectives.

To show that being friendly in Britain involves showing demonstrating that you are not bothering with the formalities.

Questions for mastering the stuff of the problem.

1. What is the difference between observing formalities and being formal in everyday life?
2. What is the attitude of the British to clothing?
3. What do the British avoid doing in everyday situations?

Eighth key question, its problems.

Change of connotations, voluntary activities, charity work.

The teacher's aims:

To reveal areas of amateur participation in public life.

Identified educational objectives:

To reveal areas of amateur participation in public life.

Questions for mastering the stuff of the eighth question.

1. In which way is voluntary activity regarded in Britain?
2. What is charity work for common British?

Questions for discussion

1. How do the British celebrate traditional and religious holidays?

1.1. Pancake Day

1.2. Guy Fawkes Night

1.3. Easter

1.4. Remembrance Day

1.5. Halloween

1.6. New Year

2. What and when are "bank holidays"?

3. Why do the British like going to the pubs? 4. How do the British spend their leisure time?

4. Is it true that a lot of British dishes are named after places?

5. What is the British humor?

6. What and when are the Proms?

The main conclusions on the theme

In their private everyday life the British as individuals are less inclined to follow traditions than the people of most other countries. They are too individualistic for this. There exist many examples of supposedly typical British habits, which are not typical any more.

Because English culture dominates the cultures of the other nations of the British Isles, everyday habits, attitudes, and values among the people of the four nations are very similar. However, they are not identical, and what is often regarded as typically British may in fact be only typically English.

There is a large-scale immigration to Britain from places outside the British Isles. In its cities at least, Britain is a multicultural society.

The British are very conservative, they do not like change.

They can be particularly and stubbornly conservative about anything, which is perceived as a token of Britishness. Their conservatism can combine with their individualism; they are proud of being different, which is seen in the systems of measurement or double-decker buses.

The British have an idealized vision of the countryside, which represents stability for them. The status of pets is taken seriously. The overall concern for animals is part of the British love of nature.

In general, the British are not bothered with the formalities. When they are not playing a public role, there seem to be no rules at all.

The voluntary activity is a basic part of British life as there is a common assumption that society is best served by lots of people giving a little bit of their free time to help in a variety of ways.

Scientific approach to the problem of customs and traditions

To which extent can British and Uzbek traditions be compared?

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Topic 8

British Institutions and Prominent People.

Key questions:

8. Political life.
9. The style of democracy.
- 10.The Constitution
- 11.The Parliament
- 12.The Executive Prime Minister and Cabinet
- 13.Elections and Political Parties
- 14.The Judiciary and Criminal Law
- 15.The prominent people of Britain.

Basic terms: reputation, stability, identity cards, lawmaking, constitutional monarchy, Magna Cartha, Church of England, the Sovereign, the House of Lords, the House of Commons, the Prime Minister, the Cabinet, the Crown Court, personal contribution.

First key question, its problems

The lack of enthusiasm for politicians.

The teacher's aims:

To show political ignorance of common British people and their unwillingness to be involved into political affairs.

Identified educational objectives.

To reveal the public attitude to politics.

Questions for mastering the stuff of the problem.

1. How do British people regard politicians?

2. Which part of the adult population take part in voting?

Second key question, its problem.

A high respect for the law, absence of identity cards, the Official Secrets Act, the British government's free hand.

The teacher's aims:

To make students acquainted with the style of democracy in Britain.

Identified educational aims:

To picture the main traits of the British democracy.

Questions for mastering the stuff of the question.

1. What is the evidence of a high respect for the law?
2. Which aspects of British life make clear that the British prefer to do without making new laws?
3. What is the traditional assumption of the relationship between the individual and the state?
4. How often are referenda organized in Britain?

Third key question, its problems.

A constitutional monarchy, absence of constitution, the Magna Charta, support of monarchy

The teacher's aims:

To tell about the history of the existing political system and its specific features.

Identified educational objectives.

To tell about the history of the existing political system and its specific features.

Questions for mastering the stuff of the problem:

1. How is Britain governed?
2. What features make the British system different from other countries?
3. What is the Magna Charta?
4. What are the freedoms and duties of the British monarch?

Fourth key question, its problems.

The Legislature, the House of Commons, the House of Lords.

The teacher's aims:

To make students acquainted with the British Parliament.

Identified educational aims:

To reveal the notion of the Legislature, to tell about the composition of the House of Commons and the House of Lords.

Questions for mastering the stuff of the problem:

1. What elements does the Parliament consist of ?
2. What is the structure of the House of Commons?
3. What are the rights of the House of Lords?

Fifth key question, its problems.

The position of Prime Minister, the Cabinet.

The teacher's aims:

To show the part of Prime Minister and the Cabinet.

Identified educational objectives.

To show the part of Prime Minister and the Cabinet.

Questions for mastering the stuff of the fifth problem.

1. What is the position of Prime minister based on?
2. What is a Shadow Cabinet?

Sixth key question, its problems

The right to vote in elections, the Conservative and Liberal Parties

The teacher's aims:

To make students acquainted with the system of elections and two main parties of Britain.

Identified educational objectives:

To tell about the system of elections and two main parties of Britain.

Questions for mastering the stuff of the problem.

1. Who has the right to vote?

2. Who can stand as a candidate?
3. When must general elections be held?
4. What are two predominant parties in Britain?
5. What layers of the population do the parties represent?

Seventh key question, its problems.

Customs and precedents, the Crown Court.

The teacher's aims:

To tell about the Judiciary and Criminal Law in Britain.

Identified educational objectives.

To tell about the Judiciary and Criminal Law in Britain.

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Questions for mastering the stuff of the problem

1. What is Parliament responsible for?
 2. What is the structure of the magistrates' court?
 3. What does the Crown Court deal with?
- What is the final court of appeal?

Eighth key question, its problem

The creative contribution of the most famous people of Britain.

The teacher's aims:

To provide students with information about some prominent British people.

Identified educational objectives:

To tell about outstanding British people.

Questions for mastering the stuff of the problem:

1. What is the contribution of the people mentioned above into the development of the British and world science and culture?
2. Whose contribution from your point of view has consequences more important for the humanity?

Questions for discussion

1. What are the origins of the names of the main political parties?
2. How is the Speaker chosen?
3. Why does the Queen have two birthdays?
4. Why is the heir of the throne called the Prince of Wales?
5. What does "Royal" mean in the context of Royal Borough of..., Royal society of...?
6. What are the Royal Warrants?
7. How are the police organized?
8. When can the police carry guns?
9. What is the difference between a judge, a barrister, and a solicitor?
10. Why are wigs worn by lawyers?
11. What is the Old Bailey?
12. What powers does the Queen have?
13. Why doesn't Britain have a written constitution?
14. Why are Ambassadors sent to the Court of St. James's?
15. How does Britain elect its government?

The main conclusions on the theme

Three-quarters of the adult population are interested enough in politics to vote a national election, even though voting is not compulsory. The British's attitude to foreign influences is very reserved.

The British are comparatively unenthusiastic about making new laws. There are few rules telling the individual and the government what he, she, or they must or must not do.

Britain is a constitutional monarchy, governed by a king or queen who accepts the advice of a parliament. It is a country whose government is controlled by a parliament which is elected by the people. The British constitution is based on statutes and important documents, case laws, customs conventions, and can be modified by a simple Act of parliament like any other law.

Parliament is supreme authority and consists of three separate elements: the Sovereign, the House of Lords and the elected House of Commons. The Queen's role is only formal now, and the House of Commons has gained supremacy over the House of Lords. The main function of the House of Commons is to legislate. The House of Lords can revise Bills sent to it by the House of Commons but it can only delay a Bill from becoming law for a maximum of 12 months.

The leader of the party that obtains a majority of seats in a general election is named Prime Minister, and is asked by the Sovereign to recommend a group of ministers to form a Government known as the Cabinet.

The right to vote is extended to every British subject over 18 who is resident in Britain. Anyone over 21 who is entitled to vote can stand as a candidate. General elections must be held every five years, but the Prime Minister has the right to call elections before the five-year term has expired. As a result of the electoral system two parties are predominant in Britain: Conservatives and Liberals.

Parliament is responsible for making laws. There is also a large body of laws, which developed from the decisions, based on custom and precedent, taken by judges in court cases.

Great Britain is famous for prominent scientists, writers, and composers who contributed a lot not only into Britain's science and culture, but also into the world's civilization.

Scientific approach to the problem of British institutions and prominent people

1. In which way has the history of Britain influenced the formation of the system of judiciary?
2. What is the balance between the works of scientists and representatives of culture in the development of the humanity?

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3. Ф.М. Рожкова По странам изучаемого языка Москва Просвещение 1989
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Topic # 9

The United States of America

Geography and Population

Key questions:

1. Geography of the USA and its Specific Features.
2. Means of Communication and Transportation.
3. Population of the USA and its Specific Features.
4. The Big Cities of the USA and their Population.

Basic terms: diversity, continent, transportation, highway, airtravel, railroad, heritage, resident, basin.

First key question, its problems:

The location of the USA, its extent, borders, number of states.

The teacher's aims:

To make students acquainted with the USA geographic specific features.

Identified educational objectives:

To show the USA on the map.

To name its extent and number of states and adjoining countries

To name the main waterways of the USA.

Questions for mastering the stuff of the first key problem:

What is the part of the great northern ice cap in the geography of the USA?

What is the Central Agricultural Basin famous for?

What does the landscape of the USA look like?

What part does the Mississippi play in the life of the USA?

Second key question, its problems:

Public and private transport, airline service, trains, and automobiles, waterway travel system.

The teacher's aims:

To determine the role of transport in the economical development of the country.

To show the correlation between the industrial level and transport system.

Identified educational objectives:

To name the most available transport.

To tell about the role of water transport in the life of the USA.

Questions for mastering the stuff of the second problem:

How does transportation reflect the level of economical development of the USA?

What is the most popular transport there and why?

Third key question, its problems:

The ascendants of modern Americans.

Immigration in the history of the USA.

The composition of today's minority.

The teacher's aims:

To prove that the history of America began long before Columbus's arrival, to demonstrate the positive role of immigration in the general development of America.

Identified educational objectives:

To name the first settlers of the USA.

To name the reasons of immigration from 1880 to 1920.

To name the immigration composition nowadays.

Questions for mastering the stuff of the third problem:

Why is the USA called a “boiling pot”?

What continent was the main source of immigration for the USA and when?

What ethnic minorities live in the USA now?

Fourth key question, its problems:

The number of the population.

Americans as a mobile nation.

The largest cities of the USA, the “baby boom.”

The teacher’s aims:

To give the definition of the notion “metropolitan area,” to show metropolitan areas of the USA, to demonstrate the nation’s distribution, to explain the reasons of the “baby boom.”

Identified educational objectives:

To show the largest cities on the map.

To name their population.

To reveal the meaning of the notion “metropolitan area.”

To show the largest of them (metropolitan area) on the map.

Questions for mastering the stuff of the fourth problem:

Where do Americans prefer to live?

What is the most populous state?

What phenomenon is called “the baby boom”?

Questions for discussion

1. The USA geographical diversity
2. The USA economics
3. Means of communication and transportation

4. The USA population's specific features

5. New-York

6. Los Angeles

7. Chicago

8. San Francisco

9. Philadelphia

10. Alaska

Speak about the largest cities of the USA according to the plan:

a) New York:

The largest city and port

The Statue of Liberty

Manhattan

Broadway

Harlem

Wall Street

The United Nations Organization

b) Los Angeles:

Disneyland

Hollywood

c) Chicago – “Windy City”

d) San-Francisco:

The Golden Gate Bridge

Cable Car

Chinatown

e) Philadelphia:

The declaration of Independence

Benjamin Franklin Parkway

The Liberty Bell

The main conclusions on the theme.

The diversity of the USA stems from the fact that it is so large and has so many kinds of land, climate, and people. The vast and varied expanse of the USA stretches from the heavily industrialized, metropolitan Atlantic Seaboard, across the rich flat farms of the central plains over the majestic Rocky Mountains to the fertile, densely populated west coast, then halfway across the Pacific to the semi-tropical island-state of Hawaii.

America is a land of land of physical contrasts, including weather.

The population of the USA is made of immigrants or descendants from virtually every country in the world.

The largest cities of the USA are New-York, Los Angeles and Chicago.

The scientific approach to the problem of the geography and population of the USA

What is the interrelation between the landscape of the USA and its modern position in the world's economics?

On what factors do any agricultural basins depend?

What transport do you consider the most promising in future?

How does the level of communication development characterize the USA?

What is the positive and negative role of immigration nowadays?

What are the advantages and disadvantages of living in a metropolitan area?

What part do the big cities play in the life of the USA?

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Topic # 10

American Regionalism

Key questions:

1. New England
2. Middle Atlantic
3. The South
4. The Midwest
5. Mountain States
6. The Southwest
7. The Pacific coast states- The West

Basic terms: state, immigration, mainstay, region, natural sources, religion, plantation, segregation, beacon, crossroad, breadbasket, frontier, decent.

First key question, its problems:

The number and the names of states, search of religious freedom, the town meeting, America's Industrial Revolution, industry, and handicrafts.

The teacher's aims:

To make students acquainted with New England specific features.

Identified educational objectives:

To show New England states on the map, to name them, to explain the origin of the name “New England,” to make a collage on the theme.

Questions for mastering the stuff of the first problem:

What region has played a dominant role in the developing of America since the 17 century?

Why did the first settlers come to America?

What is the town meeting?

Why can it be called a primitive form of democracy?

What are the main traits of New Englanders?

Second key question, its problems:

The number and names of states, the Quakers, a gateway to America, the Mennonites, the home of Continental Congress, the birthplace of the Declaration of Independence and Constitution.

The teacher’s aims:

To make students acquainted with the Middle Atlantic specific features.

Identified educational objectives:

To show Middle Atlantic States on the map, to name them to explain why the region is called the gateway to America, to name the ethnic composition of the region.

Questions for mastering the stuff of the second problem:

Why is the Middle Atlantic region called a gateway to America?

When and where was the Declaration of Independence adopted?

What is the ethnic composition of the Middle Atlantic?

Third key question, its problems:

The number and the name of states, American Civil War, Slavery, a national political

crisis of 1860, black protest of the 1950 and 1960.

The teacher's aims:

To make students acquainted with the South states specific features, to teach about Abraham Lincoln, and consider his motivation and decisions he made as president.

Identified educational objectives:

To show South states on the map, to name them, to explain the resemblance between the South and English ways of life, to explain the origin of slavery, to retrace the history of slavery, to demonstrate an understanding of the basic issues underlying the Civil War and events leading up to the war.

Questions for mastering the stuff of the third problem:

How does the climate of South inspire the southerners?

What are main agricultures of the South?

Why did slavery become a serious problem for the South?

What was the result of the national political crisis in 1860?

What political party ended slavery?

When did the segregation come to the end?

In which period did the greatest writers of the century write?

Fourth key question, its problems:

The number and the names of states, a beacon of American history, the nation's bread- basket, lack of interest in foreign affairs

The teacher's aims:

To make students acquainted with the Midwest specific features.

Identified educational objectives:

To show the Midwest states on the map, to name them, to explain why the region is called a beacon, and the nation's breadbasket, to explain how isolationism influences the world situation.

Questions for mastering the stuff of the fourth problem:

Why was the Midwest called a beacon?

Why is the Midwest called the nation's breadbasket?

What fact influenced the end of the period of isolationism?

Fifth key question, its problems

The number and the names of states, scenic wonders, small population, mix of ethnic groups.

The teacher's aims:

To make students acquainted with specific features of Mountain States.

Identified educational objectives:

To show Mountain States on the map, to name them, to compare the ethnic composition of the Mountain States and Midwest.

Question for mastering the stuff of the fifth problem:

What is the correlation between the landscape and population in the Rocky states?

Sixth key question, its problem:

The number and the names of states, the region of open spaces

The teacher's aims:

To make students acquainted with the South-West states specific features

Identified educational objectives:

To show the South-West states on the map, to name them, to characterize the weather

Question for mastering the stuff of the sixth problem:

What are the most specific features of the Southwest?

Seventh key question, its problems:

The number and the names of states, the "Last Frontier"

The teacher's aims:

To make students acquainted with the Pacific coast states specific features

Identified educational objectives:

To show the states on the map, to name them, to explain the notion the "Last Frontier".

Questions for mastering the stuff of the seventh problem:

What part do immigrants play in the development of the Pacific coast states?

What is Hollywood?

Questions for discussion

1. The Pilgrims and the Mayflower

2. Habitat preferences

The main conclusions on the theme

The USA is divided into seven regions. New England consists of six states. It can lay historic claim to having played a dominant role in the developing of modern America from the 17th century.

The Middle Atlantic Region consists of five states. It is known as the gateway to America and the birthplace of American Constitution.

The South consists of 12 states. It played a major role in forming the character of America from before the war of Independence to the Civil war.

The Midwest consists of 12 states. It is known as the nation's breadbasket.

The Mountain States consist of six parts. It is a land of scenic wonders with only 3% of the nation total population.

The South-West states include four territories. One can travel for miles in some areas without seeing signs of human life.

The West states consist of five territories, which were considered "the last frontier" in American history. This division is relative, just for comfort when studying the geography of the USA.

The scientific approach to the problem of American regionalism

What is the interrelation between the landscape of the USA and its modern position in the world's economics?

On what factors do any agricultural basins depend?

What transport do you consider the most promising in future?

How does the level of communication development characterize the USA?

What is the positive and negative role of immigration nowadays?

What are the advantages and disadvantages of living in a metropolitan area?

What part do the big cities play in the life of the USA?

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7. World Book. Encyclopedi

Topic 11

American history

Key questions:

6. Pre-colonial America.
7. Colonial America.
8. American independence.
9. 19th century expansion.

10. Industrialization and immigration.

Key words: chiefdoms, nomadic tribes, sedentary society, taxes, patriots, expansion and succession.

First key question, its' problems: nomadic tribes, fishing societies, sedentary societies, interrelated cultures.

The teacher's aims: to demonstrate to students that pre-colonial America wasn't a wild wasteland before the arrival of white immigrants.

Identified educational objectives: to demonstrate a basic understanding of Native American history.

Second key question, its' problems: "Pilgrim Fathers", barbarians – their relations.

The teacher's aims: to demonstrate to students the initial motives of the first colonists and their failure to recognize the Indian civilization.

Identified educational objectives: to be able to compare moral and material values of American Natives and European settlers.

Third key question, its' problems: "the Stamp Act of 1765", "the Townshend Act of 1767", "Boston Massacre of 1770, March 4", "Boston Tea Party of 1773, December 16", War of Independence (1775-1781), Declaration of Independence 1776, the birth of the USA 1788.

The teacher's aims: to make students acquainted with the fight of American colonies for Independence, and the basic facts of the War of Independence.

Identified educational aims: students will make a conclusion how the War of Independence influenced the growth of American self-consciousness

Fourth key question, its' problems: land acquisition, technological advance, motivation to move westward.

The teacher's aims: to make students acquainted with the events, laws and technology that led Americans to move westward.

Identified educational aims: students will be able to create a timeline of the Westward Expansion of the USA.

Fifth key question, its' problems: the reasons of immigration, the formation of monopolies, Teddy Roosevelt's social crusade of 1901, and anti-trust laws.

The teacher's aims: to show the push-and-pull reasons of migration, to demonstrate the positive and negative role of monopolies in the US economy.

Identified educational objectives: students will be able to talk about the reasons of immigration, compare its push-and-pull reasons, to speak about the significance of Teddy Roosevelt's law.

Control questions:

1. What kind of tribes lived on the territory of the pre-colonial America?
2. What mode of life did the natives have?
3. What were the main steps of the British government closing to the beginning of the War of Independence?
4. What sort of people were the first settlers from Europe?
5. What role did immigrants play in the Westward Expansion? What was their life like on the frontier?
6. What was positive and negative in the activity of monopolies in the USA and why did President Teddy Roosevelt have to adopt an anti-trust law?

Topic 12

America and Two World Wars

Key questions:

7. World War 1 and the roaring twenties
8. World War 2 and Franklin Roosevelt's New Deal of 1933
9. Post-War America, the Cold War
10. Civil Rights
11. Crisis: Vietnam and Watergate
12. Right Wing reconstruction
13. The end of the Cold War

Key words: neutrality, involvement, League of Nations, the Great Depression, persecution, mass culture, the United Nations, iron curtain, missiles, integration, escalation, inflation, unemployment, détente, summit.

First key question, its' problems: the end of the US neutrality, the Wall Street crash, the Ku Klux Klan, mass culture.

The teacher's aims: to explain the reasons of the US joining the First World War, to explain how the Great Depression influenced American history and state of the public mind.

Identified educational aims: to explain the reasons of the US joining the First World War, to explain how the Great Depression influenced American history and state of the public mind.

Second key question, its' problems: New Deals of Franklin Roosevelt, the Japanese attack on Pearl Harbour, atomic bombing of Japan, the UN Charter of 1945.

The teacher's aims: to explain the urgency of Roosevelt's New Deal, to retrace the development of war action in the Second World War.

Identified educational aims: to expose the essence of the New Deal, to discuss how urgent was atomic bombing of Japan in August of 1945.

Third key question, its' problems: the reasons of creating NATO, the Marshall Plan, the Korean War, the Cuban conflict, McCarthyism.

The teacher's aims: to explain the essence of the Truman Doctrine, the reasons of creating NATO, the essence of the Marshall Plan, to retrace the sequence of incidents throughout the world and their consequences.

Identified educational aims: to expose the essence of the New Deal, to discuss how urgent was atomic bombing of Japan in August of 1945.

Fourth key question, its' problems: progress towards racial integration, militant Black Power movements.

The teacher's aims: to retrace the process of racial intergration.

Identified educational objectives: to name people who attempted to improve the situation of black people and other minorities.

Fifth key question, its' problems: War in Vietnam, Watergate scandal, the signing of the first Strategic Arms Limitation Treaty.

The teacher's aims: to retrace the course of war in Vietnam, to make students acquainted with the Watergate scandal, to expose the achievements of Richard Nixon.

Identified educational aims: to be able to name the reasons of the US defeat in war in Vietnam, to explain the reasons of Nixon's resigning and Presidents Ford and Carter's unpopularity.

Sixth key question, its' problems: Reagan's concept of "evil empire", his fight against terrorism.

The teacher's aims: to expose Ronald Reagan's home and foreign policy.

Identified educational objectives: to be able to name the reasons of the US defeat in war in Vietnam, to explain the reasons of Nixon's resigning and Presidents Ford and Carter's unpopularity.

Seventh key question, its' problems: the cutting of conventional and nuclear weapons in Europe.

The teacher's aims: to demonstrate the good will of both presidents to consolidate peace.

Identified educational aims: to name the presidents and the place where the end of the Cold War was put.

Control questions:

1. Why did America break its policy of strict neutrality?
2. Why do we use the term "the Roaring Twenties"?
3. How actively did America take part in World War 2?
4. Why did the issues of civil rights dominate in the 1950s and 1960s?
5. Why was the Watergate Scandal so fatal to Richard Nixon?
6. How did ordinary Americans react to the USA's being involved in Vietnam War?
7. How did the Cold War end?

Topic 13

American Institutions

Key questions:

6. The Constitution
7. The Presidency
8. Congress
9. Elections and Political Parties
10. The Federal Judiciary and State Government

Key words: executive, legislative and judiciary powers, natural-born citizen, electoral procedure, counterweight, Electoral College, court, appeal, case.

First key question, its' problems: separate powers, the Bill of Rights.

Teacher's aims: to make students acquainted with three branches of power and the Bill of Rights.

Identified educational aims: to correspond three branches of power with government institutions, to name the most prominent amendments of the Bill of Rights.

Second key question, its' problems: background of being elected president, his rights and duties, the role of the Vice-president.

Teacher's aims: to make students acquainted with the role of President and Vice-president in the political life of America.

Identified educational aims: to name the main functions of the President and Vice-president.

Third key question, its' problems: the House of Representatives, the Senate.

Teacher's aims: to make students acquainted with the composition of the House of Representatives and the Senate.

Identified educational aims: to be able to tell about the composition of the House of Representatives and the Senate.

Fourth key question, its' problems: the 1965 Voting Rights Act, Electoral College, the procedure of elections, the Democratic and Republican Parties, the election of Senators.

Teacher's aims: to make students acquainted with the elections system of the USA, to compare it with that of Uzbekistan.

Identified educational aims: to expose the significance of the 1965 Voting Rights Act, to expose the essence of the Electoral College, to name the main parties and their interests.

Fifth key question, its' problems: District Courts, the US Court of Appeals, the Supreme Court, the composition of the state government.

Teacher's aims: to demonstrate to students the system of the Federal Judiciary and state government.

Identified educational aims: to name the types of Courts, to expose the contents of the 10th Amendment, to expose the structure of the Judicial systems. Peace Court – County Court – District Court – Appeals – the State Supreme Court.

Control questions:

1. What is the American Constitution based on?
2. How are 10 Amendments to the Constitution called?
3. Who can be President of the USA?
4. Why has the importance of the Presidency increased?
5. What are President's rights?
6. What is the role of the Vice-president?
7. What two chambers does Congress consist of?
8. What is the composition of the House of Representatives?
9. How many senators does each state have?
10. How often are senators elected?
11. What is the special privilege of the Senate?
12. What is the Voting Rights Act of 1965?
13. When does the President take office?
14. When and how are presidential candidates selected?
15. What is the principal difference between the Democrats and the Republicans?
16. What are the powers of the District Court, US Court of Appeals, and the Supreme Court?
17. How is the Governor of a state elected?
18. What is the structure of the judicial system of states?

Conclusions on the Topics Studied

The United Kingdom is a union of four states: England in the central and southern part with London as the capital; Wales in the west with Cardiff as the capital;

Scotland in the north with Edinburgh as the capital and Northern Ireland in the north-east of Ireland with Belfast as the capital. Not to mix different notions. Although there is one government for the whole of Britain, some aspects of governments are organized separately and the Welsh, Scottish and Irish feel their identity very strongly.

The Roman period left its trace in the history of Great Britain, such as villas, baths, temples, network of roads, a lot of cities and place names like Chester, Lancaster, and Gloucester.

The Germanic invasion had a great effect on the country-side, where they introduced new farming methods and founded a lot of self-sufficient villages which formed the basis of the English society.

The Northern invasion resulted in imposing a strict feudal system and forming the class system, introducing French as the state language.

The 16th century is a period of establishing a system of government departments, staffed by professionals who depended for their position on the monarch. It was also the time of the rising of Protestantism and rejection of the Roman Church.

During the 17th century, Parliament established its supremacy over the monarchy. After the glorious revolution, a Bill of Rights limited some powers of the monarch.

The 18th century was a period of political stability. Social power and prestige rested on the possessions of land in the countryside, London came to dominate as a business and trading centre.

In the 19th century, there was an enormous increase in wealth because of wide colonization, which was considered as a matter of moral obligation.

The 20th century is the period of extremism, women fighting for their right to vote and powerful trade unions.

The amount of rain in Britain depends on the location of this or that town. Snow is a regular feature in the high areas. The south is slightly warmer than the north.

Britain has neither towering mountain ranges, nor large rivers plains or forests. Much of the land is used for human habitation.

The situation with the pollution of the environment has changed greatly positively during the recent years.

The cultural and racial variety is the greatest in London, which is the home of the Cockney and large numbers of immigrants.

Southern England is “the garden of England”. There is little heavy industry, but farming and growing of wheat and other arable crops are widespread.

The Midlands are famous for Stratford-upon-Avon, Nottingham and the Potteries.

Northern England is associated in the minds of the British with the Industrial Revolution and chances of making money.

Scotland is a country of three clearly marked regions. Wales is the only part of Britain with a high proportion of industrial villages. Northern Ireland is largely agricultural.

The English usually make no distinction between English and British, but for the Scots and Welsh the question of identity is a complex issue. In Scotland, several important aspects of public life (education, law, religions) are organized separately. The Welsh language shows signs of continued vitality.

Family identity is rather weak in Britain.

A sense of identity based on place of birth is not very common or strong in most parts of Britain. Many English people see themselves as either “northerners” or “southerners.”

Class belonging is identified by the speaker’s attitudes and interests, when a person begins speaking, as the vast majority of people speak with an accent which is geographically limited. A strong regional accent is assumed working class, while an RP accent is assumed upper or middle class.

men’s and women’s duties are still strictly defined in British society. The sharpest distinction between the expected roles of the two sexes is found in the lower and upper classes, which is less among the middle classes. In general, female acceptance in various institutions is in favor nowadays.

Neither religion nor politics is an important part of people’s social identity in modern Britain.

Many people make their social contacts through work and, partly because of this, the profession or skill which they practice is also an important aspect of their sense of identity.

Northern Ireland is a polarized society where most people are born into, and stay in, one or other of the two communities for the whole of their lives. On one side of the divide are people whose ancestors came from lowland Scotland or England. They are self-consciously Protestant and want Northern Ireland to remain in the UK. On the other side are people whose ancestors were native Irish. They are self-consciously Catholic and would like Northern Ireland to become part of the Irish Republic.

The British are individualistic and do not like to feel that they are personally representing their country. Most British people know remarkably little about Europe and who lives there. They are also very bad about learning other people's languages

In their private everyday life the British as individuals are less inclined to follow traditions than the people of most other countries. They are too individualistic for this. There exist many examples of supposedly typical British habits, which are not typical any more.

Because English culture dominates the cultures of the other nations of the British Isles, everyday habits, attitudes, and values among the people of the four nations are very similar. However, they are not identical, and what is often regarded as typically British may in fact be only typically English.

There is a large-scale immigration to Britain from places outside the British Isles. In its cities at least, Britain is a multicultural society.

The British are very conservative, they do not like change.

They can be particularly and stubbornly conservative about anything, which is perceived as a token of Britishness. Their conservatism can combine with their individualism; they are proud of being different, which is seen in the systems of measurement or double-decker buses.

The British have an idealized vision of the countryside, which represents stability for them. The status of pets is taken seriously. The overall concern for animals is part of the British love of nature.

In general, the British are not bothered with the formalities. When they are not playing a public role, there seem to be no rules at all.

The voluntary activity is a basic part of British life as there is a common assumption that society is best served by lots of people giving a little bit of their free time to help in a variety of ways.

Three-quarters of the adult population are interested enough in politics to vote a national election, even though voting is not compulsory. The British's attitude to foreign influences is very reserved.

The British are comparatively unenthusiastic about making new laws. There are few rules telling the individual and the government what he, she, or they must or must not do.

Britain is a constitutional monarchy, governed by a king or queen who accepts the advice of a parliament. It is a country whose government is controlled by a parliament which is elected by the people. The British constitution is based on statutes and important documents, case laws, customs conventions, and can be modified by a simple Act of parliament like any other law.

Parliament is supreme authority and consists of three separate elements: the Sovereign, the House of Lords, and the elected House of Commons. The Queen's role is only formal now, and the House of Commons has gained supremacy over the House of Lords. The main function of the House of Commons is to legislate. The House of Lords can revise Bills sent to it by the House of Commons but it can only delay a Bill from becoming law for a maximum of 12 months.

The leader of the party that obtains a majority of seats in a general election is named Prime Minister, and is asked by the Sovereign to recommend a group of ministers to form a Government known as the Cabinet.

The right to vote is extended to every British subject over 18 who is resident in Britain. Anyone over 21 who is entitled to vote can stand as a candidate. General elections must be held every five years, but the Prime Minister has the right to call elections before the Five-year term has expired. Because of the electoral system, two parties are predominant in Britain: Conservatives and Liberals.

Parliament is responsible for making laws. There is also a large body of laws, which developed from the decisions, based on custom and precedent, taken by judges in court cases.

Great Britain is famous for prominent scientists, writers, and composers who contributed a lot not only into Britain's science and culture, but also into the world's civilization.

The diversity of the USA stems from the fact that it is so large and has so many kinds of land, climate, and people. The vast and varied expanse of the USA stretches from the heavily industrialized, metropolitan Atlantic Seaboard, across the rich flat farms of the central plains over the majestic Rocky Mountains to the fertile, densely populated west coast, then halfway across the Pacific to the semi-tropical island-state of Hawaii.

America is a land of land of physical contrasts, including weather.

The population of the USA is made of immigrants or descendants from virtually every country in the world.

The largest cities of the USA are New York, Los Angeles and Chicago.

The USA is divided into seven regions. New England consists of six states. It can lay historic claim to having played a dominant role in the developing of modern America from the 17th century.

The Middle Atlantic Region consists of five states. It is known as the gateway to America and the birthplace of American Constitution.

The South consists of 12 states. It played a major role in forming the character of America from before the war of Independence to the Civil war.

The Midwest consists of 12 states. It is known as the nation's breadbasket.

The Mountain States consist of six parts. It is a land of scenic wonders with only 3% of the nation total population.

The South-West states include four territories. One can travel for miles in some areas without seeing signs of human life.

The West states consist of five territories, which were considered "the last frontier" in American history. This division is relative, just for comfort when studying the

geography of the USA.

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Teaching Materials

Lecture 1

The UK. Geography and Population.

Key questions:

The British Isles and Two States

The British People

Basic terms: kingdom, republic, nation, unification, state, language, dialect, government, boundary.

First key question, its problems:

The difference between England, Great Britain, and United Kingdom, the political unification, the Celtic race, the Germanic origin.

The teacher's aims:

To make students acquainted with the difference between the geographical notions.

Identified educational objectives:

To show four states on the map, to explain the difference between the geographical notions.

The contents of the first key question.

Lying off the north-west coast of Europe, there are two large islands and several much smaller ones. Collectively, they are known as The British Isles. The largest island is called Great Britain. The other large one is called Ireland.

In the British Isles there are two states. One of these governs most of the island of Ireland. This state is usually called The Republic of Ireland. It is also called 'Eire' (its Irish language name). Informally it is referred to as just 'Ireland' or 'the Republic'.

The other state has authority over the rest of the British (the whole of Great Britain, the northeastern area of Ireland and most of the smaller Islands). Its official name is The United Kingdom of Great Britain and Northern Ireland, although it is usually known by a shorter name. At the Eurovision Song Contest, at the United Nations and the European Parliament, for instance, it is referred to as 'the United Kingdom'. In everyday speech, this is often shortened to 'the UK'. In the other contexts, it is referred to as 'Great Britain'. This, for example, is the name you hear when a gold medal steps onto the rostrum at the Olympic Games. The stickers on cars ('GB') are another example of the use of this name. In writing and speaking it is not especially formal or informal, the name 'Britain' is used. The normal adjective, when talking about something to do with the UK, is 'British'.

People often refer to Britain by another name. They call it 'England'. However, this is not strictly correct, and it can make some people angry. England is only one of the four nations of the British Isles (England, Scotland, Wales, and Ireland). Their political unification was a gradual process that took several hundred years. It was completed in 1800 when the Irish Parliament was joined with the Parliament of

England, Scotland, and Wales in Westminster, so that the whole of the British Isles became a single state - the United Kingdom of Great Britain and Ireland. However, in 1922, most of Ireland became a separate state.

At one time, the four nations were distinct from each other in almost every aspect of life. In the first place, they were different racially. The people in Ireland, Wales, and highland Scotland belonged to the Celtic race; those in England and lowland Scotland were mainly of Germanic origin. This difference was reflected in the languages they spoke. People in the Celtic areas spoke Celtic languages: Irish Gaelic, Scottish Gaelic, and Welsh. People in the Germanic areas spoke Germanic dialects (including the one, which has developed into modern English). The nations also tended to have different economic, social and legal systems.

Today these differences have become blurred. But they have not completely disappeared. Although there is only one government for the whole of Britain, and people have the same passport regardless of where in Britain they live, some aspects of governments are organized separately (and sometimes differently) in the four parts of the United Kingdom. Moreover, Welsh, Scottish and Irish people feel their identity very strongly.

Questions for mastering the stuff of the first problem.

1. Where is the United Kingdom situated?
2. How many states are there in Great Britain?
3. When was the political unification of England completed?

Second key question, its problems:

Different states-different nationalities, people of Caribbean and South Asian descent.

The teacher's aims:

To describe the population composition of the UK

Identified educational objectives:

To identify the population composition of the UK.

The contents of the second key question.

When you are talking to people from Britain, it is safest to use 'Britain' when talking about where they live and 'British' as the adjective to describe their nationality. This way you will be less likely to offend anyone. It is, of course, not wrong to talk about 'people in England' if that is what you mean - people who live within the geographical boundaries of England. After all, most British people live there. However, it should always be remembered that England does not make up the whole of the UK.

The same holds true for the further millions of British citizens whose family origins lie outside the British Isles altogether. People of Caribbean or south Asian descent, for instance, do not mind being described as 'British' (many are proud of it), but many of them would not like to be called 'English'. Whenever the West Indian or Indian cricket team plays against England, it is certainly not England that they support.

Questions for mastering the stuff of the second problem.

1. What is the population of the UK?
2. Why are there so many people of Caribbean and Asian origin in Britain?

Tasks on students' own work.

1. What does the Union Flag stand for and how should it be flown?
2. What are the words of the National Anthem?
3. What are Britain's overseas territories?
4. What is the Commonwealth?

The main conclusions on the theme

The United Kingdom is a union of four states: England in the central and southern part with London as the capital; Wales in the west with Cardiff as the capital; Scotland in the north with Edinburgh as the capital and Northern Ireland in the northeast of Ireland with Belfast as the capital. Although there is one government for the whole of Britain, some aspects of governments are organized separately and the Welsh, Scottish, and Irish feel their identity very strongly.

The scientific approach to the problem of geography and population of the UK

1. What is the interrelation between the geographical position of the UK and its modern position in the world's economics?

2. To what degree can the UK be considered a multinational state?

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LECTURE 2

The History of the UK. The ancient period

Key questions :

5. Prehistoric Britain
6. The Pre-Celtic Period
7. The Celts
8. The Roman Period

Basic problems.

Architecture of the Iron Age, the imposition of the Roman way of life.

The teacher's aims:

To retell about the largest burial mounds, to explain the development of two distinct branches of the Celtic group of languages

Identified educational objectives.

To name the largest burial mounds, to name reminders of the Roman presence in Britain.

The contents of the first key question.

Prehistoric Britain

A million years ago, the whole of northwestern Europe, including Britain, was in the grip of the last Ice Age. During this period, the ice advanced and retreated several times across the land. Britain was joined to Europe by a land bridge.

Archaeologists think that the earliest ancestors of modern human beings may have entered Britain overland from Europe more than half a million years ago. These hominids belonged to the Old Stone Age. They used stone tools and may have discovered how to control fire. They travelled as hunters, following herds of migrating wild animals. The earliest known settlements in Britain date from about 250,000 B.C. They include a site at Claxton, Essex, where stone choppers have been found.

About 70,000 BC, the last of the severe glaciations began, and for much of this period, no hominids lived in Britain. Those who did venture into Britain during short mild spells dwelt in caves. These hominids included the earliest modern human beings.

About 12,000 B.C., the last Ice Age was ending, and the climate had begun to improve. People still dwelt in caves and hunted for food. Cheddar in Somerset and Creswell Crags in Derbyshire have produced many interesting finds from this period. These finds include Britain's only surviving works of Paleolithic art. One such find, the *Dancing Man* of Creswell Crags, is a puzzling engraving on a piece of bone. It is said to resemble a masked male dancer.

The Pre-Celtic Period

By about 8000 B.C., Britain at last emerged from the Ice Age. Over the next 5,000 years, the improving climate changed the environment. The slowly rising temperature caused the ice sheets to melt and raised the level of the sea. Britain lost its land link with the rest of Europe after the formation of the English Channel and the North Sea about 5000 B.C.

Some historians refer to the original population as the Scots and Picts with whom newcomers started merging. The Picts inhabited mainly Scotland and the Scots lived in what we know as Ireland [or 'Scotia']. Britain attracted new settlers during this period. They hunted and fished, and their culture was more advanced than that of the Paleolithic Period. Archaeologists call these settlers Mesolithic (Middle Stone Age) people. One group of these settlers

migrated from Denmark not long after 8000 B.C. Their most famous remains are at a settlement at Star Carr, North Yorkshire.

Mesolithic people made such tools as saws and mattocks. Mesolithic hunters domesticated the dog. The people of this time also cleared a few areas of forest by fire, and some experts think they used the clearings for herding deer and other game.

Shortly before 4000 B.C., scattered tribes of people travelled to Britain from the mainland of Western Europe. These people brought the settled and highly organized culture of the Neolithic (New Stone Age) Period with them. They were mainly farmers and village traders. They cleared large areas of woodland and made fields for planting crops and farming livestock. They also made and traded in Britain's earliest pottery.

The Neolithic people appear to be the first in Britain to have put up buildings of stone and wood. They also built the first roads—wooden track ways across marshy areas such as the Somerset Levels. Neolithic people buried their dead in communal chambered tombs built of stone. These tombs belong to the class of huge monuments of stone called *megaliths*. Megalithic monuments also include vast circles of standing stones. The best known of these, Stonehenge was probably begun about 2700 B.C. and completed by Bronze Age builders.

Between 3000 B.C. and 2500 B.C., people began using metal in Britain. New immigrants arrived in the country. One group came about 1700 BC from the Rhineland and the Netherlands (an Alpine race), and mixed with another from Spain and Portugal (the Iberian people who came here earlier - around 2400 BC). The newcomers were skilled in the use of copper and gold. Unlike the slim, long-headed people of Neolithic Britain, they were stocky and round-headed. Archaeologists refer to the new settlers as the *Beaker Folk*, because of the distinctive beaker-shaped pottery vessels they buried with their dead. The Beaker Folk tended to live in isolated round houses, not in villages. They usually buried their dead singly under round barrows.

By about 1400 B.C., Bronze Age people had completed Stonehenge and had built a larger monument at Avebury, in Wiltshire. They also built stone circles in many other places.

Archaeologists know little of life in the Bronze Age, but many experts think that the use of the wheel and the plough began in Britain during this period.

The Celts

Soon after 800 BC, as the Bronze Age ended, Britain was invaded by the Celts - a new group of immigrants. They belonged to several different groups, but all used a form of the same language, called *Celtic*. These newcomers are therefore –

called *Celts*. Some historians believe that the Celtic language had already spread to Britain earlier in the Bronze Age, perhaps because of trade with Europe. By the time the Romans reached Britain, in 55 B.C., Celtic had replaced Britain's earlier language almost entirely.

The Celts are supposed to have come from Central Europe in three distinct waves. The first Celtic comers were the *Gaels*. They made iron tools and weapons of high technical quality. The *Britons* arrived some two centuries later, pushing the Gaels to Wales, Scotland, Ireland and Cornwall, and took possession of the south and east and probably gave their name to the whole country. They brought tools, weapons, shields, and very artistic personal ornaments. Some time after 100 B.C., the *Belgae*, the most advanced of the Celtic tribes, arrived in southern Britain from Gaul (France), and occupied the greater part of what is known as the Home Countries [the central part of Great Britain.]. They used ploughs, made pottery or potter's wheels, and struck metal coins. The Belgae built farms and large settlements that developed into Britain's first towns.

Thus, the whole of Britain was occupied by the Celts who merged with the Picts and Scots, as well as the Alpine part of the population. The term "Celtic" is often used rather generally to distinguish the early inhabitants of the British Isles from the later Anglo-Saxon invaders.

It was a patriarchal clan society based on common ownership of land. It was then that social differentiation began to develop: the tribal chiefs and the semi-dependent native population.

The Celts were good warriors. Their communities were ruled by warrior chiefs. They were the first people in Britain to use chariots and to ride on horseback. Celtic war-chariots were famous beyond the limits of the country. The Celts were heathens. The priests were called Druids and their superior knowledge was taken for magic power. In England itself Celtic influence is felt to this very day, though this influence

is much weaker, as compared with the other parts of the country. The Celts worshipped nature. The oak-tree, mistletoe and holly were sacred. Water was also worshipped as the source of life. There are place-names in –

England connected with the Celts. For example, Avon — the name of a river, which means "water" in

Celtic. The origin of the name Severn — the longest river in the country — is connected with the name of a Celtic goddess — Sabrina. On the eve the Roman conquest, the Britons were at the stage of decay.

The Roman Period (55-410)

The Roman province of Britannia covered most of present-day England and Wales. The Romans imposed their own way of life and culture, making use of the existing Celtic aristocracy to govern and encouraging this ruling class to adopt Roman dress and the Roman language (Latin). They exerted an influence without actually governing there over only the southern part of Scotland. It was during this time that a Celtic tribe called the Scots migrated from Ireland to Scotland, where they became allies of the Picts (another Celtic tribe and opponents of the Romans). This division of the Celts into those who experienced direct Roman rule (the Britons in England and Wales) and those who did not (the Gaels in Ireland and Scotland) may help to explain the development of two distinct branches of the Celtic group of languages.

The remarkable thing about the Romans is that, despite their long occupation of Britain, they left very little behind. To many other parts of Europe, they bequeathed a system of law and administration, which forms the basis of the modern system and a language, which developed into the modern Romance family of languages. In Britain, they left neither. More over, most of their villas, baths and temples, their impressive network of roads, and the cities they founded, including Londinium (London), were soon destroyed or fell into disrepair. Almost the only lasting reminders of their presence are place-names like Chester, Lancaster and Gloucester, which include variants of the Roman word castra (a military camp)

Roman Britain (55 B.C.-A.D. 410)

Caesar's expeditions. By 56 B.C., the Roman general and political leader Gaius Julius Caesar had almost completed his conquest of Gaul. But Gallic resistance was hard to break and was being strengthened by help from Britain. Julius Caesar led his forces

into Britain in 55 B.C. and again in 54 B.C. On both occasions, he landed in Kent. In 54 B.C., he advanced inland and captured Wheathampstead, near present-day St. Albans, Hertfordshire. But a rebellion in Gaul forced him to withdraw from Britain. At the time Caesar landed, Britain, which the Romans called *Britannia*, consisted of tribal communities ruled by kings or queens. The country's importance as a trading centre was already well known, but probably grew after Caesar's expeditions.

The Romans did not invade Britain again until nearly 100 years after Caesar's two expeditions. They then occupied the southern part of the island for more than 350 years. During this period, Britain was a province of Rome. It was ruled by Roman governors and defended by Roman armies and fleets. *The arrival of the Romans.* The Roman Emperor Claudius ordered the conquest of Britain in A.D. 43 (A.D.-Anno Domini; Latin — "in the year of Christ"). At the Battle of the Medway, the Romans defeated the tribes of southeastern Britain led by Caratacus. Claudius himself marched in triumph into Colchester, where many tribal chiefs submitted to him. The Romans then advanced northwards and westwards from London, building roads and establishing forts. Caratacus fled to the southern part of present-day Wales. There, he headed a tribe called the *Silures* and resisted the Romans until A.D. 51, when he was defeated and captured. By A.D. 61, the Romans controlled the country as far north and west as the Humber and Severn rivers.

Between A.D. 71 and 79, the Romans subdued western Britain. Gnaeus Agricola, appointed governor in A.D. 78, advanced northwards to the Firth of Forth and the Firth of Clyde. In the A.D. 120's, Emperor Hadrian built a wall from the Solway Firth to the River Tyne to defend Roman Britain from raids by the Picts and other tribes of northern Britain. From A.D. 140 to 142, during the reign of Emperor Antoninus Pius, Roman forces built a second defensive wall from the Firth of Forth to the Firth of Clyde as defenses against Picts and Scots, but they could not hold it against tribal attacks and eventually abandoned it. [The Picts (from Latin Picti "painted") lived in east and northeast. They were the descendants of pre-Celtic natives and spoke a Celtic language. During and soon after Roman invasion they seem to have developed two kingdoms north of Firth of Forth. By the 7th century there was a united "Pictland". It is famous for its beautifully carved memorial stones and crosses, the round stone towers – brochs, and the underground stone houses – weems.

The union of the lands of modern Scotland began in 843 when Kenneth I king of the Scots became also king of the Picts. He joined Pict-land to Scot-land to form the kingdom of Alba].

The rule of the Romans. Not all of Britain was firmly in the hands of the Romans. In the south and southeastern parts Roman influence was greatest, while in the north and west the country remained much untouched. The Romans failed to conquer northern Britain and sent no expeditions to Hibernia (Ireland). Southern Britain, as was mentioned above, was considerably influenced by Roman civilization. There, the Roman way of life spread from the towns to the countryside. The Romans imposed their own way of life and culture, making use of the existing Celtic aristocracy to govern and encouraging this ruling class to adopt Roman dress and the Roman language [Latin]. It was during this time that the Scots migrated from Ireland to Scotland, where they became allies of the Picts and opponents of the Romans. This division of the Celts into those who experienced direct Roman rule [the Britons in England and Wales] and those who did not [the Gaels in Ireland and Scotland] may help to explain the development of two distinct branches of the Celtic language.

Many towns were built by the Romans, which were connected by good roads. Some of these roads still exist to this very day. For example, Watling Street from London to Chester, or Icknield Way connecting London with Cirencester. Most British towns with names ending with "chester" were, in Roman times, fortified camps.

The Romans built most towns to a standardized pattern of straight, parallel main streets that crossed at right angles. The *forum* (market place) formed the centre of each town. Shops and such public buildings as the *basilica* (public hall), baths, law-courts, and temple surrounded the forum. The paved streets had drainage systems, and fresh water was piped to many buildings. Some towns had a theatre for animal fights, gladiator shows, and plays. Houses were built of wood or narrow bricks and had tiled roofs. In some houses, hot air from a furnace was conducted through brick pipes under the floor to provide heat. The largest of the towns was called Londinium. It began life as a Roman fort at a place where it was possible to cross the river Thames. Many believe that here was a Celtic settlement called "Llyn-dyn" which meant "lake-fort" and which the Romans changed into Latin.

The departure of the Romans. Roman rule in Britain ended when the Roman Empire declined. Massive migrations of less civilized peoples, such as the Goths, Huns, and

Vandals, had for years been putting pressure on the frontiers of Rome's provinces. In the 300's, Germanic tribes penetrated into Rome's western provinces. During the same period, *Saxon* pirates from Germany raided the southeastern coast of Britain. In 368, Pictish tribes severely damaged Hadrian's Wall and destroyed much of northern Roman Britain. A Roman army quickly restored order, but its control soon lapsed.

Roman forces withdrew steadily from Britain to Gaul and Italy. By 400, Hadrian's Wall and the forts of Cambria were abandoned. By 407, almost all the Roman soldiers had left Britain. In 410, people in the towns appealed to Rome for protection against the Saxons. But the Romans replied that Britain had to see to its own defense. Rome itself was being attacked by Goths.

Despite their efforts, Romanized Britons were in time easily conquered by the Saxons and related Germanic tribes called *Angles* and *Jutes*. The Anglo-Saxons destroyed Roman culture wherever they settled. Consequently, the Roman occupation had few lasting effects on Britain, except for good roads in the southern part of the country and the survival of the Christian Church in Wales and Cornwall. One reason why Roman Britannia disappeared so quickly is probably that its influence was largely confined to the towns. In the countryside, where most people lived, farming methods had remained unchanged and Celtic speech continued to be dominant. The Roman occupation had been a matter of colonial control rather than a large-scale settlement.

Questions for mastering the stuff of the first lecture

5. Where did the Celts arrive from?
6. What was the purpose of the monumental architecture of the prehistoric period?
7. What area did the Roman province of Britannia cover?
8. What do such names like Chester, Lancaster, and Gloucester mean?

LECTURE 3

The History of the UK. The Germanic Invasion

Key questions:

1. The Anglo-Saxon settlement
2. Anglo-Saxon England

3. Struggle against the Viking raiders

Basic problems.

The invasion of the north-western European tribes, the spread of Christianity, the invasion of Scandinavian tribes.

The teacher's aims:

To tell about the legendary King Arthur and his part in the struggle against the Anglo-Saxons, to retrace the spread of Christianity throughout Britain, to tell about the Scandinavian invasion.

The identified educational objectives.

To name tribes conquering Britain in different periods, to be able to explain why the political unification by the end of the tenth century was completed rather easily.

The contents of the lecture

The Germanic Invasions (410-1066.) The Dark Ages

Many people today still call the period between the departure of the Romans in the 400's and the invasion of the Normans in 1066 the *Dark Ages*. This is because few reliable historical records of these times exist, and our knowledge of them is therefore limited.

The Anglo-Saxon settlement

Romanized Celtic leaders operated the Roman system of local government until about 446, when they made a final, fruitless appeal to Rome for protection. From then onwards, power fell more and more into the hands of local chiefs. From time to time, some of them established a lordship over others. Tradition says that one such overlord, Vortigern, controlled an area from Kent to South Wales.

The Anglo-Saxon raids continued. These raids were part of a general migration of Germanic tribes in search of new land for their increasing population.

During the fifth century, a number of tribes from the northwestern European mainland invaded and settled in Britain in large numbers. These tribes were the Angles, the Saxons and the Jutes. The **Jutes** and the **Angles** came from the Jutland peninsula (today southern Denmark). The **Saxons** arrived from the territory between

the Rhine and Elbe rivers (northern Germany). At first they came as mercenaries hired by Celtic tribal chiefs who fought one against the other, then seeing that the country was weak to defend itself, they came in great numbers conquering it altogether.

Tradition says that the Anglo-Saxon settlement of England began in 449, when Vortigern invited two Jutish chiefs, Hengest and Horsa, to help him defend Kent against invading tribes. Hengest and Horsa later rebelled against Vortigern. Horsa died in battle, but Hengest and his descendants eventually conquered Kent, Sussex, Hampshire, and the Isle of Wight by about 550.

The Angles occupied the central part of southern Britain and the northern and eastern coasts. The Saxons settled around the River Thames. They advanced westwards to the Bristol Channel by 577 and to the Irish Sea by 613. By then, almost all of present-day England was under Anglo-Saxon rule. Quite soon the country began to be called "the land of the Angles", later "Englaland" and as you easily see England.

In the west of the country, their advance was temporarily halted by an army of [Celtic] Britons under the command of the legendary King Arthur. Nevertheless, by the end of the sixth century, the Angle-Saxons and their way of life predominated in nearly all of England and in parts of southern Scotland. Wherever the Anglo-Saxon settlers went, they displaced the local Romanized Celtic Britons, forcing them northwards and westwards into present-day Scotland and Wales. Some Britons took refuge in Cornwall or across the Channel in Brittany. In the 500's and 600's, the Angles made gains in Scotland and captured the land between Wales and the Celtic kingdom of Strathclyde. In the 700's, Offa, king of Mercia, built a defensive dyke that defined the English boundary with Wales.

The Anglo-Saxons and Jutes were close to each other in speech and customs, and they gradually formed into one people referred to as the Anglo-Saxons. For a long time the tribes fought with one another for supreme power.

Anglo-Saxon England

Altogether, seven Anglo-Saxon kingdoms developed in England—East Anglia, Essex, Kent, Mercia, Northumbria, Sussex, and Wessex. By the early –

600's, Northumbria, Mercia, and Wessex dominated the other four kingdoms. In the 700's, Mercia had important commercial and diplomatic links with Europe.

In the 800's, Wessex became the politically dominant kingdom. **Egbert**, its king, conquered the Welsh of Cornwall in 815. In 825, he defeated Mercia and seized Mercia's subject kingdoms of Kent and Sussex. In 827, Egbert forced Mercia and Northumbria to accept his overlordship. After 827, local kings still ruled in East Anglia, Mercia, and Northumbria, but Egbert claimed to rule the whole of England. Egbert's successors include **Alfred the Great**, one of England's most significant early monarchs. Alfred was a great statesman, general, and man of letters. He wrote and translated books, opened schools, formed laws, and helped to found England's navy.

Among Alfred's descendants were two more outstanding kings. **Athelstan**, who ruled from 924 to 939, was acknowledged as overlord by the Danes and by the Celts of Scotland and Wales. **Edgar the Peaceful**, who reigned from 959 to 975, reformed the laws and coinage and founded religious institutions. *Anglo-Saxon life*. The Anglo-Saxons made little use for towns and cities. They had a great effect on countryside, where they introduced new farming methods and founded thousands of self-sufficient villages which formed the basis of English society for the next thousands or so years. The earliest Anglo-Saxon kings were military leaders who ruled with the aid of *thanes* (lords). The Anglo-Saxons settled in small *tribal villages or townships* of timber huts thatched with straw, reeds, or heather. By the 800's, village life had become more organized. The Anglo-Saxon kings had allotted land to their thanes and had made them overlords of some villages. Villagers became dependent on their thane and had to give him food and labour.

Saxon villages consisted of about 20 to 30 families, all faithful to their leader. Local rules were made by the "*moot*", which was a small meeting held on a grassy hill or under a tree. Sometimes it judged cases between the people of the village. The many villages were, as time went by, grouped into "*hundreds*", and the "hundreds" were grouped into "*shires*". Each "hundred" had an open-air court of justice, and the judges were called *aldermen*. Important cases were judged by the *sheriff* of shire or by a king's representative called a *reeve*. These cases were discussed at a shire moot or meeting, which was a kind of local parliament, which met usually twice a year. The King's council was called the *Witan*, which was a kind of parliament of wise nobles and clergy. The *Witan* advised the king and was the highest law court. It could make laws and choose, or elect new kings. The Anglo-Saxon peoples spoke languages belonging to the Germanic group of

languages. The speech of the Anglo-Saxons predominated in England and formed the basis from which the English language developed.

The Anglo-Saxons were pagans and worshipped different gods: the sun, the moon, and such nature gods as Odin (Woden) and Thor. Their names are reflected in the names of the days of the week: Tiu (Tuesday) was the god of war, Woden (Wednesday) was the supreme god and the god of kings, Thor (Thursday) was the god of storm, Frigga (Friday), Woden's wife, was the goddess of nature and of love. St. Augustine, a missionary from Rome, brought Christianity to the Anglo-Saxons in the south. He converted Kent in the late 590s and founded the Church of England in 597.

Struggle against the Viking raiders

In the late 700's, *Vikings*, seafaring people from Scandinavia, raided several European countries for plunder. The Vikings from Denmark (the Danes) went mostly to England and Wales, and those from Norway (the Northmen) went mainly to Scotland and Ireland.

Vikings first raided the Wessex coast in 789. They raided the Hebrides in 794 and Ireland in the next year. Their raids became more frequent in the 800s. They attacked rich monasteries. They plundered and burnt villages, took slaves, and left survivors to starve.

The Anglo-Saxons understood that their small kingdoms must unite to struggle against the Danes successfully. At the beginning of the 9th century, Wessex became the leading kingdom. Egbert, the king of Wessex, united several neighbouring kingdoms and became the first king of the united country. Since 829, the greater part of the country was united under the name "England". An important event that contributed to the unification of the country and the development of culture was the adoption of Christianity in England in 664. Wessex united the rest of England in the fight against the Danes. In the 9th century, the latter conquered and settled the extreme north and west of Scotland, and also some coastal regions of Ireland. Danish Vikings first –

settled permanently in England in 851. By 870, they had conquered every English kingdom except Wessex. Their conquest of England was halted when King Alfred the Great (871-901) defeated them in 886. This resulted in a treaty that divided England between

Wessex and the Danes. By the terms of this treaty, the Peace of Wedmore, the Danes accepted Christianity. They also agreed to live in an area north of a line drawn from the River Thames to Chester, and south of a line drawn from the River Tees to the Solway Firth. This area was called the *Danelaw*.

Danish Vikings founded the towns of Derby, Leicester, Nottingham, and Stamford. They also established trade between England and countries beyond the North Sea. York was a leading Viking town and trading centre. By 954, Wessex had conquered the Danelaw. Nevertheless, new Danish raiders arrived in the later 900's. King **Ethelred II** tried to buy them off with money raised from a land tax called *Danegeld*. But by 1013, the Danes had conquered most of England. However, the cultural differences between the Anglo-Saxons and Danes were comparatively small. They led roughly the same way of life and spoke two varieties of the same Germanic tongue. Moreover, the Danes soon converted to Christianity. These similarities made political unification easier, and by the beginning of the eleventh century, England was one kingdom with a Germanic culture throughout. Danish influence is still felt in some place-names ending in -by, -toft, such as Appleby or Lowestoft, as well as in the presence of some words in the English language.

In 1016, **Canute**, king of Denmark and Norway, became king of England. On Canute's death in 1035, his empire collapsed. In 1042, Ethelred's son, **Edward**, became king.

The northern part of Britain, meanwhile, was the home of the Picts and Scots. After the conquest of the Picts by the Scots in the ninth century this northern territory came to be called Scotland and a united Scottish kingdom, at least in name, was formed in the 11th century.

Questions for mastering the stuff of the second lecture

4. Why did the Anglo-Saxons have a great effect on the country-side?
5. Who, when and where established his headquarters in Britain?
6. What was the result of King Alfred's victory over the Danes?

LECTURE 4

The History of the UK. The Medieval History (1066-1485)

Key questions:

3. The Norman Conquest (1066-1337)

4. The Medieval Period (1337-1485)

Basic problems.

The Norman invasion of Britain, the beginning of the English class system, Eisteddfod, the Wars of Roses, bubonic plague.

The teacher's aims:

To characterize the Norman invasion, the cultural story of this period, to retrace the reasons of the reduction of great barons' power.

Identified educational objectives:

To describe the system of mutual duties and obligations, to explain the raise of the authority of the English monarch, to tell about Eisteddfod, to adduce the consequences of the Anglo-Norman invasion.

The contents of the fourth lecture.

The Norman Conquest (1066-1337)

King Edward, known as *the Confessor*, because of his interest in religious matters, ruled from 1042 to 1066. He had no son, and a struggle for power developed.

When Edward the Confessor died, Godwin's son **Harold** became king with the Witan's support. His right to become king was immediately challenged by William, Duke of Normandy (now part of northwestern France). The Normans were a people descended from Vikings (the North men) who had settled around the River Seine. They had adopted Christianity and the French language and had become powerful. William claimed the English throne because he was distantly related to Edward. Edward had been brought up in Normandy and supported William's claim. However, Edward's death left power with Godwin's family, so Harold II came to the throne. In September 1066, Tostig, Harold's brother, together with King Harald Hardrada of Norway, invaded northern England. Harold II defeated them at the Battle of Stamford Bridge. But he had to turn south at once to oppose a landing in East Sussex by William. At the Battle of Hastings on October 14, the Normans defeated the Saxons and Harold was killed. The Norman conquest of England followed the Battle of Hastings.

William I was crowned king of England at Westminster Abbey, London, on Christmas Day, 1066. He is known in popular history as '*William the Conqueror*'. The date is remembered for being the last time that England was successfully invaded.

The Normans settled in the country, and the French language became the official language of the ruling class for the next three centuries. This explains the great number of French words in English. Unlike the Germanic invasions, the Norman invasion was small-scale. There was no such thing as a Norman village or a Norman area of settlement.

The successful Norman invasion of England in 1066 brought Britain into the mainstream of western European culture. Previously most links had been with Scandinavia. Only in Scotland did this link survive. William was a Norman king who saw England as an extension of his French domains. He exercised strict and systematic control over his conquests. He raised taxes and redistributed land, granting most of it to *barons* (noblemen).

In return for their land, William's barons had to perform certain services. They and the bishops served as members of William's *Council*, which replaced the Anglo-Saxon Witan. The barons also had military obligations to serve as *knights* (army commanders) for William.

All land was divided into *manors*. Most manors contained a village. A baron was tenant-in-chief and had several manors. He passed on part of his military obligations to his tenants, who held manors from him. The tenants of each manor performed specific regular services for their lord. This type of land tenure and manorial and military organization is known as *feudal tenure*. Feudalism had been practised in Anglo-Saxon times, but under the Normans, it became more organized. The peasants were the English-speaking Saxons. The lords and the –

barons were the French-speaking Normans. This was the beginning of the English class system. The monarchy, which was established by William and his successors, was, in general, more effective. The feudal system contributed to the growth of power of the state, and little by little, England began to spread its power.

In 1086, William's officials surveyed much of England to record the ownership, extent, and value of each manor. Their records formed the *Domesday Book*, which provided information for William's tax officers. **William II** and **Henry I**, the sons of William I, continued their father's strong rule.

Nevertheless, England was torn by civil war between 1135 and 1154, when Matilda, the daughter of Henry I, challenged the right of the fourth Norman king, **Stephen**, to rule. Most of the lords supported Stephen, believing that he would allow them more power. Before his death, Stephen promised that Matilda's son would become king as **Henry II**.

Henry II was the first *Plantagenet* king. He was a descendant of the French House of Anjou, whose emblem was a sprig of broom. The Latin for *broom plant* was *planta genesta*, which gave rise to the name *Plantagenet*. Henry reigned from 1154 to 1189. He proved to have a strong, authoritative personality. His successors were less effective. **Richard I** (the Lion Heart), who reigned from 1189 to 1199, wasted England's resources on crusades in the Holy Land. **John**, Richard's brother, reigned from 1199 to 1216. He clashed with his barons and lost many of his French lands. **Henry III**, John's eldest son, was just as unsuccessful a ruler during his reign (1216-1272), and his barons waged war against him. Henry's heir, Edward, crushed the rebellious barons. In 1272, he succeeded Henry III as King **Edward I**. Like Henry II, Edward was a man of authority. He passed important laws and skillfully influenced the development of Parliament. He suppressed a Welsh rebellion and annexed (joined) Wales to England in 1282. The annexation was not confirmed by a political Act of Union until 1536. Apart from a revolt led by Owen Glendower (Owain Glyn Dwr) in the 1400s, Wales's political independence was ended by Edward I's military victories. Edward also brought Scotland under English control for a time. Edward's son, **Edward II**, lost much that his father had won. He proved unpopular and easily influenced by favourites. His noblemen eventually forced him to give up the throne. His son, **Edward III**, sought to win back England's lands in France, and in 1337, began a war against France—the Hundred Years' War.

Life under the Normans

The lord of a manor held all the manor's land as the king's tenant-in-chief. The lord kept some land as his *demesne*. He let other land go to *freeholders*, who – could leave his manor if they wished. The rest was farmed by *villains*, who were bound to stay on the manor and had to give the lord part of their produce. They also had to work on the demesne. Some land around the manor was *common* land for keeping cattle, poultry, and sheep. People gathered fuel from the woodland and grew hay on the meadowland.

There was no single source of justice. The king's council was the supreme court, and the king was the fount of justice. However, normally only great lords were tried by him. Freemen were usually tried by their fellow freemen in regional or local courts, called *shire* or *hundred* courts.

Under Anglo-Saxon law, a person could be cleared by the oaths of a group of men who believed the person to be innocent. But a person who was a known criminal or who had been caught in the act might have to undergo *trial by ordeal*. In the 1200's, trial by jury began replacing trial by ordeal. Henry I extended royal control over criminal cases and appointed royal officials in shire courts. Henry II sent judges throughout the country to hold royal courts.

In 1215, the barons rebelled against King John's taxation. Under the leadership of Archbishop Stephen Langton, they forced him, at Runnymede, in present-day Surrey, to promise to observe their rights. They also forced him to accept *Magna Carta*, a charter that brought benefits to the common people as well as the barons. In Henry III's reign, Simon de Montfort led the barons in a rebellion against the king. This rebellion, called the Barons' War, ended with de Montfort's defeat at the Battle of Evesham in 1265. De Montfort had been the first person to summon ordinary citizens to discuss affairs of state with the barons and bishops. This idea led to the growth of Parliament.

The Medieval period (1337-1485)

14-15centuries

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Years of conflict. The strong system of government that the Anglo-Norman kingdom had was the most powerful political force in the British Isles. Not surprisingly therefore, the authority of the English monarch gradually extended to other parts of these islands in the next 200 years. Wales was the first to be conquered by England. Before they were conquered by the English in the thirteenth century different Welsh tribes were continually fighting one another. In 1282 Prince Llewellyn was killed in battle and King of England Edward I started a successful campaign to conquer Wales. Eventually the country was subdued, but the English never felt safe there because of Welsh opposition. This explains why the English built so many castles here.

At the same time Edward I of England made his eldest son, his heir, bear the title Prince of Wales in 1301 (at which time the custom of naming the monarch's eldest

son the 'Prince of Wales' began). Though Wales was conquered by England, the Welsh continued to struggle for their independence. But the situation was seriously changed when in 1485 the English throne passed to Henry VII of the Welsh House of Tudor. In 1536 and 1542, Henry VIII brought Wales under the English parliament through special Acts of Union. Since the 16th century, Wales has been governed from London. In today's Government, there is a special department and minister for Welsh affairs.

Scotland managed to be independent for quite a long time, though the English tried hard to conquer it. In the 14th century, Robert Bruce led the struggle –

against the English, but he was defeated by the English king Edward I. Bruce managed to organize a new army and defeated the English. However, some years later Edward II, the new English king, decided to attack Robert Bruce in Scotland. He managed to cross the border but in the battle of Bannockburn (1314), the English were very seriously defeated, and Scotland continued to be independent for the next three centuries.

Life in the period. The cultural story of this period is different. Two hundred and fifty years after the Norman Conquest, it was a Germanic language (Middle English) and not the Norman (French) language that was spoken by all classes of society in England.

Despite English rule, northern and central Wales was never settled in great numbers by Saxons or Normans. As a result, the (Celtic) Welsh language and culture remained strong. The Anglo-Norman lords of eastern Ireland remained loyal to the English king but mostly adopted the Gaelic language and customs. The political independence of Scotland did not prevent a gradual switch to the English language and customs in the lowland (southern) part of the country.

It was in this period that Parliament began its gradual evolution into the democratic body, which it is today. The word 'parliament' which comes from the French word 'parler' (to speak), was first used in England in the thirteenth century to describe an assembly of nobles called together by the king. In 1295, the Model Parliament set the pattern for the future by including elected representatives from urban and rural areas.

In the mid-1300's, the feudal way of life began to decline. This decline was speeded by the *Black Death*, a plague that spread from China across Europe. It killed many

people in Britain in 1348 and 1349. So many people died that the manorial system was totally disrupted.

The barons became less important owing to changes in the military system. Expanding trade brought the development of towns and of a wealthy middle class. Fresh, challenging ideas spread from Italy to Britain and other parts of Europe. The new ideas coincided with the growth of education and the invention of printing. *The decline of feudalism.* The years from 1337 to 1485 were marked by long periods of war, which brought about important military changes. Campaigns became longer, and kings needed soldiers to fight longer than the period of feudal obligation. Kings preferred to take money—instead of military service—from tenants. With the money, they hired professional soldiers.

The effects of the Black Death hastened changes on the manor that had already started. As early as the 1100's, some manor owners had found it convenient to accept money as rent from their tenants instead of service. With the money, the lord could hire labourers. The system whereby a villain had rent changed from services to money payment was called *commutation*.

During the 1300's, lords of the manor who relied upon hired labourers found that the shortage of labourers after the Black Death caused a demand for higher wages. However, rents paid by manorial tenants were fixed by custom and therefore remained unchanged.

In 1351, Parliament passed a Statute of Labourers, which banned increased wages for agricultural workers. A preacher named John Ball whipped up discontent over the law. In 1381, Wat Tyler, a blacksmith, led an uprising in southern England. Nevertheless, commutation continued and eventually replaced feudal service.

The Hundred Years' War between England and France also contributed to the decline of feudalism in England. This war was actually a series of wars that lasted from 1337 to 1453. The wars began well for King Edward III, with two major English successes. The French recovered during the reigns of **Richard II** and **Henry IV**. **Henry V** resumed the attack on France in the early 1400s. When the war ended in 1453, England had lost all its French possessions except Calais. The English noblemen returned to England with their soldiers, many of whom became unemployed. These soldiers knew no craft but fighting.

Two years after the end of the Hundred Years' War, the private armies began to fight a series of civil campaigns called *the Wars of the Roses (1455-1485)*. Two groups of nobles, *Lancastrians* and *Yorkists*, fought for control of the throne. For badges, the Lancastrians wore red roses, and the Yorkists wore white roses. The wars resulted from the conflicting claims of two royal houses. The House of Lancaster was descended from Henry IV, and the rival House of York was descended from another son of Edward III, Edmund, Duke of York.

Henry VI, a Lancastrian king, was a weak-minded man incapable of governing. In 1461, the Yorkists, led by the powerful Earl of Warwick, deposed Henry VI and made Edward of York king as **Edward IV**. Edward survived attempts to dethrone him, and except for a few months in 1470 and 1471, he remained king until his death in 1483. Edward's son, a boy of 13, became king in 1483 as **Edward V**. But he was never allowed to reign and later died mysteriously, probably having been murdered. Edward IV's brother then became king as **Richard III**, but he soon lost popular support. In 1485, Henry Tudor, a Lancastrian claimant, landed in Wales with an army. He defeated and killed –

Richard in a battle at Bosworth Field in Leicestershire, and became king as **Henry VII**.

Questions for mastering the stuff of the fourth lecture

- 1 What does a strict feudal system mean?
- 2 What is an Eisteddfod?
- 3 What kind of cultural split developed between the Lowlands and the Highland of Scotland?
- 4 What factors contributed to the reduction of the great barons' power?

LECTURE 5

The History of the UK. Widening horizons: England in the period of 1485-1603

Key questions:

3. The Tudors
4. Britain in the reign of Elizabeth

Basic problems.

A system of government departments, the rejection of the Roman Church.

The teacher's aim's :

To expose the essence of the system of government departments, to show the reasons of the rise of Protestantism in Britain.

Identified educational objectives.

To retell about the system of government departments, to name the majority religion in England.

The contents of the fifth lecture

15-17 centuries

The Tudors. In 1485, England and Wales came under the strong rule of the **Tudors (1485-1603)**. The Tudor monarchs increased the power of the Crown and achieved good government and internal peace and order. Changes in farming and in manufacturing brought increased prosperity. The exploits of seamen led to the expansion of trade and the beginnings of colonization.

The Tudor dynasty established *a system of government policy*. Parliament was split into two 'Houses'. The House of Lords consisted of the feudal aristocracy and the leaders of the Church; the House of Commons consisted of representatives from the towns and the less important landowners in rural areas. It was now more important for monarchs to get the agreement of the Commons for the policy-making because that was where the newly powerful merchants and landowners were represented. Henry VII brought about the conditions for later Tudor greatness. He set up a *Court of Star Chamber* and used it to make the barons disband their private armies. He restored royal finances by collecting taxes strictly and by forcing wealthy people to make loans to his treasury. He extended royal control over local government through the local magistrates called *justices of the peace*. **Henry VIII**, the son of Henry VII, was at first loyal to the Pope, who in 1521, gave Henry the title *Defender of the Faith* for writing a pamphlet defending the Church's doctrines. But his failure to secure papal agreement for his divorce led Henry to break from Rome's authority. From 1512 to 1514, England fought both France and Scotland.

In the early 1500s, parts of Europe became Protestant. Protestant influences reached England and increased religious discontent there. Many English people resented papal taxation and clerical privilege and wealth. Many wanted an English

Bible and church services in English instead of Latin. The English Reformation coincided with Henry VIII's attempt to get papal agreement for his divorce. The Reformation abolished the pope's authority over the Church of England. In 1534, Parliament made Henry head of the Church of England. Henry did not favour Protestant ideas, so worship changed little during his reign. However, an English Bible was placed in every church for people to read. This translation of the Latin Bible was largely the work of Miles Coverdale.

In the late 1530s, Henry dissolved the monasteries and took over their land and wealth. The monks received pensions, and some were compensated in other ways as well. Henry VIII sold most of the monastery lands to strengthen his treasury and pay for his overseas wars and ambitions. Speculators bought much of the land and quickly resold it for profit. A new class of landowner came into being in England. Henry VIII also tried to subdue Ireland. But the Fitzgeralds, a noble Irish family, challenged his power. In 1537, Henry hanged the Earl of Kildare (a Fitzgerald) and his five uncles at Tyburn, in London. In 1541, the Irish Parliament granted Henry the title King of Ireland.

When Henry VIII died in 1547, his 9-year-old son, a child dogged by illness, became king as **Edward VI**. Because Edward was under legal age, a lord protector governed the kingdom. The first lord protector, the Duke of Somerset, was overthrown by the Duke of Northumberland in 1551. During Edward's reign, the Protestants made more changes in the Church of England. Thomas Cranmer, archbishop of Canterbury, wrote the *Book of Common Prayer* in English for use in church services.

When Edward VI died in 1553, the Duke of Northumberland proclaimed Jane Grey, a second cousin of Edward, as queen. But most of the people supported Mary Tudor, Edward's half-sister. **Mary** became queen within a few days. Jane was arrested and later executed. Mary, a Roman Catholic, restored papal authority over the Church of England and enacted a policy of persecution against Protestants. More than 300 people were burned at the stake during her short reign, earning her the nickname "Bloody Mary."

In 1554, Mary married Philip, the son of the Hapsburg Emperor Charles V. In 1555, her husband became Philip II of Spain. The marriage was unpopular in England. By the marriage treaty, Philip became king of England with limited power. When Mary died childless in 1558, Philip's power in England ceased. In 1492, Christopher Columbus reached the Americas, and five years later, Vasco da Gama sailed a new route to India. These discoveries made Spain and Portugal rich.

In 1496, Henry VII of England authorized John Cabot and his son, Sebastian, to sail northwestwards to seek another way to India. They failed, but discovered Newfoundland, on the east coast of North America, with its valuable fishing grounds. Henry VIII built 50 more ships, including the flagship *Mary Rose*. He set up Trinity House in 1514 to maintain pilots at ports and beacons on the coast.

Elizabeth, Mary's half-sister, became queen in 1558. She again abolished papal authority over the English Church. In foreign affairs, she played for time, avoiding war with Spain until England became strong at sea.

The Elizabethan Era. The reign of **Elizabeth I** was a prosperous period. Clothiers organized the expanding cloth industry into the domestic system. They offered good prices for wool, and sheep farming became profitable. Some lords of the manor enclosed land in order to keep sheep. They thereby deprived tenants of their land-holdings. Some tenant farmers became homeless beggars. Parliament - passed several laws to deal with this situation. An important law of 1601, the Poor Law, regulated the treatment of beggars to provide them with relief. In time, England's growing prosperity provided new jobs.

During Elizabeth's reign, many English seamen continued to seek alternative routes to India. Others sought trade with Spanish colonies in America. But after Captain John Hawkins was attacked by the Spaniards in a Mexican port in 1567, many English seamen became privateers and attacked Spanish ships and ports.

Rivalry between England and Spain finally led to war. In 1588, Philip II launched a huge armed fleet called the *Armada* against England. But English seamen defeated it.

Many researchers believe that there has been no greater period in English history than the reign of Elizabeth, who was proclaimed queen in 1558.

At this time the most critical question in England was that of religion. In 1558 a large proportion of English people were still indifferent in religious matters, and the power of the crown was very great. It was quite possible, therefore, for the ruler to control the form which the religious organisation of the people should take.

Elizabeth chose her own ministers, and with them exerted so much pressure over Parliament that almost any laws that she wanted could be carried through.

She and her ministers settled upon a middle course going back in all matters of church government to the system of Henry VIII. To carry out this arrangement two

important laws, known as the Act of Supremacy and the Act of Uniformity, were passed by Parliament. According to these laws, the regulation of the English Church in matters of doctrine and good order was put into the hands of the Queen, and she was authorized to appoint a minister or ministers to exercise these powers in her name.

Thus the Church of England was established in a form midway between the Church of Rome and the Protestant churches on the continent of Europe. It had rejected the leadership of the Pope, and was not Protestant like other reformed churches. From this time onward the organisation of the English church was strictly national.

The political situation in England was not simple by the time Elizabeth took the throne. England was in close alliance with Spain and at war with France. Elizabeth managed to make peace with France, which was vitally necessary for England: her navy was in bad condition, troops few and poorly equipped, and treasury empty.

One of the most significant internal problems of England during that period was pauperism, since the changes, rebellions and disorders of the reigns of Henry VIII, Edward VI and Mary I had left much distress and confusion among people. Many men were out of work, prices were high and wages low, trade irregular. In one field, however, there was a great success. The restoration of the coinage took place; the old debased currency had been recoined to the new standards. This was one of the most beneficial actions of the long reign of Elizabeth. Also, in 1563 a long act for the regulation of labor was passed. It was known as the Statute of Apprentices and settled, among others, an approximate twelve-hour day of labour.

The rivalry among Elizabeth and her cousin, Mary Queen of Scots became another chief political affair of sixteenth century, which finally led to Mary's long imprisonment and execution. In 1588 the war with Spain broke out. The most significant battle (and of historical meaning) of that conflict was the navy one. On July 30, 1588, the Invincible Armada of the Spanish was almost completely destroyed by much smaller fleet of the British under Lord Howard of Effingham command (although it's been assumed that the great deal of success in the battle was brought by the terrible storm that swept away the large part of the Spanish fleet).

The last ten years of Elizabeth's reign were a period of more settled conditions and greater interest in the arts of peace, in the progress of commerce, and in the

production and enjoyment of works of literature. The reign of Elizabeth revealed several quite gifted and talented English people who did a lot to widen the influence of England. Probably the most famous of them was Sir Francis Drake. The first one, being a corsair and a sea captain in Elizabeth's service, led a number of sea expeditions, mainly in Atlantic and Pacific oceans, bringing a lot of new knowledge of the world, and discovered a straight, later named after him.

In cultural aspect, the real crown of the age was the Elizabethan literature, with such bright writers as William Shakespeare, Philipp Sidney and Edmund Spenser.

Questions for mastering the stuff of the fourth problem.

3. What was the composition of Parliament at this period?
4. What were the consequences of the rejection of the Roman Church?

LECTURE 6

The History of the UK. England in the seventeenth century (1603-1702).

Key questions:

4. England in the first half of the century
5. Oliver Cromwell and Protectorate
6. The Glorious Revolution

Basic problems.

Close links between religion and politics, Parliament's supremacy over monarchy, the Civil War, the Glorious Revolution.

The teacher's aims:

To show the close links between religion and politics of that period, to expose the ins and outs of the Civil War, to retell about the Bill of Rights.

Identified educational objectives.

To retell about contradictions between the Stuart monarchs and the House of Commons, to demonstrate the knowledge of main facts dealing with the Civil War and the Glorious Revolution.

The contents of the sixth lecture

England in the seventeenth century (1603-1702).

The period from 1603 to 1640 was the time of the personal monarchy of the Early Stuarts in English history. It is said that James I and Charles I had had to bear the burnt of the rising spirit of independence characteristic of England in the seventeenth century. The growing desire of Parliament for independence, for sharing in the control of government was closely connected with the growth of Puritanism.

England in the 1st half of the century. Elizabeth I never married and had no children. But her cousin, Mary, Queen of Scots, whom she had executed for treason in 1587, was the mother of James VI of Scotland. When Elizabeth died in 1603, the Scottish king also became king of England as **James I**. James I did a lot in order to unite Scotland and England during his reign.

The two kingdoms kept their own laws and parliaments. A new national flag, the Union Flag, symbolized the union. This flag, which was adopted in 1606, combined the English flag of St. George with the Scottish flag of St. Andrew.

James I faced many difficulties.

The greatest religious question of the sixteenth century had changed from whether England should be Roman Catholic or not to whether it should be Anglican or Puritan.

One of the most bright and well-known illustrations to the fact that the Roman Catholics didn't leave their attempts to gain back their influence on the English church, was the so-called Gunpowder Plot, a failed attempt to blow up the Parliament building and kill both the king and all the members, and to set a Roman Catholic government. The explosion was supposed to take place on 5 November 1605, but had been discovered on the same day. Since that time, 5 November has been widely celebrated in Britain as the Guy Fawkes Day (named so after the executed leader of the Plot).

English sailors made further voyages of discovery. William Baffin and Henry Hudson sailed into the frozen north of Canada, where several geographical features still bear their names. The first permanent English colony, Jamestown, in –Virginia, was founded in 1607. Another successful English colony was established about 1612 on the island of Bermuda in the North Atlantic.

Plymouth, in Massachusetts, was founded in 1620 by the Pilgrim Fathers. The Pilgrim Fathers were English Puritans who sailed in the ship *Mayflower* to seek a

place where they could worship freely.

In foreign affairs, James showed a tendency to establish peaceful relations with other countries. He ended the long war with Spain, and avoided a temptation to take part in the Thirty Years' War.

If the reign of Elizabeth had been the wonderful time of exploration and sea expeditions, the reign of James became a period of settlement, when Englishmen began to found colonies in America, West India, and in the East Indies.

Along with the religious conflict between the Anglicans and the Puritans, a great political conflict arose – a conflict between the unrestricted powers of the king on the one hand and the equal or even superior powers of the people represented by Parliament on the other. Parliament wanted a greater share in the government. James denied its requests, claiming divine right (authority direct from God). The views of Parliament held by James did not allow to it much power. Finally, the discord between James and the Parliament led to the disease and the soon death of the king in 1625.

Charles I, the son of James I, became king in 1625, and started his reign with launching a new war against Spain with no logical reason and mainly due to the personal ambitions. Soon England drifted into the one more war with France, which brought no positive effect for any of the confronting parts.

At that time the dispute between the Crown and Parliament worsened. In 1628, Parliament angered Charles by passing a Petition of Right. This laid down the areas of government in which Parliament sought control. From 1629 to 1640, Charles ruled without Parliament. He raised taxes in various ways, including some that many people thought illegal. He levied on all parts of the country a tax called *ship money*, ostensibly to pay for the rebuilding of the navy.

Charles supported the religious policy of William Laud, who became Archbishop of Canterbury in 1633. Laud punished clergymen who refused to use the official Prayer Book. This action caused many Puritans to follow the Pilgrim Fathers to North America.

In 1637, Charles and Laud attempted to make the Scottish Presbyterians use the Prayer Book. In 1638, thousands of Scots signed the *Solemn League and Covenant*, in which they promised to defend their religion. Charles sent an army into Scotland, but no fighting occurred. His ablest minister, the Earl of Strafford, then advised him

to call a Parliament. This Parliament refused to grant Charles money, and he dismissed it immediately. It became known as the *Short Parliament*.

The middle of the seventeenth century was marked by the formation of the political parties. The earliest parties were informal groups supporting powerful members of Parliament. By the year 1640 there were two parties in Parliament, known as the Cavaliers and the Roundheads. The first one supported Charles I, and the Roundheads were their principal political opponents. By the end of seventeenth century these parties had evolved into two definite political formations, the royalists and those supporting parliamentary supremacy. The Royalists were called Tories by their opponents (it was a term of abuse for the original Tories being Irish bandits), and the Tories called the Parliamentarians Whigs after a group of Scottish cattle thieves. Much later, these parties became known as the Conservatives and the Liberals.

Charles raised another army, which was defeated by the Scots. He then called another Parliament, afterwards called the *Long Parliament*. This Parliament, led by the Puritan John Pym, continued to oppose Charles. It imprisoned and later executed both Strafford and Laud. It abolished the Court of Star Chamber, first set up by Henry VII and used by Charles against his opponents, and prohibited Charles from raising money without Parliament's permission. Charles reacted angrily to these moves, and in 1642, events moved rapidly towards the outbreak of the English Civil War in August.

The *Civil War* was fought between the *Parliamentarians* (supporters of Parliament) and the *Royalists* (supporters of Charles I). It proved an intensely bitter conflict that split communities and even families. Parliamentarians wished no harm to Charles. They merely wanted him to be reasonable and stop listening to bad advice from his counselors. However, Charles would not betray his friends, and he let the war drag on. The decisive factor that brought his defeat was the rise of the New Model Army, a professional force that had as one of its commanders a –Huntingdonshire landowner called Oliver Cromwell. Through the army's insistence, Charles was tried and executed in 1649.

Prince Charles, the son of King Charles I, had taken refuge in France in 1646. He returned to Britain to claim the monarchy. But Cromwell defeated him at the Battle of Worcester in 1651, and he fled abroad again.

The Commonwealth. After the execution of King Charles I, the monarchy and the House of Lords were abolished. A new kind of government called the

Commonwealth was set up. Cromwell was the most powerful person in Britain because the army supported him. He wished to develop a new and permanent form of government. But he met much opposition. Cromwell suppressed a democratic group called the *Levellers*, and he used troops to dissolve the Long Parliament.

In 1653, the army set up a military *dictatorship* called the *Protectorate*. Cromwell became *lord protector*, but the House of Commons challenged his rule. In 1655, Cromwell dissolved Parliament, and for about a year, ruled through officers called *major generals*. Yet another Parliament, which was elected in 1656, was dissolved in 1658.

The Commonwealth government won successes overseas. It passed a Navigation Act in 1651, which ordered all imports to be carried in English ships or in ships of the country of origin. This brought war with the Dutch, who shipped goods for the commercial nations of the world. A war with Spain, about British rights to trade with Spanish colonies in America, lasted from 1655 to 1659. Jamaica was won from Spain and thereby became the first English colony to be taken in war. Cromwell's soldiers also carried on a ruthless campaign in Ireland.

Nevertheless, the Commonwealth remained unpopular with many people. The Puritans forbade people to use the Prayer Book. They also suppressed theatres, bear-baiting, and other amusements. People resented the army's rule and the heavy taxes imposed for its upkeep.

When Cromwell died in 1658, his son, Richard, became lord protector. But he soon resigned. General George Monk, military governor of Scotland, marched to London and recalled the Long Parliament. Parliament restored the monarchy, and Prince Charles returned to England to be crowned King **Charles II** in 1660.

The Restoration. Charles was a popular, pleasure-loving king. But Charles was also a man of culture and vision. Under his patronage, the Royal Society and Royal Observatory were founded, marking the beginning of modern science in Britain.

Charles II also helped to foster the more relaxed social atmosphere into which the country emerged after the restrictions of Puritanism were removed. London became a lively and colourful city. Theatres reopened. The first coffee houses appeared, and some of them developed into the first clubs. However, two successive disasters marred the gaiety: the Great Plague in 1665 and the Great Fire in 1666.

The reign of Charles II was a time of artistic, intellectual, and social development. More English colonies were established in North America. They included Pennsylvania, founded by the Quaker William Penn in 1682. The state continued its hostility to Roman Catholics. In 1673, Parliament passed a Test Act, reserving official posts for members of the Church of England.

When Charles II died in 1685, James became king as **James II**. His Roman Catholicism caused a Protestant rising in the west to occur. The rebels wanted to depose James and make the Duke of Monmouth king. But Monmouth was defeated at the Battle of Sedgemoor and was later executed. James broke the law by appointing Roman Catholics to state and Church posts. He tried to win Puritan support by issuing a *Declaration of Indulgence*, ending discrimination against Roman Catholics and Puritans.

James had two Protestant daughters. Many members of Parliament felt that they could endure James, provided that one of his daughters succeeded him. But in 1688, James had a son, whom he planned to bring up as a Roman Catholic. This frightened some politicians. They invited the Dutch ruler William of Orange, husband of James II's elder daughter, Mary, to invade Britain. William landed in Dorset and marched on London, where he was welcomed. James fled to France. *The Glorious Revolution*. People called the events of 1688 the *Glorious Revolution* because the change of rulers came almost without bloodshed. Parliament made William and Mary joint rulers, as **William III** and **Mary II**. Parliament also passed the Bill of Rights, limiting royal power. This law forbade Roman Catholics to succeed to the throne and enforced frequent meetings of Parliament. Parliament also passed a Toleration Act, granting freedom of worship to Protestants outside the Church of England but not to Roman Catholics.

In 1689, James II landed in Ireland, where he had an army ready to hand. In July 1690 William III defeated James at the battle of Boyne. This event has been celebrated since by Orangemen, as Protestants of Northern Ireland belonging to the Orange Order call themselves. In October 1691, the Irish troops finally surrendered; as a condition of surrender William promised religious toleration for the Irish Catholics, but the promise was immediately broken by the passing of Penal Laws, which deprived the Catholics of all civil and religious rights. James fled back to France.

In Scotland the new regime faced no much opposition. The expulsion of James was welcomed, and by 1692, William III's sovereignty was undisputed throughout the

British Isles. After William of Orange and Mary had been declared king and queen, Parliament added a number of new acts to the laws of constitution. Among them were the Triennial Act of 1694, that obliged the king to summon Parliament at least every three years, and the Septennial Act of 1715 which increased the normal term of Parliament's existence from three to seven years.

William III remained the ruler of the Netherlands. He sought to defend the Netherlands against France and enlisted England's support for an alliance called the *League of Augsburg*. The league fought France from 1689 to 1697 and saved the Netherlands. The English government's need for money in the war encouraged William Paterson to found the Bank of England in 1694. The Bank's subscribers lent the state 1,200,000 English pounds.

Mary II died in 1694, leaving William III no children to succeed him. In 1701, Parliament passed the Act of Settlement to ensure that future monarchs would be Protestants.

William died in 1702 and was succeeded by **Anne**, Mary's younger sister. The major event of Queen Anne's reign was the formation of the Kingdom of Great Britain. The Kingdom of Great Britain was formed in 1707 by the Act of Union between England and Scotland. London, the biggest city in Britain, with a population of about half a million, became the capital of the entire island. Great Britain from then on had a single Parliament and a single system of national administration and taxation. The units of weights and measures were unified.

Queen Anne had no surviving children. She was succeeded by her nearest Protestant relative, the elector of Hannover, who came from Germany in 1714 and was accepted as King George I of Great Britain.

The first years of George I's reign were marked by the Jacobite Rebellion of 1715 raised by followers of Queen Anne's half-brother, James Edward Stuart. In 1708, James had already attempted to invade Scotland with the help of French troops, but the invasion failed. In 1715, he was not lucky again.

Questions for mastering the stuff of the sixth lecture

5. How can you prove the links between religion and politics?
6. What was the origin of the Civil War?
7. What were the consequences of the Bill of Rights?
8. What are Orangemen?

LECTURE 7

The History of the UK. England in the eighteenth century

Key questions:

1. The Whigs and the Tories
2. Britain's first Prime Minister
3. Industrial revolution

Basic problems.

The beginning of the party system in Britain, the united Parliament, technical innovations, the urban development. .

The teacher's aims:

To expose the political composition of Parliament, to explain the prerequisites of the Industrial Revolution and its consequences

Identified educational objectives.

To retell about the political composition of Parliament, to explain the prerequisites of the Industrial Revolution and its consequences.

The contents of the seventh lecture

England in the 18th century. At the beginning of the 1700's, England was still mainly a nation of rural villages and country towns. By the middle of the 1700's, the Industrial Revolution was underway. It swept away many aspects of rural life. The modern system of an annual budget for the approval of Parliament was established. Therefore, too, was the habit of the monarch appointing one principal, or "Prime" Minister from the ranks of Parliament to head the government.

Anne's reign saw the emergence of two new political parties, the *Whigs* and the *Tories*. The Whigs, supported the Protestant values of hard work and thrift, and believed in government by monarch and aristocracy together. The other group, the Tories, had a greater respect for the idea of the monarchy and the importance of the Anglican Church. These two groups had first appeared during the Exclusion Bill crisis of 1683. The Tories had supported the exclusion of James and were largely a

Protestant-based party.

The most important constitutional event of Anne's reign was the Act of Union, passed in 1707. This act made the kingdoms of Scotland and England into the *United Kingdom of Great Britain*. Scotland sent members to the Parliament at Westminster, but the Church of Scotland and Scottish law system, more similar to continental European system, remained unchanged.

When Anne died in 1714, she was succeeded by Sophia of Hanover's heir George. Britain under George I actually had two decades of relative peace and stability. The most significant events of that period were the internal political affairs. In fact, throughout those years a smooth transition from limited monarchy to Parliamentary government took place in Great Britain. One of the important events of that time became the appointment of Robert Walpole, a member of Whig party, the first Prime Minister in the British history.

King **George I**, a middle-aged German, never mastered the language of his new kingdom. Soon after George's succession, the Whigs returned to power. A *Cabinet Council* consisting of the most important ministers came into being. But because George did not speak English well, he did not attend ministers' meetings regularly. Therefore, Sir Robert Walpole, the greatest political figure of the time, who was then a senior minister, began to run the Cabinet and to manage Parliament. Walpole's power lasted from 1721 to 1742, and he was regarded as the *prime* (first) minister. He is considered Britain's first Prime Minister. George I's son **George II** (1727 – 1760) was more English than his father, but still relied on Sir Robert Walpole to run the country.

In 1739 Britain declared war on Spain, and in 1742 parliamentary pressure forced Walpole to resign. The conflict between Britain and Spain has been known as the War of Jenkins's Ear (1739-1748). Between 1739 and 1763, Great Britain was generally at war. The War of Jenkins's Ear merged with the war of the Austrian Succession of 1740-1748, in which Great Britain allied with Austria against Prussia, France, and Spain. The country being at war, the Scottish Jacobites decided to take advantage of it and made their last major attempt to recover the British throne for the Stuart dynasty in 1745. Prince Charles Edward landed in Scotland with the army of highlanders and Jacobites and captured Edinburgh, winning the battle of Prestonpans. Still, Charles failed to attract many supporters in England and had to retreat to Scotland, where he was defeated by the government army under Duke of Cumberland's command, and Charles had to flee to France. The War of the Austrian

Succession ended with the Treaty of Aix-la-Chapelle signed in the October 1748 recognizing the Hanoverian succession in Britain.

A lot of problems remained unsolved, and eight years later they resulted in a new war of 1756-1763 between Great Britain, Prussia, and Hanover on one side and Austria, France, Spain, Saxony, Sweden and Russia on the other.

The wars of the eighteenth century were almost all followed by the acquisition of new colonies. The colonies already established were growing rapidly both in wealth and population. By the middle of the eighteenth century, the British colonies in America already had about two hundred thousand inhabitants and lay in a long line from Maine to Florida.

In 1760 George II was succeeded by his grandson, George III. **George III** (1760 – 1820) was the first English-born and English-speaking monarch since Queen –Anne. His reign was one of elegance and the age of some of the greatest names in English literature - Jane Austen, Byron, Shelley, Keats and Wordsworth. The new king had a deep sense of moral duty and tried to play a direct role in governing his country, though he had to face probably the worst political problem in the whole British history. Long accustomed to a considerable degree of self-government, and freed, after 1763, from the French danger, British colonists in America resented any attempts to make them pay a share of the cost of imperial defense in the form of assorted taxes and duties. They also resented attempts to treat colonial legislatures as secondary to the government in London. American resistance led to the calling of the First Continental Congress in 1774, and in April 1775 war broke out at Lexington and Concord in America. The British felt the rebellious colonists had to be brought to their senses, and King George III was firmly against giving in to them. Though British governmental authority in the 13 colonies collapsed in 1775, forces were able to occupy first Boston and later New York City and Philadelphia, but the Americans did not give up. France was brought into the war on the American side in 1778, and then the Spanish and the Dutch joined the anti-British side. In 1783 Britain had to recognize American independence in the Treaty of Paris. The 13 British colonies were recognized as independent states and were granted all British territory south of Great Lakes; Florida and Minorca were ceded to Spain, and some West Indian and African colonies to France.

George IV (1820 – 1830) is known as the 'First Gentleman of Europe. During **William IV's** (1830 – 1837) reign, England abolished slavery in the colonies in 1833.

In 1798, the Irish rebelled but were suppressed. By the Act of Union, William Pitt, Britain's prime minister, abolished the Irish Parliament and established the *United Kingdom of Great Britain and Ireland* in 1801. The Irish flag of St. Patrick was incorporated in the Union Flag.

During this century the first British Empire had reached its largest extent. *Industrial Revolution*. The increased trade, which resulted from the links with the new markets, was one factor which led to the Industrial Revolution. The many technical innovations in the areas of manufacturing and transport during this period were the other important contributing factors. The vast technological changes that brought the Industrial Revolution began in the early 1700's. Between 1709 and 1750, Abraham Darby and his son successfully *smelted iron ore with coke* rather than charcoal. After 1750, coke smelting became general. The iron industry grew rapidly. British iron production increased twelvefold in the 1700's and boosted demand for coal. A *steam-engine*, invented by Thomas Newcomen in the early 1700's, was improved by James Watt. The tremendous growth in iron production after 1750 was partly responsible for the *production of machines*. Machines were first used on a large scale in the cotton industry. In 1733, John Kay had invented the *flying shuttle*, which enabled weavers to double the speed of hand-weaving and to make wider cloth. In 1764, James Hargraves speeded the spinning of thread by inventing the *spinning jenny*. Richard Arkwright's *water frame* of 1769, Samuel Crompton's *spinning mule* of 1776, and Edmund Cartwright's *power loom* of 1785 were driven by water wheels.

When industrialists began to use machinery and steam power, they also started to establish *factories*. So in the later 1700s, great economic and technological changes occurred. Historians have called this series of changes the Industrial Revolution.

Questions for mastering the stuff of the seventh lecture

- 1 What were the reasons of the concord between Monarch and Parliament?
- 2 What was the political composition of Parliament?
- 5 What were the most important contributing factors to the growth of the British Empire?
- 6 Why did the north become the industrial heartland of the country?

LECTURE 8

The History of the UK. England in the nineteenth century

Key questions:

1. Agrarian revolution
2. Social problems
3. British Empire
4. Technical innovations

Basic problems.

Ireland, Canada, Australia and New Zealand as parts of the British Empire, Anglo-Indian way of life, changes in social structure and a new set of values, the idea of the countryside.

The teacher's aims:

To characterize the British Empire as a whole, reforms in political and public life.

Identified educational objectives:

To name the main components of the British Empire, to name reforms in political and public life.

The contents of the eighth lecture

George IV (1820 – 1830) is known as the 'First Gentleman of Europe. During **William IV's** (1830 – 1837) reign, England abolished slavery in the colonies in 1833. In 1837 Queen Victoria (1837-1901) started reigning. The years 1837 – 1901 are remarkable in the British history for what is called the Victorian period. King William IV died in June 1837, yielding the throne to his niece, Victoria, and so the great Victorian epoch started. 1837 to 1848 is considered as the early Victorian period, which was not that much different from the beginning of the nineteenth century as the following years. The time between 1848 and 1866 is known as the years of Mid-Victorian prosperity. Rapid and efficient development of manufactures and commerce took place mainly due to the removal of protective duties on food (such as the Corn Laws of 1815) and raw materials. In addition, the British industry and the

technological development began to experience a steep rise in those years. The first half of the nineteenth century is widely known among historians as the Railway Age. The idea of railway emerged as a result of the development of steam locomotives, but building locomotives and rail systems was so expensive that railroads were not widely used in Britain until the late 1830's, when the increase in economics began.

The striking feature of the Victorian time was the growing urbanization of Britain, which is commonly explained as the result of the development of industry. In 1801, 20 per cent of Britain's people lived in towns, and by the end of the nineteenth century, it was 75 per cent. The inflow of people in towns was caused by the increasing demand for new workers at factories and plants.

By 1830, Britain was changing from an agricultural to an industrial society. Rapid industrial growth made Britain powerful. Industrial development led to improved transport. Various important improvements in farming made it possible to clothe and feed Britain's rapidly rising population. But the industrial changes had serious social consequences. For many poor people, housing and working conditions were appalling. The use of machines caused many people to lose their jobs. The period also saw drastic changes in agriculture. Many wealthy merchants became landowners and wanted to live like country gentlemen and to make their farms successful. The rise in population and the growth of towns increased the demand for food and made farming profitable. The efforts of the landlords to improve their estates led to what historians call the *Agrarian Revolution*.

In England, the growth of the industrial mode of production, together with advances in agriculture, caused the greatest upheaval in the pattern of everyday life since the Anglo-Saxon invasions. Areas of common land, which had been available for use by everybody in a village for the grazing of animals since that time, disappeared as landowners incorporated them into their increasingly large and more efficient farms. (Some pieces of common land remain in Britain today and are used mainly as public parks. They are often called "the commons"). Hundreds of thousands of people moved from rural areas into new towns and cities. Most of these new towns and cities were in the north of England, where the raw materials for industry were available. They provided the cheap working force that also made possible the Industrial Revolution. In this way, the north, which had previously been economically backward compared to the south, became the industrial heartland of the country.

In the south of England, London came to dominate, not as an industrial but as a business and trading centre. By the end of the century, it had a population close to a million.

Social changes. The Industrial and Agrarian revolutions raised Britain's wealth and living standards considerably. But the rapid changes also created social problems. The use of machines forced people out of work, and in the early 1800's, gangs of *Luddites* wrecked the machines that they claimed had robbed them of their jobs. Some workers formed trade unions as a means of opposing their masters. However, trade unions were forbidden by Combination Acts that remained in force until 1824. In many country areas, the decline of the domestic system of industry brought hardship. To deal with rural poverty in Berkshire, the local justices of the peace met in 1795 at Speenhamland (now part of Newbury) and decided that a farm worker whose wages fell below a set level should receive an extra payment from the authorities out of rates. This raised the rates of farmers and landowners, who reacted by paying their workers low wages. The Speenhamland system was imitated throughout Britain, but because of it, many farm labourers became paupers. It was replaced in 1834 by the Poor Law Amendment Act. In the 1820s, Sir Robert Peel reformed the penal code, and in 1829, he founded the London Metropolitan Police Force.

The rapid social changes of the period, made worse by an economic depression that hit Britain in 1815 after war with France, brought demands for radical social reform. A reform meeting held at St. Peter's Field, Manchester, in 1819 was brutally suppressed by troops. Some people died, and the incident was called Peterloo, after the Battle of Waterloo.

Nevertheless, reforms did come. In 1829, Parliament passed a Catholic Emancipation Act, which freed Roman Catholics from many of the restrictions that they had lived under since the 1600s. In 1830, Earl Grey led a Whig government into office and began pushing through Parliament a measure to modernize the electoral system.

By 1830, the British electoral system was out of date. Few men had the right to vote. Voting took place openly at *hustings* (public platforms), and bribery or intimidation of voters was easy. Every county and every borough returned two members to Parliament. Some members of Parliament represented *rotten boroughs*, towns that had become greatly reduced in population. Others represented *pocket boroughs*, where one landowner controlled the votes. Few of the industrial towns in northern

England and the Midlands were boroughs. Manchester, for example, had no member of Parliament, because it was not a borough. The 1832 Reform Act was passed after a great struggle. Under the Act, most middle-class men received the vote. The Act abolished some small boroughs and reduced the number of members for other boroughs. The Municipal Corporation Act of 1835 set up town councils elected by ratepayers and presided over by a mayor. It empowered boroughs to provide drainage, markets, streetlights, and other facilities.

Years of progress (1837-1906)

General Outline. Not long before this century began, Britain had lost its most important American colonies in a war of independence. When the century began, the country was locked in a war with France. By the middle of the 19th century, Britain established her industrial superiority in the world. The strengthening of the capitalist state machine continued in this period. During the long reign of Queen **Victoria** (1837-1901), the revolutionary changes that had transformed Britain from a mainly agricultural nation to an –industrial one were followed by developments that took it further along the road of industrialism. Soon after the end of the century, Britain controlled the biggest empire the world had ever seen. One section of this empire was Ireland. The beginning of the nineteenth century was remarkable for Great Britain for its union with Ireland. In Ireland, some of the Irish united and began to demand independence, being affected by the French Revolution. They formed the organization known as the United Irishmen. They quickly took the lead of the whole national movement, and attempted to initiate a rebellion in 1796, with the help of the French troops which were ready to land in Ireland. The landing failed, and the English government began to eliminate its enemies. In 1798, it seized a number of the Irish leaders, and placed the whole Ireland under the military law. All the Irish uprisings were suppressed, and finally the rebellion and an attempt of the French invasion led to the Act of Union with Ireland of 1801. The Dublin legislature was abolished, and one hundred Irish representatives were allowed to become members of Parliament in London. Therefore, in the very beginning of the nineteenth century the United Kingdom took the political and geographical shape of the country we know today. Still, the Act of Union caused great indignation in Ireland, and another powerful insurrection took place in 1803.

In the 1840, the potato crop failed two years in a row and there was a terrible famine. Millions of peasants, those with Irish Gaelic language and customs, either died or emigrated. By the end of the century almost the whole of the remaining population were using English as their first language.

During this century, it was part of the UK, where the British culture and way of life predominated.

Another part of the empire was made up of Canada, Australia and New Zealand. These countries had complete internal self-government but recognized the overall authority of the British government. Another was India, an enormous country with a culture more ancient than Britain's. Tens of thousands of British civil servants and troops were used to govern it. At the head of this administration was a viceroy (governor) whose position within the country was similar to the monarch's in Britain itself. Because India was so far away, and the journey from Britain took so long, these British officers spent most of their working lives there and so developed a distinctly Anglo-Indian way of life. They imposed British institutions and methods of government of the country, and returned to Britain when they retired. Large parts of Africa also belonged to the empire. Except for South Africa, where there was some British settlement, most of Britain's African colonies started as trading bases on the coast.

The empire also included numerous smaller areas and islands, which were acquired because of their strategic position along trading routes.

A change in attitude in Britain, towards colonization during the nineteenth century gave new encouragement to the empire builders. Previously, colonization had been seen as a matter of settlement, of commerce, or of military strategy. The aim was simply to possess territory, but not necessarily to govern it. By the end of the century, colonization was seen as a matter of destiny. There was an enormous increase in wealth during the century, so that Britain became the world's foremost economic power. This, together with long years of political stability unequalled anywhere else in Europe, gave the British a sense of supreme confidence, even arrogance, about as having a duty to spread this culture and civilization around the world. Being the rulers of an empire was therefore a matter of moral obligation. It was, in fact, known as 'the white man's burden'.

In 1790's, the wars of the French Revolution merged into the Napoleonic Wars, as Napoleon Bonaparte took over the French revolutionary government, and Britain was engaged into the conflicts. Throughout the whole period of Napoleonic wars, Britain won two battles of great importance, one of them against the combined French and Spanish navy at Trafalgar, and another against the French army at Waterloo. The naval battle of Trafalgar was fought on October 21, 1805. The battle took place off Cape Trafalgar on the southern coast of Spain, where a British fleet of 27 ships under the command of Admiral Nelson faced a slightly larger enemy fleet commanded by a French admiral. The goal of the French was to land the reinforcements in southern Italy, but they were intercepted by Nelson on October 21 and engaged in a battle. Finally, some 20 French and Spanish ships were destroyed or captured, while not a single British vessel was lost. The great victory is recorded in the name of Trafalgar square in London, which is dominated by the granite column supporting a large statue of Nelson, who was mortally wounded and died in the course of battle.

The final victory over Napoleon after his defeat at Waterloo in 1815 laid the foundations for a great extension of the British Empire. As one of the members of anti-Napoleonic coalition, Britain got a number of strategic key points, such as Malta, Mauritius, Ceylon, Helgoland and the Cape. Yet the first result of the peace was a severe political and economic crisis.

The British had assumed that the ending of war would open a vast market for their goods and had piled up stocks accordingly. Instead, there was an immediate fall in the demand for them because Europe was still too disturbed and too poor to take any significant quantity of British good. This post-war crisis was marked by a sudden outburst of class conflict, as a series of disturbances began with the introduction of the Corn Bill in 1815 and went on until 1816. The object of the Corn Laws of 1815 was to keep the price of wheat at the famine level it had reached during the Napoleonic Wars, when supplies from Poland and France were prevented from reaching Britain. The Corn Laws were repealed in 1846, a small, temporary tariff being retained until 1849. Still, there was no fall in prices, what could be explained by a number of reasons: increasing population of Britain, greater demand due to the revival of industry, bad harvests in a number of years and the Crimean War, which soon interrupted the import of wheat from Poland.

The middle of the century was marked by the Crimean War, which lasted for three years (1853-1856). In 1853, Russia attempted to gain territories in the Balkans from

the declining Ottoman Empire. Great Britain, France and Austria joined the Ottomans in a coalition against Russia to stop the expansion. Britain entered this war because Russia was seeking to control the Dardanelles and thus threatened England's Mediterranean sea routes. Although the coalition won the war, bad planning and incompetent leadership on all sides, including the British, characterized the war, leading to the large number of casualties. The exposure of the weaknesses of the British army led to its reformation.

Among the internal problems, Britain experienced much disturbance in its relations with Ireland. A set of conflicts, based on both the political and religious grounds, followed the British attempts to suppress the Irish struggle for independence throughout the whole nineteenth century.

There were great changes in social structure. Most people now lived in towns and cities. They no longer depended on country landowners for their living but rather on the owners of industries. These factory owners held the real power in the country, along with the new and growing middle class of trades people. As they established their power, so they established a set of values which emphasized hard work, thrift, religious observance, family life, an awareness of one's duty, absolute honesty of life and extreme respectability in sexual matters. This is the set of values, which we now call Victorian.

Middle-class religious conviction, together with a conscious belief that reform was better than revolution, allowed reforms in political and public life to take place. Britain was gradually turning into something resembling a modern state. There were not only political reforms, but also reforms, which recognized some human rights (as we now call them). Slavery and the laws against people based on religion were abolished, and the laws were made to protect workers from some of the worst forms of exploitation resulting from the industrial mode of production. Public services such as the police force were set up.

Despite reform, the nature of the new industrial society forced many people to live and work in very unpleasant conditions. Writers and intellectuals of this period either protested against the horrors of this new style of life (as Dickens did) or simply ignored it. Many, especially the Romantic poets, praised the beauties of the countryside and the simplicity of country life. This was a new development. In previous centuries, the countryside had just existed, and it was not something to be

discussed or admired. But from this time on, most British people developed a sentimental attachment to the idea of the countryside.

Political developments. Many men who did not get the vote in 1832 resented the Reform Act and worked to change it. They drew up a charter demanding votes for all men, payment of members of Parliament, the abolition of the rule that members of Parliament must be property owners, the creation of electoral districts of roughly equal populations, and the annual election of parliaments. Members of the movement became known as *chartists*. In the first half of the nineteenth century, a protest organization called the Chartist Movement gained power. The Chartist Movement urged the immediate adoption of the so-called People's Charter, which would have transformed Britain into a political democracy, and was expected to improve living standards. Drafted in 1838, it was at the heart of a radical campaign for Parliamentary reform of the inequities remaining after the Reform Bill of 1832. Some of the main demands were universal male suffrage, equal electoral districts, annual general elections and the secret ballot. There were three unsuccessful attempts to present the Charter to the House of Commons, they were made in 1839, 1842 and 1848, and the rejection of the last one brought an end to the movement.

The chartists held many demonstrations throughout Britain. A final, sensational demonstration in 1848 failed ridiculously. But most chartists were serious men, and all their demands—except for annually elected parliaments—have since been granted.

The years between 1829 and 1839 were the time of foundation of the modern police force in Great Britain. This development became the direct result of the upsurge of a militant working class movement in the first decades of the nineteenth century. The Chartist Movement with its demonstrations and riots played the major role in initiation of the reorganization of the police. One more reason for it was the multiple problems of factory workers.

Further parliamentary reform came later in the 1800's. The Reform Act of 1867 extended the vote to working men in the towns. The Reform Act of 1884 gave the vote to agricultural labourers. Both these acts also redistributed parliamentary seats.

From 1830 to 1841, with one short break, the Whigs formed the governments. The Tories opposed the Reform Act in 1832. But in 1835, the Tory –Party issued a document called the *Tamworth Manifesto*, which said that the party should combine reform with respect for tradition. The Tories began to call themselves *Conservatives*. In 1841, they won power under Peel.

Meanwhile, the aristocratic Whigs became, largely under the leadership of William Gladstone, the new *Liberal Party*. The Liberals represented particularly the middle classes and *Nonconformists* (Protestants outside the Church of England). In the late 1800s, the trade unions and a group of socialist intellectuals called the *Fabians* formed the *Labour Party*. The first Labour members entered Parliament in 1893.

Industrial developments. By the beginning of the nineteenth century, Britain had become an industrial nation. In the earliest stages of the Industrial Revolution, when machinery was crude and unreliable, factory owners were determined to get the fullest possible use out of this machinery in the shortest possible time. Hours of work rose to sixteen and even eighteen a day, and in this way, the greatest output could be obtained with the least outlay of capital. The terrible conditions of labour caused a number of legislation acts to ease the burden of factory workers. The first legislation, passed in 1802, was a very mild act to prevent some of the worst abuses connected with the employment of children. It was followed by the Cotton Factories Regulation Act of 1819, which forbade the employment of children under nine and cut their hour down to thirteen and a half a day. One more effective act was passed in 1833, which provided a number of regular inspections to control the labor conditions. In 1847, the Ten Hour’s Bill limited the hours of women and young people and secured a ten-hour day for most of the men.

British industry continued to expand. Coal output more than doubled between 1846 and 1862, and iron production increased by six times between 1833 and 1865. An expansion in trade as well as raw material production made Britain very prosperous and the world's leading manufacturing nation. It retained its industrial lead through the skill of its inventors. In 1815, Sir Humphry Davy invented a *safety lamp for miners* that gave light but would not ignite explosive gases.

Sir Henry Bessemer discovered a less costly way of making steel, and steel replaced iron in engineering, railways, and shipbuilding. In 1844, Isambard Brunei laid the first electric telegraph on the Great Western Railway from Paddington to Slough. In 1866, British engineers laid the first telegraph cable across the Atlantic Ocean. In 1884, Sir Charles Parsons made the first practical steam turbine. In 1826, Patrick Bell

invented a reaping machine for cutting cereals. He also devised a way of extracting sugar from sugar beet. Near the end of the 1800s, Britain faced growing competition overseas. Such industrialized countries as France, Germany, and the United States protected their own manufactures against British goods by imposing high *tariffs* (taxes on imports). The United States and Germany overtook Britain in steel production. Britain's exports went into decline. Only coal, machinery, and ships maintained their share of the export market. Britain suffered an industrial slump between 1875 and 1896.

Questions for mastering the stuff of the problem.

- 1 Why by the end of the century was English used as the first language by the population of UK?
- 2 What was the change towards colonization during the nineteenth century?
- 3 What were the main values during Victorian epoch?
- 4 What were the objectives of political reforms?

LECTURE 9

The History of the UK. England in the twentieth century

Key questions:

1. The United Kingdom in the 1st Half of the 1900s
2. Britain in the Second Half of the 20th Century
3. Modern Britain
4. Present-Day Britain

Basic problems:

The Suffragettes, a General Strike, two World Wars, decolonization.

The teacher's aims:

To retell about the period of extremism and the fight of the working class for their rights, to characterize the international and domestic situation before, during and after the World Wars.

Identified educational objectives:

To expose what the Suffragettes were, to name the date of a General Strike, to characterize the international and domestic situation before, during and after the World Wars.

The contents of the ninth lecture

The United Kingdom in the 1st Half of the 1900s

Queen Victoria died in January 1901, and Edward VII, the son of Queen Victoria ascended the throne. Edwardian Britain was a powerful and rich country, much of its wealth coming from business abroad. By that time, British money had been invested in many countries and British banks and insurance companies had customers and did business all over the world and, as the result, much of the policy and affairs concerning the Edwardian Britain at that time were the international ones.

By the beginning of this century, Britain was no longer the world's richest country. The first twenty years of the century were *a period of extremism*. The Suffragettes, women demanding the right to vote, were prepared both to damage property and to die for their beliefs; the problem of Ulster in the north of Ireland led to a situation in which some sections of the army were ready to disobey the government; and the government's introduction of new taxes was opposed by the House of Lords so that even Parliament seemed to have an uncertain future in its traditional form. But by the end of the First World War, two of these issues had been resolved to most people's satisfaction (the Irish problem remained)

In the first half of the 1900s, Britain fought in two world wars that considerably changed its international influence and status

Affairs in Parliament.

Still, while the reign of King Edward VII was taking place, many of the British were concerned with domestic matters. Some important changes in the way that people lived and were governed happened.

In 1900 the Labor Representation Committee, which soon became the Labor Party, was formed. Its aim was to see working people represented in Parliament, with the powerful support of trade unions.

The Education Act of 1902 met the demand for national system of secondary education. The government began providing such kind of education, although only a

small number of schoolchildren could pay for the secondary school, and the rest had to be clever enough to pass the scholarship exams.

In 1906, the Liberals won a general election by a large majority and again returned to government in January 1910. It then introduced a bill to end the power of the Lords to reject financial bills. The bill also provided that any other bill, if passed by the Commons three times in two years, should become law without the approval of the Lords. The Liberals also proposed to reduce the length of a Parliament from seven to five years. The Lords passed the bill. It became law as the Parliament Act of 1911.

The Liberals passed more social reforms. In 1911, the Shops Act enforced early closing once a week. By another act, members of Parliament received payment for their services. A National Insurance Act provided sickness insurance for all low-paid workers and unemployment insurance for people in some jobs.

World War I. In the late 1800s, Britain, with its vast empire, relied on the Navy for defences and followed a foreign policy of *splendid isolation*. But with the early 1900s came a need for alliances. In 1902, Britain allied with Japan to meet a possible Russian attack on India. In 1904, Britain and France, both fearing German aggression, signed a treaty called the *Entente Cordiale*. In 1907, this became the *Triple Entente*, when France's ally, Russia, joined. The Entente was opposed by the *Triple Alliance* of Germany, Austria, and Italy. War was becoming imminent. The assassination of the Archduke Francis Ferdinand, heir to the Austrian throne, at Sarajevo on June 28, 1914 was the pretext which led to open conflict.

On August 1, 1914 Germany declared war on Russia, on August 3 it declared war on France.

World War I began in 1914. The Allies—Britain, France, the United States, and other countries—fought the Central Powers—Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. The war was caused chiefly by political and economic rivalry among the various nations. Britain entered the war on August 4, 1914, after German troops invaded neutral Belgium on their way to attack France. In the course of the war a coalition government was formed with the participation of the Liberals, the Tories and a few Labour representatives. Lloyd George emerged as the dominant figure in the government doing his best to divert growing labour unrest by propagating 'national unity'. The fighting lasted until 1918, when the Allies finally defeated Germany. On August 8, 1918 the allied forces staged a major breakthrough surrounding and destroying

16 German divisions. Germany was defeated and the Armistice was signed on November 11, 1918.

Lloyd George served as prime minister during the second half of the war. He helped write the Treaty of Versailles, which officially ended the war with Germany. The treaty set up the League of Nations, and gave Britain control over German colonies in Africa. The Treaty of Sevres, signed with the Turkish Ottoman Empire, gave Britain control over some Turkish possessions in the Middle East. The war had a shattering effect on Britain. About 750,000 members of the British armed forces died. German submarines sank about 7 million metric tons of British shipping. The war also created severe economic problems for Britain and shook its position as a world power.

In January 1924, a new party, the Labour Party, came to power under James Ramsay MacDonald. The party represented socialist societies and workers' groups. While the Labour Party grew stronger, the Liberal Party declined. Many voters could see little difference between Conservatives and Liberals. They saw the Labour Party, with its socialist aims, as an alternative to the Conservative Party. The Labour Party held office only until November. It lacked a majority in the House of Commons, and needed the Liberal Party's support. The Liberals soon withdrew their support.

In the 1929 elections, the Labour Party became the largest party for the first time. MacDonald returned as prime minister. A few months later, the worldwide Great Depression began. In 1931, MacDonald formed a government of Labour, Conservative, and Liberal leaders to deal with the emergency. The government increased taxes, abandoned free trade, and cut its own spending. But the United Kingdom could not escape the effects of the Great Depression.

In the depth of the depression, Adolf Hitler and his Nazi Party won control of Germany. Germany began to rearm, but few leaders in the United Kingdom, or elsewhere, saw the danger. Meantime, the United Kingdom faced an unusual problem at home. King George V died in 1936, and his oldest son became King **Edward VIII**. Edward wanted to marry an American divorcee, Mrs. Wallis Warfield Simpson. The government, the Church of England, and many British people objected. Edward then gave up the throne to marry "the woman I love." His brother became king as **George VI**. Neville Chamberlain, a Conservative, became prime minister in 1937. Chamberlain thought he could deal with Hitler. In 1938, Hitler seized Austria and then demanded

part of Czechoslovakia. Chamberlain and Premier Eduard Daladier of France flew to Munich, Germany, to confer with Hitler. They gave in to Hitler's demands after the German dictator said he would seek no more territory. Chamberlain returned to Britain and said: "I believe it is peace in our time." The people sighed in relief. But Chamberlain met sharp attacks in the House of Commons. Winston Churchill, a Conservative, called the Munich Agreement "a disaster of the first magnitude."

World War II. In March 1939, Germany seized the rest of Czechoslovakia. On September 1, Germany invaded Poland and World War II began. Two days later, the United Kingdom and France declared war on Germany. In April 1940, German troops invaded Denmark and Norway

After the surrender of France in 1940, Britain remained the only resisting country in the West front.

Chamberlain resigned on May 10, 1940 and Churchill became prime minister. On that same day, Germany attacked Belgium, Luxembourg, and the Netherlands.

Churchill told the British people he had nothing to offer but "blood, toil, tears, and sweat" to win "victory at all costs." Germany conquered France in June, and the UK stood alone against the Nazi war machine.

The United Kingdom prepared for invasion, and Churchill urged his people to make this "their finest hour." He inspired them to heights of courage, unity, and sacrifice. Hundreds of German planes bombed the UK nightly. In 1940, also, one of the greatest aerial battles in history took place. The so-called Battle of Britain was the British answer to the permanent attempts of Germany to ruin the industry of United Kingdom and to suppress the spirit of the British people by heavy air bombardments. By the end of 1940, almost all aircraft factories in England were destroyed, and a few British fighter squadrons remained operational, but the ability of Luftwaffe to carry out offensive operations in the West was almost zeroed.

German submarines tried to cut the UK's lifeline by torpedoing ships bringing supplies to the island country. Severe rationing limited each person's share of food, clothing, coal, and oil. The real help in struggle against Germany was that beginning early in 1941, the still-neutral United States granted lend-lease aid to Britain.

Luckily, the British Isles experienced no ground fighting throughout the whole war, and no British troops were engaged in ground operations until the Allies landing in France in 1944. Before that date, British took part in the coordinated

Anglo-American operations in North Africa, fighting against German troops there, the most significant battle being that at El Alamein, where the Allies managed to defeat one of the best German commanders-in-chief Rommel. After the landing in Normandy, which did not play the big role in the course of war, but helped to bring it to closure sooner than it was expected, it took only ten months to make Germany to surrender on 8 May, 1945. About 360,000 British servicemen, servicewomen, and civilians died in the war. Great sections of London and other cities had been destroyed by German bombs. The war had shattered the UK economy, and the country had piled up huge debts.

Near the end of the war, the UK helped establish the United Nations. . Many countries that –before 1945 were British colonies became independent countries as the British Empire developed into the *Commonwealth of Unions*.

When World War II ended, the British government launched a number of important programmes in an effort to restore the county's economy. The National Insurance Act of 1946 was a consolidation of benefit laws involving maternity, disability, old age, and death, as well as assistance if unemployed. In 1948, the National Health Service was set up. In 1949, Britain joined other Western powers in the North Atlantic Treaty Organisation (NATO), which was created as a counterweight to the Warsaw Block countries, leaded by USSR and fought in the Korean War (1950-1953).

The welfare state. The Labour Party won a landslide victory in 1945. The party had campaigned on a socialist programme. Clement Attlee became prime minister, and the Labour Party stayed in power until 1951. During those six years, the UK became a *welfare state*. The nation's social security system was expanded to provide welfare for the people "from the cradle to the grave." The Labour government also began to nationalize industry by putting private businesses under public control. The nationalized industries included the Bank of England, the coal mines, the iron and steel industry, the railways, and the road haulage industry.

Although the Labour government struggled to restore the economy, conditions improved little. Rationing and other wartime controls continued. The government borrowed heavily from the United States.

Decline of the empire. World War II sealed the fate of the British Empire, though the UK had begun loosening control over its empire earlier. In 1931, the UK granted independence within the empire to Australia, Canada, the Irish Free State, New

Zealand, Newfoundland, and South Africa. They became the first members of the *Commonwealth of Nations*, an association of countries and dependencies that succeeded the empire.

After World War II the late 1940's in the British Empire were marked with the beginning of decolonization.

The peoples of Africa and Asia increased their demands for independence. The UK could no longer keep control of its colonies. Nevertheless Britain tried to keep international ties with its former colonies through a new organisation called the British Commonwealth of Nations. All the former colonies were invited to join it as free and equal members. Now there are 53 member states with the population of more than 1, 7 billion people.

While the UK was breaking up its empire during the postwar years, other nations of Western Europe joined together in various organizations to unite economically and politically. The UK was reluctant to join them. Throughout history, the UK had preferred to stay out of European affairs—except to keep the balance of power in Europe. By joining the new organizations, the UK feared it might lose some of its independence, and would also be turning its back on the Commonwealth.

Most important, it did not join the European Economic Community (EEC). This association, also called the European Common Market, was set up by France and five other nations. After the EEC showed signs of succeeding, the UK set up the European Free Trade Association (EFTA) with six other nations. But it was only a mild success, and the UK later regretted its refusal to join the EEC.

George VI's health declined during 1951, and Princess Elizabeth was soon frequently standing in for him at public events. In October of that year, she toured Canada, and visited the President of the United States, Harry S. Truman, in Washington, D.C.; on the trip, the Princess carried with her a draft accession declaration for use if the King died while she was out of the United Kingdom. In early 1952, Elizabeth and Philip set out for a tour of Australia and New Zealand via Kenya. At Sagana Lodge, about 100 miles north of Nairobi, word arrived of the death of Elizabeth's father on 6 February. Philip broke the news to the new queen. Martin Charteris, then her Assistant Private Secretary, asked her what she intended to be called as monarch, to which she replied: "Elizabeth, of course." Elizabeth was proclaimed queen

throughout her realms, and the royal party hastily returned to the United Kingdom. She and the Duke of Edinburgh moved into Buckingham Palace. In 1953, Queen Elizabeth II inherited the throne from George VI. The early 1950s has brought economic recovery with flourishing of trade and the boom of housing construction and since that time Britain has been steadily developing in economical, political, social and scientific aspects, becoming one of the leading countries in the world.

Britain in the Second Half of the 20th Century

A Conservative government returned to power in 1951 under Winston Churchill. The Conservatives accepted most of the changes the Labour Party had made. By 1955, rationing and most other wartime controls had ended. Industry was thriving, jobs were plentiful, and wages were good. Churchill retired in 1955, and Sir Anthony Eden succeeded him as prime minister. Eden resigned in 1957, and Harold Macmillan succeeded him.

The economy continued to expand until the early 1960s. Hoping to improve the economy, the government applied for membership of the European Economic Community. By joining the EEC, Macmillan hoped the UK would be able to expand its export trade. But in January 1963, the UK's application was rejected, largely because of opposition from French President Charles de Gaulle. The rejection was a defeat for Macmillan. The 1964 election brought the Labour Party back to power under Harold Wilson.

In 1965 Parliament adopted a five-year national plan of economic recovery. This plan was based on encouraging monopoly development. Wilson's government also lowered the voting age from 21 to 18. But at the same time the Labour government maintained a typical wage-freeze policy which led to wide-scale industrial unrest.

The government faced mounting economic problems. The UK was importing far more goods than it was exporting, and its industrial growth rate was too slow. The country's financial reserves shrank, and it had to borrow more and more money from other countries and international agencies. In 1966, the government began an austerity programme by increasing taxes and putting a ceiling on wages and prices. In October 1967, the UK was again rejected for membership of the EEC. In November, the government devalued the pound in response to the serious economic situation.

Modern Britain

On this background, the Conservatives won the elections of 1970, and Edward Heath formed the new Tory government. In 1971, agreement was reached on terms for the UK's entry into the EEC. The UK joined the EEC in 1973. However, continuing inflation, fuel shortages, strikes, and other matters caused serious problems for the Conservative government. In home policy, Heath decided to show his firm hand by a dramatic confrontation with miners. As a result, the Tories lost the 1974 general election.

Elections in 1974 brought the Labour Party back to power, and Harold Wilson again became prime minister. In 1976, James Callaghan succeeded him as prime minister and as leader of the Labour Party. The new Labour government of Wilson – Callaghan took some positive measures: the miners received a wage increase; the full working week was restored. The Labour government managed to disguise the old policies by proposing a “voluntary” wage-freeze policy called the Social Contract. This led to a fall of Labour support.

Long-standing conflicts between Catholics and Protestants in Northern Ireland became a serious problem during the late 1960's and the 1970's. In 1969, the government began sending troops to Northern Ireland to try to stop riots from occurring. But the violence continued. The UK Parliament at Westminster established direct rule over the country at various times.

Some people in Scotland and Wales demanded complete independence from the UK for their countries. In March 1979, the UK government allowed the people of Scotland and Wales to vote on the question of whether they should have their own legislatures. The voters in both countries failed to approve the establishment of the legislatures. The process under which Scotland and Wales would have received more control over their affairs is called *devolution*.

Elections held in May 1979 returned the Conservatives to power. Margaret Thatcher replaced Callaghan as prime minister. She became the first woman ever to hold the office. She headed the cabinet for more than 10 years. The government's economic policy was focused on encouraging private enterprise and de-nationalization. As prime minister, Thatcher worked to reduce government involvement in the economy. The introduction of the poll tax in 1989 met overwhelming opposition in the country.

In April 1982, Argentine troops invaded and occupied the disputed Falkland Islands. British and Argentine forces fought air, sea, and land battles for control of the Falkland Islands. The Argentine forces surrendered in June 1982.

Meanwhile, the Liberal Party briefly allied with a Labour administration in 1978. In 1982, the Liberals formed an electoral alliance with a new party carved out of the Labour Party's right wing. This was the Social Democratic Party. In 1987, the Liberals and Social Democrats agreed to terms for merging the two parties. In 1990, the new party was named the Liberal Democrats.

In November 1990, Thatcher resigned as Conservative Party leader and prime minister. John Major succeeded her in both positions. In August 1990, Iraq invaded Kuwait. In early 1991, UK forces took part in the allied bombing of Iraqi military targets and in the ground offensive to liberate Kuwait.

Present-Day Britain

The economic policy of Great Britain in the 1990s was characterized by the strategy of economic regulation, which promoted the victory of the Conservatives –in the general election in 1992. The cabinet headed by John Major continued the economic and social policies traditional for this party. This led to a fall of the Conservatives.

In 1997, Britain's opposition Labour party routed the ruling Conservative party in the national election, and its leader *Tony Blair* replaced Major as head of the government. He became Britain's youngest Prime Minister since 1812, ending 18 years of Tory rule since 1979. Blair repeated his success in the general election of 2002.

As Prime Minister Tony Blair presided over an optimistic first term in which Devolution brought self-governing powers to both Scotland and Wales, reversing control from London. The late 1990s and into the millennium saw an increased celebration of British culture in its myriad of aspects from the Queen's Golden Jubilee celebrations of 2002 to huge programmes of urban renewal of the long neglected industrial cities of the north, Manchester, Liverpool, Newcastle and Glasgow, making them the great cities of culture they are today.

On 27 June 2007, the new Prime Minister *Gordon Brown* replaced Blair. Brown is the first prime minister from a Scottish constituency since 1964. He is also one of only five prime ministers who attended a university other than Oxford or Cambridge. Brown has proposed moving some traditional prime ministerial powers to the realm of Parliament, such as the power to declare war and approve appointments to senior positions. He has also proposed moving some powers from Parliament to citizens, including the right to form "citizens' juries", easily petition Parliament for

new laws, and rally outside Westminster. Brown was committed to the Iraq War, but said in a speech in June 2007 that he would "learn the lessons" from the mistakes made in Iraq. Brown said in a letter published on 17 March 2008 that the United Kingdom will hold an inquiry into the Iraq war.

In a speech in July 2007, Brown personally clarified his position regarding Britain's relationship with the USA: "We will not allow people to separate us from the United States of America in dealing with the common challenges that we face around the world."

In the local elections on 1 May 2008, Labour suffered their worst results in 40 years. Gordon Brown was quoted in the press as having said that the results were "a painful defeat for Labour". As for the domestic policies, the Labour government admitted that the recession had been deeper than predicted, but claimed that the government's action to pump money into the economy had made a "real difference" to families and businesses. Later the year of 2009, a number of measures to help economic - recovery were announced, including a public sector pay freeze, a levy on bank bonuses and a package of measures to help the unemployed.

The country's leading economic think tank forecasts that with spending on health and education protected, the areas most likely to face severe cuts are defence, housing, transport and higher education. Moreover, it is estimated that the cost to each individual family of paying back the national debt will be £2,400 a year for eight years.

Questions for mastering the stuff of the ninth lecture?

3. In which form did extremism become apparent in the twentieth century?
4. When did the General Strike take place?
3. What are the duties and freedoms of the members of the Commonwealth?

The main conclusions on the theme

The Roman period left its trace in the history of Great Britain, such as villas, baths, temples, network of roads, a lot of cities and place names like Chester, Lancaster, Gloucester.

The Germanic invasion had a great effect on the country-side, where they introduced new farming methods and founded a lot of self-sufficient villages which formed the basis of the English society.

The Northern invasion resulted in imposing a strict feudal system and forming the class system, introducing French as the state language.

The 16th century is a period of establishing a system of government departments, staffed by professionals who depended for their position on the monarch. It was also the time of the rising of Protestantism and rejection of the Roman Church.

During the 17th century, Parliament established its supremacy over the monarchy. After the glorious revolution, a Bill of Rights limited some powers of the monarch.

The 18th century was a period of political stability. Social power and prestige rested on the possessions of land in the countryside, London came to dominate as a business and trading centre.

In the 19th century, there was an enormous increase in wealth because of wide colonization, which was considered as a matter of moral obligation.

The 20th century is the period of extremism, women fighting for their right to vote and powerful trade unions.

The scientific approach to the problem of the history of the UK

To which extent can the history of UK explain its position in the modern world?

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Lecture 10

British regionalism

Key questions:

10. London

11. Southern England.

12. The Midlands.

13. Northern England.

Basic terms: headquarter, suburbs, rural beauty, industrial revolution, producer, destination, tourism, manufacture.

First key question, its problems

London as the largest city in Europe, “the square mile”, well-known areas of London, London as a tourist destination.

The teacher’s aims.

To characterize Greater London from different sides.

Identified educational objectives.

To name the main parts of London, to prove or disprove that London is still the most prominent city in Europe.

The contents of the first question.

London

London (the largest city in Europe) dominates Britain. It is home for the headquarters of all government departments, Parliament, the major legal institutions, and the monarch. It is the country's business and banking center and the center of its transport network. It contains the headquarters of the national television networks and of all the national newspapers. It is about seven times larger than any other city in the country. About a fifth of the total population of the UK lives in the Greater London area.

The original walled city of London was quite small. (It is known colloquially today as 'the square mile'.) It did not contain Parliament or the royal court, since this would have interfered with the autonomy of the merchants and traders who lived and worked there. It was in Westminster, another 'city' outside London's walls, that these national institutions met. Today, both 'cities' are just two areas of central

London. The square mile is home to the country's main financial organizations, the territory of the stereotypical English 'city gent'. During the daytime, nearly a million people work there, but less than 8,000 people actually live there.

Two other well-known areas of London are the West End and the East End. The former is known for its many theatres, cinemas, and expensive shops. The latter is known as the poorer residential area of central London. It is the home of the Cockney and in this century, large numbers of immigrants have settled there.

There are many other parts of central London, which have their distinctive characters, and central London itself makes up only a very small part of Greater London. In common with many other European cities, the population in the central area has decreased in the second half of the twentieth century. The majority of Londoners' live in its suburbs, millions of them traveling into the center each day to work. These suburbs cover a vast area of land.

Like many large cities, London is in some ways untypical of the rest of the country in that it is so cosmopolitan. Although all of Britain's cities have some degree of cultural and racial variety, the variety is by far the greatest in London. A survey carried out in the 1980s found that 137 different languages were spoken in the homes of just one district.

In recent years, it has been claimed that London is in decline. It is losing its place as one of the world's biggest financial centers and, in comparison with many other western European cities; it looks rather dirty and neglected. Nevertheless, its popularity as a tourist destination is still growing. Moreover, it is not only tourists who like visiting London - the readers of Business Traveler magazine often vote it their favorite city in the world in which to do business. This popularity is probably the result of its combination of apparently infinite cultural variety and a long history, which has left many visible signs of its richness and drama.

Questions for mastering the stuff of the first problem.

6. What is the population of London?
7. What is "the square mile"?
8. What is the West End famous for?
9. Why is London considered so cosmopolitan?
10. Why is London so attractive for tourists?

Second key question, its problems.

Common land, the county of Kent, the West Country, East Anglia.

The teacher's aims:

To show how diverse the composition of Southern England is.

Identified educational objectives.

To characterize in short each part of Southern England.

The contents of the second question.

Southern England

The area surrounding the other suburbs of London has the reputation of being 'computer land'. This is the most densely populated area in the UK, which does not include a large city, and millions of its inhabitants travel into London to work every day.

Further, out from London the region has more its own distinctive character. The country of Kent, which you pass through when traveling from Dover or the Channel tunnel to London, is known as 'the garden of England' because of the many kinds of fruit and vegetables grown there. The Downs, a series of hills in a horseshoe shape to the south of London, are used for sheep farming (though not as intensively as they used to be). The southern side of the Downs reaches the sea in many places and forms the white cliffs of the south coast. Many retired people live along this coast. Employment in the south-east of England is mainly in trade, the provision of services and light manufacturing. There is little heavy industry. It has therefore not suffered the slow economic decline of many other parts of England.

The region known as 'the West Country' has an attractive image of rural beauty in British people's minds - notice the use of the word 'country' in its name. There is some industry and one large city (Bristol was once Britain's most important port after London), but farming is more widespread than it is in most other regions. Some parts of the West Country are well-known for their dairy produce, such as Devonshire cream, and fruit. The south-west peninsula with its rocky coasts, numerous small bays (once noted for smuggling activities) and wild moorlands such as Exmore and Dart moor is the most popular holiday area in Britain. The winters are so mild in some lying parts that it is even possible to grow palm trees and the tourist industry has coined the phrase 'the English Riviera'.

East Anglia, to the north-east of London, is also comparatively rural. It is the only region in Britain, where there are large expanses of uniformly flat land. This flatness, together with the comparatively dry climate, has made it the main area in the country for the growing of wheat and other arable crops. Part of this region, the area known as the Fens, has been reclaimed from the sea, and much of it still has a very watery, misty feel to it. The Norfolk Broads, for example, are criss-crossed by hundreds of waterways but there are no towns here, so this is a popular area for boating holidays.

Questions for mastering the stuff of the second problem.

4. Why is the county of Kent known as “the garden of England”?
5. What is the West Country famous for?
6. What part of Britain has large expanses of uniformly flat land?

Third key question, its problems.

Birmingham, the Potteries.

The teacher’s questions.

To name the most important cities of the Midlands ,to tell about Stratford-on-Avon and Nottingham.

Identified educational objectives.

To name the most important cities of the Midlands.

The contents of the third question.

The Midlands

Birmingham is Britain's second largest city. During the Industrial Revolution, and the surrounding area of the West Midlands (sometimes known as the Black Country) developed into the country's major engineering center. Despite the decline of heavy industry in modern times, factories in this area still convert iron and steel into a vast variety of goods.

There are other industrial areas in the Midlands, notably the towns between the Black Country and Manchester known as The Potteries (famous for producing china such as that made at the factories of Wedgwood, Spode and Minton), and several towns in the East Midlands, such as Derby, Leicester and Nottingham. On the east

coast, Grimsby, although a comparatively small town is one of Britain's most important fishing ports.

Although the midlands do not have many positive associations in the minds of British people, tourism has flourished in 'Shakespeare country' centered on Stratford-upon-Avon, Shakespeare's birthplace), and Nottingham has successfully capitalized on the legend of Robin Hood.

Questions for mastering the stuff of the third problem.

4. How important is Birmingham in the economy of Britain?
5. What are the Potteries?
6. Why is tourism flourishing in the Midlands?

Fourth key question, its problems:

North as a symbol of industrial revolution, the beauty of the landscape, the Lake District.

Teacher's aims:

To name and show on the map the main cities of Northern England, to characterize the industry of this region, to show the romantic side of Northern England.

Identified educational objectives:

To name and show on the map the main cities of Northern England, to characterize the industry of this region, to name the most famous poets who lived in the region.

The contents of the fourth question.

Northern England

The Pennine Mountains run up the middle of northern England like a spine. On either side, the large deposits of coal (used to provide power) and iron ore (used to make machinery) enabled these areas to lead the Industrial Revolution in the eighteenth century. On the western side, the Manchester area (connected to the port of Liverpool by canal) became, in the nineteenth century, the world's leading producer of cotton goods; on the eastern side, towns such as Bradford and Leeds became the world's leading producers of woolen goods. Many other towns sprang up on both sides of the Pennines at this time, because of the growth of certain auxiliary industries and of coal mining. Further south, Sheffield became a center for

the production of steel goods. Further north, around Newcastle, shipbuilding was the major industry.

In the minds of British people, the prototype of the noisy, dirty factory that symbolizes the Industrial Revolution is found in the industrial north. Nevertheless, the achievements of these new industrial towns also induced a feeling of civic pride in their inhabitants and an energetic realism, epitomized by the clichéd saying 'where there's muck there's brass' (wherever there is dirt, there is money to be made).

The decline in heavy industry in Europe in the second half of the twentieth century has hit the industrial north of England hard. For a long time, the region as a whole has had a level of unemployment significantly above the national average.

The towns on either side of the Pennines are flanked by steep slopes on which it is difficult to build and are surrounded by land most of which is unsuitable for any agriculture other than sheep farming. Therefore, the pattern of settlement in the north of England is often different from that in the south. Open and uninhabited countryside is never far away from its cities and towns, which are typically industrial and have the very rural interlock. The wild, windswept moors which are the settings for Emily Bronte's famous novel *Wuthering Heights* seem a world away from the smoke and crime of urban life - in fact; they are just up the road (about 15 kilometers) from Bradford.

Further, away from the main industrial areas, the north of England is sparsely populated. In the north-western corner of the country is the Lake District. -The Romantic poets of the nineteenth century, Wordsworth, Coleridge and Southey (the 'Lake Poets'), lived here and wrote about its beauty. It is the favorite destination of people who enjoy walking holidays and the whole area is classified as a National Park (the largest in England).

Questions for mastering the stuff of the fourth problem.

5. Where do the Pennine Mountains run?
6. What does Manchester (Bradford, Leeds, Sheffield, and Newcastle) produce?
7. What is the landscape of the region like?
8. What part of Northern England is known as the Lake District?

Lecture 11

British regionalism

Key questions:

1. Scotland
2. Wales
3. Northern Ireland

Key questions:

Three regions of Scotland, two major cities of Scotland, Belfast as the capital of Northern Ireland, Wales

The teacher's aims:

To characterize each part of Scotland, to make students acquainted with an artistic heritage of Glasgow and the capital of Scotland Edinburgh, to tell about the capital of Northern Ireland Belfast, Welsh identity.

Identified educational objectives:

To characterize three parts of Scotland, to be able to tell about the main cities of Scotland, Northern Ireland and Wales

The contents of the eleventh lecture***Scotland***

Scotland, one of the four national units that make up the United Kingdom of Great Britain and Northern Ireland. The other units are England, Northern Ireland, and Wales. Edinburgh is the capital of Scotland, and Glasgow is its largest city.

Scotland and its offshore islands comprise the northernmost part of the United Kingdom. The Scottish mainland, which occupies roughly the northern third of the island of Great Britain, is bordered on three sides by seas. To the north and west is the Atlantic Ocean; to the east is the North Sea. Rugged uplands separate Scotland from England to the south. The territory of Scotland includes 186 nearby islands, a majority of which are contained in three groups. These are the Hebrides, also known as the Western Isles, located off the western coast; the Orkney Islands, located off the northeastern coast; and the Shetland Islands, located northeast of the Orkney Islands. The largest of the other islands is the Island of Arran. The total land area of Scotland, including the islands, is 78,790 sq km (30,420 sq mi).

An independent nation for much of its history, Scotland was joined to England by a series of dynastic and political unions in the 17th and 18th centuries. Scotland retains a separate national identity, however, supported by separate legal and educational systems, a national church, a parliament with wide-ranging powers, and other national symbols and institutions.

The people of Scotland, like those of the United Kingdom in general, are descendants of various ethnic stocks, including the Picts, Celts, Scandinavians, Anglo-Saxons, and newer immigrant groups. Scotland is mainly an urban-industrial society with a small, sparsely scattered rural population. Large-scale internal migration during the 19th and 20th centuries weakened the historic regional distinctions between Highlander (primarily Celtic, Catholic, and Gaelic-speaking) and Lowlander (Anglo-Saxon, Protestant, and Scots-speaking). In the 20th century the arrival of immigrants from former British colonial territories, as well as from other parts of the United Kingdom, has created a culturally diverse population, especially in the two main urban areas of Glasgow and Edinburgh.

The Church of Scotland, a Presbyterian denomination, is the official state church (see Scotland, Church of). Approximately 70 percent of the population is Protestant. Most of the rest of the population belongs to the Roman Catholic Church. Other important denominations are the Episcopal Church in Scotland, Congregationalist, Baptist, Methodist, and Unitarian. Immigration in the 19th and 20th centuries contributed new religious groups, including Jews, Hindus, Muslims, and Buddhists.

English is the main language spoken in Scotland, although 30 percent of the population claims to use the Scottish language, a dialect of the English language. Fewer than 100,000 Scots (mainly inhabitants of the Highlands and island groups) also speak the Scottish form of Gaelic, part of the family of Celtic languages. However, Gaelic has enjoyed a revival in Scotland in recent years. Today, there are more than 2,000 children in Gaelic immersion schools, primarily in the Hebrides and Glasgow. There is also a Gaelic language college, Sabhal Ostaig Mor, located on the Isle of Skye.

Historic cultural differences long divided Celtic Scots of the Highlands and Anglo-Saxons of the Lowlands. Traditionally, the clan, a grouping of an entire family with one patriarchal chief, or laird, was central to Highland culture. Clans were also important as fighting units, and they played an important role in rebellions against the British government. However, depopulation of the Highlands, which has

occurred since the 18th century, fatally weakened the clan structure. Today, the clan in Scotland exists mainly as a cultural ideal rather than as a practical form of social organization. Lowland culture was more heavily influenced by the Industrial Revolution, as well as by Protestantism, which spread throughout much of Scotland during the Reformation. The extension of Highland cultural traditions to the Lowlands—including the use of clan names, kilts, and bagpipes—and the creation of a Scottish mythology and literary culture can be traced to the late 18th and early 19th centuries. At that time writers such as Robert Burns and Sir Walter Scott worked to create a unified sense of Scottish identity.

Scotland has three clearly marked regions. Just north of the border with England are the southern uplands, an area of small towns, quite far apart from each other, whose economy depends largely on sheep farming. Further, north, there is the central plain. Finally, there are the highlands, consisting of mountains and deep valleys and including numerous small islands off the west coast. This area of spectacular natural beauty, occupies the same land area as southern England but fewer than a million people live there. Tourism is important in the local economy, and so is the production of whisky.

It is in the central plain and the strip of east coast extending northwards from it that more than 80% of the population of Scotland lives. In recent times, this region has had many of the same difficulties as the industrialization of England, although the North Sea oil industry has helped to keep unemployment down.

Scotland's two major cities have very different reputations. Glasgow is the third largest city in Britain. It is associated with heavy industry and some of the worst housing conditions in Britain (the district called the Gorbals, although now rebuilt, was famous in this respect). However, this image is one-sided. Glasgow has a strong artistic heritage. At the turn of the last century, the work of the Glasgow School (led by Mackintosh) put the city at the forefront of European design and architecture. In 1990, it was the European City of Culture. Over the centuries, Glasgow has received many immigrants from Ireland and in some ways, it reflects the divisions in the community that exist in Northern Ireland. For example, of its two rival football teams, one is Catholic (Celtic) and the other is Protestant (Rangers).

Edinburgh, which is half the size of Glasgow, has a comparatively middle-class image (although class differences between the two cities are not very great). It is the capital of Scotland and is associated with scholarship, the law, and administration.

Wales.

Wales, part of the United Kingdom of Great Britain and Northern Ireland, united politically, legally, and administratively with England and occupying a broad peninsula on the western side of the island of Great Britain. Wales also includes the island of Anglesey, which is separated from the mainland by the narrow Menai Strait. Wales is bounded on the north by the Irish Sea; on the east by the English counties of Cheshire, Shropshire, Hereford and Worcester, and Gloucester; on the south by Bristol Channel; and on the west by Saint George's Channel and Cardigan Bay. The maximum north-south extent of the Welsh mainland is about 220 km (about 137 mi); in an east-west direction the distance varies between 60 and 155 km (36 and 96 mi). The total area of Wales is 20,760 sq km (8,020 sq mi). Cardiff is the capital, principal seaport, and shipbuilding center.

The people of Wales, like those of Britain in general, are descendants of various stocks, including Celts, Scandinavians, and Romans. The population of Wales is 2,921,000 (1996 estimate). The population density was approximately 141 persons per sq km (364 per sq mi). About three-quarters of the population is concentrated in the mining centers in the south.

The major cities of Wales are Cardiff (population mid-1996, 315,000), the capital, principal seaport, and shipbuilding center; Swansea (230,000), a seaport and center of the tin-plate industry; and Newport (137,000).

The Church of England was the established church of Wales and England until 1920, when it was disestablished in Wales. The Welsh branch of the Church of England is the faith of about 110,000 Welsh. The next largest religious body, with about 72,800 adherents, is the Calvinistic Methodist church, known as the Presbyterian Church of Wales.

Both English and Welsh are official languages. English is spoken by most of the population. A small percentage of the people speak Welsh only; more than one-quarter of the population speak both Welsh and English (see Celtic Languages). As part of an effort to preserve Welsh culture, the government supports Welsh language books, plays, and other artworks. The British Broadcasting Corporation has set aside a channel to broadcast in Welsh during peak viewing hours.

Somewhat isolated by a rugged, mountainous terrain, the Welsh have retained more of the culture of their Celtic forebears than have either the Scots or the

English. A strong feeling of national solidarity exists in Wales, and a nationalist revival has received some political support, to the point that representatives of the Welsh Nationalist Party serve in the House of Commons in London.

The Welsh are well known for their love of singing, and their hymns and folk songs are widely known throughout the world. Music plays a large part in the annual festival, the Royal National Eisteddfod, at which poetry reading and Welsh folk arts are also featured. The Eisteddfod is held each year in a different locality, and Welsh natives and those of Welsh descent from all over the world attend. The International Music Eisteddfod is also held annually in Llangollen.

Most of the rest of Wales is mountainous. Because of this, communication between south and north is very difficult. As a result, each part of Wales has closer contact with its neighboring part of England than it does with other parts of Wales: the north with Liverpool, and mid-Wales with the English west midlands. The area around Mount Snowdon in the North West of the country is very beautiful and is the largest National Park in Britain.

Northern Ireland

Northern Ireland, administrative division of the United Kingdom of Great Britain and Northern Ireland, situated in the northeastern portion of the island of Ireland. The remaining portion of the island is part of the Republic of Ireland. Northern Ireland constitutes about 17 percent of the land area of Ireland and has 31 percent of the island's population. The capital of Northern Ireland is Belfast. Northern Ireland's population is deeply divided along religious and political lines. The schism between the Protestant majority and the Catholic minority extends deep into Northern Ireland's past and has strongly influenced the region's culture, settlement patterns, and politics.

By the 17th century, Protestant British settlers had subjugated the region's Catholic, Gaelic inhabitants. The whole of Ireland was part of the United Kingdom until 1920, when the island was divided. Of the original 32 counties of Ireland, the 6 northeasterly counties became a British province officially known as Northern Ireland. The remaining 26 counties became independent in 1922 as the Irish Free State (later Eire, and subsequently the Republic of Ireland). Since then, most of the Catholic minority in Northern Ireland has identified with independent Ireland, and most of the Protestant majority with Britain. Catholics seeking integration with

Ireland are often referred to as republicans or nationalists, while Protestants who want Northern Ireland to remain part of the United Kingdom are often called unionists or loyalists.

From 1921 to 1972 Northern Ireland had its own regional parliament that exercised considerable authority over local affairs. The Protestant, unionist majority dominated the parliament, which made the government unpopular with the Catholic, nationalist minority. Northern Ireland experienced a nearly continuous period of violent conflict between these two groups from the late 1960s through the mid-1990s. The violence extended beyond Ireland, as republican paramilitary groups—in particular the Irish Republican Army (IRA)—also struck targets in London and elsewhere in England. The clashes, bombings, and assassinations in this period were often referred to as “the troubles.” In 1972 the British government shut down Northern Ireland’s regional parliament and governed the region directly from London. A 1998 accord known as the Good Friday Agreement restored some powers to a new provincial government.

The Protestant community often refers to Northern Ireland as Ulster. Catholics seldom use this name. For most Catholics the term *Ulster* is used only to refer to the historic Irish province of Ulster, which consisted of the current six counties and three other counties that are now in the Republic of Ireland. Catholics tend to refer to the territory as “the north of Ireland,” and those of strongly nationalist views also use the term “the six counties.”

Belfast is the capital and largest city of Northern Ireland. Almost half of the province’s population lives in the greater Belfast area. Founded on the sandy mouth of the Lagan River in 1613 by settlers from Britain, Belfast took its name from *Beal Feirsde* (Irish for “the mouth of the sandbank”). Belfast remained a small trading port until about 1800. It subsequently became a major industrial city, growing from about 20,000 people at the beginning of the 1800s to a peak of 443,671 in 1951. Northern Ireland’s second largest city, Londonderry (Derry), is much smaller. Derry (Irish *Doire*, for “place of the oaks”), a small community centered around a 6th-century abbey, was rebuilt by British settlers in 1613. Soon thereafter the town granted charters to several London merchant companies to develop the area, and the official name of the city became Londonderry. This name was never fully accepted or used by Catholics, who in general still refer to the city as Derry. The city is therefore often referred to in print as Londonderry/Derry or Derry/Londonderry. The only other urban center designated as a city is Armagh, which is actually a small

town. Armagh owes its prominence to its historic role as the center of Christianity in Ireland and the home of both the Catholic and Anglican primates of all Ireland. Major towns include the market centers of Coleraine (headquarters of the University of Ulster), Dungannon, Enniskillen, Omagh, and Strabane; the ports of Larne and Newry; and the historic linen manufacturing towns of Ballymena, Lurgan, and Portadown.

The main defining components of ethnicity in Northern Ireland are religious and political affiliation. In general, Catholics/nationalists regard themselves as Irish, and Protestants/unionists regard themselves as British.

Almost all residents of Northern Ireland speak English. Only a tiny percentage speak Irish, a Gaelic language, except in remote upland areas in the Glens of Antrim, the Mourne Mountains, and the Sperrin Mountains, where Irish is more widely spoken. The Catholic and nationalist community has tended to become more enthusiastic about learning Irish as a second language during periods of heightened political activity—for example, from 1900 to 1920 and from 1970 to the present day. Recent government policies and the expansion of university education have encouraged mutual respect for the two cultural traditions in the province. This has boosted the current Irish language movement, as well as the late-1990s rise in popularity of Ulster-Scots, or Ullans, among the Protestant community.

Northern Ireland's Catholic and Protestant communities are both predominantly conservative in their social and religious outlook. Church attendance remains high, although it has been falling in recent years. Catholic and Protestant attitudes on matters of sexual morality and abortion are notably similar, although the Catholic Church's opposition to contraception and divorce is not shared by Protestants. Divorce levels are low in comparison to those in the rest of the United Kingdom. The proportion of mixed Catholic-Protestant marriages has risen recently but is still estimated at only 5 percent of all marriages. Protestant family sizes, as elsewhere in the United Kingdom, contracted during the 20th century, but Catholic family sizes tended to remain larger. Social attitudes in rural and small-town areas are more conservative than those in the cities—urban-rural differences are probably greater than Catholic-Protestant differences in this regard.

With the exception of Belfast, which is famous for the manufacture of linen (and which is still a shipbuilding city), this region is, like the rest of Ireland, largely agricultural. It has several areas of spectacular natural beauty. One of these is the

Giant's Causeway on its north coast, so-called because the rocks in the area form what look like enormous stepping-stones.

Questions for mastering the stuff of the eleventh lecture

6. Where does the most part of the population of Scotland live?
7. What is Glasgow famous for?
8. What is Edinburgh associated with?
9. Why is communication between south and north of Scotland difficult?
10. What is Belfast famous for?
11. What is the Eisteddfod?

Tasks on students' own work.

1. Speak about London according to the following plan:

1.1. The History of London.

- Roman troops' invasion in the summer of AD 43.
- Normans' invasion in 1066.
- The great fire of 1666.

1.2..The Sights of London.

- The Houses of Parliament and Big Ben.
- Westminster Abbey.
- Buckingham Palace.
- The Tower of London.
- Tower Bridge.
- Piccadilly Circus.
- St Paul's Cathedral.
- The British Museum.
- Hyde Park.
- Whitehall.

- Royal Greenwich Observatory.

2. Speak about the biggest cities of Great Britain.

2.1. Stratford-upon-Avon.

2.2. Oxford.

2.3. Cambridge

The main conclusions on the theme

The cultural and racial variety is the greatest in London, which is the home of the Cockney and large numbers of immigrants.

Southern England is “the garden of England”. There is little heavy industry, but farming and growing of wheat and other arable crops are widespread.

The Midlands are famous for Stratford-upon-Avon, Nottingham and the Potteries.

Northern England is associated in the minds of the British with the Industrial Revolution and chances of making money.

Scotland is a country of three clearly-marked regions. Wales is the only part of Britain with a high proportion of industrial villages. Northern Ireland is largely agricultural.

The scientific approach to the problem of British regionalism

How does a lack of extremes in Britain influence the general development of UK and people’s mentality?

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Lecture 12

Ethnic, religious and political identity

Key questions:

The native British

Geographical identity.

Class.

Belonging to church or party.

Basic terms: ancestors, distinctiveness, mother tongue, identity, attitude, immigration, household, accent, stereotype, class division, “inverted snobbery.”

First key question its problems:

Education, law, religion, language as inseparable parts of ethnic identity, mixed cultural background of immigrants.

Teacher’s aims:

To explain the term “identity” and its components, to tell about the organization of public life in Britain.

Identified educational objectives:

To explain the term “identity” and its components, to tell about the organization of public life in Britain.

The contents of the first question.

Ethnic identity: the native British

National ('ethnic') loyalties can be strong among the people in Britain whose ancestors were not English. For some people living in England who call themselves Scottish, Welsh, or Irish, this loyalty is little more than a matter of emotional attachment. Nevertheless, for others, it goes a bit further and they may even join one of the sporting and social clubs for 'exiles' from these nations. These clubs promote national folk music, organize parties on special national days, and foster a consciousness of doing things differently from the English. For people living in

Scotland, Wales, and Northern Ireland, the way that ethnic identity commonly expresses itself varies. People in Scotland have constant reminders of their distinctiveness. First, several important aspects of public life are organized separately, and differently, from the rest of Britain - notably, education, law and religion. Second, the Scottish way of speaking English is very distinctive. A modern form of the dialect known as Scots is spoken in everyday life by most of the working classes in the lowlands. It has many features, which are different from other forms of English and cannot usually be understood by people who are not Scottish. Third, there are many symbols of Scottishness, which are well-known throughout Britain.

However, the feeling of being Scottish is not that simple. This is partly because of the historical cultural split between highland and lowland Scotland. A genuinely Scottish Gaelic sense of cultural identity is, in modern times, felt only by a few tens of thousands of people in some of the western isles of Scotland and the adjoining mainland. These people speak Scottish Gaelic, which they call "Gaelic" as a first language.

The people of Wales do not have as many reminders of their Welshness in everyday life. The organization of public life is identical to that in England. Nor are there as many well-known symbols of Welshness. In addition, a large minority of the people in Wales probably do not consider themselves especially Welsh at all. In the nineteenth century, large numbers of Scottish, Irish, and English people went to find work there, and today many English people still make their homes in Wales or have holiday houses there. As a result, a feeling of loyalties to particular geographical areas found throughout England - it is regional rather than nationalistic.

However, there is one single highly important symbol of Welsh identity - the Welsh language. Everybody in Wales can speak English, but it is not everybody's first language. For about 20% of the population (that is more than half of a million people), the mother tongue is Welsh. For these people Welsh identity obviously means more than just living in the region known as Wales. Moreover, in comparison to the other small minority languages of Europe, Welsh show signs of continued vitality. Thanks to successive campaigns, the language receives a lot of public support. All children in Wales learn it at school, there are many local newspapers in Welsh, there are a Welsh television channel and nearly all public notices and signs are written in both Welsh and English.

As for English identity, most people who describe themselves as English usually make no distinction in their minds between 'English' and 'British'. There is plenty of evidence of this. For example, at international football or rugby matches, when the players stand to attention to hear their national anthems, the Scottish, Irish and Welsh have their own songs, while the English one is just 'God save the Queen' - the same as the British national anthem: The long centuries of contact between the peoples of the four nations of the British Isles means that there is a limit to their significant differences. With minor variations, they look the same, speak the same language, eat the same food, have the same religious heritage (Christianity), and have the same attitudes to the roles of men and women.

The situation for the several million people in Britain whose family roots lie in the Caribbean or in South Asia or elsewhere in the world is different. For them, ethnic identity is more than a question of deciding which sports team to support. Non-whites (about 6% of the total British population) cannot, as white non-English groups can, choose when to advertise their ethnic identity and when not to.

Most non-whites, although themselves born in Britain, have parents who were born outside it. The great wave of immigration from the Caribbean and south Asia took place between 1950 and 1965. These immigrants, especially those from south Asia, brought with them different languages, different religions (Hindu and Muslim) and everyday habits and attitudes that were sometimes radically different from traditional British ones. As they usually married among themselves, these habits and customs have, to some extent, been preserved. For some young people brought up in Britain, this mixed cultural background can create problems. For example, many young Asians resent the fact that their parents expect to have more control over them than most black or white parents expect to have over their children. Nevertheless, they cannot avoid these experiences, which therefore part of their identity.

As well as this 'given' identity, non-white people in Britain often take pride in their cultural roots. This pride seems to be increasing as their cultural practices, their everyday habits and attitudes, gradually become less distinctive. Most of the country's non-whites are British citizens. Partly because of this, they are on the way to developing the same kind of division of loyalties and identity that exists for many Irish, Scottish and Welsh people. Pride can increase as a defensive reaction to racial discrimination. There is quite a lot of this in Britain. There are tens of thousands of racially motivated attacks on people every year, including one or two murders.

Overall, however, overt racism is not as common as it is in many other parts of Europe.

Questions for mastering the stuff of the second problem.

5. What factors can be reminders of ethnic identity?
6. In which part of Scotland is the sense of cultural identity preserved?
7. Why don't the people of Wales have many reminders of their Welshness in everyday life?
8. Why is mixed cultural background a problem for immigrants from the Caribbean and south Asia?

Second key question, its problems.

Identified accent, "northerners and southerners."

The teacher's aims:

To tell about the most ancient divisions of England, stereotypes of this division.

Identified educational objectives:

To tell about the most ancient divisions of England, stereotypes of this division.

The contents of the second question.

Geographical identity

A sense of identity based on place of birth is, like family identity, not very common or strong in most parts of Britain -and perhaps for the same reason. People are just too mobile and very few live in the same place all their lives. There is quite a lot of local pride, and people find many opportunities to express it. This pride, however, arises because people are happy to live in what they consider a nice place and often when they are fighting to preserve it. It does not usually mean that the people of a locality feel strongly that they belong to that place.

A sense of identity with a large geographical area is a bit stronger. Nearly everybody has a spoken accent that identifies him or her as coming from a particular large city or region. In some cases, there is quite a strong sense of identification. Liverpudlians (from Liverpool), Mancunians (from Manchester), Geordies (from the Newcastle area), and Cockneys (from London) are often proud to be known by these names. In other cases, identity is associated with a country. These are the most ancient divisions of England. Although their boundaries and names do not always conform

to the modern arrangement of local government, they still claim the allegiance of some people. Yorkshire, in the north of England, is a notable example. Another is Cornwall, in the south-west corner of England. Even today, some Cornish people still talk about 'going to England' when they cross the country border - a testament to its ethnic Celtic history.

Many English people see themselves as either 'northerners' or 'southerners'. The fact that south is richer than the north, and the domination of the media by the affairs of London and the south-east, leads to resentment in the north. This reinforces the pride in their northern roots felt by many northerners, who, stereotypically, see themselves as tougher, more honest and warmhearted than the soft, hypocritical, and unfriendly southerners. To people in the south, the stereotypical northerner (who is usually male) is rather ignorant and uncultured and interested only in sport and beer drinking.

Questions for mastering the stuff of the problem.

4. Why is a sense of geographical identity not very common in Britain?
5. What does a spoken accent identify?
6. What are the stereotypes of "northerners and southerners"?

Third key question, its problems

Flexibility of the class system, class differences, the way of speaking, Standard English, social climbing, pride of class membership, inverted snobbery.

The teacher's aims:

To show "inverted" features of the class structure in Britain, to explain the term "received pronunciation" and "inverted snobbery."

Identified educational objectives

To characterize the class structure of Britain, to demonstrate the knowledge of the clearest indication of a person's class, , to explain the term "received pronunciation" and "inverted snobbery".

The contents of the third question

Class

Historians say that the class system has survived in Britain because of its flexibility. It has always been possible to buy, marry, or even work your way up, so that your

children (and their children) belong to a higher social class than you do. As a result, the class system has formed a major part of most people's sense of identity.

People in modern Britain are very conscious of class differences. They regard it as difficult to become friends with somebody from a different class. This feeling has little to do with conscious loyalty, and nothing to do with a positive belief in the class system itself. Most people say they do not approve of class divisions. Nor does it have very much to do with political or religious affiliations; it results from the fact that the different classes have different sets of attitudes and daily habits. Typically, they tend to eat different food at different times of day (and call the meals by different names), they like to talk about different topics using different styles and accents of English, they enjoy different pastimes and sports, they have different values about what things in life are most important and different ideas about the correct way to behave. Stereotypically, they go to different kinds of school.

An interesting feature of the class structure in Britain is that it is not just, or even mainly, relative wealth or the appearance of it, which determines someone's class. Of course, wealth is part of it - if you become wealthy, you can provide the conditions to enable your children to belong to a higher class than you do. However, it is not always possible to guess reliably the class to which a person belongs by looking at his or her clothes, car or bank balance. The most obvious and immediate sign comes when a person opens his or her mouth, giving the listener clues to the speaker's attitudes and interests, both of which are indicative of class.

But even more indicative than what the speaker says is the way that he or she says it. The English grammar and vocabulary which is used in public speaking, radio and television news broadcasts, books and newspapers (and also - unless the lessons are run by Americans as a model for learners of English as a foreign language) is known as 'standard British English'. Most working-class people, however, use lots of words and grammatical forms in their everyday speech, which are regarded as 'non-standard'.

Nevertheless, nearly everybody in the country is capable of using Standard English (or something very close to it when they judge that the situation demands it. They are taught to do so at school. Therefore, the clearest indication of a person's class is often his or her accent. Most people cannot change this convincingly to suit the situation. The most prestigious accent in Britain is known as 'Received Pronunciation' (RP). It is the combination of Standard English spoken with an RP

accent that is usually meant when people talk about 'BBC English' or 'Oxford English' (referring to the university, not the town) or 'the Queen's English'.

RP is not associated with any particular part of the country. The vast majority of people, however, speak with an accent, which is geographically limited. In England and Wales, anyone who speaks with a strong regional accent is automatically assumed working class. Conversely, anyone with an RP accent is assumed upper or upper middle class. (In Scotland and Northern Ireland, the situation is slightly different; in these places, some forms of regional accent are almost as prestigious as RP).

During the last quarter of the twentieth century, the way that people wish to identify themselves seems to have changed. In Britain, as anywhere else where there are recognized social classes, a certain amount of 'social climbing' goes on; that is, people try to appear as if they belong to as high a class as possible. These days, however, nobody wants to be thought of as snobbish. The word 'posh' illustrates this tendency. It is used by people from all classes to mean 'of a class higher than the one I (the speaker) belong to' and is normally used with negative connotations. To accuse someone of being posh is to accuse them of being pretentious.

Working-class people in particular are traditionally proud of their class membership and would not usually wish to be thought of as belonging to any other class. Interestingly, a survey conducted in the early 1990s showed that the proportion of people who describe themselves as working class is actually greater than the proportion that sociologists would classify as such. This is one manifestation of a phenomenon known as 'inverted snobbery', whereby middle-class people try to adopt working-class values and habits. They do this in the belief that the working classes are in some way 'better' (for example, more honest) than the middle classes.

In this egalitarian climate, the unofficial segregation of the classes in Britain has become less rigid than it was. A person whose accent shows that he or she is working class is no longer prohibited from most high-status jobs for that reason alone. Nobody takes elocution lessons any more in order to sound more upper class. It is now acceptable for radio and television presenters to speak with an accent (i.e. not to use strict RP). It is also notable that, at the time of writing, none of the last five British Prime Ministers went to an elitist school for upper-class children, while almost every previous Prime Minister in history did in general, the different classes

mix more readily and easily with each other than they used to. There has been a great increase in the number of people from working-class origins who are house owners and who do traditionally middle-class jobs. The lower and middle classes have drawn closer to each other in their attitudes.

Questions for mastering the stuff of the third problem.

6. What is the flexibility of the class system in Britain?
7. What is the main indicator of a person's class belonging?
8. What is RP?
9. What is the connotation of the word "posh"?
10. What is "inverted snobbery"?

Fourth key question, its problems.

Religion and voting habits as insignificant aspects of people's life in Britain.

The teacher's aims:

To identify the role of religion and politics in the life of British people.

Identified educational objectives.

To tell about the role of religion in the life of British people.

The contents of the fourth question.

In comparison with some other European countries, and with the one notable exception of Northern Ireland, neither religion nor politics is an important part of people's social identity in modern Britain. This is partly because these two do not, as they do in some other countries, go together in any significant way.

Of course, there are many people who regard themselves as belonging to this or that church or party. Some people among the minority who are regular churchgoers and the very small minority who are active members of political parties feel this sense of belonging strongly and deeply. It may form a very important part of their own idea of themselves as individuals. But even for these people it plays little part in determining other aspects of their lives such as where they work, which trade union they belong to, who their friends are or who they would like their neighbors to be. For the vast majority of parents in the country, the religion or voting habits of their future son-in-law's or

daughter-in-law's family are of only passing interest and rarely the major cause of objection to the proposed marriage.

Questions for mastering the stuff of the first problem.

What place does religion and politics play in the modern British society?

Tasks on students' own work.

1. What are the main ethnic minority languages?
2. Why is English spoken with different accents?
3. Why are many English words pronounced differently?
4. What are the Highland Games?
5. What are Britain's national costumes?
6. What are Britain's national flowers?
7. What is haggis?

The main conclusions on the theme

The English usually make no distinction between English and British, but for the Scots and Welsh the question of identity is a complex issue. In Scotland, several important aspects of public life (education, law, religions) are organized separately. The Welsh language shows signs of continued vitality.

Family identity is rather weak in Britain.

A sense of identity based on place of birth is not very common or strong in most parts of Britain. Many English people see themselves as either "northerners" or "southerners."

Class belonging is identified by the speaker's attitudes and interests, when a person begins speaking, as the vast majority of people speak with an accent which is geographically limited. A strong regional accent is assumed working class, while an RP accent is assumed upper or middle class.

Men's women's duties are still strictly defined in British society. The sharpest distinction between the expected roles of the two sexes is found in the lower and

upper classes, which is less among the middle classes. In general female acceptance in various institutions is in favor nowadays.

Neither religion nor politics is an important part of people's social identity in modern Britain.

Many people make their social contacts through work and, partly as a result of this, the profession or skill which they practice is also an important aspect of their sense of identity.

Northern Ireland is a polarized society where most people are born into, and stay in, one or other of the two communities for the whole of their lives. On one side of the divide are people whose ancestors came from lowland Scotland or England. They are self-consciously Protestant and want Northern Ireland to remain in the UK. On the other side are people whose ancestors were native Irish. They are self-consciously Catholic and would like Northern Ireland to become part of the Irish Republic.

The British are individualistic and do not like to feel that they are personally representing their country. Most British people know remarkably little about Europe and who lives there. They are also very bad about learning other people's languages.

The scientific approach to the problem of political and religious identity

To which extent is religious and political identity important in the modern world for collaboration and cooperation?

Compare all identities mentioned above and try to choose one of them to prove that it is the most characteristic for the British people.

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Lecture 13

British Institutions

Key questions:

16. Political life.
17. The style of democracy.
18. The Constitution
19. The Parliament
20. The Executive Prime Minister and Cabinet
21. Elections and Political Parties
22. The Judiciary and Criminal Law

Basic terms: reputation, stability, identity cards, lawmaking, constitutional monarchy, Magna Carta, Church of England, the Sovereign, the House of Lords, the House of Commons, the Prime Minister, the Cabinet, the Crown Court, personal contribution.

First key question, its problems

The lack of enthusiasm for politicians.

The teacher's aims:

To show political ignorance of common British people and their unwillingness to be involved into political affairs.

Identified educational objectives.

To reveal the public attitude to politics.

The contents of the first question.

Political life

Politicians in Britain do not have a good reputation. To describe someone who is not a professional politician as 'a politician' is to criticize him or her, suggesting a lack of trustworthiness. It is not that people hate their politicians. They just regard them with a high degree of suspicion. They do not expect them to be corrupt or to use their position to amass personal wealth, but they do expect them to be frequently dishonest. People are not shocked when the government is caught lying. On the other hand, they would be very shocked indeed, if it was discovered that the government was doing anything actually illegal. A scandal such as the Watergate

affair in the USA in the early 1970s would endanger the stability of the whole of political life.

The lack of enthusiasm for politicians may be seen in the fact that surveys have shown a general ignorance of who they are. More than half of the adults in Britain do not know the name of their local Member of Parliament (MP); even though there is just one of these for each area, and quite a high proportion do not even know the political parties.

In centuries past, it was a maxim of gentlemen's clubs that nobody should mention politics or religion in polite conversation. If anybody did, there was a danger that the conversation would become too heated, people would become bad-tempered and perhaps violent. However, there has been no real possibility of a revolution or even a radical change in the style of government for almost two centuries now. This stability is now generally taken for granted. Most people rarely see any reason to become passionate about politics and nobody regards it as a 'dangerous' topic for conversation. They are more likely to regard it as a boring topic of conversation. However, this lack of enthusiasm is not the same as complete disenchantment. Three-quarters of the adult population are interested enough in politics to vote a national election, even though voting is not compulsory.

Questions for mastering the stuff of the problem.

3. How do British people regard politicians?
4. Which part of the adult population take part in voting?

Second key question, its problem.

A high respect for the law, absence of identity cards, the Official Secrets Act, the British government's free hand.

The teacher's aims:

To make students acquainted with the style of democracy in Britain.

Identified educational aims:

To picture the main traits of the British democracy.

The contents of the second question.

The style of democracy

The British are said to have a high respect for the law. Although they may not have much respect for the present institutions of the law, this reputation is more or less true with respect to the principle of law. Of course, many crimes are committed, as in any other country, but there is little systematic law breaking by large sections of the population. For example, tax evasion is not the national pastime that is said to be in some countries.

However, while 'the law' as a concept is largely respected, the British are comparatively unenthusiastic about making new laws. The general feeling is that, while you have to have laws sometimes, wherever possible it is best to do without them. In many aspects of life, the country has comparatively few rules and regulations. This lack of regulation works both ways. Just as there are comparatively few rules telling the individual what he or she must or must not do, so there are comparatively few rules telling the government what it can or cannot do. Two unique aspects of British life will make this clear.

First Britain is one of the very few European countries whose citizens do not have identity cards. Before the 1970s, when tourism to foreign countries became popular (and so the holding of passports became more common), most people in the country went through life without ever owing a document whose main purpose was to identify them. You do not even have to have your driving license with you in your car. If the police ask to see it, you have twenty-four hours to take it to them.

Second, and on the other hand, Britain, (unlike some other countries in Western Europe) does not have a Freedom of Information Act. There is no law, which obliges a government authority or agency to show you what information it has collected about you. In fact, it goes further than that. There is a law (called the Official Secrets Act) which obliges many government employees not to tell anyone about the details of their work. It seems that in Britain, both your own identity and the information, which the government has, about your identity are regarded as, in a sense, private matters.

These two aspects are characteristic of the relationship in Britain between the individual and the state. To a large degree, the traditional assumption is that both should leave each other alone as much as possible. The duties of the individual towards the state are confined to not breaking the law and paying taxes. There is no national service (military or otherwise); people are not to have to register their change of address with any government authority when they move house.

Similarly, the government in Britain has a comparatively free hand. It would be correct to call the country 'a democracy' in the generally accepted sense of this word. But in Britain this democracy involves less participation by ordinary citizens in governing and lawmaking than it does in many other countries. There is no concept of these things being done 'by the people', if the government wants to make an important change in the way that the country is run - to change, for example, the electoral system or the powers of the Prime Minister - it does not have to ask people. It does not even have a special vote in Parliament with an especially high proportion of MPs on favor. It just needs to get Parliament to agree in the same way as for any new law.

In many countries an important constitutional change cannot be made without a referendum in which everybody in the country has the chance to vote 'yes' or 'no'. In other countries, such as the USA, people often have the chance to vote on particular proposals for changing laws that directly affect their everyday life, on smoking in public places or the location of a new hospital, for example. Nothing like this happens in Britain. There has only been one countrywide referendum in British history (in 1975, on whether the country should stay in the European Community). In Britain, democracy has never meant that the people have a hand in the running of the country; rather it means that the people choose who is to govern the country, and then let them get on with it.

Questions for mastering the stuff of the question.

5. What is the evidence of a high respect for the law?
6. Which aspects of British life make clear that the British prefer to do without making new laws?
7. What is the traditional assumption of the relationship between the individual and the state?
8. How often are referenda organized in Britain?

Third key question, its problems.

A constitutional monarchy, absence of constitution, the Magna Charta, support of monarchy

The teacher's aims:

To tell about the history of the existing political system and its specific features.

Identified educational objectives.

To tell about the history of the existing political system and its specific features.

The contents of the question.

The Constitution

Britain is a constitutional monarchy. That means it is a country governed by a king or queen who accepts the advice of a parliament. It is also a parliamentary democracy. That is, it is a country whose government is controlled by a parliament, which has been elected by the people. In other words, the basic system is not so different from anywhere else in Europe. The highest position in the government is filled by members of the directly elected parliament. In Britain, as in many European countries, the official head of state, whether a monarch (as in Belgium, the Netherlands, and Denmark) or a president (as in Germany, Greece, and Italy) has little real power.

However, there are features of the British system of government which make it different from that in other countries and which are not 'modern' at all. The most notable of these is the question of the constitution. Britain is almost alone among modern states in that it does not have 'a constitution' at all. Of course, there are rules, regulations, principles and procedures for the running of the country - all the things that political scientists and legal experts study and which are known collectively as 'the constitution'. But there is no single written document which can be appealed to as the highest law of the land and the final arbiter in any matter of dispute. Nobody can refer to 'article 6' or 'the first amendment' or anything like that, because nothing like that exists.

Instead, the principles and procedures by which the country is governed and from which people's rights are derived come from a number of different sources. They have been built up, bit by bit, over the centuries. Some of them are written down in laws agreed by Parliament, some of them have been spoken and then written down (judgments made in a court), and some of them have never been written down at all. For example, there is no written law in Britain that says anything about who can be the Prime Minister or what the powers of the Prime Minister are, even though he or she is probably the most powerful person in the country. Similarly, there is no single written document, which asserts people's rights. Some rights, which are commonly accepted in modern democracies (for example, the rights not to be discriminated against on the basis of sex or race) have been formally recognized by

Parliament through legislation; but others (for example, the rights not to be discriminated against because of religion or political views) have not. Nevertheless, it is understood that these latter rights are also part of the constitution.

The British constitution is an unwritten constitution, not being contained in a single legal document. It is based on statutes and important documents (such as the Magna Charta), case law (decisions, taken by courts of law on constitutional matters), customs conventions, and can be modified by simple Act of Parliament like any other law. It contains two main principals - the rule of law (i.e. that everyone, whatever his or her station, is subject to the law) and the supremacy of Parliament, and that Parliament can in theory do whatever it wishes. The constitutional safeguard of the separation of powers between the Legislature (the two houses of Parliament), which make laws, the Executive (the Government), which puts laws into effect and plans policy, and the Judiciary, which decides on cases arising out of the laws, is only theoretical.

The United Kingdom is one of six monarchies within European Community and this institution dates back in Britain to the Saxon King Egbert. Since the age of absolute monarchy, there has been a gradual decline in the Sovereign's power and, while family, still the head of the executive and the judiciary, commander-in-chief of all armed forces, and temporal governor of the Church of England, nowadays monarchs reign but they do not rule.

By statute and convention, no monarch may be of Roman Catholic faith, nor marry someone of that faith; and the title to the throne passes to the male line of the family in order of descent and, if there are no sons, to the daughters in descent.

Although many people consider the monarchy to be a somewhat anachronistic institution, the Queen continues to enjoy the support of the vast majority of Britons and she does have certain undeniably useful functions. Besides carrying out important ceremonial duties, she also acts as a "unifying force" in both the Constitution and the nation, lying outside of the political debate. Moreover, her regular meetings with successive Prime Ministers and personal contacts with numerous foreign leaders mean that she is better informed than most ministers are.

Questions for mastering the stuff of the problem:

5. How is Britain governed?
6. What features make the British system different from other countries?

7. What is the Magna Charta?

8. What are the freedoms and duties of the British monarch?

Fourth key question, its problems.

The Legislature, the House of Commons, the House of Lords.

The teacher's aims:

To make students acquainted with the British Parliament.

Identified educational aims:

To reveal the notion of the Legislature, to tell about the composition of the House of Commons and the House of Lords.

The contents of the fourth question.

The Parliament

Parliament is a supreme legislative authority and consists of three separate elements: the Sovereign, the House of Lords, and the elected House of Commons. Over the centuries the balance between the three parts of the legislature has changed, so that the Queen's role is now only formal and the House of Commons has gained supremacy over the House of Lords.

The Houses of Parliament are situated in London on the riverside near Westminster Abbey. Westminster Abbey is a very beautiful, ancient church in London in which the coronation ceremony of almost all English kings and queens has taken place. Those who want to visit the Houses of Parliament and listen to debates may sit in the Stranger's Gallery, special seats for public, looking down into the House of Commons and the House of Lords.

The House of Commons

The house of commons is a popular assembly elected by almost universal adult suffrage. There are 650 Members of Parliament (MPs) - each member representing one of the 650 geographical areas (constituencies) into which country is divided for electoral purposes (523 for England, 38 for Wales, 72 for Scotland and 17 for Northern Ireland). If an MP dies, resigns or is made a peer, a by-election is held in that constituency to elect a new MP. Leaders of the Government and Opposition sit on the front benches of the Commons, with their supporters (backbenchers) behind them. The House is presided over by the Speaker.

The main function of the House of Commons is to legislate, but the strong party system in Great Britain has meant that the initiative in Government lies not with Parliament but with the Government (Bills are introduced by the Government, although they may also be introduced by individual MPs) and party members almost automatically pass whatever is put before them by their party.

The House of Lords

The House of Lords, which is presided over by the Lord Chancellor, is probably the only upper House in the democratic world whose members are not elected. It is made up of the Lords Spiritual and the Lords Temporal; the former consists of the representatives of the Church of England (the Archbishops of York and Canterbury and 25 bishops); the latter comprise all hereditary and life peers (life peers, named by the Sovereign on the advice of the Prime Minister, do not pass on their title when they die). The House of Lords can revise Bills sent to it by the House of Commons but it can only delay a Bill from becoming law for a maximum of 12 months.

Questions for mastering the stuff of the problem:

4. What elements does the Parliament consist of ?
5. What is the structure of the House of Commons?
6. What are the rights of the House of Lords?

Fifth key question, its problems.

The position of Prime Minister, the Cabinet.

The teacher's aims:

To show the part of Prime Minister and the Cabinet.

Identified educational objectives.

To show the part of Prime Minister and the Cabinet.

The contents of the fifth question

The Executive Prime Minister and Cabinet

The leader of the party obtains a majority of seats in a general election named Prime Minister and is formally asked by the Sovereign to recommend a group of ministers to form a Government. The position of Prime Minister is based on convention, not statute, and dates back to when George 1 left the running of the country's affairs to

his ministers. A number of ministers are invited by the Prime Minister to attend regular meetings to discuss policy and this group of ministers is known as the Cabinet to as a single man, which means that a minister who cannot accept a Cabinet decision must resign. (The main opposition party forms a Shadow Cabinet, which is more or less as the Government would be if the party were in power, and the relevant members act as opposition representatives on major issues.)

Questions for mastering the stuff of the fifth problem.

3. What is the position of Prime minister based on?
4. What is a Shadow Cabinet?

Sixth key question, its problems

The right to vote in elections, the Conservative and Liberal Parties

The teacher's aims:

To make students acquainted with the system of elections and two main parties of Britain.

Identified educational objectives:

To tell about the system of elections and two main parties of Britain.

The contents of the sixth question.

Elections and Political Parties

The right to vote in elections has gradually been extended to virtually every British subject over 18 who is resident in Britain (members of the Royal Family, and lunatics are not allowed to vote). People vote for any one of the candidates in the constituency in which they are registered. The candidate that obtains the most votes in that constituency irrespective of whether he or she has an overall majority, becomes its Member of Parliament and the other votes are "wasted".

Anyone over 21 who is entitled to vote (except for clergyman, civil servants, felons and bankrupts) can stand as a candidate. The local party associations normally select candidates, but independent candidates can also stand. Each candidate has to pay a deposit (currently 600 pounds), which is returned if a candidate obtains at least 5% of the total number of votes cast in that constituency. It is now a tradition for there to be a few humorous candidates in all general elections (such as the "don't-vote-for-me-party" in the 1987 election.)

General elections must be held at least every five years, but the Prime Minister has the right to call elections before the five-year term has expired. Nowadays, the electors often vote for a particular party leader rather than the party itself, so Government leaders try to hold elections at moments of particular popularity, e.g. Mrs. Thatcher after her victory in the Falklands war.

The one-candidate (or first-past-the-post) system means that a party can obtain a considerable number of votes of nationality but have very few MPs in the Commons, because these votes are distributed evenly among the various constituencies. While not very representative and making it difficult for more than two major parties to coexist, the system produces stable governments and prevents minority parties from having an undue say in the running of national affairs.

As a result of the electoral system two parties have usually been predominant in Britain, at different times Tories and Whigs, Conservatives and Liberals, and since the 1930s Conservatives and Labor, with one party normally obtaining a majority of seats in the House of Commons and the other having its role limited to criticizing Government policy.

Robert Peel formed the Conservative Party from what was left from the old Tory party in the 1830s. Peel and his successor Benjamin Disraeli (the first Conservative Prime Minister) together shaped modern Conservatism. Originally, it was the party of church, aristocracy, and landed gentry. Large business interests have increasingly supported it. The Labor Party was formed by James Kier Hardier in 1892 to represent the workers and was more or less the parliamentary of the Trade Unions, with whom the party continues to be closely associated. James Ramsay MacDonald became the first socialist Prime Minister in 1924.

At present, in addition to the Conservative (Tory) Party and the Labor (Socialist) Party, the recently-formed Green Party has begun to threaten the left-of-center Liberal Democratic Party as the nation's 'third' party.

Questions for mastering the stuff of the problem.

6. Who has the right to vote?
7. Who can stand as a candidate?
8. When must general elections be held?
9. What are two predominant parties in Britain?
10. What layers of the population do the parties represent?

Seventh key question, its problems.

Customs and precedents, the Crown Court.

The teacher's aims:

To tell about the Judiciary and Criminal Law in Britain.

Identified educational objectives.

To tell about the Judiciary and Criminal Law in Britain.

The contents of the seventh question.

The Judiciary and Criminal Law.

Parliament, or other bodies acting on its behalf such as local government (and that now the European Community), is responsible for making laws (status law). There is also a large body of laws that have never been codified known as common law, which has developed from the decisions, based on custom and precedent, taken by judges in court cases.

A person charged by one policy with an offence is sent to a magistrate's court. Magistrate's courts are presided over by groups of three unpaid, law magistrates (also known as "justices of the peace" or JPs), who often have no legal qualifications, although they are given basic training when appointed and are advised on points of law and procedure by a legally-qualified clerk. There are also a few stipendiary magistrates-full-time, legally qualified magistrates who sit alone. Magistrates hear and decide minor offences and refer cases that are more serious to the Crown Court.

The Crown Court deals with trials of a more serious nature or appeals, while matters that are more important are dealt with the High Court of Justice, which is both a court of first instance of appeal. In special cases one of the parties may insist on trial by jury, which, as well as deciding questions of fact, also fixes the amount of damages to be paid to the injured party. The House of Lords is the final court of appeal.

Questions for mastering the stuff of the problem

4. What is Parliament responsible for?
 5. What is the structure of the magistrates' court?
 6. What does the Crown Court deal with?
- What is the final court of appeal?

LECTURE 14

CUSTOMS AND TRADITIONS

Key questions

17. Stereotypes and change
18. English versus British.
19. Multiculturalism.
20. Conservatism.
21. Being different.
22. The love of nature and animals.
23. Formality and informality.
24. Public spiritedness and amateurism.

Basic terms: ceremony, tradition, anti-intellectualism, reference, double-decker, Fahrenheit scale, idealized vision, "village green," animal graveyard, privacy.

First key question, its problems:

Land of traditions, "patient people."

The teacher's aims:

To wash away stereotypes derived from books and songs written a long time ago.

Identified educational objectives:

To name changes taking place in the modern British society.

The contents of the first question.

The British, like the people of every country, tend to be attributed with certain characteristics, which are supposedly typical. However, it is best to be cautious about accepting such characterization too easily, and in the case of Britain, there are three particular reasons to be cautious.

Stereotypes and change

Societies change over time while their reputations lag behind. Many things, which are often regarded as typically British derive from books, songs or plays that were written a long time ago and which are no longer representative of modern life. One example of this is the popular belief that Britain is a 'land of tradition'. This is what most tourists' brochures claim. The claim is based on what can be seen in public life

and on centuries of political continuity. Moreover, at this level - the level of public life - it is undoubtedly true. The annual ceremony of state opening of Parliament, for instance, carefully follows customs which are centuries old. So does the military ceremony of 'trooping the color'. Likewise, the changing of the guard outside Buckingham Palace never changes.

However, in their private everyday lives, the British as individuals are probably less inclined to follow tradition than are the people of most other countries. The majority of families follow very few ancient customs on special occasions. The country has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic video-watching people in the world - the very opposite of a traditional pastime.

There are many examples of supposedly typical British habits, which are simply not typical any more. For example, the stereotyped image of the London 'city gent' includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional 'British' (or 'English') breakfast is a large 'fry-up' preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10% of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea, and toast. The rest have even less. What the vast majority of British people have in the morning is therefore much closer to what they call a 'continental' (i.e. European) breakfast than it is tea 'British' one. The image of the British as a nation of tea-drinkers is another stereotype, which is somewhat out of date. It is true that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country's shops. As for the tradition of afternoon tea with biscuits, scones, sandwiches, or cake, this is a minority activity, largely confined to retired people and the leisured upper-middle class, (although preserved in tea shops in tourist resorts).

Even when British habit conforms to the stereotype, the wrong conclusions can sometimes be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and twenty-three seconds, and that the average waits to be served in a bank was two minutes and thirty-three

seconds. You might think that these times sound very reasonable, but The Sunday Times newspaper did not think so. It referred to these figures as a 'problem'. Some banks now promise to serve their customers 'within two minutes'. It would therefore seem wrong to conclude that their habit of queuing shows that the British people are patient people. Apparently, the British hate having to wait and have less patience than people in many other countries.

Questions for mastering the stuff of the first problem.

5. In which spheres of life are stereotypes preserved?
6. Which traits differ the British from other nations of Europe?
7. Which meals traditions have changed?
8. What old habits are changing in the sphere of service?

Second key question, its problems:

Anti-intellectualism, negative connotations.

The teacher's aims:

To show the attitude of the British to education.

Identified educational objectives:

To reveal the attitude of the British to education

The contents of the second key question

English versus British

Because English culture dominates the cultures of the other three nations of the British Isles, everyday habits, attitudes, and values among the peoples of the four nations are very similar. However, they are not identical, and what is often regarded as typically British may in fact be only typically English. This is especially true with regard to one notable characteristic - anti-intellectualism.

Among many people in Britain, there exists a suspicion of intelligence, education, and 'high culture'. Teachers and academic staff, although respected, do not have as high a status as they do in most other countries. Nobody normally proclaims his or her academic qualifications or title to the world at large. No professor would expect, or want to ask to be addressed as 'Professor' on any but the most formal occasion. There are large sections of both the upper and working class in Britain who, traditionally at least, have not encouraged their children to go to university. This

lack of enthusiasm for education is certainly decreasing. Nevertheless, it is still unusual for parents to arrange extra private tuition for their children, even among those who can easily afford it.

Anti-intellectual attitudes are held consciously only by a small proportion of the population, but in indication of how deep they run in society is that they are reflected in the English language. To refer to a person as somebody who 'digs all their ideas from books' is to speak of them negatively. The word 'clever' often has negative connotations. It suggests someone who uses trickery, a person who cannot quite be trusted.

Evidence of this attitude can be found in all four nations of the British Isles. However, it is probably better seen as a specifically English characteristic and not a British one. The Irish of all classes place a high value on being quick and able with words. The Welsh are famous for exporting teachers to other parts of Britain and beyond.

Questions for mastering the stuff of the second question:

3. What is the attitude of the middle class British to education?
4. What are the Welsh famous for?

Third key question, its problems:

Multicultural society, the contribution of the new British to British life.

The teacher's aims:

To reveal the notion "multiculturalism" in British life.

Identified educational objectives

To reveal the notion "multiculturalism" in British life.

The contents of the third question.

Multiculturalism

The third reason for caution about generalizations relates to the large-scale immigration to Britain from places outside the British Isles in the twentieth century. In its cities at least, Britain is a multicultural society. There are areas of London, for example, in which a distinctively Indian style of learning tends to take place.

These 'new British' people have brought widely differing sets of attitudes with them. For example, while someone seems to care no more about education for their children than people in traditional English culture do, others seem to care about it a great deal more.

However, the divergence from indigenous British attitudes in new British communities is constantly narrowing. These communities sometimes have their own newspapers but none has their own TV stations as they do in the United States. There, the numbers in such communities is greater, so that it is possible for people to live their whole lives in such communities without ever really learning English. This hardly ever happens in Britain.

It is therefore still possible to talk about British characteristics in general. In fact, the new British have made their own contribution to British life and attitudes. They have probably helped to make people more informal; they have changed the nature of the 'corner .shop'; the most popular, well-attended festival in the whole of Britain is the annual Notting Hill Carnival in London at the end of August, which is of Caribbean inspiration and origin.

Questions for mastering the stuff of the third question:

2. What attitudes do new British bring to British life?

Fourth key question, its problems:

Attachment to older times.

The teacher's aims:

To show what place conservatism holds in British mentality.

Identified educational objectives

To show what place conservatism holds in British mentality.

The contents of the fourth question.

Conservatism

The British have few living folk traditions and are too individualistic to have the same everyday habits. However, this does not mean that they like change. They do not. Funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to live in a new house and, in fact, there is prestige

in living in an obviously old one. They have a general sentimental attachment to older, supposedly safer times. Their Christmas cards usually depict scenes from past centuries; they like their pubs that look old; they were reluctant to change their system of currency.

Moreover, a look at children's reading habits suggests that this attitude is not going to change. Publishers try hard to make their books for children up-to-date. But perhaps, they needn't try so hard. In 1992 the two most popular children's writers were noticeably un-modern (they were both, in fact, dead). The most popular of all was Roald Dahl, whose fantasy stories are set in a rather old-fashioned world. The second most popular writer was Enid Blyton, whose stories take place in a comfortable middle-class world before the 1960s. They contain no references to other races or classes and mention nothing more modern than a radio. In other words, they are mostly irrelevant to modern life.

Questions for mastering the stuff of the fourth question.

3. Which traits of conservatism can you name in modern British people?
4. What can you say about children's habits?

Fifth key question, its problems.

A token of Britishness, systems of measurement.

The teacher's aims:

To reveal the notion of British difference.

Identified educational objectives.

To reveal the notion of British difference.

The contents of the fifth key question.

Being different

The British can be particularly and stubbornly conservative about anything, which is perceived as a token of Britishness. In these matters, their conservatism can combine with their individualism; they are rather proud of being different. It is, for example, very difficult to imagine that they will ever agree to change from driving on the left-hand side of the road to driving on the right. It does not matter that nobody can think of any intrinsic advantage in driving on the left. Why should they change

just to be like everyone else? Indeed, as far as they are concerned, not being like everyone else is a good reason not to change.

Developments at European Union (EU) level, which might cause a change in some everyday aspect of British life, are usually greeted with suspicion and hostility. The case of double-decker buses is an example. Wherever an EU committee makes a recommendation about standardizing the size and shape of these, it provokes warnings from British bus builders about 'the end of the double-decker bus, as we know it'. The British public is always ready to listen to such predictions of doom.

Systems of measurement are another example. The British government has been trying for years and years to promote the metric system and to get British people to use the same scales that are used nearly everywhere else in the world. But it has had only limited success. British manufacturers are obliged to give the weight of their tins and packets in kilos and grams. Nevertheless, everybody in Britain still shops in pounds and ounces. The weather forecasters on the television use the Celsius scale of temperature. But nearly everybody still thinks in Fahrenheit. British people continue to measure distances, amounts of liquid and themselves using scales of measurement that are not used anywhere else in Europe. Even the use of the 24-hour clock is comparatively restricted.

British government sometimes seem to promote this pride in being different, in 1993 the managers of a pub in Slough (west of London) started glasses of beer which they called 'swifts' (25 ml) and 'larges' (50 ml), smaller mounts than the traditional British equivalents of half a pint and a pint. You might think that the authorities would have been pleased at his voluntary effort to adopt European habits, but they were not. British law demands that draught beer be sold in pints and half-pints only. The pub was fined 73,100 by a court and was ordered to stop selling the 'continental' measures. British governments continue to put their clocks back at the end of summer on a different date from every other country in Europe; but they have so far resisted pressure from business people to adopt Central European Time, remaining stubbornly one hour behind; they continue to start their financial year not, as other countries do, at the beginning of the calendar year but at the beginning of April.

Questions for mastering the stuff of the fifth problem.

3. Why aren't the British ready to any changes in everyday life?

4. What examples can you produce to prove that the British like to be different from others?

Sixth key question, its problems.

An idealized vision of countryside, interest in country matters, the Youth Hostels Association,

Pet cemetery, bird tables.

The teacher's aims:

To show how the British character is displayed through their love of nature and animals.

Identified educational objectives:

To show how the British character is displayed through their love of nature and animals.

The contents of the sixth question.

The love of nature and animals

Most of the British live in towns and cities. However, they have an idealized vision of the countryside. To the British, the countryside has almost none of the negative associations, which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment, and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning a living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a 'village green'. Nearby, there would be a pond with ducks on it. Nowadays such a village is not actually very common, but it is a stereotypical picture that is well known to the British.

Some history connected with the building of the Channel tunnel provides an instructive example of the British attitude. While the 'Chunnel' was being built, there were also plans to build new high-speed rail links on either side of it. But what route would these new railway lines take? On the French side of the channel, communities battled with each other to get the new line built through their towns, it would be good for local business. But on the English side, the opposite occurred. Nobody wanted the rail link near them! Communities battled with each other to get

the new line built somewhere else. Never mind about business, they wanted to preserve their peace and quiet.

Perhaps this love of the countryside is another aspect of British conservatism. The countryside represents stability. Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a privilege to be able to go 'into the country' whenever they want to. Large areas of the country are official 'national parks' where almost no building is allowed. There is an organization to which thousands of enthusiastic country walkers belong, "the Ramblers' Association". It is in constant battle with landowners to keep open the public 'rights of way' across their lands. Maps can be bought which mark, in detail, the routes of all the public footpaths in the country. Walkers often 'stay at youth hostels. The Youth Hostels Association is a charity whose aim is 'to help all, especially young people of limited means, to a greater knowledge, love and care of the countryside'. Their hostels are cheap and rather self-consciously bare and simple. There are more than 300 of them around the country, most of them in the middle of nowhere.

Even if they cannot get into the countryside, many British people still spend a lot of their time with 'nature'. They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlucky people who do not have a garden can participate. Each local authority owns several areas of land, which it rents very cheaply to these people in small parcels. On these 'allotments', people grow mainly vegetables.

Rosendale Pet Cemetery in Lancashire is just one example of an animal graveyard in Britain. A local farmer who ran over his dog with a tractor started it. He was so upset that he put up a headstone in memory of his dog. Now, Rosendale has thousands of graves and plots for caskets of ashes, with facilities for every kind of animal, from a budgie to a lioness. Many people are prepared to pay quite large sums of money to give their pets decent burial (a trait they share with many Americans). As this example shows, the British tend to have a sentimental attitude to animals. Nearly half of the households in Britain keep at least one domestic pet. Most of them do not bother with such grand arrangements when their pets die, but there are millions of informal graves in people's back gardens. Moreover, the status of pets is taken seriously. It is, for example, illegal to run over a dog in your car and keep on driving. You have to stop and inform the owner.

But the love of animals goes beyond sentimental attachment to domestic pets. Wildlife programs are by far the most popular kind of television documentary. Millions of families have 'bird tallies' in their gardens. Birds can feed, safe from local cats, during the winter months on these raised platforms. There is even a special hospital (St Tiggywinkles), which treats injured wild animals.

Perhaps this overall concern for animals is part of the British love of nature. Studies indicating that some wild species of bird or mammal is decreasing in numbers become prominent articles in the national press. Thousands of people are enthusiastic bird-watchers. This peculiarity of British pastime often involves spending hours lying in wet and cold undergrowth, trying to get a glimpse of some rare species.

Questions for mastering the stuff of the sixth question:

6. What is the attitude of the British to the countryside?
7. What does countryside represent?
8. How do the British spend their time with nature?
9. What is the attitude of the British to animals?
10. How popular is bird watching?

Seventh key question, its problems.

Observing formalities, being formal in everyday life.

The teacher's aims:

To show that being friendly in Britain involves showing demonstrating that you are not bothering with the formalities.

Identified educational objectives.

To show that being friendly in Britain involves showing demonstrating that you are not bothering with the formalities.

The contents of the seventh question.

Formality and informality

The tourist view of Britain involves many formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behavior. This is not true. There is a difference between observing formalities and being formal in everyday life. Attitudes towards clothes are a good indication of this

difference. It all depends on whether a person is playing a public role or a private role. When people are 'on duty', they have to obey some quite rigid rules. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. There was once a mild scandal during the 1980s because the Leader of the Opposition wore clothes on a public occasion that were considered too informal.

On the other hand, when people are not playing a public role - when they are just being themselves - there seem to be no rules at all. The British are probably more tolerant of 'strange' clothing than people in most other countries are. You may find, for example, the same bank employee, on his lunch break in hot weather, walking through the streets with his tie round his waist and his collar unbuttoned. He is no longer 'at work' and for his employers to criticize him for his appearance 'would be seen as a gross breach of privacy. Perhaps because of the clothing formalities that many people have to follow during the week, the British, unlike the people of many other countries, like to 'dress down' on Sundays. They cannot wait to take off their respectable working clothes and slip into something scruffy. Many men who wear suits during the week can then be seen in old sweaters and jeans, sometimes with holes in them. Moreover, male politicians are keen to get themselves photographed not wearing a tie when 'officially' on holiday, to show that they are really ordinary people.

This difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title (Mr., Mrs., Professor etc), not dressing smartly when entertaining guests, not shaking hands when meeting and not saying 'please' when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category 'friend', and so all the rules can be ignored. To address someone by his or her title or to say 'please' is to observe formalities and therefore to put a distance between the people involved. The same is true of shaking hands. Although this sometimes has the reputation of being a British thing to do, it is actually rather rare. Most people would do it only when being introduced to a stranger or when meeting an acquaintance (but not a friend) after a long time. Similarly, most British people do not feel welcomed if, on being invited to somebody's house, they find the hosts in smart clothes and a grand table

set for them. They do not feel flattered by this, they feel intimidated. It makes them feel they cannot relax.

It is probably true that the British, especially the English are more reserved than the people of many other countries. They find it comparatively difficult to indicate friendship by open displays of affection. For example, it is not the convention to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in a Britain person's house, and you are told to 'help yourself to something, your host is not being rude or suggesting that you are of no importance - he or she is showing that you are completely accepted and just like 'one of the family'.

In the last decades of the twentieth century, the general amount of informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (women and women, and men and women, but still never men and men).

Questions for mastering the stuff of the problem.

4. What is the difference between observing formalities and being formal in everyday life?
5. What is the attitude of the British to clothing?
6. What do the British avoid doing in everyday situations?

Eighth key question, its problems.

Change of connotations, voluntary activities, charity work.

The teacher's aims:

To reveal areas of amateur participation in public life.

Identified educational objectives:

To reveal areas of amateur participation in public life.

The contents of the eighth question.

Public spiritedness and amateurism

In public life Britain has traditionally followed what might be called 'the cult of the talented amateur', in which being too professionally dedicated is looked at with

suspicion. 'Only doing your job' has never been accepted as a justification for actions. There is a common assumption that society is best served by everybody 'chipping in' - that is, by lots of people giving a little bit of their free time to help in a variety of ways. This can be seen in the structure of the civil service, in the circumstances under which Members of Parliament do their work, in the use of unpaid non-lawyers to run much of the legal system, and in the fact that, until recently, many of the most popular sports in the country were officially amateur even at top level.

This characteristic, however, is on the decline. In all the areas mentioned above, 'professionalism' has changed from having a negative connotation to having a positive one. Nevertheless, some new areas of amateur participation in public life have developed in the last decade, such as neighborhood watch schemes. Moreover, tens of thousands of 'amateurs' are still actively involved in charity work. As well as giving direct help to those in needs, they raise money by organizing jumble sales, fetes, and flag days (on which they stand in the street collecting money). This voluntary activity is a basic part of British life. It has often been so effective that big countrywide networks have been set up without any government help at all. It is no accident that many of the world's largest and most well known charities (for example, Oxfam, Amnesty International and the Save the Children Fund) began in Britain. Note also that, each year, the country's blood transfusion service collects over two million donation of blood from unpaid volunteers.

Questions for mastering the stuff of the eighth question.

3. In which way is voluntary activity regarded in Britain?
4. What is charity work for common British?

Tasks on students' own work.

1. How do the British celebrate traditional and religious holidays?
 - 1.1. Pancake Day
 - 1.2. Guy Fawkes Night
 - 1.3. Easter
 - 1.4. Remembrance Day
 - 1.5. Halloween

1.6. New Year

2. What and when are “bank holidays”?

3. Why do the British like going to the pubs? 4. How do the British spend their leisure time?

4. Is it true that a lot of British dishes are named after places?

5. What is the British humor?

6. What and when are the Proms?

The main conclusions on the theme

In their private everyday life the British as individuals are less inclined to follow traditions than the people of most other countries. They are too individualistic for this. There exist many examples of supposedly typical British habits, which are not typical any more.

Because English culture dominates the cultures of the other nations of the British Isles, everyday habits, attitudes, and values among the people of the four nations are very similar. However, they are not identical, and what is often regarded as typically British may in fact be only typically English.

There is a large-scale immigration to Britain from places outside the British Isles. In its cities at least, Britain is a multicultural society.

The British are very conservative, they do not like change.

They can be particularly and stubbornly conservative about anything, which is perceived as a token of Britishness. Their conservatism can combine with their individualism; they are proud of being different, which is seen in the systems of measurement or double-decker buses.

The British have an idealized vision of the countryside, which represents stability for them. The status of pets is taken seriously. The overall concern for animals is part of the British love of nature.

In general, the British are not bothered with the formalities. When they are not playing a public role, there seem to be no rules at all.

The voluntary activity is a basic part of British life as there is a common assumption that society is best served by lots of people giving a little bit of their free time to help in a variety of ways.

Scientific approach to the problem of customs and traditions

To which extent can British and Uzbek traditions be compared?

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LECTURE 1

The United States of America

Geography and Population

Key questions:

1. Geography of the USA and its Specific Features.
2. Means of Communication and Transportation.
3. Population of the USA and its Specific Features.
4. The Big Cities of the USA and their Population.

Basic terms: diversity, continent, transportation, highway, airtravel, railroad, heritage, resident, basin.

First key question, its problems:

The location of the USA, its extent, borders, number of states.

The teacher's aims:

To make students acquainted with the USA geographic specific features.

Identified educational objectives:

To show the USA on the map.

To name its extent and number of states and adjoining countries

To name the main waterways of the USA.

The contents of the first key question:

The main land mass of the United States lies in central North America, with Canada to the North, Mexico to the south, the Atlantic Ocean to the east and the Pacific Ocean to the west. The two states, Alaska and Hawaii, are separated from the continental United States.

The diversity of the country stems from the fact that it is so large and has so many kinds of land, climate, and people. It stretches 2.575 km from north to south, 4.500 km from east to west.

In spite of the fact that the USA is a large country, today highways, railways, and transcontinental aircraft cruises cross the land, making travel easy.

Modern means of communication and transportation have enabled man to overcome difficulties connected with transportation.

Much of the geography and history of the U.S. was determined some 10.000 to 25.000 years ago. At that time, the great northern ice cap flowed over the North American continent and ground into it a number of major changes. These ice flows determined its size and drainage of the Great Lakes. They changed the direction of the Missouri River and curved the channel of the Hudson River. They pushed soil off a huge part of Canada into the U.S., thus creating the northern part of the Central Agricultural Basin- one of the richest farming areas in the world.

On the Atlantic shore of the U.S.; much of the northern coast is rocky and uninviting, but the middle and southern Atlantic coast rises gently from the sea. It starts so low, wet ground and sandy flats, but then becomes a rolling coastal lowland somewhat like of northern and western Europe.

The Mississippi is one of the world's great continental rivers, like the Amazon in South America, the Congo in Africa, the Volga in Europe, or the Ganges, and Yangtze in Asia, its waters are gathered from two-thirds of the U.S. and together with the Missouri (its chief western branch), the Mississippi flows some 6400 km from its northern sources in the Rocky Mountains to the Gulf of Mexico, which makes it one of the world's longest waterways.

Where the Missouri pours into the Mississippi from the west, it colors the river deep brown with small pieces of silt. Farther downstream, the clear waters of the principal eastern tributary, the Ohio, join the Mississippi.

The two great rivers of the Pacific side are the Colorado in the south, and the Columbia, which rises in Canada and drains the north.

The Rio Grande, about 3200 km long, is the foremost river of the Southwest, it forms a natural boundary between Mexico, and the U.S., which together have built irrigation and flood control projects of mutual benefit.

The land of the USA is 9.628 382 sq. km (continental US, plus Alaska and Hawaii); It has 19.929 km of coastline. There are 2.275.000-farms, averaging 181 hectares per farm. 27% of it is natural pasture, pasturable land is about 8% and 26% of the land is under cultivation, 27% of the land is covered with forest. The rest part that is 22% of it comprises urban areas, mountains, deserts and others.

Now we are going to speak about geography in details. The vast and varied expanse of the USA stretches from the heavily industrialized, metropolitan Atlantic Seaboard, across the rich flat farms of the central plains over the majestic Rocky Mountains to the fertile; densely populated west coast, then halfway across the Pacific to the semi-tropical island-state of Hawaii. Without Hawaii and Alaska the continental USA measures 4.505 km from its Atlantic to Pacific coasts, 2 575km from Canada to Mexico, it is the fourth largest nation in the world (behind Russia, Canada, China).

The sparsely settled far -northern state Alaska is the largest of America's 50 states with the land mass of 1.477,887 sq. km. Alaska is nearly 400 times the size of Rhode Island, which is the smallest state; but Alaska, with 521000 people, has half the population of Rhode Island The highest peak is the mount Mc-Kinley(6 198m above the sea level) in Alaska, the lowest point is 86m below the sea level, it is the Death Valley in California.

Questions for mastering the stuff of the first key problem:

What is the part of the great northern ice cap in the geography of the USA?

What is the Central Agricultural Basin famous for?

What does the landscape of the USA look like?

What part does the Mississippi play in the life of the USA?

Second key question, its problems:

Public and private transport, airline service, trains, and automobiles, waterway travel system.

The teacher's aims:

To determine the role of transport in the economical development of the country.

To show the correlation between the industrial level and transport system.

Identified educational objectives:

To name the most available transport.

To tell about the role of water transport in the life of the USA.

The contents of the second key question:

Transportation: Private automobiles account for 80, 47%; domestic airways-17, 69%; bus-1, 18%; railroads-63percentage.

Highways: 6,395,590 km including 88,641 km city expressways and interstate super highways.

Air travel: 62 airlines; 854 cities with passenger service, 7327 airports, 3913 helicopters.

Railroads: 424,776 km of tracks.

Inland Waterways: 41009 km of navigable inland channels, exclusive of the Great Lakes.

Communications: 93, 9% of the U.S. households have telephones: 99% have radios, 98% have television, and 59% receive cable TV. There are 1235 TV broadcast

stations and 7,600 cable TV systems.

Airlines service 854 cities throughout the country. A flight from New York to San Francisco takes 5 and a half hours. Train service is also available: the most frequent service is between Washington D.C., New York and Boston in the east; St Louis, Chicago and Milwaukee in the Midwest; and San Diego, Los Angeles and San Francisco in the west, coast to coast trip by train takes 3 days. The major means of intensive transportation is by automobiles. Motorists can travel over an interstate highways system of 88,641 km, which feeds into another 636,559 km of roads and highways connecting virtually every city and town in the USA. A trip by automobile from coast to coast takes 5 or 6 days. America is a land of physical contrasts, including the weather. The Southern part of Florida, Texas, California, and entire state of Hawaii have warm temperatures year round, most of US is in the temperate zone, with four distinct seasons, while the northern states and Alaska have extremely cold winters. The land varies from heavy forests covering 2.104 ml. hectares, to barren deserts, from high-peaked mountains, to deep canyons. There are many rivers and lakes in the USA, that is why this country sometimes is called the land of bountiful rivers and lakes. The northern state of Minnesota, for example, is known as the land of 10,000 lakes. The broad Mississippi River System runs 5,969 km. from Canada into the Gulf of Mexico - the world's third largest river after Nile and Amazon. A canal south of Chicago joins Mississippi to the five Great Lakes making it the world's largest inland water transportation route and the biggest body of fresh water in the world. The St. Lawrence Seaway, which the USA shares with Canada, connects the Great Lakes with the Atlantic Ocean, allowing seagoing vessels to travel 3,861 km. in land, as far as Duluth, Minnesota, during the spring, summer and fall shipping season. America's early settlers were attracted by the fertile land along the Atlantic Coast in the southwest and by land beyond the eastern Appalachian Mountains, As America expanded westward, so did its farmers and ranchers, cultivating the grassland of the Great Plains, and finally the fertile valleys of the Pacific Coast. Today, with 1,214 ml. hectares under cultivation, American farmers plant spring wheat on the cold western plains; raise corn, wheat and fine beef cattle in the Midwest, and rice in the damp heat of Louisiana, Florida and California are famous for their vegetable and fruit production, and the cool, rainy northwestern states are known for apples, pears, berries, vegetables and mushrooms.

Questions for mastering the stuff of the second problem:

How does transportation reflect the level of economical development of the USA?

What is the most popular transport there and why?

Third key question, its problems:

The ascendants of modern Americans.

Immigration in the history of the USA.

The composition of today's minority.

The teacher's aims:

To prove that the history of America began long before Columbus's arrival, to demonstrate the positive role of immigration in the general development of America.

Identified educational objectives:

To name the first settlers of the USA.

To name the reasons of immigration from 1880 to 1920.

To name the immigration composition nowadays.

The contents of the third key question:

The population of the USA is made up of immigrants or descendants from virtually every country in the world. It is believed that the first people to arrive from Siberia, more than 10000 years ago were Native Americans or the American Indians. Today, nearly 1500000 American Indians and Eskimos live in the USA, many on tribal lands set aside for them in 31 states. Europe, the major source of US immigration, began sending colonists to America in the early 17th century primarily from northern and Western Europe. Immigration peaked in the period from 1880 to 1920, when tens of ml of immigrants entered the USA with the largest percentage during that period from southern and western Europe.

Black Americans who today number 30.75 ml. constitute the largest single ethnic minority in the country. They were firstly brought to the New World as slaves in the 17th - 18th and early 19th centuries. In the 20th c. large numbers of blacks, who historically lived in the South, migrated to the large industrial cities of the North in search of jobs and better way of life. Hispanics, who number 20.5 ml. live primarily

in the southwest, other next largest ethnic minority group in the USA 60%, are Mexican-Americans with remainder from central and southern America. The Hispanic community is extremely varied and includes large Puerto Rican populations in many eastern cities as well as growing Cuban-American presence in Miami, Florida.

The USA population also absorbed nearly 6.6 mil Asians (from China, Hong-Kong, Japan, Laos, the Filipinos, Vietnam, South Korea, Cambodia and Thailand). Many Asian Americans live in Hawaii where more than 2/3 of the populations claim as Asian and 7% of the population lives in or near cities and only 1.9% of the population lives in the farms.

Questions for mastering the stuff of the third problem:

Why is the USA called a “boiling pot”?

What continent was the main source of immigration for the USA and when?

What ethnic minorities live in the USA now?

Fourth key question, its problems:

The number of the population.

Americans as a mobile nation.

The largest cities of the USA, the “baby boom.”

The teacher’s aims:

To give the definition of the notion “metropolitan area,” to show metropolitan areas of the USA, to demonstrate the nation’s distribution, to explain the reasons of the “baby boom.”

Identified educational objectives:

To show the largest cities on the map.

To name their population.

To reveal the meaning of the notion “metropolitan area.”

To show the largest of them (metropolitan area) on the map.

The contents of the fourth key question:

In 1988, the USA counted 10 metropolitan areas of over 1 ml. people and 174 cities with 100000 or more people. Suburbs are defined as residential areas within commuting distance to large cities. Most people live in suburbs, own their own homes, and commute to work in the city or they work in nearby offices and factories that have relocated to the suburbs. Americans as a nation tend to be quite mobile over a five-year period, one family in ten moves to a new state. In general, the population currently is shifting south and westward.

California has passed New-York as the most populous state though the metropolitan area of New-York city (population 18.ml) reminds the largest with Los Angeles second (13.7ml) and Chicago third(8.181ml.), during the period 1945 to 1964, the number of children born in USA increased dramatically, a total of babies were born during this period. This sharp increase became known as the "baby boom." As this group, known as the baby boomers, has grown to adulthood, it has brought economic, cultural and social changes to the American population.

Questions for mastering the stuff of the fourth problem:

Where do Americans prefer to live?

What is the most populous state?

What phenomenon is called "the baby boom"?

Tasks for students' own work

1. The USA geographical diversity
2. The USA economics
3. Means of communication and transportation
4. The USA population's specific features
5. New-York
6. Los Angeles
7. Chicago
8. San Francisco

9. Philadelphia

10. Alaska

The main conclusions on the theme.

The diversity of the USA stems from the fact that it is so large and has so many kinds of land, climate, and people. The vast and varied expanse of the USA stretches from the heavily industrialized, metropolitan Atlantic Seaboard, across the rich flat farms of the central plains over the majestic Rocky Mountains to the fertile, densely populated west coast, then halfway across the Pacific to the semi-tropical island-state of Hawaii.

America is a land of land of physical contrasts, including weather.

The population of the USA is made of immigrants or descendants from virtually every country in the world.

The largest cities of the USA are New-York, Los Angeles and Chicago.

The scientific approach to the problem of the geography and population of the USA

What is the interrelation between the landscape of the USA and its modern position in the world's economics?

On what factors do any agricultural basins depend?

What transport do you consider the most promising in future?

How does the level of communication development characterize the USA?

What is the positive and negative role of immigration nowadays?

What are the advantages and disadvantages of living in a metropolitan area?

What part do the big cities play in the life of the USA?

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LECTURE 2

American Regionalism

Key questions:

1. New England
2. Middle Atlantic
3. The South
4. The Midwest
5. Mountain States
6. The Southwest
7. The Pacific coast states- The West

Basic terms: state, immigration, mainstay, region, natural sources, religion, plantation, segregation, beacon, crossroad, breadbasket, frontier, decent.

First key question, its problems:

The number and the names of states, search of religious freedom, the town meeting, America's Industrial Revolution, industry, and handicrafts.

The teacher's aims:

To make students acquainted with New England specific features.

Identified educational objectives:

To show New England states on the map, to name them, to explain the origin of the name “New England,” to make a collage on the theme.

The contents of the first question:

On every coin issued by the government of the USA are found three words in Latin; E pluribus Unum. In English, this phrase means “out of many, one.” The phrase is meant to indicate that the USA is one country made up of many parts. Here the word “parts” is the environments or geographical surroundings of the USA. The environments range from the rolling countryside of the Penobscot River Valley in central Maine to the snowcapped peaks of the Cascade Mountains in western Washington State and from the palm-fringed beaches of southern Florida to the many-colored desert of Arizona. The USA is a country of several large regions. These regions are a cultural unity. They have been formed out of history, geography, economics, literature, and folkways that all parts of a region share in common. Those one common grouping includes seven regions.

New England consists of Vermont, Connecticut, Massachusetts, Maine, New Hampshire, and Rhode Island.

New England. This hilly region is the smallest area of those listed above; it has not been blessed by large expanses of rich farmland or by a climate mild enough to be attraction in itself. Yet New England can lay historic claim to having played a dominant role in the developing of modern America from the 17-th century, New England was the nations preeminent region with regard to economics and culture. The earliest European settlers of New England were English Protestants of a firm and settled doctrine. Many of them came in search of religious liberty, arriving in large number between 1630 and 1830. These immigrants shared a common language, religious and social organization. Among other things, they gave region its most famous political form, the town meeting. In these meetings, the most of a community’s citizens gather in the town hall to discuss and decide on the local issues of the day. Only men of property could cast a vote. Even so, town meeting allowed New Englanders a kind of participation in government that was not enjoyed by people of other regions before 1790. Town meetings remain a feature of many New England communities today. From the first, New Englanders found it difficult to farm land in large lots, as was possible in the South.

By 1750, many settlers had turned to other per suits. The mainstays of the region

became

shipbuilding, fishing and trade. By the mid-19th century, New England possessed the largest merchant marine in the world. In this business, dealing New Englanders became known for certain traits and are still thought of as being spread, thrifty, hardworking and intensive. These traits were in the first half of the 19-th c. when New England became the center of America's Industrial Revolution. All across Massachusetts, Connecticut, and Rhode Island, new factories appeared. These factories produced clothing, rifles, clocks, and many other things. Most of the money to run these industries came from the city of Boston. The cultural life of this region was strong, colleges and Universities blossomed; New England's oldest schools of higher learning, such as Howard University (Massachusetts), Yale University (Connecticut), Brown University (Rhode Island) and Dartmouth College (New Hampshire) were religious in their purpose and gradually became more secular.

Immigrants from Ireland, Italy, and Europe arrived in large number in the cities of the southern part of the region. Immigrants from French Canada moved into mill regions of New Hampshire and Maine. Despite changing population, much of the older spirit of New England still survives today. It can be seen in simple, wood frame houses, and white church steeples that are features of many small towns. These days many industries have left the region and moved to places where goods can be made more cheaply. Clothing, mills, shoe plants, clock factories, and other businesses have shut their doors for the last time. In more than a few factory towns, skilled workers have been left without jobs. Yet there are also sighs of hope for a brighter future. One of them is the growth of new industries such as electronics. The electronics industry produces radios, TV sets, computers, and similar items.

Questions for mastering the stuff of the first problem:

What region has played a dominant role in the developing of America since the 17 century?

Why did the first settlers come to America?

What is the town meeting?

Why can it be called a primitive form of democracy?

What are the main traits of New Englanders?

Second key question, its problems:

The number and names of states, the Quakers, a gateway to America, the Mennonites, the home of Continental Congress, the birthplace of the Declaration of Independence and Constitution.

The teacher's aims:

To make students acquainted with the Middle Atlantic specific features.

Identified educational objectives:

To show Middle Atlantic States on the map, to name them to explain why the region is called the gateway to America, to name the ethnic composition of the region.

The contents of the second key question:

The Middle Atlantic Region consists of Delaware, Maryland, New Jersey, New York, Pennsylvania.

The largest states of the region New York and Pennsylvania became major centers of heavy industry. Here were most of the factories that produced iron, glass, and steel. Here, too, were a number of the nation's greatest cities. The Middle Atlantic region had been settled by a wider range of people than New England. Dutch made their homes in the woodlands along the lower Hudson River in what is now New York. Swedes established tiny community in present day Delaware, an English protestant sect, the Quakers settled Pennsylvania, in time the Dutch and Swedish Settlement all fell under control of English. Yet the middle Atlantic region remained an important early gateway to America for people from many parts of the world.

Moreover, the large group of farmers in Pennsylvania came from Germany. These people included the Mennonites, numbers of a Protestant sect that believed in living simply. Mid-Atlantic became the home of Continental congress, the group that led the fight for Independence. The same place was the birthplace of the Declaration of Independence in 1766 and the US Constitution in 1787. At about the same time heavy industries sprang up throughout the region because of nearby natural sources, several mighty rivers, such as the Hudson and the Delaware were transformed into vital shipping lanes. Cities along these waterways - New York on the Hudson, Philadelphia on the Delaware, Baltimore on Chesapeake Bay- expanded into major urban areas. Industries needed workers and they came from overseas.

Late in the 19-th c., the flow of immigration to America swelled to steady stream. New York City was port of entry for most newcomers. Today New York ranks as the nation's largest city, its hub of finance, and a cultural center for the USA and World. It still bears traces of its Dutch past in the names of neighbor such as Harlem. New York has the largest Jewish population of any city of the world.

About 3 out of 10 faces one sees are likely to be those of black Americans, many of those families moved to the city long ago from the south. Another 3 out of 10 New Yorkers came from overseas, nowadays from a mixture of countries that include Jamaica and South Korea, Haiti and Vietnam. Black Americans are an important force in all the region's cities. But families of Italian and Eastern European descent are more apparent in urban areas outside New York city. Middle Atlantic Region managed to prosper by building new industries such as drug manufactures and communications.

Questions for mastering the stuff of the second problem:

Why is the Middle Atlantic region called a gateway to America?

When and where was the Declaration of Independence adopted?

What is the ethnic composition of the Middle Atlantic?

Third key question, its problems:

The number and the name of states, American Civil War, Slavery, a national political crisis of 1860, black protest of the 1950 and 1960.

The teacher's aims:

To make students acquainted with the South states specific features, to teach about Abraham Lincoln, and consider his motivation and decisions he made as president.

Identified educational objectives:

To show South states on the map, to name them, to explain the resemblance between the South and English ways of life, to explain the origin of slavery, to retrace the history of slavery, to demonstrate an understanding of the basic issues underlying the Civil War and events leading up to the war.

The contents of the third key question:

The South states are Alabama, Arkansas, Virginia, Georgia, West Virginia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, Florida, South Carolina- 12 states.

The South differs most from all regions of the USA. American Civil War devastated the South way socially and economically in the mid-19th c. Nevertheless, it has remained distinct and it played a major role in forming the character of America from before the war of Independence to the Civil war.

Perhaps the most difference between the South and other regions is geographic: southerners generally enjoy more days free of frost than northerners do.

The South also has more rainfall as land of yellow sunlight, clouded horizon, and steady haze. The climate is an inspiration for the southern spirit of romance.

The first Europeans to settle this sultry region were, as in New England, mostly English Protestants. These were Anglican rather than Calvinist, however and few of them came to America in search of religious freedom, most looked for the opportunity to farm the land and live in reasonable comfort. Their early way of life resembled that of English farmers, whom they often imitated, in the days before the Industrial Revolution. The South emulated England as much as New England prided itself on its distinction from it. In coastal areas, some settlers grew wealthy by raising and selling crops such as tobacco and cotton. In time some of them established large farms, called plantations, which required the work of many laborers. To supply this need, plantation owners came to slavers shipped by the Spanish, Portuguese, and English from Africa. Slavery is unjust. The fact remains; however, that it became a part of southern life in the USA. Nevertheless, and the great majority of southern agriculture was carried out on single-family farms, just as it was in the North and not on large plantations. The South played a major role in the American Revolution of the 1770 s. Soon afterward, it provided the young USA with four of its first presidents, including G. Washington. After about 1800, however, the apparent interests of the manufacturing North and the more agrarian South began to diverge in obvious ways. The North became more and more industrial, while the South was wedded to the land.

In the cotton fields and slave quarters of the region, black Americans created a new folk music, Negro spirituals. These songs were religious in nature and some bore similarities to a late form of black American music jazz.

As century wore on slavery became a steadily more serious problem for the South.

Many southern leaders defended an unwarranted attack on the South way of live.

The issue led to a national political crisis in 1860, 11 southern states from Virginia to Texas kept the federal union to form a nation of their own. The results were the most terrible war in the history of USA - the Civil War (April, 12 1861-1865 April, 9). With all its largest and most important cities in ashes, the South finally surrendered. They were to accept many changes during the period of the subsequent political alignment in the USA stem from the passions and precepts of the period. The leaders of reconstruction were members of the Republican Party in the national government. They not only ended slavery but also planned to put black southerners on an equal footing with whites and register old plantation lands, white southerners opposed and resented such efforts and the Republicans who supported them for the Democratic Party with such fervor that they became known as the "Solid South." For a time, black Americans gained a voice in southern government. By the end of the 19th century, though, they faced a new barrier to equality. Southern towns and cities refined and legalized the practice of racial segregation. The black attended separate schools from the white, rode in separate railroad cars and even drank from separate water fountains.

Gradual change did come, however, and this time from within. It began in about 1900 as the region turned to manufacturing of many different kinds. By 1914, the South had at the least 15.000 factories and the number was increasing, although the population remained largely rural. At about the same time, many black Americans began moving from southern farms to the cities of the North.

The page of change quickened throughout the first half of this century. Coastal sections of Florida and Georgia became vacation centers for Americans from other regions. In cities such as Atlanta, Georgia and Memphis, Tennessee, the populations soared. For decades, some southern leaders had been speaking of a "new south." The greatest change of all took place after the end of the World War 2. In the 1950-s and 1960-s, after years of black protest the obvious forms of segregation came to the end. For the first time since Reconstruction, blacks gained greater voice in local government throughout the South. All these changes produced many tensions among southerners. In the period between World War 1 and 2, southern literary movement arose which gave the nation some of the great writers of this century. Novelists such as Thomas Wolf, Robert Penn Warren, Carson Macular, and William Faulkner wrote stories of southern pride and displacements. Today high-rise buildings crowd the skylines of cities such as Atlanta in Georgia and Little Rock in

Arkansas. Late model cars cover the parking lots of iron mill in Birmingham in Alabama. The South is booming as never before.

Questions for mastering the stuff of the third problem:

How does the climate of South inspire the southerners?

What are main agricultures of the South?

Why did slavery become a serious problem for the South?

What was the result of the national political crisis in 1860?

What political party ended slavery?

When did the segregation come to the end?

In which period did the greatest writers of the century write?

Fourth key question, its problems:

The number and the names of states, a beacon of American history, the nation's bread-basket, lack of interest in foreign affairs

The teacher's aims:

To make students acquainted with the Midwest specific features.

Identified educational objectives:

To show the Midwest states on the map, to name them, to explain why the region is called a beacon, and the nation's breadbasket, to explain how isolationism influences the world situation.

The contents of the fourth key question:

The Midwest states consist of Iowa, Wisconsin, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, North Dakota, and South Dakota.

For the first 75 years of American history, the area west of the Appalachian Mountains was not only really a region at all. It was a beacon summoning the nation to its future and later, measuring how far USA had come. In what are now states of Ohio, Indiana, and Illinois, people moving to the frontier found gently the following countryside. As they moved west across the Mississippi R, the land became flatter

and more barren. Here the horizons were so broad that they seemed to swallow travelers in space. The key to the region was the mighty Mississippi itself. In the early years, it acted as a lifeline, moving settlers to new homes and great amounts of grain and other goods to market. In the 1840s, Samuel Clemens spent his boyhood beside the Mississippi. Writing under the name of Mark Twain, he later described the wonders of rafting on the river in his novel "The Adventures of Huckleberry Fin." As the Midwest developed, it turned into a cultural crossroads. The region attracted not only easterners but also Europeans. A great many Germans found their way to eastern Missouri and areas farther north. Swedes and Norwegians settled in western Wisconsin and much of Minnesota. The Irish came and so did Finns, Poles, and Ukrainians. As late as 1880, 73 percent of the residents of Wisconsin had parents who had been born on foreign countries.

Gradually the Midwest became known as a region of small towns, barbed wire fences to keep in life stock, and huge hectares of fields of wheat and corn. Midwestern farmers raised more than half of its cattle and cows. A hectare of land in central Illinois could produce twice as much corn as a hectare of fertile soil in Virginia. For these reason, the region was nicknamed the nation's breadbasket. Midwestern politics tend to be cautious. The region gave birth to the Republican Party, formed in 1860s to oppose the extending of slavery into western lands. Midwest also played an important role in the progressive movement at the turn of this century. Progressive were farmers, merchants and other members of middle class who generally thought less corrupt, fairer, and more efficient government. Perhaps of their location, Midwestern states lacked the interest in foreign affairs shown by many Americans in the financial and immigration centers of Boston and New York. In the years after World War 1, many leaders argued that the nation should stay out of oversea quarrels. This movement, called isolationism died with Japan's surprise attack on the USA in 1941. Yet the Midwest is still remembered as the region least ready to rally to foreign causes. Today the hub of the region remains Chicago in Illinois, the nation's third city. This Major Great Lakes port has long been a connecting point for rail lines and air traffic to far-flung parts of the nation. At the heart of the city stands the world's tallest building Search Tower, this skyscraper soars a colossal 447m into the air.

Questions for mastering the stuff of the fourth problem:

Why was the Midwest called a beacon?

Why is the Midwest called the nation's breadbasket?

What fact influenced the end of the period of isolationism?

Fifth key question, its problems

The number and the names of states, scenic wonders, small population, mix of ethnic groups.

The teacher's aims:

To make students acquainted with specific features of Mountain States.

Identified educational objectives:

To show Mountain States on the map, to name them, to compare the ethnic composition of the Mountain States and Midwest.

The contents of the fifth question

The Mountain States consist of Idaho, Wyoming, Colorado, Montana, Nevada, and Utah. The Rocky Mountain states occupy about 15% of the nation's total land area. Yet these states so filled with scenic wonders have only about 3% of the nation total population.

Question for mastering the stuff of the fifth problem:

What is the correlation between the landscape and population in the Rocky states?

Sixth key question, its problem:

The number and the names of states, the region of open spaces

The teacher's aims:

To make students acquainted with the South-West states specific features

Identified educational objectives:

To show the South-West states on the map, to name them, to characterize the weather

The contents of the sixth key question:

South-West states consist of Arizona, New Mexico, Texas, and Oklahoma

The southwest differs from the Midwest in three primary ways. First, it is drier. Second, it is emptier. Third, the population of several of the southwestern states comprises a different ethnic mix.

Rain laden winds blow across most of the region only in the spring. During that season, the rain may be so abundant that rivers rise over their banks. In summer, in autumn, however, little rain falls in much of Arizona and New Mexico and the Western sections of Texas. Only in the river valley of those areas can any intensive farming take place. Partly because this region is drier, it is much less densely populated than the Midwest. Outside the cities, the region is the land of wide-open spaces. One can travel for miles in some areas without seeing signs of human life. Parts of the Southwest once belonged to Mexico. The USA gained this land following a war with its southern neighbor between 1846 and 1848. Today 3 southwestern states lie along the Mexican border- Texas, New Mexico, Arizona. All have a larger Spanish-speaking population than other regions except southern California.

Question for mastering the stuff of the sixth problem:

What are the most specific features of the Southwest?

Seventh key question, its problems:

The number and the names of states, the “Last Frontier”

The teacher’s aims:

To make students acquainted with the Pacific coast states specific features

Identified educational objectives:

To show the states on the map, to name them, to explain the notion the “Last Frontier”.

The contents of the seventh key question:

The West states consist of Alaska, Washington, Hawaii, California, and Oregon.

Americans have long regarded the west as “Last Frontier”. Yet California has history of European settlements much older than that of most Midwestern states. Spanish priests and soldiers first set up mission along California’s coast a few years before the start of the American Revolution. In the 19th c., California and Oregon entered that union ahead of many states to the east. In the West, scenic beauty exists on a

ground scale. All states are partly mountainous, and in Washington, Oregon and North California, the mountains present some startling contrast. To the west of the mountains, winds of the Pacific Ocean carry enough moisture to keep the land well watered. To the East, however, the land is very dry. Parts of western Washington receive 20 times amount of rainfall received in eastern Washington. The wet climate near the coast supports great forests of trees such as red woods and stately Douglas firs. In many areas, the population is sparse. Thus, the region has an interesting mix of ethnic group. In southern California-also considered part of the Southwest-people of Mexican descent play a role in nearly every part of the economy. In the valleys north of San Francisco Italian families, loom large in the growing of grapes and the bottling and selling of Californian wine. Americans of Japanese descent traditionally managed truck farms in north California and Oregon, and Chinese Americans were once mostly known as farmers, laborers, and owners of laundries and restaurants. In recent years large numbers of the owner generation have achieved position of prominence in medicine, law, engineering, scientific research, music.

They didn't last enough to leave a lasting mark on the culture of the state. These observers claim that the Californian experience is mostly the result of a sunny climate and the self-confidence that comes of success. One of the cities of California Los Angeles had become the second most populous city of the nation. Hollywood is the center of the film industry. Yet Los Angeles also produces aircraft parts, electronic equipment and other products of today's technology. Fueled by growth in Los Angeles and smaller cities such as San Jose California is now larger than every other state in size of population.

Questions for mastering the stuff of the seventh problem:

What part do immigrants play in the development of the Pacific coast states?

What is Hollywood?

Tasks for students' own work

1. The Pilgrims and the Mayflower
2. Habitat preferences

The main conclusions on the theme

The USA is divided into seven regions. New England consists of six states. It can lay

historic claim to having played a dominant role in the developing of modern America from the 17th century.

The Middle Atlantic Region consists of five states. It is known as the gateway to America and the birthplace of American Constitution.

The South consists of 12 states. It played a major role in forming the character of America from before the war of Independence to the Civil war.

The Midwest consists of 12 states. It is known as the nation's breadbasket.

The Mountain States consist of six parts. It is a land of scenic wonders with only 3% of the nation total population.

The South-West states include four territories. One can travel for miles in some areas without seeing signs of human life.

The West states consist of five territories, which were considered "the last frontier" in American history. This division is relative, just for comfort when studying the geography of the USA.

The scientific approach to the problem of American regionalism

What is the interrelation between the landscape of the USA and its modern position in the world's economics?

On what factors do any agricultural basins depend?

What transport do you consider the most promising in future?

How does the level of communication development characterize the USA?

What is the positive and negative role of immigration nowadays?

What are the advantages and disadvantages of living in a metropolitan area?

What part do the big cities play in the life of the USA?

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Lecture 3

American history

Key questions:

11. Pre-colonial America.
12. Colonial America.
13. American independence.
14. 19th century expansion.
15. Industrialization and immigration.

Key words: chiefdoms, nomadic tribes, sedentary society, taxes, patriots, expansion and succession.

First key question, its' problems: nomadic tribes, fishing societies, sedentary societies, interrelated cultures.

The teacher's aims: to demonstrate to students that pre-colonial America wasn't a wild wasteland before the arrival of white immigrants.

Identified educational objectives: to demonstrate a basic understanding of Native American history.

Contents of the first key question:

Other complex cultures flourished in other parts of the Americas. These peoples varied enormously, ranging from poor nomadic food gatherers of the interior plains of North America to opulent fishing societies of the Pacific Northwest, from the woodland hunting tribes of what is now the northern United States to the wealthy and powerful peoples of Central America. Together, depending upon population estimates reconstructed in our own times, they constituted somewhere between fifty and one hundred million people, of which about ten

million lived in North America. Many areas in the western hemisphere contained denser populations than regions of Western Europe in the age of Christopher Columbus. America was not a vacant wasteland awaiting the arrival of "civilized Europeans".

Consider, for example, the chiefdoms of the Pacific Northwest which included, among others, such groups as the Tlingits of southern Alaska, the Natch on Vancouver Island, and the Eureka of northern California. These peoples were; blessed with an incredibly rich environment based on the vast stock of fish, especially salmon, and abundant edible plants. The large succulent fish annually make their way upstream to spawn and then return to the sea, and the indigenous peoples learned to make nets and weirs to harvest this crop. The natives of the region also developed techniques to preserve their fish, thus assuring sufficient food in seasons of scarcity. The natural-abundance encouraged the formation of a sedentary society even though agriculture remained generally undeveloped.

Halfway across the continent, from the Great Lakes to the Atlantic seaboard lived groups of interrelated cultures. Speaking such languages as Scion Algonquian and Iroquois, they formed complicated societies that often differed markedly from one another. Relying upon agriculture, as well as on fishing, hunting and trapping, the people of the Eastern Woodlands built stable villages, some of them with as many as five thousand inhabitants. Living either in birch-covered wigwams or in rectangular long-houses, they usually palisade their villages with log stockades. They also possessed, in their light birch-bark canoes, a reliable, means of commerce and communication with their tribes.

Second key question, its' problems: "Pilgrim Fathers", barbarians – their relations.

The teacher's aims: to demonstrate to students the initial motives of the first colonists and their failure to recognize the Indian civilization.

Identified educational objectives: to be able to compare moral and material values of American Natives and European settlers.

Contents of the second key question:

The first English settlers in America came to work for private companies which had been granted trading charters by the English Crown, such as the Virginia Company of London which founded Virginia in 1607. These first colonists consisted mainly of the landless, the unemployed and those in search of religious freedom.

The most famous of these early settlers were the "Pilgrim Fathers" who set sail on the Mayflower in 1620 and landed at Cape Cod in New England. AS the following contemporary passage shows, the colonists failed - to recognize the existing civilizations of America and instead regarded the natives as "barbarians".

Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the vast and furious ocean... But here I cannot but stay and make a pause, and stand half amazed at this poor people's present condition, and so I thing will the reader, too, when he well considers the same. Being thus passed the vast ocean, and a sea of troubles before in their preparation (as may be remembered by that which went before), they had now no friends to welcome them nor inns to entertain or refresh their weather-beaten bodies, no houses or much less towns to repair to, to seek for succor. It is recorded in Scripture as 3 mercy to the Apostle and his shipwrecked company, that he barbarians showed them no small kindness in refreshing them, but these savage barbarians, when they met with them (as after will appear) were readier to fill their sides full of arrows than otherwise. And for the season it was winter, and they that know the winters of that country know them to be sharp and violent, and subject to cruel and fierce storms, dangerous to travel to know places, much more to search, an unknown coast. Besides, what could they see but a hideous and desolate wilderness, full of wild beasts and wild men-and what multitudes there might be of them they knew not.

Third key question, its' problems: "the Stamp Act of 1765", "the Townshend Act of 1767", "Boston Massacre of 1770, March 4", "Boston Tea Party of 1773, December 16", War of Independence (1775-1781), Declaration of Independence 1776, the birth of the USA 1788.

The teacher's aims: to make students acquainted with the fight of American colonies for Independence, and the basic facts of the War of Independence.

Identified educational aims: students will make a conclusion how the War of Independence influenced the growth of American self-consciousness.

The contents of the third key question:

By the end of the 18th century, the whole of the Eastern coast of North America had been colonized, largely by the British. The guiding principle for these colonies was the widely-held mercantilist view that they should supply the mother country with raw materials and not compete in manufacturing. When Britain asked the colonists to contribute towards the cost of maintaining the British army through centrally-raised taxes, there was serious opposition to this "taxation without representation" (the British Parliament didn't contain any American-elected members).

After the taxes had been repealed there was relative peace everywhere except Boston, but when Parliament exempted the tea of the nearly bankrupt British East India Company from import duties, numerous merchants throughout the colonies were threatened with bankruptcy, and colonial opinion united against the British. So when the first cargoes of this tea arrived in Boston harbor, the American Patriots hoarded the three ships on the night of 16 December 1773 and threw the tea into the sea-the famous Boston Tea Party.

Parliament reacted to this "Act of Vandalism" by closing Boston harbor. Representative from every colony except Georgia met in Philadelphia in September 1774 and replied by imposing a trade embargo on Britain. As war became inevitable, the colonists met for a second time in Philadelphia in May 1776 and made George Washington their commander-in-chief. The formal Declaration Of Independence was made on 4 July 1776, including the famous declaration "that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of happiness".

The American War of Independence lasted over 6 years. The French entered the war providing decisive military and economic assistance after the American victory in the Battle of Saratoga in October 1777. The fighting ended when Washington aided by the French Army and Navy, surrounded the British forces at Yorktown in October 1781. The peace settlement signed two years later recognized the independence, freedom, and sovereignty of the 13 colonies.

Fourth key question, its' problems: land acquisition, technological advance, motivation to move westward.

The teacher's aims: to make students acquainted with the events, laws and technology that led Americans to move westward.

Identified educational aims: students will be able to create a timeline of the Westward Expansion of the USA.

Contents of the fourth key question:

The American Revolution was achieved by the "original 13 states" on the eastern seaboard. The Treaty of 1783, which ended the war with Britain, gave another huge area of land, further to the west, to the new country, and over the next 50 years the whole of the American mainland was brought under the US control. Some of this land was acquired by treaty, such as Florida; somber purchase, such as "Louisiana" (the Mid-West) which was sold to the US by Napoleon in 1803; and some by war, such as Texas and California, which were ceded by Mexico in the war of 1845-1847.

Having gained control of the continent, the Americans began to expand across it, continually pushing westwards from their original settlements, forming new farmsteads, villages and towns in the wilds-and displacing and dispossessing the Native Americans in the process. By the end of the century this form of continuous colonizing or "pioneering" had led to the settlement of the entire United ' States from the east coast to the west.

Fifth key question, its' problems: the reasons of immigration, the formation of monopolies, Teddy Roosevelt's social crusade of 1901, and anti-trust laws.

The teacher's aims: to show the push-and-pull reasons of migration, to demonstrate the positive and negative role of monopolies in the US economy.

Identified educational objectives: students will be able to talk about the reasons of immigration, compare its push-and-pull reasons, to speak about the significance of Teddy Roosevelt's law.

Contents of the fifth key question:

In less than fifty years, between the Civil War and the First World War, the United States was transformed from a rural republic into an urban state. The

nation's economic progress, based on iron, steam and electrical power, was speeded up by thousands of inventions like the telephone and typewriter, but the terrible working and living conditions, and the unfair monopolies that characterized the industrial revolution in Britain, were repeated on an even bigger scale.

An important factor was continuous and unrestricted immigration from Europe. While many of the 5 million immigrants who had come over between 1850 and 1870 had been able to obtain cheap land in the west, this was no longer possible for the 20 million people who poured into the country between 1870 and 1910 (mainly from southern and eastern Europe) and who were eager to work at almost any wages and under almost any conditions. The often better-educated blacks, who had left the South in search of work, became the object of violent racial discrimination, particularly on the part of the newly arrived white immigrants, and were forced into ghettos.

Virtual monopolies were created in every sector through mergers and takeovers and the great captains of industry like Rockefeller in oil and Carnegie in steel, with their enormous economic and political power, were the representative figures of the age. While they enabled the United States to invade Europe with its manufactures and brought the benefits of large-scale production to almost every American home, legislative changes were needed to control the power of these trusts. President Teddy Roosevelt, a Republican, began a social crusade in 1901 with the help of the progressive members in both the Democratic and Republican parties. The activities of trusts were regulated and legislative reforms were introduced to improve general living and working conditions (such as an eight-hour working day). Woodrow Wilson, a Democrat, added even more profound reforms.

Protective tariffs were substantially reduced, a new antitrust law was introduced and other important reforms were carried out in the field of agriculture and labor.

Control questions:

7. What kind of tribes lived on the territory of the pre-colonial America?
8. What mode of life did the natives have?
9. What were the main steps of the British government closing to the beginning of the War of Independence?

10. What sort of people were the first settlers from Europe?
11. What role did immigrants play in the Westward Expansion? What was their life like on the frontier?
12. What was positive and negative in the activity of monopolies in the USA and why did President Teddy Roosevelt have to adopt an anti-trust law?

Lecture 4

America and Two World Wars

Key questions:

14. World War 1 and the roaring twenties
15. World War 2 and Franklin Roosevelt's New Deal of 1933
16. Post-War America, the Cold War
17. Civil Rights
18. Crisis: Vietnam and Watergate
19. Right Wing reconstruction

Key words: neutrality, involvement, League of Nations, the Great Depression, persecution, mass culture, the United Nations, iron curtain, missiles, integration, escalation, inflation, unemployment, détente, summit.

First key question, its' problems: the end of the US neutrality, the Wall Street crash, the Ku Klux Klan, mass culture.

The teacher's aims: to explain the reasons of the US joining the First World War, to explain how the Great Depression influenced American history and state of the public mind.

Identified educational aims: to explain the reasons of the US joining the First World War, to explain how the Great Depression influenced American history and state of the public mind.

Contents of the first key question:

America was determined to stay out of the First World War and adopted a policy of strict neutrality. However, attacks on passenger ships by German

submarines and the discovery of a German plot to involve Mexico in war with the United States led Congress to declare war on Germany in April 1917.

The arrival of two million fresh troops altered the balance sufficiently to enable the Allies to win the war. While the Americans were in favor of a non-punitive settlement, Wilson was unable to prevent the Allies from trying to further their imperialist ambitions in the peace settlement and the Republican-controlled Senate refused to ratify the Treaty of Versailles, which also contained Wilson's idealistic League of Nations. The United States, therefore, never took its leading role in the organization which Wilson had hoped would end wars.

The 1920s were a decade of conservatism and insecurely founded prosperity, in which tariffs were brought to their highest ever levels and taxes were drastically reduced. This remarkable rise in living standards, which caused the decade to be called the Roaring Twenties, ended suddenly in October 1929 with the Wall Street crash - the result of a long period of over production by the nation's factories and farms, and speculative mania among the middle and wealthy classes. This crash marked the beginning of the worst depression in American history, commonly referred to as the Great Depression.

The period was full of contrast. There was widespread fear following the Russian Revolution that communists overthrow the Government, which led to the persecution of all left-wing groups; there was briefly mass support for the Ku Klux Klan, which, in addition to blacks, now attacked Catholics, Jews and all those not born in America; and restrictions were imposed on immigration, not only with regard to the number but also the countries of origin. Moreover, this was the period of prohibition, when it was prohibited by the Eighteenth Amendment to manufacture, transport or sell intoxication liquors.

Yet the Twenties were also a period of sexual revolution when the existence of an instinctive "sex drive" in young people, especially women, gained social acceptance,, [and] sexual problems and analysis became acceptable and then fashionable, and of mass culture, when radio and magazines began to present standardized behavior models to the population with its culturally different backgrounds, and Hollywood fostered the myth and illusion on which the whole decade had been built.

Second key question, its' problems: New Deals of Franklin Roosevelt, the Japanese attack on Pearl Harbour, atomic bombing of Japan, the UN Charter of 1945.

The teacher's aims: to explain the urgency of Roosevelt's New Deal, to retrace the development of war action in the Second World War.

Identified educational aims: to expose the essence of the New Deal, to discuss how urgent was atomic bombing of Japan in August of 1945.

Contents of the second key question:

Franklin D. Roosevelt the depression on basic faults in the American economy and promised a 'new deal' for the forgotten man he won the 1932 presidential election with an unprecedented majority and set about remedying the worsening situation with his New Deal in 1933. This was the first administration to introduce government planning into the economy. Over the next two years, millions of unemployed were given jobs in public works projects, and emergency relief was provided for others on order to create greater internal demand for American products. Numerous measures were also taken to help the farmers, as a result of which their incomes more than doubled between 1932 and 1939. The Second New Deal aimed at providing security against unemployment, illness and old age, to prevent the terrible hardships of the Depression being repeated.

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Roosevelt once said in defense of his New Deal that continuing unemployment and insecurity were partially to blame for the disappearance of democracy in Germany, Italy and Spain, where the ordinary people had turned to strong

governments for their intervention. This rise of totalitarian governments influenced his foreign policy, which was in opposition to the isolationist basis of Congress' neutrality acts. Once war had come to Europe, few Americans were truly neutral. Roosevelt was, therefore, able to provide all possible aid to Great Britain short of war' and still become the first President in be elected for a third term.

Relations with Japan continued to worsen and, while negotiations were underway between the two countries, the Japanese attacked the American naval base at Pearl Harbor in Hawaii on the morning of 7 December 1941. Congress responded by immediately declaring war to Japan.

Although Roosevelt and Churchill decided that the main theatre of the war should be Europe, the American navy obtained several victories against the Japanese in 1942 and gradually reconquered one island after another in the Pacific.

In Europe, the Germans were slowly pushed back on all sides before surrendering on 8 May 1945. While the Japanese position was equally hopeless, they refused to surrender and the prospect of the heavy loss of life convinced the Allies to drop atomic bombs on Hiroshima on 6 August and Nagasaki on 9 August, leading to Emperor Hirohito's formal surrender on 2 September 1945.

The United Nations Charter had been drafted at the Postdate peace conference in July 1945. This ended American isolationism and recognized the nation's important role in international affairs.

Third key question, its' problems: the reasons of creating NATO, the Marshall Plan, the Korean War, the Cuban conflict, McCarthyism.

The teacher's aims: to explain the essence of the Truman Doctrine, the reasons of creating NATO, the essence of the Marshall Plan, to retrace the sequence of incidents throughout the world and their consequences.

Identified educational aims: to expose the essence of the New Deal, to discuss how urgent was atomic bombing of Japan in August of 1945.

Contents of the third key question:

From States in the Baltic to Truwest in the Adriatic, iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of central Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sophia all this famous cities and the populations around them lie in what I must call the Soviet sphere, and all subject, in one form or another, not only to Soviet influence, but to a very high, and in many cases, increasing measure of control from Moscow. From a speech by W. Churchill at Westminster College, Fulton Missouri on 5 March 1946.

Nobody took Churchill's more seriously than the Americans, The fear that Greece and Turkey might fall behind this iron curtain led Truman to ask Congress for Funds w help all free peoples to resist Communist aggression-the Truman Doctrine. The widespread fear of Communism was one of the reasons behind the creation of North Atlantic Treaty Organization (NATO) in April 1949.

The desire to keep Europe free of Communism was also behind the Marshall Plan, devised by US Secretaries of State George Marshall in 1947, in which the USA gave loaned billions of dollars to various European countries, particularly Germany, to assist in post-war reconstruction of their industries.

The persistent hostility between the Western and Communist nations came to be called the Cold War, which became a real war in 1950 when Soviet-trained North Korean troops invaded the Republic of Korea. Numerous incidents throughout the world increased international tension and the possibility of another global conflict. This nearly occurred in 1962 when the United States learned that there were Soviet-manned missile bases in Cuba. The Russians only removed the missiles-after a naval blockade had been established around the island.

There was a widespread fear of Communism in America during the 1950s. The most famous anti-Communist was Senator Joseph McCarthy of Wisconsin. Anyone who dared to oppose him was branded as a Communist or "Communist sympathizer". He used his method of discrediting people without proof so often that it became known as McCarthyism, Those accused of being pro-Communists usually lost their jobs and found it very difficult to get new ones.

Fourth key question, its' problems: progress towards racial integration, militant Black Power movements.

The teacher's aims: to retrace the process of racial integration.

Identified educational objectives: to name people who attempted to improve the situation of black people and other minorities.

Contents of the fourth key question:

The issue that dominated American politics in the 1950s and 1960s was civil rights.

Numerous Presidents attempted to improve the situation of black people (and other minorities) in American society. President Truman appointed the first black judge in the Federal court system and some progress was made towards racial integration in schools, restaurants and transportation in the South by Eisenhower, Kennedy and Johnson, despite congressional opposition. The blacks themselves, led by people like the Reverend Martin Luther King, became increasingly active in attempting to improve their status and numerous non-violent protests began in 1960 to speed up the end of segregation. In the mid-1960s these mass demonstrations often degenerated into violent clashes, as the militant Black Power movements replaced the non-violent organizations.

Fifth key question, its' problems: War in Vietnam, Watergate scandal, the signing of the first Strategic Arms Limitation Treaty.

The teacher's aims: to retrace the course of war in Vietnam, to make students acquainted with the Watergate scandal, to expose the achievements of Richard Nixon.

Identified educational aims: to be able to name the reasons of the US defeat in war in Vietnam, to explain the reasons of Nixon's resigning and Presidents Ford and Carter's unpopularity.

Contents of the fifth key question:

America's radical fear of Communism got the nation involved in war in Vietnam, which in 1954 had been divided into South Vietnam and Communist Republic of North Vietnam. Elections were to have been held after two years to reunite the two Vietnams, but South Vietnam, supported by the United States, refused to hold elections, fearing that the popular leader, of the North, Ho Chi Min, would

win. As guerrilla attacks by the Communist Viet Cong in South Vietnam increased. President Kennedy (1960-63) began to send military equipment and supplies, and military advisors. American involvement escalated under President Johnson with air raids on North Vietnam and by 1967 there were 464,000 American soldiers in Vietnam. As a result of massive demonstrations throughout the US, President Nixon began to wind down American involvement in a war that was both unpopular and impossible to win. After the withdrawal of American combat troops in 1973, the South Vietnamese troops put up little resistance and by 1975 Vietnam had been united under Communist control.

While Americans were still recovering from the shock of their first-ever defeat in war, their belief in the nation's political institutions was shaken by a series of scandals. The most serious of these became known as the Watergate scandal, when prominent members of the Republican Party were found guilty of "bugging" the Democratic Party's campaign headquarters (at the Watergate building). The scandal involved President Richard Nixon and eventually forced him to resign the Presidency, thus completely overshadowing his achievements while in an office, such as the normalization of relations with China and the signing of the first Strategic Arms Limitation Treaty (SALT) with the Soviet Union in 1972.

The Americans reacted to these scandals by voting a series of honest and honorable, but often rather unimaginable politicians into office at national, state and local level for the rest of the 1970s. Moreover Congress refused to collaborate with Presidents Ford and Carter, so little was done to tackle the country's economic problems of high inflation and unemployment.

Sixth key question, its' problems: Reagan's concept of "evil empire", his fight against terrorism.

The teacher's aims: to expose Ronald Reagan's home and foreign policy.

Identified educational objectives: to be able to name the reasons of the US defeat in war in Vietnam, to explain the reasons of Nixon's resigning and Presidents Ford and Carter's unpopularity.

Contents of the sixth key questions:

The election of Ronald Reagan and a Republican administration in 1980 led to an attempt to cut back the amount of national government finance available for non-defense spending, especially social programs. This together with tax cuts proved popular and helped the nation enter a period of non-inflationary growth.

Abroad Reagan replaced the policy of détente (an easing of tense political relations with Communist nations) with a tougher line against the Soviet Union, which he called "evil empire". He also took a hard line against terrorism, which included invading Grenada and carrying out an air-raid on Libya. The success of his approach helped restore American confidence in its role as World leader.

Towards the end of his second term, however, President Reagan adopted a softer line in foreign affairs, at least towards the Soviet Union. Urged on by massive peace movements in the Western world, the two superpowers made significant progress towards nuclear disarmament, a progress which has continued by Reagan's successor as President, George Bush.

Control questions:

8. Why did America break its policy of strict neutrality?
9. Why do we use the term "the Roaring Twenties"?
10. How actively did America take part in World War 2?
11. Why did the issues of civil rights dominate in the 1950s and 1960s?
12. Why was the Watergate Scandal so fatal to Richard Nixon?
13. How did ordinary Americans react to the USA's being involved in Vietnam War?

Lecture 5

American Institutions

Key questions:

11. The Constitution
12. The Presidency
13. Congress
14. Elections and Political Parties
15. The Federal Judiciary and State Government

Key words: executive, legislative and judiciary powers, natural-born citizen, electoral procedure, counterweight, Electoral College, court, appeal, case.

First key question, its' problems: separate powers, the Bill of Rights.

Teacher's aims: to make students acquainted with three branches of power and the Bill of Rights.

Identified educational aims: to correspond three branches of power with government institutions, to name the most prominent amendments of the Bill of Rights.

Contents of the first key question:

The American constitution is based on the doctrine of the separation of powers between the executive, Legislative and judiciary. The respective government institutions-the Presidency, Congress and the Courts-were given limited and specific powers; and a series of checks and balances, whereby each branch of government has certain authority over the others were also included to make sure these powers were not abused. Government power was further limited by means of a deal system of government, in which the federal government was only given the powers and responsibilities to deal with problems facing the nation as a whole (foreign affairs, trade, control of the army and navy, etc) The remaining responsibilities and duties of government were reserved to the individual state governments.

Article 5 allowed for amendments to be made to the Constitution (once passed by a two-third majority both houses of Congress and then ratified by the legislatures of three fourths of the states). The Constitution finally ratified by all thirteen states in 1791 already contained ten amendments, collectively known as the Bill of Rights (the freedoms of religion, speech and the press, etc), to protect the citizen against possibly tyranny by the federal government, so far only twenty-six amendments have been made to the Constitution.

Second key question, its' problems: background of being elected president, his rights and duties, the role of the Vice-president.

Teacher's aims: to make students acquainted with the role of President and Vice-president in the political life of America.

Identified educational aims: to name the main functions of the President and Vice-president.

Contents of the second key question:

The President (any natural-born citizen over 34) is elected for a term of four years and can only be re-elected for one more term (22nd amendment-adopted after Franklin D. Roosevelt's 4 successive terms) The President was originally intended to be little more than a ceremonial Head of State, as well as Commander in Chief of the armed forces, but the federal government's increasing involvement in the nation's economic life and its prominent role in international affairs, where secrecy and speed are often essential, has increased the importance of the Presidency over Congress.

The president now proposes a full legislative program to Congress, although the President, the Cabinet and staff are not, and cannot be, members of Congress. This means that the various bills must be introduced into the House of Representatives or Senate by their members. The President is consequently completely powerless when faced by an uncooperative Congress. Given also the difficulties in ensuring that the laws passed are effectively implemented by the federal bureaucracy, it has been said that the President's only real power is the power of persuade.

The role of the Vice-President is not very well defined by the Constitution, which gives him or her no other task than presiding over the debates in the Senate, where he may only vote in the case of a tie. Yet the Vice-President over from the President in case of death, resignation, sickness, which has already happened on the eight occasions. To try and attract able men to this otherwise unimportant, mainly ceremonial post, Vice-President have recently been given more important tasks, especially in foreign affairs.

Third key question, its' problems: the House of Representatives, the Senate.

Teacher's aims: to make students acquainted with the composition of the House of Representatives and the Senate.

Identified educational aims: to be able to tell about the composition of the House of Representatives and the Senate.

Contents of the third key question:

The legislative branch of national government consists of two houses-the Senate and the House of Representatives -each with a different role, different powers and a different electoral procedure.

HOUSE OF REPRESENTATIVES

The House of Representatives is the dynamic institution of the federal government. The states are represented on a population basis and are divided into congressional districts or constituencies of roughly equal size (around 520,000 people). There are currently 435 members, who are elected every two years. All states must by law adopt the system of single-member constituencies with a simple majority vote. Vacancies arising from death, resignation, etc, are filled by by-elections.

The chairman of the House of Representatives, the Speaker, is elected by the House and has important responsibilities, giving him considerable influence over the President. Moreover, should the President and Vice-President die before the end of their terms; it is the Speaker who becomes President.

THE SENATE

The senate is the conservative counterweight to the more populist House of Representatives. Each state has two senators who, since 1913 (Seventeenth Amendment), have been chosen directly by the electorate in the decided by the state legislature in each state. Senators elected every six years, but the elections are staggered so that one-third of the Senate is elected every two years. A vacancy caused by death or resignation is filled until the next congressional elections by the nomination of the Senate.

Governor

There are currently 100 senators. The Senate has the special privilege of unlimited debate to safeguard the rights of minorities, but this can enable a small group of Senators to prevent the passage of a bill (filibustering).

Fourth key question, its' problems: the 1965 Voting Rights Act, Electoral College, the procedure of elections, the Democratic and Republican Parties, the election of Senators.

Teacher's aims: to make students acquainted with the elections system of the USA, to compare it with that of Uzbekistan.

Identified educational aims: to expose the significance of the 1965 Voting Rights Act, to expose the essence of the Electoral College, to name the main parties and their interests.

Contents of the fourth key question:

Each US state is free to determine electoral laws, subject to certain Limitations imposed by the Constitution, national legislation and the Supreme Court. This has enabled many states, particularly in the South, to prevent blacks and other minorities from voting by such means as poll taxes and literary tests. After the 1965 Voting Rights Act (giving federal government officials the job of registering voters in states where literary tests are used) and the abolition of poll taxes (24th Amendment), black voters are now proportionally only 10% fewer than white voters.

The president is elected on the first Tuesday after the first Monday in November of a leap year and takes office at noon on January 2d. The president is not elected directly, but by an Electoral College. The electors choose the president are now completely advance to one person and their names have almost entirely disappeared from the ballot papers to be replaced by the names of the candidates themselves. The candidates who win the most votes within a state receive all its Electoral College votes, no matter how small the majority.

Presidential candidates are selected by their respective party's national conventions in the summer of each election year. The delegates attending that convention are associated with a particular candidate and are normally chosen either at state conventions of party members or state primary elections held in the preceding months. In a closed primary only registered party members can vote while in an open primary any voter can participate.

POLITICAL PARTIES

Political parties or 'factions' were not mentioned in the original Constitution. Differences over the role of the federal government led to the first national parties-the Federalists and the Republicans. Since then two major parties have dominated political life. The Democratic Party existed in one form or another since the beginning of the 1800s and has been opposed in successive eras by the Federalist, Whig and Republicans parties. The Republican Party was founded in 1854 and was originally the anti-slavery party.

There is very little ideological difference between the Democratic and Republican parties, as both parties defend the free-enterprise capitalist system, accepted by almost all Americans as the basis of American society. The democrats, unlike the Republicans, tend to favor some Government intervention, but both parties have liberal and conservative wings, and in Congress the Liberal and Conservative wings of the two parties often side with each other against the other wing. It is broadly possible to say that poor people vote for the Democrats and wealthy people for the Republicans. American politics are politics of pragmatism and a party will always alter platform to try and catch the mood of the nation, the middle ground.

On the same day as the electors vote for the President, they also vote for Senators, members of the representatives, state governors and a host of officials. It was once common for people to vote the straight ticket, whereby a single cross against the party label on the ballot paper means a vote for every one of the party's candidates from the President downwards, but this is now rare. This explains why there has been a succession of Republican Presidents and democrat majorities in Congress.

Fifth key question, its' problems: District Courts, the US Court of Appeals, the Supreme Court, the composition of the state government.

Teacher's aims: to demonstrate to students the system of the Federal Judiciary and state government.

Identified educational aims: to name the types of Courts, to expose the contents of the 10th Amendment, to expose the structure of the Judicial systems. Peace Court – County Court – District Court – Appeals – the State Supreme Court.

Contents of the fifth key question:

In the federal system there are 90 District Courts presided over by a district judge, which hear criminal cases involving breaches of federal law and civil cases on federal matters (disputes between states, non-payment of federal taxes, etc). Appeals where can be made to the US Court of Appeals, where an appeal is heard by three judges, although in very cases all nine appeal judges sit together. In the vast majority of cases court's decision is final and sets a precedent for future cases, although this precedent is not always binding the Supreme Court.

Although not explicitly given the power of judicial review - the power to decide whether the Congress or State Governments violate the Constitution - this is the important role that the Supreme Court has developed in the legal system. The Supreme Court judges, of whom there are normally nine (though Congress may alter this number) are nominated for life by the President after being approved by the Senate.

STATE GOVERNMENT

There is very little in the Constitution about state government - the Tenth Amendment (1791) merely says that those powers not specifically delegated to the federal government are reserved for states. While the 50 state Constitutions differ widely, they all include separation of powers and a system of checks and balances, and share the underlying American belief that government should be kept to a minimum. Each state has a Governor, legislature and a State Judiciary. The Governor is elected directly in a state- wide election- all the states except Nebraska have Bicameral legislatures, normally called the Senate and House of Representatives.

The judicial systems of the states vary greatly in structure and procedures. Generally speaking, however at the lowest level there are Justice of the Peace Courts, presided over by elected lay magistrates, which deal minor offences. Then County Courts, which deal with the majority of civil and criminal cases. Appeals go to the District Court Appeals, while the State Supreme Court has the rule as the United States Court in the federal system. The most controversial aspect of state judiciaries is that more than two-thirds of the states judges (including those in the Supreme Court) are elected.

Control questions:

19. What is the American Constitution based on?
20. How are 10 Amendments to the Constitution called?
21. Who can be President of the USA?
22. Why has the importance of the Presidency increased?
23. What are President's rights?
24. What is the role of the Vice-president?
25. What two chambers does Congress consist of?
26. What is the composition of the House of Representatives?
27. How many senators does each state have?
28. How often are senators elected?

29. What is the special privilege of the Senate?
30. What is the Voting Rights Act of 1965?
31. When does the President take office?
32. When and how are presidential candidates selected?
33. What is the principal difference between the Democrats and the Republicans?
34. What are the powers of the District Court, US Court of Appeals, and the Supreme Court?
35. How is the Governor of a state elected?
36. What is the structure of the judicial system of states?

Note

No course papers are allotted for this course

FOREIGN RESOURCES

1. Spotlight on Britain. Oxford University Press. Eighth edition. 1977

2. Britain. Revised and updated. Oxford University Press. Fifth edition. 1999
4. 100 Questions Answered. Foreign and Commonwealth Office. London. 1998
5. A-Z of British Life by Adrian Room. Oxford University Press, 1990
6. English as a Global Language by David Crystal Cambridge University Press, 1997
7. World Book. Encyclopedia
8. Spotlight on USA. Oxford University Press 1999
9. Adventures in American Literature. Harcourt Brace Jovanovich, Publishers p.49-89
10. Outline of American Literature. United States Department of State 1994
12. Perspectives. A Conversational Handbook for Teaching University English Tashkent, 2004
13. Explorations An Interactive Approach to Reading Alison Rice, Susan Stempleski Heinle and Heinle Publishers, 1988

<http://www.britishcouncil.org>

1. <http://www.bbc.co.uk>
2. <http://www.uk.ru>
3. <http://encyclopedia.farlex.com>
4. <http://en.wikipedia.org>
5. <http://www.usa.gov>

