

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

**GULISTAN STATE UNIVERSITY**

**Lectures on**

**COUNTRYSTUDY**

**Gulistan 2019**

# THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

## Lecture 1

### The UK. Geography and Population.

#### Key questions:

- 1 The British Isles and Two States
- 2 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 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 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.**

#### **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.

#### **The contents of the first key question.**

Two thousand years ago, there was an Iron Age Celtic culture throughout the British Isles. It seems that the Celts, who had been arriving from Europe from the eighth century BC onwards, intermingled with the peoples who were already there. We know that religious sites that had been built long before of the arrival of the Celts continued to be used in the Celtic period.

For people in Britain today, the chief significance of the prehistoric period (for which no written records exist) is its sense of mystery. This sense finds its focus most easily in the astonishing monumental architecture of this period, the remains of which exist throughout the country. Wiltshire, in southwestern England, has two spectacular examples: Silbury Hill, the largest burial mound in Europe, and Stonehenge. Such places have a special importance for anyone interested in the cultural and the religious practices of prehistoric Britain. We know very little of these practices, but there are some organizations today (for example the Order of Bards, Ovates and Druids - a small group of eccentric intellectuals and mystics) who base their beliefs on them.

#### ***The Roman Period (43-410)***

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)

**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.

**The contents of the second key question.**

***The Germanic Invasions (410-1066)***

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 large-scale settlement. Nevertheless, during the fifth century, a number of tribes from the north-western European mainland invaded and settled in large numbers. Two of these tribes were the Angles and the Saxons. These Anglo Saxons had the south-east of the country in their grasp. In the west of the country, an army of Celtic Britons under the command of the legendary King Arthur temporarily halted their advance. Nevertheless, by the end of the sixth century, they and their way of life predominated in nearly all of England and in parts of southern Scotland. The Celtic Britons were either Saxonized or driven westwards, where their culture and language survived in south-west Scotland, Wales and Cornwall.

The Anglo-Saxons had little use for towns and cities. But they had a great effect on the countryside, where they introduced new farming methods and founded the thousands of self-sufficient villages which formed the basis of English society for the next thousand or so years.

The Anglo-Saxons were pagan when they came to Britain. Christianity spread throughout Britain from two different directions during the sixth and seventh centuries. It came directly from Rome when St Augustine arrived in 597 and established his headquarters at Canterbury in the south-east of England. It had already been introduced into Scotland and northern England from Ireland, which had become Christian more than 150 years earlier. Although Roman Christianity eventually took over the whole of the British Isles, the Celtic model persisted in Scotland and Ireland for several hundred years. It was less centrally organized, and had less need for a strong monarchy to support it. This partly explains why both secular and religious power in these two countries continued to be both more locally based and less secure than it was elsewhere in Britain throughout the medieval period.

Britain experienced another wave of Germanic invasions in the eighth century. These invaders, known as Vikings, Norsemen, or Danes, came from Scandinavia. In the ninth century, they conquered and settled the extreme north and west of Scotland, and some coastal regions of

Ireland. Their conquest of England was halted when King Alfred of the Saxon kingdom of Wessex defeated them. This resulted in an agreement, which divided England between Wessex, in the south and west, and the 'Dane law' in the north and east.

However, the cultural differences between Anglo-Saxons and Danes were comparatively small. They led roughly the same way of life and spoke to varieties of the same Germanic tongue, which combined to form the basis of modern English). Moreover, the Danes soon converted to Christianity. These similarities made political unification easier, and by the end of the tenth century, England was one kingdom with a Germanic culture throughout.

Most of modern-day Scotland was also united by this time, at least in name, in a (Celtic) Gaelic kingdom.

**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.

**The contents of the third question.**

***The Medieval Period (1066-1485)***

The successful Norman invasion of England in 1066 brought Britain into the main stream of western European culture. Previously most links had been with Scandinavia. Only in Scotland did this link survive; the western isles (until the thirteenth century) and the northern islands (until the fifteenth century) remained under the control of Scandinavian kings. Throughout this period, the English kings also ruled over areas of land on the continent and were often at war with the French kings in disputes over ownership.

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. Instead, the Norman soldiers who had been part of the invading army were given the ownership of land - and of the people living on it. A strict feudal system was imposed. Great nobles, or barons, were directly responsible to the king; lesser lords, each owing a village, were directly responsible to a baron. Under them were the peasants, tied by a strict system of mutual duties and obligations to the local lord, and forbidden to travel without his permission. The peasants were the French-speaking Saxons. The lords and the barons were the French-speaking Normans. This was the beginning of the English class system.

The strong system of government, which the Normans introduced, meant that the Anglo-Norman kingdom was easily 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 250 years. By the end of the thirteenth century, Anglo-Norman lords in the name of the English king controlled a large part of eastern Ireland and the whole of Wales was under his direct rule (at this time the custom of naming the monarch's eldest son the 'Prince of Wales' began). Scotland managed to remain politically independent in the medieval period, but was obliged to fight occasional wars to do so.

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,

which had become one in all classes of society in England. Furthermore, it was the Anglo-Saxon concept of common law, and not Roman law, which formed the basis of the legal system.

Despite English rule, Saxons or Normans never settled northern and central Wales in great numbers. As a result, the (Celtic) Welsh language and culture remained strong. Eisteddfods, national festivals of Welsh song and poetry, continued throughout the medieval period and still take place today. The Anglo-Norman lords of eastern Ireland remained loyal to the English king but despite laws to the contrary, 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. First, the Anglo-Saxon element here was strengthened by the arrival of many Saxon aristocrats fleeing the Norman conquest of England. Second, the Celtic kings saw that the adoption of an Anglo-Norman style of government would strengthen royal power. By the end of this period, a cultural split had developed between the lowlands, where the way of life and language was similar to that in England, and the highlands, where (Celtic) Gaelic culture and language prevailed - and where, because of the mountainous landscape, the authority of the king was hard to enforce the English monarch increased in this period. The strength of the great barons had been greatly weakened by the Wars of the Roses. Bubonic plague (known in England as the Black Death) contributed to the reduction of their power. It killed about a third of the population in its first outbreak in England in the middle of the fourteenth century (1348-1349) and continued to reappear periodically for another 300 years. The shortage of labor which this caused, and the increasing importance of trade in the towns, helped to weaken the traditional ties between feudal lord and peasants

#### **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 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 fourth question.**

*The Tudor dynasty (1485 - 1603)* established a system of government departments, staffed by professionals who depended for their position on the monarch. As a result, the feudal barons were no longer needed for implementing government policy. Parliament was traditionally 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 policy-making because that was where the newly powerful merchants and landowners (the people with the money) were represented.

Unlike in much of the rest of Europe, the direct cause of the rise of Protestantism in England was political and personal rather than doctrinal. Henry VIII wanted a divorce, which the Pope would not give him. In addition, by making himself head of the 'Church of England', independent of Rome, all church lands came under his control and gave him a large new source of income.

This rejection of the Roman Church accorded with a new spirit of patriotic confidence in England. The country had finally lost any realistic claim to lands in France, thus becoming more consciously a distinct 'island nation'. At the same time, increasing European exploration of the Americas and other parts of the world meant that England was closer to the geographical center

of western civilization instead of being, as previously, on the edge of it. It was in the last quarter of this adventurous and optimistic century that Shakespeare began writing his famous plays. It was therefore patriotism as much as religious conviction that had caused Protestantism to become the majority religion in England by the end of the century. It took a form known as Anglicanism, which was not so very different from Catholicism in its organization and ritual. But in the lowlands of Scotland it took a more idealistic form. Calvinism, with its strict insistence on simplicity and its dislike of ritual and celebration, became the dominant religion. It is from this date that the stereotype of the dour, thrifty Scot developed. However, the Scottish highlands remained Catholic. There, Protestantism was identified with the English, who at that time were making further attempts to control the whole of the country.

**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.

**The contents of the fifth problem.**

***The Seventeenth Century***

When James I (1566-1625) in 1603 became the first English king of the Stuart dynasty, he was already king of Scotland (James 6 of Scotland), so the crowns of these two countries were united. Although their parliaments and administrative and judicial systems continued to be separate, their linguistic differences were lessened in this century. The kind of Middle English spoken in lowland Scotland had developed into a written language known as 'Scots'. However, the Scottish Protestant church adopted English rather than Scots bibles. This, and the glamour of the English court where the king now sat, caused modern English to become the written standard in Scotland as well.

In the sixteenth century, religion and politics became inextricably linked. This link became even more intense in the seventeenth century. At the beginning of the century, some people tried to kill the king because he was not Catholic enough. By the end of the century, another king had been killed, partly because he seemed too Catholic. Yet another had been forced into exile for the same reason.

This was the context in which, during the century, Parliament established its supremacy over the monarchy in Britain. Anger grew in the country at the way that the Stuart monarchs raised money especially because they did not get the agreement of the House of Commons to do so first. This was against ancient tradition. In addition, ideological Protestantism, especially Puritanism, had grown in England. Puritans regarded many of the practices of the Anglican Church, and its hierarchical structure, as immoral. Some of them thought the luxurious lifestyle of the king and his followers was immoral too. They were also fiercely anti-Catholic and suspicious of the apparent sympathy towards Catholicism of the Stuart monarchs.

This conflict led to the Civil War, which ended with complete victory for the parliamentary forces. The king (Charles I) was captured and became the first monarch in Europe to be executed after a formal trial for crimes against his people. The leader of the parliamentary army, Oliver Cromwell, became lord Protector of a republic with a military government, which, after he had brutally crushed resistance in Ireland in 1649 and in Scotland in 1651, effectively encompassed the whole of the British Isles.



However, when Cromwell died, he, his system of government, and the puritan ethics that went with it (theatres, and other forms of amusement had been banned) had become so unpopular that the son of the executed king was asked to return and take the throne. The Anglican Church was restored. However, the conflict between monarch and Parliament soon reemerged. The monarch, James II, tried to give full rights to Catholics, and to promote them in his government.

The 'Glorious Revolution' ('glorious' because it was bloodless) followed, in which Prince William of Orange, ruler of the Netherlands, and his Stuart wife Mary, accepted Parliament's invitation to become king and queen. In this way, it was established that a monarch could rule only with the support of Parliament. Parliament immediately drew up a Bill of Rights, which limited some of the powers of the monarch (notably, the power to dismiss judges). It also allowed Dissenters (those who did not agree with the practices of Anglicanism) to practice their religion freely. This meant that the Presbyterian Church, to which the majority of the lowland Scottish belonged, was guaranteed its legality. However, Dissenters were not allowed to hold government posts or to Members of Parliament.

James II, meanwhile, had fled to Ireland. But the Catholic Irish army he gathered there was defeated. Laws were then passed forbidding Catholics to vote or even own land. In Ulster, in the north of the country, large numbers of fiercely anti-Catholic Scottish Presbyterians settled (in possession of all the land). The descendants of these people are still known today as Orangemen (after their patron William of Orange). They form one half of the tragic split in society in modern Northern Ireland, the other half being the 'native' Irish Catholics.

#### **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.

#### **The contents of the sixth question.**

#### ***The Eighteenth Century***

Politically, this century was stable. Monarch and Parliament got on quite well together. One reason for this was that the monarch's favorite politicians, through the royal power of patronage (the ability to give people jobs), were able to control the election and voting habits of a large number of Members of Parliament (MPs) in the House of Commons.

Within Parliament the divisions of the previous century, though far less bitter than before, were echoed in the formation of two vaguely opposed loose collections of allies. One group, the Whigs, was the political 'descendants' of the parliamentarians. They supported the Protestant values of hard work and thrift, were sympathetic to Dissenters, 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 (and sometimes even a little sympathy for Catholics and the Stuarts). The two terms, Whig and Tory had in fact firstly been used in the late 1670s and allegiance to one side or the other was more often the result of the family or regional loyalty than of political beliefs. This could be said, however, to be the beginning of the party system in GB.

The modern system of an annual budget drawn up by the monarch's Treasury officials for approval of Parliament was established during this century. So, too, was the habit of the monarch

appointing one principal, or 'Prime', Minister from the ranks of Parliament to head his government.

At the beginning of the century, by agreement, the Scottish Parliament joined with the English and Welsh Parliament at Westminster in London. However, Scotland retained its own system of law, more similar to continental European systems than to that of England. It does so to this day. The only part of Britain to change radically as a result of political forces in this century was the highland's area of Scotland. This area twice supported failed attempts to put a (Catholic) Stuart monarch back on the throne by force. After the second attempt, many inhabitants of the highlands were killed or sent away from Britain and wearing of highland dress (the tartan kilt) was banned. The Celtic way of life was effectively destroyed.

It was cultural change that was most marked in this century. Britain gradually expanded its empire in the Americas, along the West African coast and in India. The increased trade, which resulted from the links with these 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 also important contributing factors.

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 Anglo-Saxon times disappeared as landowners incorporated them into their increasingly large and more efficient farms. (Some pieces of common land remain in Britain today, used mainly as public parks. They are often called 'the common'.) 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. In this way, the north, which had previously been economically backward compared to the south, became the industrial heartland of the country. The right conditions for industrialization also existed in lowland Scotland and south Wales, which accentuated the differences between those parts of these countries and their non-industrialized areas.

In the south of England, London came to dominate, not as an industrial center but as a business and trading center. By the end of the century, it had a population close to a million.

Despite all the urban development, social power and prestige rested on the possession of land in the countryside. The outward sign of this prestige was the ownership of a countryseat - a gracious country mansion with land attached. More than a thousand such mansions were built in the eighteenth century.

#### **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.

#### **The contents of the seventh question.**

##### ***The Nineteenth Century***

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, during which an invasion was a real possibility. Soon after the end of the century, Britain controlled the biggest empire the world had ever.

One section of this empire was Ireland. During this century, it was, in fact, part of the UK itself, and it was during this century that the British culture and way of life came to predominate in Ireland. 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.

Another part of the empire was made up of Canada, Australia, and New Zealand, where settlers from the British Isles formed the majority of the population. 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.

As well as these areas (Canada, Australia, New Zealand, India and Africa), the empire included numerous smaller areas and islands. Some, such as those in the Caribbean, were the result of earlier British settlement, but most 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'.

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.

**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.

**The contents of the eighth question.**

***The Twentieth Century***

By the beginning of this century, Britain was no longer the world's richest country. Perhaps this caused Victorian confidence in gradual reform to weaken. Whatever the reason, the first twenty years of the century were a period of extremism in Britain. 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 appeared ready to disobey the government; and the government's introduction of new types and levels of taxation was opposed so absolutely by the House of Lords that even Parliament, the foundation of the political system, seemed to have an uncertain future in its traditional form. Nevertheless, by the end of the First World War, two of these issues had been resolved to most people's satisfaction (the Irish problem remained) and the rather un-British climate of extremism died out. The significant changes have taken place in this century. It was from the beginning of this century that the urban working class (the majority of the population) finally began to make its voice heard. In Parliament, the Labor party gradually replaced the Liberals (the 'descendants' of the Whigs) as the main opposition to the Conservatives (the 'descendants' of the Tories). In addition, trade unions managed to organize themselves. In 1926, they were powerful enough to hold a General Strike, and from the 1930s until the 1980s, the Trade Union Congress was probably the single most powerful force.

**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?

**Tasks on students' own work.**

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 16<sup>th</sup> 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 17<sup>th</sup> century, Parliament established its supremacy over the monarchy. After the glorious revolution, a Bill of Rights limited some powers of the monarch.

The 18<sup>th</sup> 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 19<sup>th</sup> century, there was an enormous increase in wealth because of wide colonization, which was considered as a matter of modal obligation.

The 20<sup>th</sup> 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 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.

#### **Geography**

It has been claimed that the British love of compromise is the result of the country's physical geography. This may or may not be true, but it is certainly true that the land and climate in Britain have a notable lack of extremes. Britain has mountains, but none of them are very high; it also has flat land, but you cannot travel far without encountering hills; it has no really big rivers; it doesn't usually get very cold in the winter or very hot in the summer; it has no active volcanoes, and an earth tremor which does no more than rattle teacups in a few houses is reported in the national news media.

#### **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.

#### **The contents of the first problem.**

*Climate*

The climate of Britain is more or less the same as that of the north-western part of the European mainland. The popular belief that it rains all the time is simply not true. The image of a wet; foggy land was created two thousand years ago by the invading Romans and has been perpetuated in modern times by Hollywood. In fact, London gets no more rain in a year than most other major European cities.

The amount of rain that falls on a town in Britain depends on where it is. The further west you go, the more rain you get. The mild winters mean that snow is a regular feature of the higher areas only. Occasionally, a whole winter goes by in lower-lying parts without any snow at all. The winters are in general a bit colder in the east of the country than they are in the west, while in summer; the south is slightly warmer and sunnier than the north.

Why does Britain's climate have such a bad reputation? Perhaps it is for the same reason that British people always seem to be talking about the weather. This is its changeability. There is a saying that Britain does not have a climate, it only has weather. It may not rain very much altogether, but you can never be sure of a dry day; there can be cool (even cold) days in July and some quite warm days in January.

The lack of extremes is the reason why, on the few occasions when it gets genuinely hot or freezing cold, the country seems to be totally unprepared for it. A bit of snow and a few days of frost and the trains stop working and the roads are blocked; if the thermometer goes above 80°F (27°C), people behave as if they were in the Sahara and the temperature makes front-page headlines. These things happen so rarely that it is not worth organizing life to be ready for them.

**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.

**The contents of the second question.**

***Land and settlement***

Britain has neither towering mountain ranges, nor impressively large rivers, plains nor forests. But this does not mean that its landscape is boring. What it lacks in grandeur it makes up for in variety. The scenery changes noticeably over quite short distances. It has often been remarked that a journey of 100 miles (160 kilometers) can, as a result, seem twice as far. Overall, the south and east of the country is comparatively low-lying, consisting of either flat plains or gently rolling hills. Mountainous areas are found only in the north and west, although these regions also have flat areas.

Human influence has been extensive. The forests that once covered the land have largely disappeared. Britain has a greater proportion of grassland than any other country in Europe except the Republic of Ireland. One distinctive human influence, especially common in southern England, is the enclosure of fields with hedgerows. This feature increases the impression of variety. Although many hedgerows have disappeared in the second half of the twentieth century (farmers have dug them up to increase the size of their fields and become more efficient), there are still enough of them to support a great variety of bird life.

Much of the land is used for human habitation. This is not just because Britain is densely populated. Partly because of their desire for privacy and their love of the countryside, the English and the Welsh don't like living in blocks of flats in city centers and the proportion of people who do so is lower than in other European countries. As a result, cities in England and Wales have, wherever, possible, been built outwards rather than upwards (although this is not so much

the case in Scottish cities.). For example, Greater London has about three times the population of greater Athens but it occupies ten times the area of land.

However, because most people (about 75%) live in towns or cities rather than in villages or in the countryside, this habit of building outwards does not mean that you see buildings wherever you go in Britain. There are areas of completely open countryside everywhere and some of the mountainous areas remain virtually untouched.

### **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.

### **The contents of the third question.**

#### ***The environment and pollution***

It was in Britain that the word 'smog' was first used (to describe a mixture of smoke and fog). As the world's first industrialized country, its cities were the first to suffer this atmospheric condition. In the nineteenth century London's pea-soupers (thick smogs) became famous through descriptions of them in the works of Charles Dickens and in the Sherlock Holmes stories. The situation in London reached its worst point in 1952. At the end of that year particularly bad smog, which lasted for several days, was estimated to have caused between 4,000 and 8,000 deaths.

Water pollution was also a problem. In the nineteenth century, it was once suggested that the Houses of Parliament should be wrapped in enormous wet sheets to protect those inside from the awful smell of the River Thames. In the middle years of this century, the first thing that happened to people who fell into the Thames was that they were rushed to hospital to have their stomachs pumped out.

Then, during the 1960s and 1970s, laws were passed which forbade the heating of homes with open coal fires in city areas and which stopped much of the pollution from factories. At one time, a scene of fog in a Hollywood film was all that was necessary to symbolize London. This image is now out of date, and by the end of the 1970s, it was said to be possible to catch fish in the Thames outside Parliament.

However, as in the rest of Western Europe, the great increase in the use of the motor car in the last quarter of the twentieth century has caused an increase in a new kind of air pollution. This problem has become so serious that the television weather forecast now regularly issues warnings of 'poor air quality'. On some occasion it is bad enough to prompt official advice that certain people (such as asthma sufferers) should not even leave their houses, and that nobody should take any vigorous exercise, such as - jogging, out of doors.

### **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?

### **Tasks on students' own work.**

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 programmes aimed at combating pollution of the environment?

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## **Lecture 4**

### **British regionalism**

#### **Key questions:**

1. London
2. Southern England.
3. The Midlands.
4. Northern England.
5. 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.

#### **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.**

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.

#### **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.**

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.

**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.**

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.

**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.**

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

**The contents of the fifth key question.**

***Scotland, Northern Ireland, and Wales.***

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. This reputation, together with the prototype factory of the industrial revolution in the north of England, so they would locate its prototype coal mine in south Wales. Despite its industry, no large cities have grown up in this area (Cardiff, the capital of Wales, has a population of about a quarter of a million). It is the only part of Britain with a high proportion of industrial villages. Coal mining in south Wales has now almost entirely ceased and, as elsewhere, the transition to other forms of employment has been slow and painful.

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.

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 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?

#### **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 5**

### **Ethnic identity**

#### **Key questions:**

1. The native British
2. The family.
3. Geographical identity.
4. Class.
5. 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.

**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 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

#### **The contents of the second key question.**

##### ***The family***

In comparison with most other places in the world, family identity is rather weak in Britain, especially in England. Of course, the family unit is still the basic living arrangement for most people. However, in Britain this definitely means the nuclear family. There is little sense of extended family identity, except among some racial minorities. This is reflected in the size and composition of households. It is unusual for adults of different generations within the family to live together. The average number of people living in each household in Britain is lower than in most other European countries. The proportion of elderly people living alone is similarly high. Significant family events such as weddings, births, and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as 'best man' at a wedding, or godmother and godfather when a child is

born. Nevertheless, for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people, they are confined to the Christmas period.

Even the stereotyped nuclear family of father, mother, and children is becoming less common. Britain has a higher rate of divorce than anywhere else in Europe except Denmark and the proportion of children born outside marriage has risen dramatically and is also one of the highest (about a third of all births). However, these trends do not necessarily mean that the majority of marriages in Britain (about 55%) do not break down. In addition, it is notable that both parents officially register about three-quarters of all births outside marriage and more than half of the children concerned are born to parents who are living together at the time.

**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.

**The contents of the third 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.**

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".

**The contents of the fourth 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 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.

#### **The contents of the fifth question.**

##### ***Men and women***

British people invest about the same amount of their identity in their gender as people in other parts of northern Europe do. On the one hand, society no longer overtly endorses differences in the public and social roles of men and women, and it is illegal to discriminate because of sex. On the other hand, people still (often unconscious) expect a large number of differences in everyday behavior.

The decline in heavy industry in Europe in the second half of the 20<sup>th</sup> century, the pattern of settlement in the north of England is often different from that in the south. On the one hand, it is an open and uninhabited countryside of the man. On the other hand, they would still normally complement the woman, not the man, on a beautifully decorated or well-kept house. Everyday care of the children is still seen as mainly the woman's responsibility. Although almost as many women have jobs as men, nearly half of the jobs done by women are part-time. In fact, the majorities of mothers with children under the age of twelve either have no job or work only during school hours. Men certainly take a more active domestic role than they did forty years ago. Some things, however, never seem to change. A comparison of child-rearing habits of the 1950s and 1980s showed that the proportion of men who never changed a baby's nappy had remained the same (40%).

In general, the sharpest distinction between the expected roles and behavior of the two sexes is found in the lower and upper classes. The distinction is far less clear among the middle classes, but it is still there.

At the public level, there are contradictions. Britain was one of the first European countries to have a woman Prime Minister and a woman chairperson of debate in its Parliament. However, in the early nineties, only about 5% of MPs were women, only 20% of lawyers in Britain were women and there was one female consultant brain surgeon in the whole country.

At the 1997 election, the proportion of women MPs increased sharply to 18% and nearly every institution in the country has opened its doors to women now. One of the last to do so was the Anglican Church, which, after much debate, decided in favor of the ordination of women priests in 1993. However, there are a few institutions, which, at the time of writing, still do not accept female members - for example, the Oxford and Cambridge Club in London, an association for graduates of these two universities.

### **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?

### **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 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.

### **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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## **LECTURE 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.

#### **The contents of the first 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?

#### **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.

#### **The contents of the second question.**

##### ***Social and everyday contacts***

British people give a relatively high value to the everyday personal contacts that they make. Some writers on Britain have talked about the British desire to 'belong', and it is certainly that the pub, or the working man's club, or the numerous other clubs devoted to various sports and pastimes play a very important part in many people's lives. In these places, people forge contacts with other people who share some of the same interest and attitudes. For many people these contacts are an important part of their social identity. Another factor is work. 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. However, since British people do not spend more of their free time out of the house than most other Europeans do, these means of self-identification should not be over-emphasized.

**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.

**The contents of the third question.**

***Identity in Northern Ireland***

In this part of the UK, the pattern of identity and loyalty outlined above does not apply. Here, ethnicity, family, politics, and religion are all inter-related, and social class has a minor role in establishing identity. Northern Ireland is 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.

Although the two communities live side-by-side, their lives are almost entirely segregated. They live in different housing estates, listen to different radio and television programs, register with different doctors, have prescriptions made up by chemists of their own denominations, march to commemorate different anniversaries and read different newspapers. Their children go to different schools, so that those who go on to university, merely talking to somebody from the other community is a rare event.

In this atmosphere, marrying a member of the other community is traditionally regarded with horror, and has sometimes even resulted in the deaths of the Romeos and Juliets concerned (as punishment for the 'betrayal' of their people). The extremes of these hard-line attitudes are gradually softening. It should also be noted that they apply to a much lesser extent among the middle-classes. It is illustrative of this that while in football, a mainly working-class sport, Northern Ireland and the Republic have separate teams, in rugby, a more middle-class sport, there is only one team for the whole of Ireland, in which Protestants from the north play alongside Catholics from the south with no sign of disharmony whatsoever.

**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.

**The contents of the fourth problem:**

***Being British***

Now a few words about British identity and loyalty. How important is it to British people that they are British? Do they feel they belong to Britain? Perhaps because of the long tradition of a clear separation between the individual and the state, British people, although many of them feel proud to be British, are not normally actively patriotic. They often feel uncomfortable if, in conversation with somebody from another country, that person refers to 'you' where 'you' means

Britain or the British government. They are individualistic and do not like to feel that they are personally representing their country.

During the last quarter of the twentieth century there has been a dramatic and severe loss of confidence in British public institutions. Nearly one third of the people questioned in an opinion poll in the early 1990s said that they could think of nothing about Britain to be proud of. In addition, almost half said that they would emigrate if they could - suggesting a low degree of attachment to the country. This decrease in confidence has been accompanied by a change in the previous rather patronizing attitude to foreigners and foreign ways. In the days of empire, foreigners were often considered amusing, even interesting, but not really to be taken seriously. These days, there is a greater openness to foreign influences.

Along with this openness, however, goes a sense of vulnerability, so that patriotism often takes a rather defensive form. For instance, there are worries about the loss of British identity in the European Union. This is perhaps why the British cling so obstinately left and using different systems of measurement.

The modern British are not really chauvinistic. Open hostility to people from other countries is very rare. If there is any chauvinism at all, it expresses itself through ignorance. Most British people know remarkably little about Europe and those who live there. The population image of Europe seems to be that it is something to do with the French. An entry in the Radio Times can serve as an example. This is a very popular magazine, which gives details of all the week's radio and television programs. In April 1994, it subtitled its introduction to a program, which previewed that year's entries for the Eurovision Song Contest as 'tips for le top'. Notice the 'le'. It is an indication of the apparently widespread assumption that Europe is a place where everybody speaks French.

The British continue to be very bad about learning other peoples' languages. Fluency in any European language other than English is generally regarded as exotic. But there is nothing else defensive or deliberate about this attitude. The British do not refuse to speak other languages. They are just lazy.

### **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?

### **Tasks on students' own work.**

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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## **LECTURE 7**

### **CUSTOMS AND TRADITIONS**

#### **Key questions**

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.

**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 wait 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.**

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

### **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:**

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.

**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:**

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.

### **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.**

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.

### **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.**

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.

**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:**

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.

**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.**

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.

#### **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.**

1. In which way is voluntary activity regarded in Britain?
2. 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 8

### British Institutions and Prominent People.

#### **Key questions:**

1. Political life.
2. The style of democracy.
3. The Constitution
4. The Parliament
5. The Executive Prime Minister and Cabinet
6. Elections and Political Parties
7. The Judiciary and Criminal Law
8. 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.

#### **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.**

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.

**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.**

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.

#### **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:**

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.

## **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:**

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.

## **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.**

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.

**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.**

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.

**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**

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.

**The contents of the eighth question.**

**The prominent people of Britain.**

British history is rich with people that contributed greatly to the world science and culture.

**Isaac Newton** (1643-1727), one of the greatest scientists of all time, discovered the method of fluxions, later known as the calculus. It was a most important mathematical invention. His second major work was the discovery of the law of gravitation. Then came the formulation of Newton's three laws of motion, the analysis by experiment of white light, and the nature of colors, and research on a new type of telescope. His main publication was "Mathematical Principles of Natural Philosophy", of which there have been several editions. The whole development of modern science begins with this great book.

**William Herschel** (1738-1822), an astronomer, became expert in grinding lenses and built the largest telescope then known. In 1781, Herschel discovered the planet Uranus, the first such discovery since prehistoric times. His other discoveries include binary stars, two new satellites of Saturn, and infrared rays from the Sun.

**Humphrey Davy** (1778-1829), a chemist and physicist, prepared and tested nitrous oxide (laughing gas). He discovered that pure nitrous oxide was respirable. In 1807, he succeeded in

preparing potassium and sodium by the process of electrolysis. He also investigated the nature of firedamp, the explosions of which had caused much damage in mines. This investigation led to the investigation of the safety lamp (known as the Davy lamp).

**Michael Faraday** (1791-1867), a physicist and chemist, contributed greatly to the development of modern science. In 1825, he discovered benzene. However, it is with electricity and electrochemistry that his name is usually linked. He discovered the connection between electricity and magnetism and showed that electromagnetic induction was possible. He used induction to produce the first electrical generator and the first transformer. He was also the discoverer of the laws that control the process of electrolysis.

**Charles Darwin** (1809-1882), an outstanding naturalist, spent five years on the Beagle during his voyage in the Southern Hemisphere (1831-1836). He made observations of the geology and natural history of the region, and after his return to England, he published a book about reef formation, which is still generally considered valid. In 1859, he published his great work "On the Origin of Species by Means of Natural Selection, or the Preservation of Favored Races in the Struggle for Life." One of the most important results of Darwin's work was the demonstration that all living things (plants and animals) have developed from earlier and different forms, and have not been specially created.

**Joseph Lister** (1827-1912) was the founder of antiseptic surgery (the use of chemicals to prevent surgical infections).he introduced carbolic acid as an antiseptic to dress wounds. Mortality arising from infected wounds declined sharply in Lister's ward, and gradually other surgeons began to adopt his methods.

**Ernest Rutherford** (1871-1937), the great pioneer of nuclear physics, made fundamental discoveries concerning the nature of radioactivity. He distinguished between the two types of radiation, which he named alpha and beta rays. In 1919, Rutherford was the first to split the atom by natural means. He deduced the existence of a heavy, positively charged core in the atom, which he called the nucleus. Rutherford received the Nobel Prize for his investigations into the decay of the elements and the chemistry of radioactive substances.

**Benjamin Britten** (1913-1976), a well-known composer who won general recognition and popularity with his first compositions. He composed a large amount of music of all kinds: operas, choral works that can be sung by ordinary people and by children. One of his greatest works is the opera "Peter Grimes". It is an excitingly told story about a poor angler falsely accused and driven out of his native village. Britten's music admirably suits the tragic mood of this simple story. His other operas are: "Billie Budd", "The Turn of the Screw", "Albert Herring". Britten set Shakespeare's "A Midsummer Night's Dream" to music. B. Britten was a very talented composer, his works are numerous and as well as operas they include other forms of music, for example "The War Requiem" dedicated to the children and women killed by the German bombs during World War 2, and "The Ballad of Heroes" perpetuating the memory of the fallen soldiers of the International Brigade in Spain in 1936-1939.

#### **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?

#### **Tasks on students' own work.**

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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## **LECTURE # 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.

#### **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 soft. 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 Colombia, 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 perm 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 88.641km, which feeds into another 6365590 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 10000 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 Angels 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 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 # 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.

#### **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 pursuits. 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 19th 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 17th 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, members 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 1776 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 boarder- 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 grand 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 17<sup>th</sup> 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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