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Кафедра межкультурных коммуникаций
и международного туризма

СОГЛАСОВАНО
Заведующий кафедрой
межкультурных коммуникаций
и международного туризма

 Т.В. Починок

«24» 01 2022 г.

СОГЛАСОВАНО
Декан факультета истории
и межкультурных коммуникаций



С.А. Черепко

«24» 01 2022 г.

**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

«Страноведение»

для специальности

**1–23 01 02 Лингвистическое обеспечение межкультурных коммуникаций
(по направлениям)**

Составитель: Чернякова Е.А., старший преподаватель

Рассмотрено и утверждено
на заседании кафедры межкультурных коммуникаций
и международного туризма

«24» 01 2022 г., протокол № 6

Рассмотрено и утверждено
на заседании научно-методического совета УО «ГГУ им. Ф. Скорины»

«17» 05 2022 г., протокол № 4

**Содержание учебно-методического комплекса
по дисциплине «Страноведение»
для специальности
1–23 01 02 Лингвистическое обеспечение межкультурных коммуникаций
(по направлениям)**

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

К ЭЛЕКТРОННОМУ УЧЕБНО-МЕТОДИЧЕСКОМУ КОМПЛЕКСУ

по учебной дисциплине по учебной дисциплине

«Страноведение»

для специальности 1–23 01 02 Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)

Основными целями социально-гуманитарной подготовки студентов в вузе выступают формирование и развитие социально-личностных компетенций, основанных на гуманитарных знаниях, эмоционально-ценностном и социально-творческом опыте, и обеспечивающих решение и исполнение гражданских, социально-профессиональных, личностных задач и функций.

Главная цель обучения иностранным языкам – формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Представленный учебно-методический комплекс по учебной дисциплине «Страноведение» для специальности 1–23 01 02 Лингвистическое обеспечение межкультурных коммуникаций (по направлениям) разработан в соответствии с требованиями учебной программы по данной дисциплине и предполагает рациональное, методически обоснованное распределение учебного времени по темам, лекционным и семинарским занятиям.

Предлагаемый электронный учебно-методический комплекс состоит из следующих разделов:

1. Теоретического раздела (отрывки лекций по всем изучаемым темам разделов «Великобритания» и «США»);

2. Практического раздела (материалы для проведения практических учебных занятий, задания различных видов для подготовки к семинарским занятиям);

3. Раздела контроля знаний (примеры тестовых заданий);

4. Вспомогательного раздела (учебная программа по дисциплине, учебно-методическая карта, рекомендуемая литература).

Достижение главной цели ЭУМК по учебной дисциплине «Страноведение» предполагает комплексную реализацию следующих целей:

- овладение студентами закономерностями и объективными факторами исторического развития и формирования нации;
- усвоение студентами особенностей становления государственности, социально-экономического, политического и культурного развития Великобритании и США.

В результате изучения дисциплины «Иностранный язык (английский)» студент должен:

В результате изучения дисциплины обязательного компонента «Страноведение» студент должен:

знать:

- исторические процессы и их закономерности;
- хронологию исторического развития народов, говорящих на изучаемом языке;
- исторические реалии стран изучаемого языка;
- культуру, традиции, социально-политический строй, экономику стран изучаемого языка;

уметь:

- анализировать исторические процессы и закономерности современных явлений;
- комментировать политические и экономические явления современности с исторической точки зрения;
- вести дискуссию на исторические и политические темы;
- осуществлять контрастивный анализ культурно-исторических, социально-политических и экономических реалий.

- владеть:

- методами анализа закономерностей и объективных факторов исторического развития и формирования нации;
- приемами выявления культурологических особенностей становления государственности, социально-экономического, политического и культурного развития Великобритании и США

На изучение учебной дисциплины отводится 64 часа на втором курсе, 2 семестр, в том числе 40 аудиторных, из них на лекции – 20 часов, на семинарские - 12 часов, управляемая самостоятельная работа – 8 часов, форма контроля - зачет.

MODERN REALIA OF THE UNITED STATES OF AMERICA (USA)

GEOGRAPHY OF THE USA (отрывок лекции)

The term “United States”, when used in the geographical sense, means the 48 states of continental United States, Alaska, Hawaii, Puerto Rico, Guam, and the Virgin Islands of the United States. Forty-eight of the States are in the single region between Canada and Mexico; this group is referred to as the *continental* or *contiguous United States*, and as the Lower 48. Alaska, which is not included in the term *contiguous United States*, is at the northwestern end of North America, separated from the Lower 48 by Canada. **The State of Hawaii** is an archipelago in the Pacific Ocean.

1. Geographical position of the USA



The United States of America is a country in the Western Hemisphere. The United States shares land borders with Canada (to the north) and Mexico (to the south), and a territorial water border with Russia in the northwest. The contiguous forty-eight states are otherwise bounded by the Pacific Ocean on the west, the Atlantic Ocean on the east, and the Gulf of Mexico to the southeast. Alaska borders the Pacific Ocean to the south, the Bering Strait to the west, and the Arctic Ocean to the north, while Hawaii lies far to the southwest of the mainland in the Pacific Ocean. **The capital city, Washington, District of Columbia**, is a federal district located on land donated by the state of Maryland. (Virginia had also donated land, but it was returned in 1847).

Total U.S. area is $9,631,418 \text{ km}^2$, of which land is $9,161,923 \text{ km}^2$ and water is $469,495 \text{ km}^2$. Ranked by land area, the top countries in order are Russia, China, the U.S., and Canada.

2. State symbols of the USA

2.1. The flag of the USA



The flag of the US (also known as *Old Glory*, *Stars and Stripes* or *Star-Spangled Banner*) consists of 13 horizontal stripes, 7 red alternating with 6 white. The stripes represent the original 13 colonies, the stars represent the 50 states of the Union. The colors of the flag are symbolic as well: Red symbolizes Hardiness and Valor, White symbolizes Purity and Innocence and Blue represents Vigilance, Perseverance and Justice.

2.2. The US Great Seal

The *image from the obverse (front) of the Great Seal* is often **used informally as national arms of the USA**. It is only attached (affixed) to certain documents, such as foreign treaties and presidential proclamations. Both sides of the Great Seal can be seen on the back of a U.S. one-dollar bill.



The main figure on the obverse of the seal is a [bald eagle](#) with its wings outstretched. From the eagle's perspective, it holds a bundle of 13 [arrows](#) in its left [talon](#), (referring to the [13 original states](#)), and an [olive branch](#), in its right talon, together symbolizing that the United States of America has “a strong desire for peace, but will always be ready for war”. Although not specified by law, the olive branch is usually depicted with 13 leaves and 13 olives, again representing the 13 original states. The eagle has its head turned towards the olive branch, said to symbolize a preference for peace. In its beak, the eagle clutches the motto [E pluribus unum](#) (“Out of Many, One”). Over its head there appears a “glory” with 13 [mulletts](#) (stars) on a blue field. In the current (and several previous) dies of the great seal, the 13 stars above the eagle are arranged in rows of 1-4-3-4-1, forming a [six-pointed star](#).

The [shield](#) the eagle bears on its breast, though sometimes drawn incorrectly, has two main differences from the [American flag](#). First, it has no stars on the blue chief (though other arms based on it do: the chief of the arms of the [United States Senate](#) may show 13 or 50 , and the shield of the [9/11 Commission](#) has, sometimes, 50 mulletts on the chief). Second, unlike the

American flag, the outermost stripes are white, not red; so as not to violate the [heraldic rule of tincture](#).



The 1782 resolution adopting the seal [blazons](#) the image on the reverse as “A [pyramid](#) unfinished. In the zenith an eye in a triangle, surrounded by a glory, proper”. The pyramid is conventionally shown as consisting of 13 layers of blocks to refer to the 13 original states. The adopting resolution provides that it is inscribed on its base with the date MDCCLXXVI ([1776](#)) in [Roman numerals](#). Where the top of the pyramid should be, the [Eye of Providence](#) watches over it. Two mottos appear: [Annuit Cœptis](#) signifies that Providence has “approved of (our) undertakings”. [Novus Ordo Seclorum](#), freely taken from [Virgil](#), means “a new order of the ages”.

2.3. The USA bird symbol

The American **bald eagle** was adopted as the official bird symbol of the United States of America in 1782. The bald eagle was chosen because of its majestic beauty, great strength, long life, and because it's native to North America* .



Early America and Colonization (отрывок лекции)

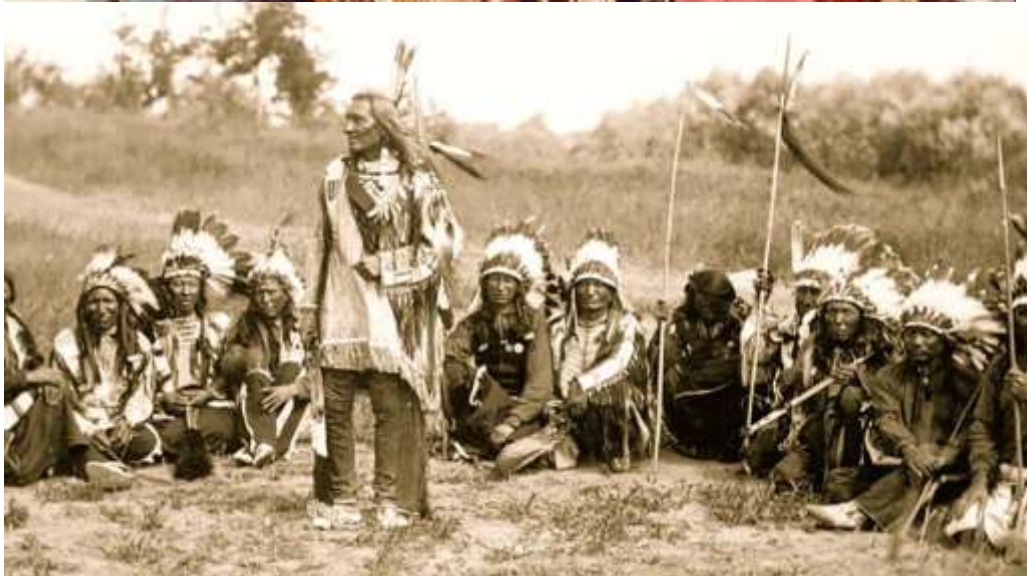
The first people to live in North America came from Asia by a land bridge in the Bering Strait in several waves between 10 000 and 30 000 years ago. These people may have been following herds of buffalo or mammoths. They hunted, fished, and where soil permitted they planted crops and farmed the land.





They are known as American Indians or Native Americans, although the term often defines only those groups whose original territories were in present-day [Canada](#) and the [United States](#). While many of these peoples retained a nomadic or semi-nomadic lifestyle until modern times, others lived in permanent villages and were primarily farmers, and in some regions they created advanced state level societies with monumental architecture and large-scale, organized cities (mostly in Southern America).





Pre-Columbian Americans used technology and [material culture](#) that included fire and the fire drill; the domesticated dog; stone [implements](#) of many kinds; the [spear-thrower](#), harpoon, and bow and arrow; and, in some places, pottery. Many [indigenous](#) American groups were [hunting-and-gathering cultures](#), while others were agricultural peoples. American Indians domesticated a variety of plants and animals.

The Native Americans were immensely impacted by the European colonization of the Americas that started in the late 1400s. The numbers of Native

Americans decreased sharply due to violent attacks, enslavement, starvation, forced migration, and diseases.

Even before European settlements became widespread in North America, the number of Native Americans dropped dramatically due to the spread of Old World diseases to which the indigenous population had very low resilience. There were many regions – especially in the lowlands – where the indigenous populations fell by 90% or more in the first century after initial European contact.

Diseases spread directly through human contact or via contaminated objects, but it is also suspected that pigs brought from Europe to the Americans helped spread certain diseases as they escaped or were allowed to roam free.

After the creation of the United States of America, the newfound republic enacted a policy of forced assimilation and relocation of Native Americans. During the 19th century, the westward expansion of European-American populations increased pressure on remaining Native American populations, of which many had already been forced from their original homelands in eastern U.S.

There are over 560 federally recognized tribes within the United States and 326 Indian reservations. In the United States, an Indian reservation is a legal designation for an area of land managed by a federally recognized Native American tribe under the U.S. Bureau of Indian Affairs. Some federally recognized tribes have more than one reservation, some share reservations, and some are not affiliated with any reservation.....

The Civil War and the Reconstruction, Industrialization and Immigration (отрывок лекции)

The American Civil War (1861-1865) was a civil conflict between the United States of America called the Union (North) and the Confederate States of America, formed by eleven Southern states that had declared their secession from the Union.

The source of the conflict between the North and the South resulted from fundamentally different ways of life. Economy in the South was heavily based **on agriculture and growing cotton**, which required a huge army of slaves. The North was **heavily industrialized** with factories and manufacturing being central to the economy.

The North and South developed along different lines	
NORTH	SOUTH
Diverse economy based on industry and agriculture	Economy based on agriculture
Large cities undergoing rapid urbanization	Mainly rural with a few cities
Massive immigration strengthened the economy	Few immigrants
Favored federal spending on internal improvements and wanted high tariffs	Opposed federal spending on internal improvements and wanted no tariffs
The Northeast was economically linked with the Midwest	Sought to expand by creating more slave states
Economy based on free labor	Economy based on slave labor

In 1860 Abraham Lincoln was elected 16th President of the US, which almost immediately led to the secession of 7 Southern states – South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas – from the Union. **In February 1861**, the seven states met in Montgomery, Alabama and formed a new nation: **the Confederate States of America**. Virginia, North Carolina, Tennessee, and Arkansas joined the Confederacy later.



On April 12 1861 the first shots were fired in South Carolina, where Confederate guns opened fire on Fort Sumter in the harbor of Charleston. The war took place on two theatres – in the east and in the west – with variable success. Its ideological basis was changed by **the Emancipation Proclamation** which freed all slaves in Confederate States from 1 January 1863. In 1865, the great confederate general Robert E. Lee was trapped by Ulysses Grant’s superior forces. Four years of bloody warfare had come to a conclusion and the United States was at peace once more, but President Lincoln was assassinated four days later.

Reconstruction. After the war Reconstruction began – the period when the southern states of the defeated Confederacy, were reintegrated into the Union. A series of laws, passed by the U.S. government, establishment the conditions and procedures for reintegrating the Southern states.

These included giving equal rights to the black population. All Southern states were readmitted **by 1870**, but Reconstruction continued until 1877. The end of Reconstruction arked the end of the brief period of civil liberties for African Americans in the South. The South then created a segregated society through its “**Jim Crow Laws**”.

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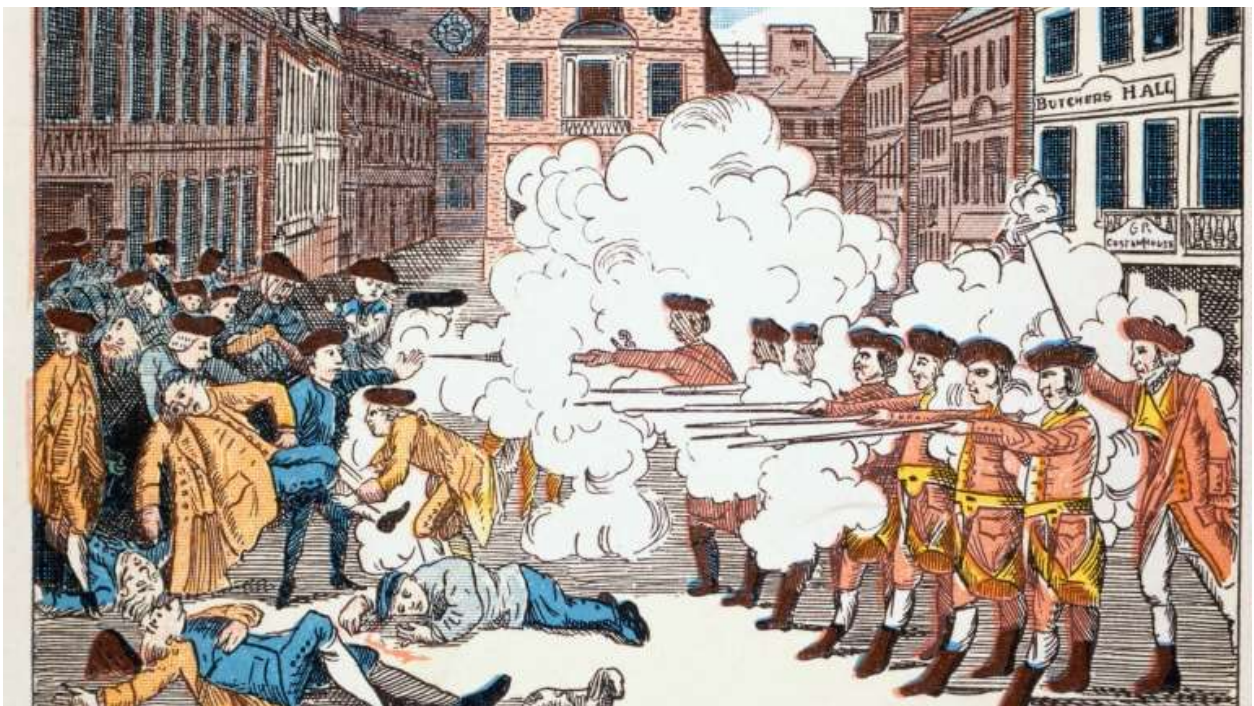
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The Revolutionary War and the Creation of the USA *(отрывок лекции)*

The French and Indian War (1756-1763) was the American extension of the general European conflict known as the Seven Years' War. The British and colonists triumphed jointly over a common foe. The colonists' loyalty to the mother country was stronger than ever before. However, conflict arose as to the compensation of the British war expenses: Britain insisted on the colonies' paying taxes to the British budget, but the colonies refused "taxation without representation". Moreover, Britain decided to leave its troops in America. This dispute started the chain of events that soon brought about **the American Revolution**.

One of these events was the so called "**Boston Massacre**", a deadly riot that occurred **on March 5, 1770**, on King Street in Boston. It began as a street fight between American colonists and a lone British soldier, but quickly escalated to a chaotic, bloody slaughter. The conflict energized anti-British sentiment and paved the way for **the American Revolution**.



The colonies demanded that the British government remove the tax on tea. **On the evening of 16 December 1773**, a group of men dressed as

Indians boarded British ships and dumped forty-five tons of tea into the Boston Harbor (the event became known as “**Boston Tea Party**”).

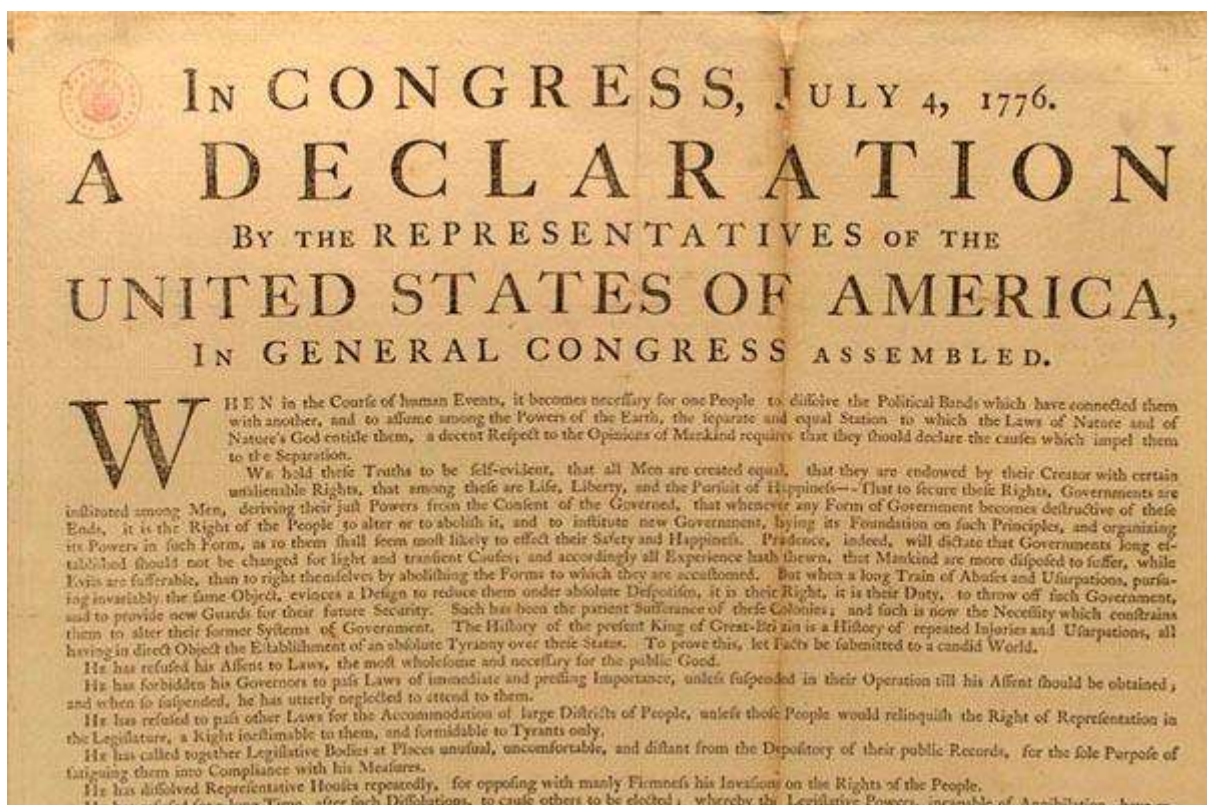
The event was the first major act of defiance to British rule over the colonists. It showed Great Britain that Americans wouldn't take taxation and tyranny sitting down, and rallied American patriots across the 13 colonies to fight for independence.



In 1774, the colonies held the First Continental Congress. Representatives from each colony, except Georgia, met in Philadelphia to discuss their response to the British “Intolerable Acts”. The members agreed to boycott British goods and passed resolutions asserting colonial rights. Colonists began to organize themselves into groups of “militias”, and to gather weapons and ammunition. On the night of 18 April British soldiers set out for Lexington and Concord (near Boston) to destroy the supplies of weapons stored there. It was the first battle of the American War of Independence.



The Second Continental Congress started its work in 1775. On 2 July 1776, the members of the Second Continental Congress voted in favor of independence. **On 4 July 1776**, the delegates then held a second vote and approved the Declaration of Independence. This day is officially recognized as the birth of America.



The Revolutionary War lasted with variable success from **19 April 1775 to 3 September 1783**. The French help finally turned the scale to Americans' favor.

EDUCATION SYSTEM IN THE USA (отрывок лекции)

Education in the United States is provided mainly by the government, with control and funding coming from three levels: **federal, state, and local**.

The American education system requires that students complete **12 years** of primary and secondary education (**compulsory schooling**) prior to attending university or college.

1. Preschool in the USA

Preschool is a place where children begin their learning process by way of play and fun. Preschools, kindergarten and elementary school teachers have a knack of introducing children to various subjects like mathematics, language, science, and social studies through use of games, music, artwork.

2. Compulsory schooling in the USA

The **ages for compulsory education** vary by state, beginning at ages five to eight and ending at the ages of fourteen to eighteen. A growing number of states are now requiring school attendance until the age of 18.

Compulsory education requirements can generally be satisfied by attending *public schools*, *state-certified private schools*, or an approved *home school* program. In most public and private schools, education is divided into **three levels**: *elementary school*, *junior high school* (also often called *middle school*), and *senior high school*.

In the U.S. the first year of compulsory schooling begins with children at the age of five or six. Children are then placed in year groups known as *grades*, beginning with first grade and culminating in twelfth grade. The U.S. uses ordinal numbers for naming grades: "First Grade".

The **school year** usually runs *from early September until May or June* (nine months) and is divided into "*quarters*" or *terms* (semesters).

2.1. Elementary school

Elementary school is a *school of kindergarten through fifth grade*, where basic subjects are taught. Typically, the curriculum within public elementary education is determined by individual school districts. The school district selects curriculum guides and textbooks that are reflective of a state's learning standards and benchmarks for a given grade level.

2.2. Junior and senior high school

Junior high school is any school intermediate between elementary school and senior high school. It usually includes *seventh and eighth grade*, and sometimes *sixth or ninth grade*. In some locations, junior high school includes ninth grade only, allowing students to adjust to a high school environment. Middle school is often used instead of junior high school when demographic factors increase the number of younger students. At this time, students are given more independence as choosing their own classes. Usually, starting in ninth grade, grades become part of a student's official transcript. Future employers or colleges may want to see steady improvement in grades and a good attendance record on the official transcript. Therefore, students are encouraged to take much more responsibility for their education.

Senior high school is a school attended after junior high school. High school is often used instead of senior high school and distinguished from junior high school.

Generally, at the high school level, students take a broad variety of classes without special emphasis in any particular subject. Curricula vary widely in quality and rigidity; for example, some states consider 70 (on a 100-point scale) to be a passing grade, while others consider it to be as low as 60 or as high as 75.

The following are offered at some schools in the United States:

- Science (usually two years minimum, normally biology, chemistry and physics).
- Mathematics (usually two years minimum, normally including algebra, geometry, algebra II, and/or precalculus/trigonometry).
- English (usually four years minimum, including literature, humanities, etc.).

- Social Science (usually three years minimum, including various history, government/economics courses).
- Physical education (at least one year).

Many states require a “health” course in which students learn about anatomy, nutrition, first aid, sexuality, and birth control. Anti-drug use programs are also usually part of health courses. In many cases, however, options are provided for students to “test out” or perform independent study in order to complete this requirement. Foreign language and some form of art education are also a mandatory part of the curriculum in some schools.

2.3. Electives

Many high schools offer a wide variety of Elective courses, although the availability of such courses depends upon each particular school’s financial resources and desired curriculum emphases. **An Elective** is an *additional course which is not compulsory, thus not needed for graduation*. Students choose electives according to their perceived abilities and talents. Though electives are not compulsory students are encouraged to participate in them.

Common types of electives include:

- Visual arts (drawing, sculpture, painting, photography, film).
- Performing arts (drama, band, chorus, orchestra, dance).
- Technology education (“Shop”; woodworking, metalworking, automobile repair, robotics).
- Computers (word processing, programming, graphic design).
- Athletics (cross country, football, baseball, basketball, track and field, swimming, tennis, gymnastics, water polo, soccer, wrestling, cheerleading, volleyball, lacrosse, ice hockey, field hockey, boxing, skiing/snowboarding).
- Publishing (journalism/student newspaper, yearbook/annual, literary magazine).
- Foreign languages (Spanish, French are common; Chinese, Latin, Greek, German, Italian, Arabic, and Japanese are less common).

2.6. Types of schools in the USA

Public schools are required to provide an education free of charge to everyone of school age in their districts. Admission to individual public schools is usually based on residency.

Private schools in the United States charge varying rates depending on geographic location, the school’s expenses, and the availability of funding from sources, other than tuition. For example, some churches partially subsidize private schools for their members.

Private schools have various **missions**: most of them take sports very seriously and recruit athletes heavily, some cater to college-bound students seeking a competitive edge in the college admissions process; others are for gifted students, students with learning disabilities or other special needs, or students with specific religious affiliations. Some cater to families seeking a small school, with a nurturing, supportive environment. Admission to some private schools is highly selective. **Home schooling**. Parents select moral or religious reasons for home schooling their children.

3. Post-secondary (higher) education in the USA

The U.S. higher education system is characterized by accessibility, diversity, and autonomy and is known for both its size and quality.

3.1. Types of USA colleges and universities*

The “Ivy League” universities

The Ivy League is a specific group of *eight academic institutions*. These schools are Brown, Columbia, Cornell, Dartmouth, Harvard, University of Pennsylvania, Princeton, and Yale.

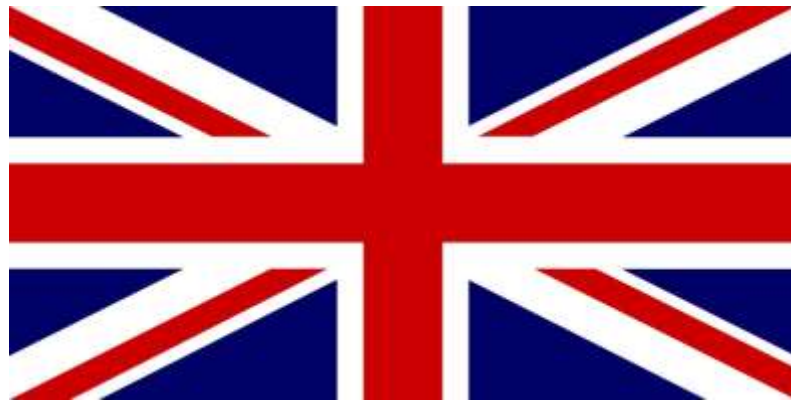
* The terms “college” and “university” are used interchangeably. Differences do exist; a college awards bachelor’s (or undergraduate) degrees mainly, while universities also award master’s and doctoral (or graduate) degrees. Colleges are generally smaller, as well. Larger universities have a wider selection of programs and may be able to provide you with services that a smaller school cannot.

General information about the UK

(отрывок лекции)

1. Climate and weather of the country.
2. Mineral wealth.
3. Coasts and relief.
4. Nature: vegetation and wildlife.

GEOGRAPHY OF THE UK





UK is an abbreviation of “*the United Kingdom of Great Britain and Northern Ireland*” (which is the **political name** of the country). The country is made up of four **constituent parts** – *England, Scotland, Wales (Cymru in Welsh) and Northern Ireland* (sometimes known as *Ulster*)[□].



1. Geographical position of the UK

The United Kingdom of Great Britain and Northern Ireland is situated on *the British Isles* – a large group of islands lying off the north-western coast of Europe and separated from the continent by *the English Channel* and *the Strait of Dover* (32 km long) in the south and *the North Sea* in the east. (What are the Russian equivalents and why?) The Strait of Dover **forms the narrowest part of the English Channel**, where a scant 33 kilometers (20 miles) separates Great Britain from the rest of Europe. Because of the narrowness of the channel and its position as the gateway between the North Sea and the open Atlantic, the strait is very busy with ship traffic.



What is it? Why

(Albion - reference to the white southern shores of the island – the white [Cliffs of Dover](#), visible from mainland Europe and a landmark at the [narrowest crossing point](#). **Albion** is an alternative name for [Great Britain](#). It comes from the Greek language. It is sometimes used poetically and generally to refer to the island, but is less common than 'Britain' today. The name for [Scotland](#) in most of the Celtic languages is related to Albion)

The British Isles consist of two large islands – *Great Britain* and *Ireland* – separated by the Irish Sea, and a lot of small islands, the main of which are the **Isle of Wight** in the English Channel, **Anglesea** and the **Isle of Man** in the Irish Sea, the **Hebrides** – a group of islands off the north-western coast of Scotland, and two groups of islands lying to the north of Scotland: **the Orkney Islands** and the **Shetland Islands**¹⁴⁷ .

The total area of the United Kingdom is *244 square kilometres*.

The UK physical geography

The physical geography of the UK varies greatly.



The geography of England consists of lowland terrain, with mountainous terrain north-west of the Tees-Exe line including the **Cumbrian Mountains** of the **Lake District** (with **the highest peak in England** – *Scafell Pike*, 977 m), the **Pennines** and hills of the **Peak District**, **Exmoor** and **Dartmoor**.

Major rivers are the *Severn* (**the longest river in England and in the UK**, 354 km), Thames (346 km), Ouse, Trent, Tyne and Mersey.



The Tees-Exe line is an **imaginary northeast-southwest line that can be drawn on a map of Great Britain** which roughly divides the island into lowland and upland regions.



The **geography of Scotland** consists of uplands in the south and the north, called Southern Uplands and Northwest Highlands. (Robert Burns My heart's in the Highlands)

The highest mountain range is the **Grampian Mountains** with *Ben Nevis* at 1343 meters above sea level, being **the highest peak of Scotland and the British Isles**.



There are also numerous bodies of freshwater especially in the Northwest Highlands and the Grampian Mountains including *Loch Lomond* (**the largest lake in Scotland**) and Loch Ness. **The longest river in Scotland** is *the River Tay* (188 km).



The geography of Wales is mostly mountainous. *Snowdon* at 1085 m is **the highest elevation in Wales**. **The longest river in Wales** is *the River Tywi* (103 km).....

BRITAIN: THE MAKING OF THE NATION

The British Melting Pot: Stages in the Formation of the British Nation

(ОТРЫВОК ЛЕКЦИИ)

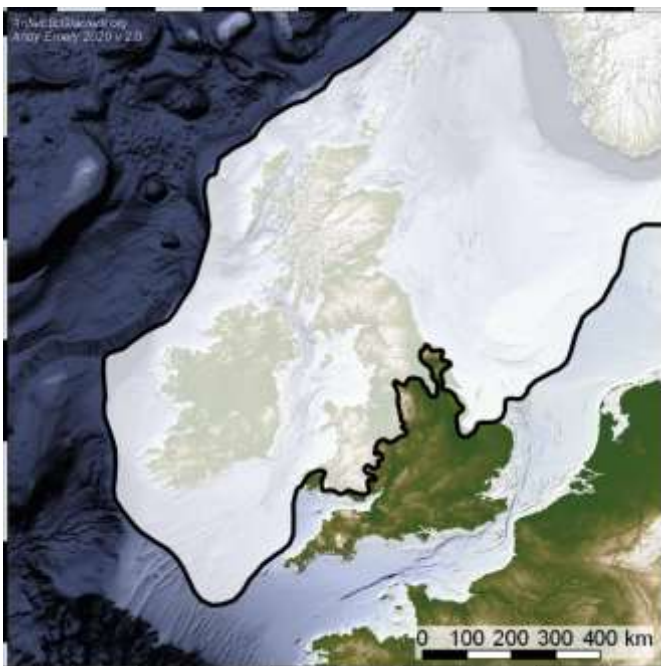
1. The most ancient population of the British Isles: Iberian, Beaker Folk, Celtic.
2. Roman conquest and occupation.
3. Nordic invasions: the Anglo-Saxon conquest, the Viking invasions, settlement and influence.
4. The Norman conquest and its consequences – military, political, economic, linguistic.

1.1 The Iberians and Celtic tribes.

Britain has not always been an island. All of Scotland and Ireland, most of Wales, and most of the north of England was underneath the ice sheet during the Last Glacial Maximum. This ice sheet retreated and shrank after 27,000 years ago, and had completely disappeared by 11,300 years ago.

It became one only after the end of the last ice age. The temperature rose and the ice cap melted, flooding the lower-lying land that is now under the North Sea and the English Channel.

The Ice Age was not just one long equally cold period. There were warmer times when the ice cap retreated, and colder periods when the ice cap reached as far south as the River Thames.



Our first evidence of human life is a few stone tools, dating from one of the warmer periods, about **250,000 BC**. These simple objects show that there were two different kinds of inhabitant.



The earlier group made their tools from **flakes of flint**, similar in kind to stone tools found across the north European plain as far as Russia.

The other group made tools from **a central core of flint**, probably the earliest method of human tool making, which spread from Africa to Europe. Hand axes made in this way have been found widely, as far north as Yorkshire and as far west as Wales.



However, the ice advanced again and Britain became hardly habitable until another milder period, probably around **50,000 BC**. During this time a new type of human being seems to have arrived, who was the ancestor of the modern British. These

people looked similar to the modern British, but were probably smaller and had a life span of only about thirty years.

Around **10,000 BC**, as the Ice Age drew to a close, Britain was peopled by small groups of hunters, gatherers and fishers. Few had settled homes, and they seemed to have followed herds of deer which provided them with food and clothing.

By about **5000 BC** Britain had finally become an island, and had also become heavily forested. For the wanderer-hunter culture this was a disaster, for the cold-loving deer and other animals on which they lived largely died out.

About **3000 BC** Neolithic (or **New Stone Age**) people crossed the narrow sea from Europe in small round boats of bent wood covered with animal skins. Each could carry one or two persons. These people kept animals and grew corn crops, and knew how to make pottery. They probably came from either the **Iberian (Spanish) peninsula** or even the North African coast. They were small, dark, and long-headed people, and may be the forefathers of dark-haired inhabitants of Wales and Cornwall today. They settled in the western parts of Britain and Ireland, from Cornwall at the southwest end of Britain all the way to the far north.



The great "public works" of this time, which needed a huge organization of labour, tell us a little of how prehistoric Britain was developing.

The earlier of these works were great ¹⁵³"barrows", or burial mounds, made of earth or stone. Most of these barrows are found on the chalk uplands of south Britain. Today these uplands have poor soil and few trees, but they were not like that then. They were airy woodlands that could easily be cleared for farming, and as a result were the most easily habitable part of the countryside.



Yet the monuments remain. After 3000 BC the chalkland people started building great circles of earth banks and ditches. Inside, they built wooden buildings and stone circles. These "**heng**es", as they are called, were centres of religious, political and economic power.



By far the most spectacular, both then and now, was Stonehenge, which was built in separate stages over a period of more than a thousand years. The precise purposes of Stonehenge remain a mystery, but during the second phase of building, after about 2400 BC, huge bluestones were brought to the site from south Wales. This could only have been achieved because the political authority of the area surrounding Stonehenge was recognised over a very large area, indeed probably over the whole of the British Isles. The movement of these bluestones was an extremely important event, the story of which was passed on from generation to generation. Three thousand years later, these unwritten memories were recorded in Geoffrey of Monmouth's *Historia Regum Britanniae*, written in 1136.



STATE AND POLITICAL SYSTEM OF THE UK

(отрывок лекции)

United Kingdom is a constitutional monarchy. (What does it mean?)



This means that it has a *hereditary monarch* (a king/queen) as its **Head of State**, but essentially the powers of the monarch are ceremonial and he/she can only reign with the support of Parliament.

Among the official functions of the King/Queen are the following:

- to appoint the Prime Minister at the end of the election;
- to summon, prorogue and dissolve the Parliament;
- to enact legislation; to give his/her Royal Assent to bills when they've been passed by both Houses;
- to declare war/make peace;
- to recognize foreign states and governments;
- to be the head of judiciary;
- to be the Commander-in-chief of the Armed Forces;
- to be the "supreme governor" of the established Church of England;
- to make formal approvals to decisions of the Government at the meetings of the Privy Council;
- to be the King/Queen of 16 former colonies, including Australia, Canada, New Zealand, represented by the governor; to be the Head of the Commonwealth.

Important symbolic roles of the King/Queen are

- to preserve the unity of the nation, historical traditions and continuity;

- to be the Defender of the Faith (only Anglicans can succeed to the throne^{***});
- to be the Spiritual head of state.

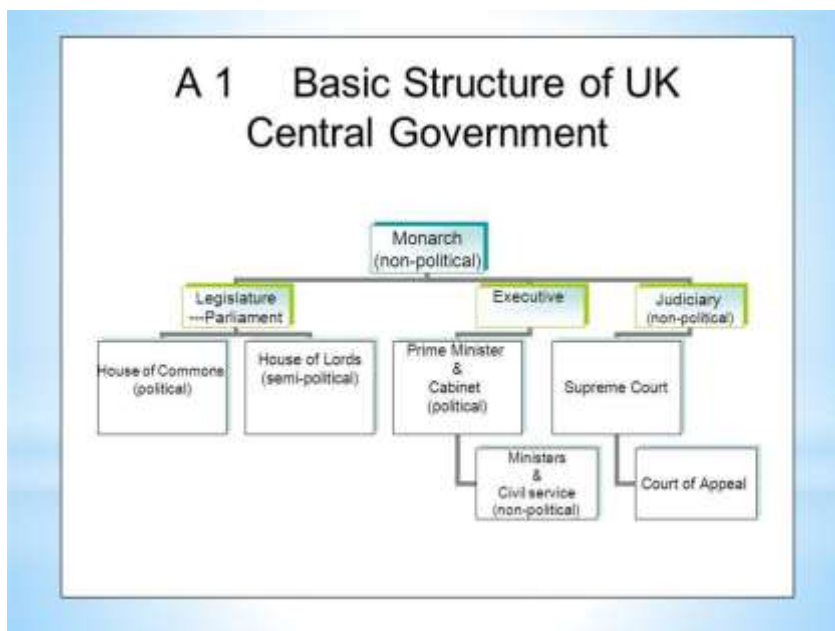
UK Constitution is uncodified (unwritten) consisting of historic documents such as the Magna Carta, the Petition of Right, and the Bill of Rights (1689); statutes, judicial precedents (common law), and custom. The constitution is flexible and may be changed by an act of Parliament.

Signed in 1215 by King John, Magna Carta (or the Great Charter) was a very important symbol of political freedom: the King promised all “freemen” protection from his officers and the right to a fair and legal trial. Hundreds of years later, Magna Carta was used by Parliament to protect itself from a powerful king.

There are three **branches of power** in UK:

- 1) the executive power (exercised by the government);
- 2) the legislative power (vested in both the government and the parliament);
- 3) the judicial power (exercised by the system of courts).

There is *no strict separation of powers* of these three arms of government (in contrast to the United States).



1. The UK Parliament

The Parliament of the United Kingdom and Northern Ireland is **the supreme legislative body** in the UK and British overseas territories. It alone has parliamentary sovereignty, conferring its ultimate power over all other political bodies in the UK and its territories. At its **head** is the *Sovereign*.

The British Parliament is often called Westminster because it is housed in a distinguished building in central London called the Palace of Westminster.

The functions of Parliament are:

- 1) to pass laws;
- 2) to provide, by voting for taxation, the means of carrying on the work of government;
- 3) to scrutinize (**to examine something very carefully in order to discover information**) government policy and administration, including proposals for expenditure;
- 4) to debate the major issues of the day.

The British Parliament like most in the world is **bicameral**, that is there are two houses or chambers – the *House of Commons* (HC) and the *House of Lords* (HL). The Sovereign is the third component of Parliament. In theory, supreme legislative power is vested in the King/Queen-in-Parliament; in practice in modern times, real power is vested in the HC; the Sovereign generally acts on the advice of the Prime Minister and the powers of the HL are limited.

The two Houses meet in separate chambers in the Palace of Westminster.....

POPULATION OF BRITAIN TODAY: THE SOCIAL FRAMEWORK

(отрывок лекции)

- 1 Ethnic Composition and Language Variation
- 2 Demographic Trends. Distribution of Population.
The Family. Marriage and Divorce. Social class.
- 3 Ethnic minorities
- 4 Living Standards

2.1 Ethnic Composition and Language Variation.

People in the four lands of Britain derive from a host of **ancestral sources**, notably:

- the prehistoric cultures which produced such impressive monuments as the stone circles of Avebury and Stonehenge;
- the ancient Celtic peoples who inhabited western and central Europe;
- the Romans who occupied Britain for over 300 years from the invasion in AD 43;
- the Angles, Saxons and Jutes - Germanic peoples who began raiding and settling in Britain from the third century;
- Scots from Ireland, who began to settle in what became known as Scotland in the sixth century;
- the Vikings from Scandinavia, who settled areas of Britain and Ireland from the end of the eighth century; and
- the Normans from France, who invaded England in 1066.

The last thousand years have witnessed the assimilation of all these strands — and many new ones besides, following on from global exploration, the expansion of trade and international rivalry, and the growth of the Empire.

English is the main **language** spoken in Britain, although with many regional variations in terms of accept and phraseology. It is also one of the most widely used in the world; recent estimates suggest that over 450 million people speak it as their first language, with a similar number speaking it as a second language. Modern English derives primarily from one of the dialects of Anglo-Saxon, but has been very greatly influenced by other languages overtime.

About one-fifth of the population of Wales speak the Welsh language, which is of Celtic origin. They are concentrated in the rural north and west, where Welsh remains the first language of most of the population. Both the Government and voluntary groups have taken steps to revive the use of Welsh. Bilingual education

in schools is encouraged and there has been an extended use of Welsh for official purposes and in broadcasting. In the context of dealing with public authorities and the administration of justice in Wales, Welsh and English are treated on an **equal basis**.

Gaelic, also a language of Celtic origin, is still spoken by some 70,000 people in Scotland; the greatest concentration of Gaelic speakers is in the islands of the Hebrides. People in the central lowlands of Scotland have for centuries spoken Scots, a dialect derived from the Northumbrian branch of Old English. This has its own recognised literary tradition and has seen a revival in poetry in the 20th century. Many words and phrases from the Scots tongue are retained in the everyday English which is spoken throughout Scotland.

Many other languages are spoken by the minority ethnic communities living in Britain.

There are about 37 dialects in the UK

<https://www.youtube.com/watch?v=l9W6eBWFuzI>

<https://www.youtube.com/watch?v=4AqdwBPeLcs>

EDUCATION IN BRITAIN (отрывок лекции)

4.1 School history and the present state school system

4.2 The National Curriculum

4.3 Public Examinations

4.4 Higher and further education.

4.1 School history and the present state school system

The basic features of the British educational system are the same as they are anywhere else in Europe: full-time education is compulsory up to the middle teenage years; the academic year begins at the end of summer; compulsory education is free of charge, but parents may spend money on educating their children privately if they want to. There are three recognized stages, with children moving from the first stage (primary) to the second stage (secondary) at around the age of eleven or twelve. The third (tertiary) stage is 'further' education at university or college. However, there is quite a lot which distinguishes education in Britain from the way it works in other countries. School life

There is no countrywide system of nursery (i.e. pre-primary) schools. In some areas primary schools have nursery schools attached to them, but in others there is no provision of this kind. The average child does not begin full-time attendance at school until he or she is about five and starts primary school. Almost all schools are either primary or secondary only, the latter being generally larger.

Nearly all schools work a five-day week, with no half-day, and are closed on Saturdays. The day starts at or just before nine o'clock and finishes between three and four, or a bit later for older children. The lunch break usually lasts about an hour-and-a-quarter. Nearly two-thirds of pupils have lunch provided by the school. Parents pay for this, except for the 15% who are rated poor enough for it to be free. Other children either go home for lunch or take sandwiches.

Methods of teaching vary, but there is most commonly a balance between formal lessons with the teacher at the front of the classroom, and activities in which children work in small groups round a table with the teacher supervising. In primary schools, the children are mostly taught by a class teacher who teaches all subjects. At the ages of seven and eleven, children have to (or soon will have to) take national tests in English, mathematics and science. In secondary schools, pupils have different teachers for different subjects and are given regular homework.

Schools usually divide their year into three 'terms', starting at the beginning of September.

Autum term	Christm holiday (about 2 weeks)	Spring term	Easter holiday (about 2 weeks)	Summ term	Summer holiday (about 6 weeks)
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In addition, all schools have a 'half-term' (= half-term holiday), lasting a few days or week in the middle of each term.

The older children get, the more likely they are to be separated into groups according to their perceived abilities, sometimes for particular subjects only, sometimes across all subjects. But some schools teach all subjects to 'mixed ability' classes. The rights and wrongs of this practice have generated heated debate for several decades and there is great variety from school to school and area to area.

Historical background

The British government attached little importance to education until the end of the nineteenth century. It was one of the last governments in Europe to organize education for everybody. Britain was leading the world in industry and commerce, so, it was felt, education must somehow be taking care of itself. Today, however, education is one of the most frequent subjects for public debate in the country. To understand the background to this debate, a little history is needed.

Schools and other educational institutions (such as universities) existed in Britain long before the government began to take an interest in education. When it finally did, it did not sweep these institutions away, nor did it always take them over. In typically British fashion, it sometimes incorporated them into the system and sometimes left them outside it. Most importantly, the government left alone the small group of schools which had been used in the nineteenth century (and in some cases before then) to educate the sons of the upper and upper-middle classes. At these 'public' schools, the emphasis was on 'character-building' and the development of 'team spirit' rather than on academic achievement. Stereotypical public schools:

- are for boys only from the age of thirteen onwards, most of whom attended a private 'prep' (= preparatory) school beforehand;
- take fee-paying pupils (and some scholarship pupils who have won a place in a competitive entrance exam and whose parents do not pay);
- are boarding schools (the boys live there during term-time);
- are divided into 'houses', each 'house' being looked after by a 'housemaster';
- make some of the senior boys 'prefects', which means that they have authority over the other boys and have their own servants (called 'fags'), who are appointed from amongst the youngest boys;
- place great emphasis on team sports;

- enforce their rules with the use of physical punishment;
- have a reputation for a relatively great amount of homosexual activity;
- are not at all luxurious or comfortable.

However, this traditional image no longer fits the facts. These days, there is not a single public school in the country in which all of the above features apply. There have been a fairly large number of girls 'public schools for the last hundred years, and more recently a few schools have started to admit both boys and girls. Many schools admit day pupils as well as boarders, and some are day-schools only; prefects no longer have so much power or have been abolished altogether; has disappeared; there is less emphasis on team sport and more on academic achievement; life for the pupils is more physically comfortable than it used to be.

Among the most famous public schools are Eton, Harrow, Rugby and Winchester.

This involved the development of distinctive customs and attitudes, the wearing of distinctive clothes and the use of specialized items of vocabulary. They were all 'boarding schools' (that is, the pupils lived in them), so they had a deep and lasting influence on their pupils. Their aim was to prepare young men to take up positions in the higher ranks of the army, in business, the legal profession, the civil service and politics.

When the pupils from these schools finished their education, they formed the ruling elite, retaining the distinctive habits and vocabulary which they had learnt at school. They formed a closed group, to a great extent separate from the rest of society. Entry into this group was difficult for anybody who had a different education. When, in the twentieth century, education and its possibilities for social advancement came within everybody's reach, new schools tended to copy the features of the public schools. (After all, they provided the only model of a successful school that the country had).

Many of the distinctive characteristics of British education outlined below can be ascribed, at least partly, to this historical background. Of more recent relevance is Britain's general loss of confidence in itself. This change of mood has probably had a greater influence on education than on any other aspect of public life. The modern educational system has been through a period of constant change and it is difficult to predict what further changes will occur in the next decade. At the same time, however, there are certain underlying characteristics that seem to remain fixed.

2 Практический раздел

2.1 Практические руководства для проведения семинарских занятий по дисциплине «Страноведение»

2.1.1 «Страноведение Великобритании»

Seminar 1

The British Melting Pot: Stages in the Formation of the British Nation.

1. The most ancient population of the British Isles: Iberian, Beaker Folk, Celtic.
 - The Iberian or Neolithic men who reached and peopled Britain between 3000 and 2000 B.C., megalithic monuments;
 - The Beaker people, a new race of Alpine stock which arrived after 2400 B.C.:
 - Invasions of Celtic tribes – the Goidels, the Brythons, the Belgae; their level of civilization
2. Roman conquest and occupation.
 - The area of Roman occupation, the civil district and the military district;
 - Roman life, Roman towns and villas;
 - Permanent traces of Roman high civilization
3. Nordic invasions: the Anglo-Saxon conquest, the Viking invasions, settlement and influence.
 - Early Anglo-Saxon kingdoms;
 - Institutions of government;
 - Conversion to Christianity;
 - The Danish invasions, the Danelaw, the Danegeld
4. The Norman conquest and its consequences – military, political, economic, linguistic.
 - Causes of the Norman conquest;
 - The political system developed under the Normans;
 - The Domesday Book.

Literature

1. Baranovsky, Kozikis. Panorama of Great Britain.
2. G.M.Trevelyan. A Shortened History of England.
3. Zaitseva. Early Britain.
4. Campbell. Anglo-Saxons.
5. N.Chadwick. Celts.
6. I.A.Richmond. Roman Britain.
7. D.McDowall. An Illustrated History of England.
8. D. Howard. 1066. The Year of the Conquest.

SEMINAR 2

U.K. CONSTITUTION AND SYSTEM OF GOVERNMENT.

1. The British constitutional system:

- gradual evolution of the constitution over centuries, important constitutional documents on which it is based;
- elements of the constitution: statute law, common law, conventions;
- the separation of powers: legislative, executive, judicial, concentration of power and responsibility in the legislature in the British system.

2.The Monarchy

- the monarch's role in government, the royal prerogative, executive and legislative duties;
- the social role of the monarchy;
- the value of the monarchy, the Civil List;
- the future of the monarchy, evolving constitutional role of the monarchy.

3. Parliament

- the origins of Parliament, the three elements of Parliament;
- the powers and the main functions of Parliament;
- composition of the two chambers of Parliament, officers of the House of Commons and the House of Lords;
- reforms of the House of Lords;
- parliamentary business, parliamentary procedure, the law-making process.

4. The electoral and party system

- parliamentary electoral system, simple majority voting system versus proportional representation;
- voters, voting eligibility, qualifications of candidates;
- recent general election results.
- the nature of the two-party system;
- major political parties- the Conservative, Labour,Liberal-Democratic: their origins, ideologies and policies, their support and strongholds;

-the party system in Parliament, the Government and the Opposition parties.

5. Government and the Civil Service

- the Prime Minister and the Cabinet, government ministers, the Privy council and other government departments responsible for national policies and administration;

- ministerial responsibility – collective and individual;

-the Civil Service – the permanent bureaucracy of the Crown employees that supports U.K. government ministers.

LITERATURE

1. O'Driscoll. Britain.

2. P.Bromhead. British life and Institutions.

3.D.McDowall. Britain in Close-up.

4. Baranovsky, Kozikis. Panorama of Great Britain.

SEMINAR 3

SYSTEM OF EDUCATION IN THE U.K.

1. British school history

- the history of school education from the 6th century onwards;
- state involvement in the provision of education for everybody;
- replacement of the tripartite selective school system by comprehensive schools for pupils of all abilities, a setting up of the National Curriculum.

2. The system of primary and secondary education

- state school system: control and management, education structure-pre-school(3-4), compulsory school education(5 – 16), further education/ 6th form (16-18);
- types of schools: comprehensive, grammar, secondary modern, specialist, special, City Technology colleges, community, foundation, voluntary;
- the independent schools sector, sources of funding, school fees, academic selection of pupils, education structure – pre-preparatory - preparatory school – senior/public school;
- features distinguishing private education: traditional aims of education, distinctive school traditions, modern tendencies – emphasis on individual teaching, organized sports and extra-curricular activities and high academic achievement;
- types of independent schools, major public schools.

3. The school curriculum, academic qualifications and examinations

- the National Curriculum: 4 key stages and pupil ages, aims and purposes, attainment targets, formal assessment of progress, statutory subjects – core and foundation;
 - types of academic qualifications: GCSE, GCE A level and AS level examinations.
4. Further and higher education
- vocational courses in further education colleges;
 - higher education institutions, categories of British universities: ancient/medieval, the 19th century civic/redbrick universities, the 20th century new/ plate-glass, newer/former polytechnics, the Open University;
 - admission to universities, their general organization, methods of instruction, academic programme, degree courses- undergraduate –postgraduate-doctorate; traditions.

LITERATURE

1. Baranovsky, Kozikis. Panorama of Great Britain
2. J.O'Driscoll. Britain.
3. Britain 1991. An Official Handbook.

2.1.2 «СТРАНОВЕДЕНИЕ США»

SEMINAR 1

AMERICAN SOCIETY AND VALUES

1. Value system

- America's traditional core values: an activist approach to life, emphasis on achievement and success, a moral character oriented to Puritan virtues of duty, industry, sobriety, rationality; equality, competitive individualism, self-reliance, efficiency and practicality, freedom, democracy, nationalism and patriotism, materialism, mobility and change;
- the concept of the American Dream which builds on the system of American values.

2. Status and social class

- standards of living, median income levels by household, sex, race, educational attainment, causes of inequality of income distribution;

- the stratification of American society, criteria of social class: occupation, education, income, manners, ownership, power, social prestige etc.; three categories of social class – upper, middle, lower/working; social/upward mobility.

3. American family

- changes and continuity in family structure, types of families traditional/nuclear, blended, one-parent, childless; greater tolerance of pre-marital sex, increase in cohabitation and temporary relationships, rise in non-marital births, increase in divorce rate;

- changing family values and functions.

4. Women and American society

- gender, sexism, history of women's rights movement in the USA, the idea of equal opportunity.

LITERATURE

1. J. Patterson . The American Democracy.

2. An Outline of American History.

3. About the USA.

4. Portrait of the USA.

5. H. Brogan. American History.

SEMINAR 2

THE AMERICAN POLITICAL SYSTEM

1. The Constitution

- the U.S. Constitution as the supreme law of the land; historical background of its drafting and ratification;

- six basic principles of government on which the Constitution is built: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, federalism;

- provisions for the amendment of the Constitution, the Bill of Rights – vital protection for individual liberties, the development of the Constitution.

2. The legislative branch

- bicameral Congress – structure, organization, composition, major powers, functions and duties, leadership and officers of the Senate and the House of Representatives, committee system;

- legislative procedure – the law-making process.

3. The executive branch

- the Presidency, presidential powers – executive, legislative, judicial, powers in foreign affairs;

- presidential institutions the Executive Office of the president, the executive departments;

- requirements for becoming president, presidential election: presidential primaries and caucuses, presidential nominating conventions, winning a majority of the electoral college.

4. Political parties

- party politics, the two-party system dominating U.S. politics, major political parties – Democratic and Republican, the role of third parties.

LITERATURE

1. Janda, Berry. The Challenge of Democracy. Government in America.

2. McClenaghan. Magruder's American Government.

3. R. Piou. American Politics and Government.

4. J. M. Burns. Government by the People

SEMINAR 3

SYSTEM OF EDUCATION IN THE USA

1. Control of education

- control, administration and funding of education at three levels – federal, state and local; goals of education, the ideal of equal opportunity in education, the principle of mass education for all;
- history of American schools.

2. Primary and secondary education

- grades/levels of schooling – pre-school, elementary/primary school, middle school, high school, public schools and private schools;
- basic curriculum structure: a core curriculum of required basic subjects, common types of electives; types of high school diploma.

3. Standardized tests

- nationally administered standardized tests to measure a high school student's chance of academic success in the first year of college – the SAT and ACT.
4. Higher education
- categories of higher education institutions : the university, consisting of several undergraduate colleges, and graduate and professional schools; the 4-year college, the 2-year community college;
 - public and private institutions, the Ivy League universities, religiously affiliated universities;
 - types of degree courses: core courses, major courses, minor courses, elective courses; types of academic degrees; the credit system.

LITERATURE

1. Portrait of the USA.
2. About the USA.
3. D.K.Stevenson. American Life and Institutions.
4. World Book Encyclopedia.
5. American Heritage Encyclopedia.

Методические материалы:

Тексты с заданиями

Text 1. STONEHENGE

- 1. Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:**

Stonehenge, Salisbury, the Heel Stone, John Aubrey / the Aubrey holes, Bluestone, Sarsen stone, the Beaker people

Stonehenge is an enormous stone structure near Salisbury, in South England, about two hours west of London by car. It was started at about 2,600 BC.

The largest of the Stonehenge stones weighs 50 tons, and the smallest - 5 tons. As the people who started Stonehenge were very primitive, they used no metal, and their tools were made only of stone, bone and wood. Evidently, thousands of men were involved in this work. The main structure was probably finished some 600 years later.

The builders of Stonehenge could neither read nor write, so they left us no records of their work and no evidence of the aim and purpose of this construction.

Stonehenge was built in three stages. Stonehenge 1 was a rectangle, surrounded by a circular ditch. Outside the rectangle stood an enormous stone – now called the Heel Stone (probably the word comes from the Greek *Helios* – sun). The builders also dug 56 little holes - the Aubrey holes (after John Aubrey /1626-97/, English antiquary and writer, a pioneer of field archeology) - in a circle, round the rectangle.

Stonehenge 2 was started about 200 years later. The builders brought about 80 stones – called Bluestones – and put them into a horseshoe shape in the middle of the rectangle. These Bluestones weighed about 5 tons each.

Stonehenge 3 is the Stonehenge that we can see today. The builders took down the Stonehenge 2 horseshoe, and put up a circle of a new type of stone – Sarsen stone. Inside this they built a Sarsen Horseshoe. Some of these stones weigh 50 tons, and the stones placed on top weigh 25 tons. Finally, they put some of the bluestones back, between the outer circle and the horseshoe.

The Beaker people added a new circle of thirty stone columns, this time connected by stone lintels, or crosspieces. The richest graves of the Beaker people were found here, too.

There have been many theories about Stonehenge. Some people say that it was built by travelers from Outer Space. Others offered the idea that Stonehenge is built at the center of enormous electrical energy – that it was a primitive ‘power house’. But there is no evidence to support these opinions.

There is one fact, however, that no one argues about. If you stand in the center of Stonehenge on the morning of Midsummer’s Day, you will see the sun rising above the Heel Stone. There are also 24 different ways of discovering the days of Midsummer, Midwinter, the Spring and the Autumn Equinoxes by watching the rising and setting of the sun and the moon.

It was very important for primitive people to know about Midsummer’s and Midwinter’s Day, and about the two equinoxes. These are the most important days in the calendar for primitive farmers, because they indicate the times for agricultural activity, like sowing and harvesting.

So Stonehenge was probably built as a primitive calendar, to tell the farmers the time of the year. Some historians think that Stonehenge can also be used as a primitive computer, to predict the year and the day of eclipses of the sun and the moon.

As huge bluestones of the second phase of its building were brought to the site from South Wales, we can say that political authority of the area surrounding Stonehenge was recognized

over a very large area, possibly over the whole of the British Isles. Stonehenge was almost certainly a sort of capital, to which the chiefs of other groups came from all over Britain.

There is also a belief, that it was a temple with some religious functions, and a cemetery with graves and monuments above them. Probably, this place combined a number of functions.

According to the historian E. Herbet Stone: «It may have been a Temple for some form of worship – or a Court of justice – or a Hall for ceremonial meetings of tribal chiefs. All we can say with certainty is ‘We do not know’».

2. Give definitions to the following:

tool, evidence, stage, rectangle, ditch, antiquary, horseshoe, lintels, Equinox, sowing, harvesting, eclipse, temple, cemetery, grave, worship

3. Match the stage of construction and the words connected with it:

- | | |
|-------------------|---------------------------------------|
| a. Stonehenge I | 1 the Sarsen stones |
| b. Stonehenge II | 2 the Bluestones |
| c. Stonehenge III | 3 the Heel Stone |
| | 4 the Beaker people |
| | 5 the Aubrey holes |
| | 6 columns, connected by stone lintels |

4. Answer the questions:

- What facts prove the importance of Stonehenge for the people of that time?
- Who were the Beaker people?
- Which theory about Stonehenge seems most / least plausible to you?

5. Put questions to these answers:

- At about 2,600 BC.
- 50 tons.
- 5 tons.
- 56.
- On the morning of Midsummer's Day.
- 24 different ways.

6. Find out more information about this period of British history.

Text 2. THE STORY OF CARACTACUS (the 1st century AD)

1. Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:

the Romans, Caractacus, the Celts / Celtic, Brigantes

The Roman invasion met with fierce resistance from some of the British tribes. Caractacus, one of the Celtic kings, escaped to the Welsh border, and rouse local tribes. He maintained resistance for more than 6 years, and when he was finally defeated, he fled to the northern kingdom of Brigantes. Their queen, however, handed him over to the Romans.

He lost everything, and was taken prisoner to Rome, together with his wife and children. His speech in front of the Emperor impressed the latter so much, that he granted Caractacus his liberty. Here is part of his speech:

‘If to my high birth and distinguished rank I had added the virtues of moderation Rome had beheld me rather as a friend than a captive, and you would not have rejected an alliance with a prince descended from illustrious ancestors and governing many nations. The reverse of my fortune to you is glorious, and to me humiliating. I had arms, and men, and horses; I possessed

extraordinary riches; and can it be any wonder that I was unwilling to lose them? Because Rome aspires to universal dominion must men therefore implicitly resign themselves to subjection? I opposed for a long time the progress of your arms, and had I acted otherwise would either you have had the glory of conquest or I of a brave resistance? I am now in your power. If you are determined to take revenge my fate will soon be forgotten, and you will derive no honour from the transaction. Preserve my life, and I shall remain to the latest ages a monument to your clemency.'

2. Explain the meaning of the following:

tribe, border, resistance, defeat, to flee, virtue, moderation, captive, alliance, illustrious, ancestors, riches, subjection, conquest, to take revenge, clemency

3. Put together the jumbled expressions:

- | | |
|------------|-----------------|
| a. to hand | 1 prisoner |
| b. take | 2 front of |
| c. in | 3 one's liberty |
| d. grant | 4 from |
| e. descend | 5 over |

4. Answer the questions:

- When did the Romans invade the land of Britons?
- Why did Caractacus resist the Romans?
- How did the Romans manage to take Caractacus prisoner?
- Why did Caractacus' speech in Rome impress those who were listening to him?
- Why is the story of Caractacus considered to be one of the first manifestations of the national feeling in British history?

5. Find out more information about this period of British history.

Text 3. THE UPRISING OF BOUDICCA

1. Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:

Boudicca / Boadicea, Iceni, Emperor Nero, Gallic, Suetonius, Westminster Bridge, Prince Albert, Queen Victoria

The biggest uprising, which led to the death of more than 150,000 people from both sides, was that of Boudicca (the 1st century AD). In many sources she is called Boadicea, they say, because of the mistake of a middle-age monk, who rewrote books and mixed up two letters.

When the king of the Iceni, an early kingdom in eastern Britain, died, he left half of his kingdom to the emperor, in order to protect his family. But the governor confiscated the estate, the widow and her daughters lost everything and were treated like slaves.

Boudicca raised her own tribe and the neighbours and burnt several towns in Southern England, killing more than 70,000 Romans and their supporters. Emperor Nero was inclined to abandon Britain altogether. A new procurator, himself of Gallic origin, provided a clever policy among the Celtic tribes and Boudicca partially lost support. Nevertheless, in 62 AD, she managed to gather people for the decisive battle. The Celts came to the battlefield with their families. There were old people, wives, and children in the wagons. The Romans had two

legions, with 5,000 soldiers in each. Before the battle the Roman military leader Suetonius, encouraging his men, said that the Britts had more women than men in their ranks. Boudicca made a speech, which included the words: 'The Gods of vengeance stand by us. We must either win or die with honour. There is no other way for us.'

The Britts were poorly organized, while the Romans carefully planned their attacks. Boudicca's men were pushed backward and started to withdraw, running over their own people. In this crush warriors couldn't fight. More than 80,000 people were killed. The Romans lost only 400 men.

Boudicca was defeated, her daughters were killed. Her own fate is unclear: either she died later or killed herself not to become a prisoner or in desperation. It is not known where her grave is. Some historians consider her a national heroine; some think that she led her people to catastrophe.

She was described as a tall woman with long red hair. The statue of her showing her standing in a war chariot with two wild horses and calling to her soldiers to fight, stands on Westminster Bridge in London, facing the Houses of Parliament. It was presented by Prince Albert to his wife, Queen Victoria.

2. Give definitions to the following:

uprising, monk, estate, slave, to abandon, procurator, wagon, legion, vengeance, to withdraw, crush, warrior, chariot

3. What events do the figures below refer to?

- a. 150,000
- b. 80,000
- c. 5,000
- d. 70,000
- e. 400

4. Connect the names of the people with what they were or what they did:

- | | |
|------------------|---|
| a. Boudicca | 1 was the military leader of the Romans |
| b. Emperor Nero | 2 came to the battlefield with their families |
| c. The Celts | 3 lost only 400 men |
| d. Suetonius | 4 raised the Celts against the Romans |
| e. The Romans | 5 presented the monument to Boudicca to his wife,
Queen Victoria |
| f. Prince Albert | 6 wanted to abandon Britain altogether |

5. Answer the questions:

- a. What two letters in the name did a middle-age monk mix up when he rewrote books?
- b. What were the reasons for Boudicca's revolt?
- c. Why was Emperor Nero inclined to remove the Roman legions from Britain?
- d. Why did Boudicca partially lose support of the Celtic tribes?
- e. Why do some historians consider her a national heroine, but some think that she led her people to catastrophe?

6. Find out more information about this period of British history.

Text 4. KING ARTHUR

- 1. Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:**

the Anglo-Saxons, King Arthur, Anglo-Roman, Sir Thomas Malory, Knights of the Round Table, the Holy Grail, Jesus Christ, the Last Supper, the Crucifixion, Sir Galahad, Avalon, Glastonbury / Glastonbury Tor, Joseph of Arimathea, Israelite, Queen Guinevere, Gwyn ap Nudd, the king of the Fairies, Zodiac

The Celts did their best to fight the Anglo-Saxon invaders. A ruler named Arthur even gained some triumphs over them. King Arthur is perhaps the most legendary figure in Britain. The legend is almost certainly based on truth. There was an Arthur – an Anglo-Roman chief or general in the 5th – 6th century – who, after the fall of the Roman Empire, fought against the invading Saxons. There are numerous stories including those told by Sir Thomas Malory, which describe the exploits of King Arthur, his Knights of the Round Table and the search of the Holy Grail. The Holy Grail is said to be a plate or cup used by Jesus at the Last Supper, in which one of his followers had received drops of his blood at the Crucifixion. In the legends it is eventually found by Sir Galahad, famous for his honesty and purity, and his companions.

The legend says that, after his final battle, the dying Arthur was put into a boat, and he sailed to the island of Avalon, where he remains, under the ground, waiting to rise again when Britain is in trouble. Avalon in Celtic mythology is a place, which is neither a paradise, nor a hell, where people stay neither dead nor alive, before returning to life again.

There is good archeological evidence that Arthur's final battle took place a few kilometers south of Glastonbury, a small town nowadays, but the place was a lake in those days. It is quite possible that Glastonbury Tor, now a hill, used to be an island in old times, and in fact is Avalon. There was an abbey on the island then. According to legend, this abbey, now in ruins, was founded by Joseph of Arimathea, the rich Israelite merchant who provided a tomb for Jesus. In 1184 the abbey was destroyed by fire. Six years later some monks were digging in the ruins and they found the tomb with the bodies of a king and a queen. The monks were sure that they were Arthur and his Queen, Guinevere. Now it is a tourist attraction. (This place is very strange indeed, as it was considered the home of Gwyn ap Nudd, the Celtic king of the Fairies; and also a part of an enormous Zodiac, 20 km wide, drawn on the earth.)

- 2. Explain the meaning of:**

invaders, exploits, purity, mythology, paradise, hell, archeological evidence, abbey, merchant, tomb

- 3. Put together the jumbled pieces of the proper names:**

- | | |
|---------------|-------------|
| a. The Anglo | 1 of Avalon |
| b. Queen | 2 merchant |
| c. Gwyn | 3 Grail |
| d. The Holy | 4 Saxons |
| e. The Last | 5 mythology |
| f. The Island | 6 supper |
| g. Celtic | 7 Guinevere |
| h. Israelite | 8 ap Nudd |

- 4. What events do the figures below refer to?**

- a. the 5th – 6th century
- b. 1184
- c. 20 km

5. Connect the names of the people with what they did:

- | | |
|------------------------|--|
| a. King Arthur | 1 found the Holy Grail |
| b. Thomas Malory | 2 provided a tomb for Jesus |
| c. Sir Galahad | 3 wrote books which describe the exploits of King Arthur |
| d. Joseph of Arimathea | 4 fought against the invading Saxons |

6. Answer the questions:

- a. What books about King Arthur and his Knights of the Round Table have you read? What films based on the legend have you seen?
- b. Why are these legendary heroes still popular?
- c. Why were the Celtic legends of the time of the Anglo-Saxon conquest connected with Christian tradition, do you think?

Text 5. NORMAN KINGS

1. Read the texts. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:

Robert 'Curthose', William 'Rufus', Anglo-Frankish, Matilda, Geoffrey Plantagenet of Anjou, Stephen of Blois, Bologne, Lincoln, Bristol, Robert of Gloucester, Louis VII, Eleanor of Aquitaine, the Treaty of Westminster

William II (1087-1100)

William the Conqueror was followed by his sons: Robert 'Curthose', who took Normandy, and William 'Rufus', who became King William II of England. In 1096 Robert pawned Normandy to William for 10,000 marks in order to raise money for a crusade. By 1099 William II restored his father's kingdom in its former frontiers. His attempts to get money from the barons made him unpopular, though he was a good soldier and a shrewd ruler. On August 2, 1100 William was killed in a hunting accident, probably intentionally. Robert was on his way home.

Henry I (1100-1135)

Their younger brother Henry who was present at the hunt, where William was killed, rode to Winchester and took possession of the treasury and then – to Westminster, where was crowned on August 5. Robert made a short intervention in 1101; as a result Henry was to keep England and pay Robert a pension of 2,000 pounds a year. In 1106 in a new war Robert was captured and spent the last 28 years of his life in prison. The Anglo-Frankish political unity was reestablished. Henry I established a bureaucracy to support the monarchy and set up a system of travelling judges.

Henry had 8 illegitimate daughters who were married to neighbouring princes. His only legitimate son William died in 1120. Henry acknowledged more than 20 bastards, but he was survived by only one legitimate child, his daughter Matilda. She was married to Emperor Henry

V of Germany, and after his death, to Geoffrey Plantagenet of Anjou, who was then 14, in order to become heirs to the throne.

When Henry I died they were in Anjou, while his nephew Stephen of Blois – in Bologne, only a day-trip to England. So, Stephen came to England sooner and managed to gain support.

Stephen (1135-1154)

He was crowned on 22 December. In the autumn of 1139, Empress Matilda came to England and from now on there were two rival courts in the country. The civil war started. In February 1141 at the battle of Lincoln Stephen was captured and put in prison in Bristol. Londoners rose against Matilda, and she was not crowned. Stephen's supporters captured Robert of Gloucester, one of the main members of Matilda's party, and Matilda exchanged Stephen for Robert. England remained a divided country. In 1147 Robert of Gloucester died, and desperate Matilda left England.

Stephen's elder son died, and his younger son as they wrote, 'was never expected to be king'.

Henry Plantagenet, the son of Geoffrey of Anjou, married Eleanor of Aquitaine (who was a divorced wife of French king Louis VII), and as a result controlled Aquitaine, Normandy and Anjou. By the Treaty of Westminster (December 1153) Stephen should hold the kingdom for life and adopt Henry as his heir.

2. Give definitions to the following:

to pawn, frontier, the treasury, intervention, legitimate - illegitimate, heir, rival, civil war, to adopt, shrewd, bureaucracy

3. Match the words similar in meaning:

- | | |
|-----------------|------------------|
| a. attempt | 1 - border |
| b. desperate | 2 - crestfallen |
| c. frontier | 3 - encroachment |
| d. intervention | 4 - a go |
| e. rival | 5 - opponent |
| f. shrewd | 6 - well judged |

4. What events do the dates below refer to?

- | | |
|--------------|-------------|
| a. 1100-1135 | d. August 2 |
| b. 1153 | e. 1141 |
| c. 1147 | f. 1096 |

5. Put questions to these answers:

- Robert and William
- In order to raise money for a crusade.
- His attempts to get money from the barons made him unpopular.
- 2,000 pounds a year.
- 28 years.
- Londoners rose against her.

6. Find out more information about this period of British history.

Методические материалы:

Тексты с заданиями

Text 1. STONEHENGE

- 1. Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:**

Stonehenge, Salisbury, the Heel Stone, John Aubrey / the Aubrey holes, Bluestone, Sarsen stone, the Beaker people

Stonehenge is an enormous stone structure near Salisbury, in South England, about two hours west of London by car. It was started at about 2,600 BC.

The largest of the Stonehenge stones weighs 50 tons, and the smallest - 5 tons. As the people who started Stonehenge were very primitive, they used no metal, and their tools were made only of stone, bone and wood. Evidently, thousands of men were involved in this work. The main structure was probably finished some 600 years later.

The builders of Stonehenge could neither read nor write, so they left us no records of their work and no evidence of the aim and purpose of this construction.

Stonehenge was built in three stages. Stonehenge 1 was a rectangle, surrounded by a circular ditch. Outside the rectangle stood an enormous stone – now called the Heel Stone (probably the word comes from the Greek *Helios* – sun). The builders also dug 56 little holes - the Aubrey holes (after John Aubrey /1626-97/, English antiquary and writer, a pioneer of field archeology) - in a circle, round the rectangle.

Stonehenge 2 was started about 200 years later. The builders brought about 80 stones – called Bluestones – and put them into a horseshoe shape in the middle of the rectangle. These Bluestones weighed about 5 tons each.

Stonehenge 3 is the Stonehenge that we can see today. The builders took down the Stonehenge 2 horseshoe, and put up a circle of a new type of stone – Sarsen stone. Inside this they built a Sarsen Horseshoe. Some of these stones weigh 50 tons, and the stones placed on top weigh 25 tons. Finally, they put some of the bluestones back, between the outer circle and the horseshoe.

The Beaker people added a new circle of thirty stone columns, this time connected by stone lintels, or crosspieces. The richest graves of the Beaker people were found here, too.

There have been many theories about Stonehenge. Some people say that it was built by travelers from Outer Space. Others offered the idea that Stonehenge is built at the center of enormous electrical energy – that it was a primitive ‘power house’. But there is no evidence to support these opinions.

There is one fact, however, that no one argues about. If you stand in the center of Stonehenge on the morning of Midsummer’s Day, you will see the sun rising above the Heel Stone. There are also 24 different ways of discovering the days of Midsummer, Midwinter, the Spring and the Autumn Equinoxes by watching the rising and setting of the sun and the moon.

It was very important for primitive people to know about Midsummer’s and Midwinter’s Day, and about the two equinoxes. These are the most important days in the calendar for primitive farmers, because they indicate the times for agricultural activity, like sowing and harvesting.

So Stonehenge was probably built as a primitive calendar, to tell the farmers the time of the year. Some historians think that Stonehenge can also be used as a primitive computer, to predict the year and the day of eclipses of the sun and the moon.

As huge bluestones of the second phase of its building were brought to the site from South Wales, we can say that political authority of the area surrounding Stonehenge was recognized

over a very large area, possibly over the whole of the British Isles. Stonehenge was almost certainly a sort of capital, to which the chiefs of other groups came from all over Britain.

There is also a belief, that it was a temple with some religious functions, and a cemetery with graves and monuments above them. Probably, this place combined a number of functions.

According to the historian E. Herbet Stone: «It may have been a Temple for some form of worship – or a Court of justice – or a Hall for ceremonial meetings of tribal chiefs. All we can say with certainty is ‘We do not know’».

2. Give definitions to the following:

tool, evidence, stage, rectangle, ditch, antiquary, horseshoe, lintels, Equinox, sowing, harvesting, eclipse, temple, cemetery, grave, worship

3. Match the stage of construction and the words connected with it:

- | | |
|-------------------|---------------------------------------|
| a. Stonehenge I | 1 the Sarsen stones |
| b. Stonehenge II | 2 the Bluestones |
| c. Stonehenge III | 3 the Heel Stone |
| | 4 the Beaker people |
| | 5 the Aubrey holes |
| | 6 columns, connected by stone lintels |

4. Answer the questions:

- What facts prove the importance of Stonehenge for the people of that time?
- Who were the Beaker people?
- Which theory about Stonehenge seems most / least plausible to you?

5. Put questions to these answers:

- At about 2,600 BC.
- 50 tons.
- 5 tons.
- 56.
- On the morning of Midsummer's Day.
- 24 different ways.

6. Find out more information about this period of British history.

Text 2. THE STORY OF CARACTACUS (the 1st century AD)

1. Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:

the Romans, Caractacus, the Celts / Celtic, Brigantes

The Roman invasion met with fierce resistance from some of the British tribes. Caractacus, one of the Celtic kings, escaped to the Welsh border, and rouse local tribes. He maintained resistance for more than 6 years, and when he was finally defeated, he fled to the northern kingdom of Brigantes. Their queen, however, handed him over to the Romans.

He lost everything, and was taken prisoner to Rome, together with his wife and children. His speech in front of the Emperor impressed the latter so much, that he granted Caractacus his liberty. Here is part of his speech:

‘If to my high birth and distinguished rank I had added the virtues of moderation Rome had beheld me rather as a friend than a captive, and you would not have rejected an alliance with a prince descended from illustrious ancestors and governing many nations. The reverse of my fortune to you is glorious, and to me humiliating. I had arms, and men, and horses; I possessed

extraordinary riches; and can it be any wonder that I was unwilling to lose them? Because Rome aspires to universal dominion must men therefore implicitly resign themselves to subjection? I opposed for a long time the progress of your arms, and had I acted otherwise would either you have had the glory of conquest or I of a brave resistance? I am now in your power. If you are determined to take revenge my fate will soon be forgotten, and you will derive no honour from the transaction. Preserve my life, and I shall remain to the latest ages a monument to your clemency.'

2. Explain the meaning of the following:

tribe, border, resistance, defeat, to flee, virtue, moderation, captive, alliance, illustrious, ancestors, riches, subjection, conquest, to take revenge, clemency

3. Put together the jumbled expressions:

- | | |
|------------|-----------------|
| a. to hand | 1 prisoner |
| b. take | 2 front of |
| c. in | 3 one's liberty |
| d. grant | 4 from |
| e. descend | 5 over |

4. Answer the questions:

- When did the Romans invade the land of Britons?
- Why did Caractacus resist the Romans?
- How did the Romans manage to take Caractacus prisoner?
- Why did Caractacus' speech in Rome impress those who were listening to him?
- Why is the story of Caractacus considered to be one of the first manifestations of the national feeling in British history?

5. Find out more information about this period of British history.

Text 3. THE UPRISING OF BOUDICCA

1. Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:

Boudicca / Boadicea, Iceni, Emperor Nero, Gallic, Suetonius, Westminster Bridge, Prince Albert, Queen Victoria

The biggest uprising, which led to the death of more than 150,000 people from both sides, was that of Boudicca (the 1st century AD). In many sources she is called Boadicea, they say, because of the mistake of a middle-age monk, who rewrote books and mixed up two letters.

When the king of the Iceni, an early kingdom in eastern Britain, died, he left half of his kingdom to the emperor, in order to protect his family. But the governor confiscated the estate, the widow and her daughters lost everything and were treated like slaves.

Boudicca raised her own tribe and the neighbours and burnt several towns in Southern England, killing more than 70,000 Romans and their supporters. Emperor Nero was inclined to abandon Britain altogether. A new procurator, himself of Gallic origin, provided a clever policy among the Celtic tribes and Boudicca partially lost support. Nevertheless, in 62 AD, she managed to gather people for the decisive battle. The Celts came to the battlefield with their families. There were old people, wives, and children in the wagons. The Romans had two

legions, with 5,000 soldiers in each. Before the battle the Roman military leader Suetonius, encouraging his men, said that the Britts had more women than men in their ranks. Boudicca made a speech, which included the words: 'The Gods of vengeance stand by us. We must either win or die with honour. There is no other way for us.'

The Britts were poorly organized, while the Romans carefully planned their attacks. Boudicca's men were pushed backward and started to withdraw, running over their own people. In this crush warriors couldn't fight. More than 80,000 people were killed. The Romans lost only 400 men.

Boudicca was defeated, her daughters were killed. Her own fate is unclear: either she died later or killed herself not to become a prisoner or in desperation. It is not known where her grave is. Some historians consider her a national heroine; some think that she led her people to catastrophe.

She was described as a tall woman with long red hair. The statue of her showing her standing in a war chariot with two wild horses and calling to her soldiers to fight, stands on Westminster Bridge in London, facing the Houses of Parliament. It was presented by Prince Albert to his wife, Queen Victoria.

2. Give definitions to the following:

uprising, monk, estate, slave, to abandon, procurator, wagon, legion, vengeance, to withdraw, crush, warrior, chariot

3. What events do the figures below refer to?

- a. 150,000
- b. 80,000
- c. 5,000
- d. 70,000
- e. 400

4. Connect the names of the people with what they were or what they did:

- | | |
|------------------|---|
| a. Boudicca | 1 was the military leader of the Romans |
| b. Emperor Nero | 2 came to the battlefield with their families |
| c. The Celts | 3 lost only 400 men |
| d. Suetonius | 4 raised the Celts against the Romans |
| e. The Romans | 5 presented the monument to Boudicca to his wife,
Queen Victoria |
| f. Prince Albert | 6 wanted to abandon Britain altogether |

5. Answer the questions:

- a. What two letters in the name did a middle-age monk mix up when he rewrote books?
- b. What were the reasons for Boudicca's revolt?
- c. Why was Emperor Nero inclined to remove the Roman legions from Britain?
- d. Why did Boudicca partially lose support of the Celtic tribes?
- e. Why do some historians consider her a national heroine, but some think that she led her people to catastrophe?

6. Find out more information about this period of British history.

Text 4. KING ARTHUR

1. **Read the text. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:**

the Anglo-Saxons, King Arthur, Anglo-Roman, Sir Thomas Malory, Knights of the Round Table, the Holy Grail, Jesus Christ, the Last Supper, the Crucifixion, Sir Galahad, Avalon, Glastonbury / Glastonbury Tor, Joseph of Arimathea, Israelite, Queen Guinevere, Gwyn ap Nudd, the king of the Fairies, Zodiac

The Celts did their best to fight the Anglo-Saxon invaders. A ruler named Arthur even gained some triumphs over them. King Arthur is perhaps the most legendary figure in Britain. The legend is almost certainly based on truth. There was an Arthur – an Anglo-Roman chief or general in the 5th – 6th century – who, after the fall of the Roman Empire, fought against the invading Saxons. There are numerous stories including those told by Sir Thomas Malory, which describe the exploits of King Arthur, his Knights of the Round Table and the search of the Holy Grail. The Holy Grail is said to be a plate or cup used by Jesus at the Last Supper, in which one of his followers had received drops of his blood at the Crucifixion. In the legends it is eventually found by Sir Galahad, famous for his honesty and purity, and his companions.

The legend says that, after his final battle, the dying Arthur was put into a boat, and he sailed to the island of Avalon, where he remains, under the ground, waiting to rise again when Britain is in trouble. Avalon in Celtic mythology is a place, which is neither a paradise, nor a hell, where people stay neither dead nor alive, before returning to life again.

There is good archeological evidence that Arthur's final battle took place a few kilometers south of Glastonbury, a small town nowadays, but the place was a lake in those days. It is quite possible that Glastonbury Tor, now a hill, used to be an island in old times, and in fact is Avalon. There was an abbey on the island then. According to legend, this abbey, now in ruins, was founded by Joseph of Arimathea, the rich Israelite merchant who provided a tomb for Jesus. In 1184 the abbey was destroyed by fire. Six years later some monks were digging in the ruins and they found the tomb with the bodies of a king and a queen. The monks were sure that they were Arthur and his Queen, Guinevere. Now it is a tourist attraction. (This place is very strange indeed, as it was considered the home of Gwyn ap Nudd, the Celtic king of the Fairies; and also a part of an enormous Zodiac, 20 km wide, drawn on the earth.)

2. **Explain the meaning of:**

invaders, exploits, purity, mythology, paradise, hell, archeological evidence, abbey, merchant, tomb

3. **Put together the jumbled pieces of the proper names:**

- | | |
|---------------|-------------|
| a. The Anglo | 1 of Avalon |
| b. Queen | 2 merchant |
| c. Gwyn | 3 Grail |
| d. The Holy | 4 Saxons |
| e. The Last | 5 mythology |
| f. The Island | 6 supper |
| g. Celtic | 7 Guinevere |
| h. Israelite | 8 ap Nudd |

4. **What events do the figures below refer to?**

- a. the 5th – 6th century
- b. 1184
- c. 20 km

5. Connect the names of the people with what they did:

- | | |
|------------------------|--|
| a. King Arthur | 1 found the Holy Grail |
| b. Thomas Malory | 2 provided a tomb for Jesus |
| c. Sir Galahad | 3 wrote books which describe the exploits of King Arthur |
| d. Joseph of Arimathea | 4 fought against the invading Saxons |

6. Answer the questions:

- a. What books about King Arthur and his Knights of the Round Table have you read? What films based on the legend have you seen?
- b. Why are these legendary heroes still popular?
- c. Why were the Celtic legends of the time of the Anglo-Saxon conquest connected with Christian tradition, do you think?

Text 5. NORMAN KINGS

1. Read the texts. Note down and look up in the dictionary the proper names, terms and realia reflecting this period of history. Learn the spelling and pronunciation of:

Robert 'Curthose', William 'Rufus', Anglo-Frankish, Matilda, Geoffrey Plantagenet of Anjou, Stephen of Blois, Bologne, Lincoln, Bristol, Robert of Gloucester, Louis VII, Eleanor of Aquitaine, the Treaty of Westminster

William II (1087-1100)

William the Conqueror was followed by his sons: Robert 'Curthose', who took Normandy, and William 'Rufus', who became King William II of England. In 1096 Robert pawned Normandy to William for 10,000 marks in order to raise money for a crusade. By 1099 William II restored his father's kingdom in its former frontiers. His attempts to get money from the barons made him unpopular, though he was a good soldier and a shrewd ruler. On August 2, 1100 William was killed in a hunting accident, probably intentionally. Robert was on his way home.

Henry I (1100-1135)

Their younger brother Henry who was present at the hunt, where William was killed, rode to Winchester and took possession of the treasury and then – to Westminster, where was crowned on August 5. Robert made a short intervention in 1101; as a result Henry was to keep England and pay Robert a pension of 2,000 pounds a year. In 1106 in a new war Robert was captured and spent the last 28 years of his life in prison. The Anglo-Frankish political unity was reestablished. Henry I established a bureaucracy to support the monarchy and set up a system of travelling judges.

Henry had 8 illegitimate daughters who were married to neighbouring princes. His only legitimate son William died in 1120. Henry acknowledged more than 20 bastards, but he was survived by only one legitimate child, his daughter Matilda. She was married to Emperor Henry

V of Germany, and after his death, to Geoffrey Plantagenet of Anjou, who was then 14, in order to become heirs to the throne.

When Henry I died they were in Anjou, while his nephew Stephen of Blois – in Bologne, only a day-trip to England. So, Stephen came to England sooner and managed to gain support.

Stephen (1135-1154)

He was crowned on 22 December. In the autumn of 1139, Empress Matilda came to England and from now on there were two rival courts in the country. The civil war started. In February 1141 at the battle of Lincoln Stephen was captured and put in prison in Bristol. Londoners rose against Matilda, and she was not crowned. Stephen's supporters captured Robert of Gloucester, one of the main members of Matilda's party, and Matilda exchanged Stephen for Robert. England remained a divided country. In 1147 Robert of Gloucester died, and desperate Matilda left England.

Stephen's elder son died, and his younger son as they wrote, 'was never expected to be king'.

Henry Plantagenet, the son of Geoffrey of Anjou, married Eleanor of Aquitaine (who was a divorced wife of French king Louis VII), and as a result controlled Aquitaine, Normandy and Anjou. By the Treaty of Westminster (December 1153) Stephen should hold the kingdom for life and adopt Henry as his heir.

2. Give definitions to the following:

to pawn, frontier, the treasury, intervention, legitimate - illegitimate, heir, rival, civil war, to adopt, shrewd, bureaucracy

3. Match the words similar in meaning:

- | | |
|-----------------|------------------|
| a. attempt | 1 - border |
| b. desperate | 2 - crestfallen |
| c. frontier | 3 - encroachment |
| d. intervention | 4 - a go |
| e. rival | 5 - opponent |
| f. shrewd | 6 - well judged |

4. What events do the dates below refer to?

- | | |
|--------------|-------------|
| a. 1100-1135 | d. August 2 |
| b. 1153 | e. 1141 |
| c. 1147 | f. 1096 |

5. Put questions to these answers:

- Robert and William
- In order to raise money for a crusade.
- His attempts to get money from the barons made him unpopular.
- 2,000 pounds a year.
- 28 years.
- Londoners rose against her.

6. Find out more information about this period of British history.

GEOGRAPHY OF THE USA

Exercise 1. Fill in the gaps in the following text with proper names:

The United States of America (also known as the _____, the _____, the _____, and _____) is a country in _____ that shares land borders with _____ and _____, and a sea border with _____. Extending from the _____ Ocean to the _____ Ocean, the United States is a federal republic, with its capital in _____.

Exercise 2. Answer the following questions about the state symbols of the United States:

1. What is the flag of the US called? Describe it and the symbolic meaning of its parts.
2. What fulfills the functions of the coat of arms in the US? Describe it.
3. What is the bird symbol of the country?
4. What is the national anthem of the USA called?

Exercise 3. Indicate the surrounding waters and major terrain features of the US mainland on the outline map (p. 104)

Exercise 4. Fill in the table about the USA:

Total area	
Major rivers	
Major lakes	
The highest mountain	
Major cities	

Exercise 5. Fill in the gaps in the text with sentences below. There is one sentence you don't need:

Due to its large size and wide range of geographic features, the United States contains examples of nearly every global climate. (1) Average annual temperatures range from -13 °C in Barrow, Alaska, to 25.7 °C in Death Valley, California. The highest temperature ever recorded in the country was 57 °C. (2) The lowest recorded temperature was -62 °C. It was registered at Prospect Creek, Alaska, near Barrow, on Jan. 23, 1971.

Precipitation varies from a yearly average of less than 5 centimeters at Death Valley to about 1,170 centimeters at Mount Waialeale in Hawaii. (3) The Midwest, the Middle Atlantic States, and New England experience warm summers and cold, snowy winters. In the South, summers are long and hot, and winters are mild. Along the Pacific Coast, and in some other areas near large bodies of water, the climate is relatively mild all year. (4) In the West, for example, the mountainous areas are cooler and wetter than the neighboring plains and plateaus. Parts of the West and Southwest have a desert climate.

The United States is affected by a large variety of natural disasters yearly. (5) Deadly and destructive hurricanes occur almost every year along the Atlantic seaboard and the Gulf of Mexico. The Appalachian region and the Midwest experience the worst floods, though virtually no area in the U.S. is immune to flooding. The Southwest has the worst droughts; the West is affected by large wildfires each year.

A In general, however, most parts of the United States have seasonal changes in temperature and moderate precipitation.

B The climate is temperate in most areas, tropical in Hawaii and southern Florida, polar in Alaska.

C In central portions of the U.S., tornadoes are more common than anywhere else on Earth.

D It was registered at Death Valley on July 10, 1913.

E The uninterrupted flat grasslands of the Great Plains also leads to some of the most extreme climate swings in the world.

F Mountains also affect the climate.

Exercise 6. Answer the following questions:

1. What mineral resources does the US have?
2. What other natural resources is the country rich in?
3. Where are the main deposits of these resources?
4. What are the main sources of energy for the country?
5. What is the population of the US?
6. What are the major ethnic and national groups living in the country?
7. What languages are spoken in the US? Is there a state language?

Exercise 7. Characterise the branches of the country's economy, say where the major centers are:

- mining
- agriculture
- fishing
- manufacturing
- services
- creative industries
- transport
- (IT) information technology

Exercise 8.

A. What is the history of Washington, D.C., how is it different from other American cities?

B. What do you know about the following places in Washington, D.C.?

- United States Capitol
- White House
- Washington Monument
- Lincoln Memorial
- Library of Congress
- Capitol Hill
- National Mall
- Vietnam Veterans Memorial
- Jefferson Memorial
- Roosevelt Memorial

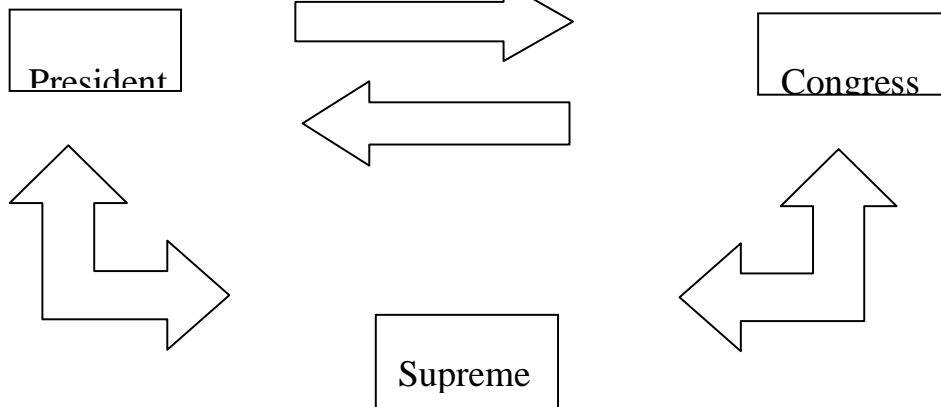
State and political system of the USA

Comprehension

Exercise 1. Answer the following questions about the Constitution of the US:

8. What is the political system of the USA?
9. What are the three levels of government in the country?
10. When was the Constitution of the USA created and what does it contain?
11. What is the Bill of Rights?
12. How can the Constitution be changed?
13. What does the "separation of powers" mean?

Exercise 2. How do the three branches of government cooperate? Fill in the diagram and describe the system of checks and balances in the government of the US.



Exercise 3. Fill in the information about the structure and functions of the US Congress.

	House of Representatives	Senate
composition		
term of service and elections		
presided over by		
main functions		
procedure of passing legislation	1. introduction 2. consideration 3. House Floor consideration 4. Senate Stage 5. Presidential action	

Exercise 4.

A. Enumerate the functions of the President of the USA.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

B. Enumerate the functions of the Vice-President of the USA.

- 1.
- 2.
- 3.

Exercise 5. Answer the following questions about the executive branch of the US government:

- What are the executive departments?
- What is the Cabinet and who are its members?
- What are the independent federal agencies?

- Who appoints the heads of governmental departments and agencies?

Exercise 6. Fill in the table with the names of US government officials

Office	Incumbent
President	
Vice President	
Secretary of State	
Secretary of the Treasury	
Secretary of Defence	

Exercise 7. Answer the following questions about the presidential elections in the USA:

- What is the electoral system used in the country?
- How often are the presidential elections held in the US?
- When is the Election Day?
- Who can stand as a candidate in the presidential election?
- Who can vote in the election?
- What is the Electoral College?

Exercise 8. Speak about these stages in the electoral campaign:

Stage	Time (date)	Details
Primaries (caucuses)		
Presidential nomination convention		
Electoral campaign		
Election day (popular vote)		
Electoral vote		
Inauguration		

Exercise 9. Fill in the information about the major political parties in the USA:

	Democratic	Republican
symbol		
major policies		

Exercise 10. Draw diagrams illustrating the systems of State and Federal courts

EDUCATION IN THE USA

Exercise 1. Fill in the table:

Age	Under 5	5	6	7	8	9	10	11	12	13	14	15	16	17	Over18
Grade															
Type of School															

Exercise 2. Answer the following questions about school education in the USA:

5. What are the three levels of governmental control over education in the US?
6. What is the compulsory age of school education in the USA?
7. What is difference between public, private and home schools?
8. How can the school year be organised?
9. What subjects are taught on the primary education level?
10. What subjects are taught on the intermediate level?
11. What are the required subjects on the high-school level?
12. What are the electives? What are the most common types of electives offered by high schools?
13. What are the most common extracurricular activities in US schools?
14. Do the American students have pass a graduation examination?

Exercise 3. What role does the following play in the universities and colleges admission system:

14. high school transcript
15. GPA
16. letter of recommendation
17. College Entrance Examination Board and American College Testing Program
18. SAT and ACT
19. Advanced Placement Program and International Baccalaureate
20. interview

Exercise 4. Characterise the following types of American colleges and universities, name some of the institutions belonging to each group:

- The Ivy League
- "Public" Universities
- Small Liberal Arts Colleges
- Technical Institutes
- Denominational or Religiously-Affiliated Schools
- Community or Junior Colleges

Exercise 5. Fill the table with information about university degrees in the USA:

Degree	Duration	Requiriments	Kinds of degree
Associate's Degree			
Bachelor's Degree			
Master's Degree			
Doctor's Degree			

Exercise 6. Answer the following questions about the learning process in American universities:

- Describe the three systems used to structure the academic year.
- What is a credit? What are the advantages of the credit-based system of education?
- What is the difference between graduate and undergraduate study?
- What learning styles are used in American universities?

- What is the most widely used system of grading in the US universities?
- What is the cost of tuition in American universities?
- What kinds of help can a student receive towards their tuition fees?

Exercise 7. Fill in the blanks with the words from the boxes

funds	loans	taxes	scholarships	student fees	federal funds
--------------	--------------	--------------	---------------------	---------------------	----------------------

a. Funding. All universities and colleges receive (1)_____ from a variety of sources. Private colleges depend primarily on (2)_____ and on endowments and gifts. Public institutions also have these sources, but depend mainly on state and local (3)_____ for operating funds. Both public and private institutions may receive (4)_____ for research activities. The federal government distributes aid among colleges and universities according to various formulas based on the number of students who receive (5)_____ and (6)_____, and on the enrollment of graduate students and veterans.

board of regents	chancellor	academic dean	president	board of trustees
-------------------------	-------------------	----------------------	------------------	--------------------------

b. Management. In most cases, a (7)_____ or (8)_____ is the chief administrator of a university or college. Other officials handle educational programs, registration, management of funds, and collection of tuition. Each college or separate school of a university generally has an (9)_____ or director. He or she leads the faculty in preparing the course of study for the college or school, and takes part in university planning. Most universities and colleges are controlled by a (10)_____ or a (11)_____, which approve educational policies. They also appoint the chief administrative officer of the institution.

assistant professors	scientists	chairman (x2)	teachers	research fellows
departments	teaching fellows			

c. Faculty includes the (12)_____ of a college or university. A college's faculty is divided into (13)_____, each of which deals with one general course of study, such as English, mathematics, or physics. Its head is a (14)_____, who is usually a professor. Under the (15)_____ are other professors, associate professors, (16)_____, and instructors. Some departments also have (17)_____ or (18)_____. These are graduate students who teach or do research part-time. Some faculties include (19)_____ or other workers whose main activity is research, not teaching.

freshman	coeducational	graduates (x2)	junior	sophomore	senior
undergraduates (x2)					

d. The student body of a university or college is divided into (20)_____ and (21)_____. (22)_____ have already received their bachelor's degree and are working more or less independently for a master's or doctor's degree. (23)_____ are studying for their bachelor's degree. The undergraduates belong to one of four classes – (24)_____, (25)_____, (26)_____, and (27)_____ – according to year of study. Most institutions are (28)_____, with both men and women students. Others admit students of only one sex.

Exercise 8. Answer the following questions about teacher training in the US:

- What types of courses do teacher-training programs include?
- How does the curriculum of various years of study differ?
- What documents are required to obtain a teaching job?
- In what ways can teachers increase their professional level while working?

Self-Assessment

Exercise 1. Answer the following questions.

1. What are the forms that pre-school education in the USA may take?
2. What is the main purpose of elementary school?
3. Schooling in the USA may be organized according to the following patterns: 6+3+3; 6+2+4; 8+4; 6+6. What is the difference?

4. What are the main characteristics of secondary schools in the USA?
5. What are the admission requirements to colleges and universities in the USA?
6. What degrees are offered by institutions of higher education in the USA?
7. What is the difference between colleges and universities?

Exercise 2. Explain the meaning of the words in glossary.

high school
 residential college
 community college
 graduation gown
 senior college
 athletic fee
 resident tuition
 credit hour
 faculty
 MA/MS thesis
 junior college
 vocational school
 campus-collegiate university
 tenure
 full professor
 undergraduate course
 an Ivy Leager
 the Seven Sisters
 class of 1975
 alumnus/alumni
 sophomore

Exercise 3. Fill in the blanks.

1. Keith is an unknown quantity: the results of his oral assessment may be pretty poor but the _____ will certainly praise him for his writing tests.
 A) invigilators B) associate professors C) teaching assistants D) markers
2. Being a brilliant student, my Mom graduated from Yale with honors.—What were her _____?
 A) majors B) biases C) affiliations D) in-born abilities
3. Mike’s parents were thrilled to bits about his progress in Spanish. They even traveled to Spain so that their son could master his language code. Right now he has got a good command of five languages. His Italian is a bit _____, though.
 A) flowery B) rusty C) authentic D) fluent
4. Sheila can still get _____ in Russian, `cause she spent three years in Moscow working at her thesis under professor Dobronravova.
 A) by B) off C) out D) away
5. We were in the same class and in the same group. That’s why I know perfectly well that he could often bluff his way through without any revision for the exams. –It’s amazing! Could I have a look at your _____ ring?
 A) wedding B) signet C) engagement D) class
6. My second cousin is not an avid reader, though he passed all his exams in World literature easily and graduated from High School with flying _____
 A) colors B) grades C) marks D) performance
7. I haven’t seen the two of my group mates for ages. Last year they were also conspicuously absent at our _____ event.
 A) fashion B) sports C) students D) alumni
8. “_____”: principle is of crucial importance if you want to get life tenure.
 A) “Live or die” B) “Publish-or-perish” C) “Play rough or take your ball and go home”

Exercise 4. Fill in the chart with the information needed about the Ivy-League Universities.

University	exact location	state	capital of the state
Harvard University(1636)			
Yale University(1701)			
University of Pennsylvania (1740)			
Princeton University (1746)			
Columbia University (1754)			
Brown University (1764)			
Dartmouth College(1769)			
Cornell University (1865)			

Exercise 5. Project work. Prepare the report on the topic: “Higher Education in the USA: pros and cons”.

HOLIDAYS IN THE USA

Exercise 1.

A. What does the term «federal holiday» mean? Which level of government decides on the dates of public holidays?

B. Fill in the information about the present-day federal public holidays in the US:

	Holiday	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

Exercise 2. Who are the people commemorated on the following days and what is their role in the country's history?

21. Martin Luther King Day
22. George Washington’s Birthday
23. Columbus Day

Exercise 3. What is the historical background of the following holidays and what are the traditions connected with them?

Holiday	Historical background	Modern traditions
Memorial Day		
Independence Day		

Labor Day		
Veterans' Day		
Thanksgiving		

Exercise 4. What are the American peculiarities of celebrating the following holidays?

- New Year's Day
- Christmas
- Mother's Day
- Halloween

Рекомендуемые вопросы к зачету

1. Ancient Britain : the Iberian settlement.
2. Celtic invasions and settlement .
3. Roman conquest and occupation of Britain, traces of Roman rule.
4. The Anglo-Saxon conquest of Britain.
5. The Danish invasions of Britain.
6. The Norman conquest and its consequences: political, economic, linguistic.
7. The population of the U.K.: ethnic and linguistic composition, demographic trends.
8. Ethnic diversity in Britain: the role of immigration.
9. Patterns of housing in Britain: home ownership, social housing, homelessness.
10. Standards of living in Britain, distribution of wealth.
11. British monarchy: major functions, social and political influence.
12. The British constitution: its uniqueness, its elements, division of powers.
13. The British Parliament: composition and functions, constitutional reforms.
14. The British Parliament: parliamentary procedure, law-making process.
15. Parliamentary electoral system in Britain.
16. The political party system in Britain.
17. The British government: the role of the Prime Minister, the Cabinet, the Civil Service.
18. The structure and organization of British educational system: public and private sector.
19. The structure and organization of primary and secondary education in Britain: state sector.
20. The structure and organization of primary and secondary education in Britain: private sector.
21. The British school curriculum, school-leaving examinations and qualifications.
22. Higher and further education in Britain.
23. The National Health Service in Britain.
24. The social Security System in Britain.
25. Social hierarchy: social classes and groups in Britain.
26. Diversity of religious denominations in Britain: freedom of conscience.

27. The Church of England: history, doctrine, structure, organization.
28. The Free Churches in Britain and the non-Christian religious communities.
29. Family life, marriage and divorce in Britain: continuity and change.
30. Gender: the position of women in Britain.
31. Patterns of immigration in the USA: old immigration and new immigration.
32. U.S. immigration policy: history of immigration laws.
33. Models of assimilation of American population: Anglo-conformity, the melting-pot, cultural pluralism.
34. Population of the USA: demographic trends (population growth, life expectancy, age and sex structure, population density, ethnic composition).
35. Regions of the USA: New England, Middle Atlantic, the South, the Midwest, the South-west, the West.
36. Ethnic minorities in the USA: African Americans, Native Americans, Hispanics, Asian Americans: affirmative action.
37. Gender: women's rights movement in the USA. The idea of equal opportunity.
38. The stratification of American society: criteria of social class.
39. American family: types of family structure, changing family values and functions.
40. Standards of living in the USA: income levels and income distribution.
41. Traditional core values and cultural beliefs of Americans: American Dream.
42. Patterns of settlement of the U.S. population: major internal migrations, leading population centers.
43. The U.S. Constitution as the supreme law of the land: the principles of government, the Bill of Rights.
44. The U.S. Congress: structure, composition, powers, functions.
45. The law-making process in the U.S. Congress.
46. The U.S. presidency: presidential powers, executive departments.
47. Presidential campaign in the USA: electing the chief executive.
48. The two-party system in the USA: Republican and Democratic parties.
49. The structure, control and organization of school education in the USA.
50. Standardized testing in the USA: SAT, ACT.
51. The structure and organization of higher education in the USA.

52. The types of American universities: public, private, religiously affiliated, the Ivy League universities.
53. The types of degree courses in American universities: major, minor, elective, the credit system.
54. History of American welfare and public assistance.
55. Health and medical care in the USA: types of medical care/insurance plans.
56. Government programs of health insurance in the USA: Medicare and Medicaid.
57. Social security programs in the USA.
58. Religious freedom and religious diversity in the USA.
59. Christian denominations in the USA, protestant and catholic.
60. Non-Christian religious denominations in the USA: Judaism, Islam, Buddhism, Native American religious practices.

Рекомендуемые формы контроля

3.1.1 Тематика докладов\презентаций

1. Этнический состав населения Великобритании, национальные и этнические различия.
2. Избирательное право и избирательная система Великобритании.
3. Достопримечательности Великобритании \ Лондона
4. История Великобритании в топонимах
5. Культура Великобритании в лицах
6. История становления государственности США
7. Место экономики США в мировом экономическом пространстве.
8. Особенности организации высшего образования США.
9. Проблемы американской молодежи.
10. Государственные праздники США.

3.1.2 Тестовые задания

1. The History of Great Britain
2. Modern Realia of Great Britain
3. Main Historical Periods of the USA (Colonization, Independence War, the Civil War and Reconstruction)
4. Modern Realia of the USA

Перечень вопросов к зачету

Рекомендуемые вопросы и задания к зачету

1. Ancient Britain : the Iberian settlement.
2. Celtic invasions and settlement .
3. Roman conquest and occupation of Britain, traces of Roman rule.
4. The Anglo-Saxon conquest of Britain.
5. The Danish invasions of Britain.
6. The Norman conquest and its consequences: political, economic, linguistic.
7. The population of the U.K.: ethnic and linguistic composition, demographic trends.
8. Ethnic diversity in Britain: the role of immigration.
9. Patterns of housing in Britain: home ownership, social housing, homelessness.
10. Standards of living in Britain, distribution of wealth.
11. British monarchy: major functions, social and political influence.
12. The British constitution: its uniqueness, its elements, division of powers.
13. The British Parliament: composition and functions, constitutional reforms.
14. The British Parliament: parliamentary procedure, law-making process.
15. Parliamentary electoral system in Britain.
16. The political party system in Britain.
17. The British government: the role of the Prime Minister, the Cabinet, the Civil Service.
18. The structure and organization of British educational system: public and private sector.
19. The structure and organization of primary and secondary education in Britain: state sector.
20. The structure and organization of primary and secondary education in Britain: private sector.
21. The British school curriculum, school-leaving examinations and qualifications.
22. Higher and further education in Britain.
23. The National Health Service in Britain.
24. The social Security System in Britain.
25. Social hierarchy: social classes and groups in Britain.

26. Diversity of religious denominations in Britain: freedom of conscience.
27. The Church of England: history, doctrine, structure, organization.
28. The Free Churches in Britain and the non-Christian religious communities.
29. Family life, marriage and divorce in Britain: continuity and change.
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31. Patterns of immigration in the USA: old immigration and new immigration.
32. U.S. immigration policy: history of immigration laws.
33. Models of assimilation of American population: Anglo-conformity, the melting-pot, cultural pluralism.
34. Population of the USA: demographic trends (population growth, life expectancy, age and sex structure, population density, ethnic composition).
35. Regions of the USA: New England, Middle Atlantic, the South, the Midwest, the South-west, the West.
36. Ethnic minorities in the USA: African Americans, Native Americans, Hispanics, Asian Americans: affirmative action.
37. Gender: women's rights movement in the USA. The idea of equal opportunity.
38. The stratification of American society: criteria of social class.
39. American family: types of family structure, changing family values and functions.
40. Standards of living in the USA: income levels and income distribution.
41. Traditional core values and cultural beliefs of Americans: American Dream.
42. Patterns of settlement of the U.S. population: major internal migrations, leading population centers.
43. The U.S. Constitution as the supreme law of the land: the principles of government, the Bill of Rights.
44. The U.S. Congress: structure, composition, powers, functions.
45. The law-making process in the U.S. Congress.
46. The U.S. presidency: presidential powers, executive departments.
47. Presidential campaign in the USA: electing the chief executive.
48. The two-party system in the USA: Republican and Democratic parties.
49. The structure, control and organization of school education in the USA.
50. Standardized testing in the USA: SAT, ACT.

51. The structure and organization of higher education in the USA.
52. The types of American universities: public, private, religiously affiliated, the Ivy League universities.
53. The types of degree courses in American universities: major, minor, elective, the credit system.
54. History of American welfare and public assistance.
55. Health and medical care in the USA: types of medical care/insurance plans.
56. Government programs of health insurance in the USA: Medicare and Medicaid.
57. Social security programs in the USA.
58. Religious freedom and religious diversity in the USA.
59. Christian denominations in the USA, protestant and catholic.
60. Non-Christian religious denominations in the USA: Judaism, Islam, Buddhism, Native American religious practices.

Образцы тестовых заданий

Test 1. The United Kingdom of Great Britain and Northern Ireland

1. Choose a correct answer from the four alternatives:

1. The United Kingdom consists of _____
(A) England, Scotland, Wales.
(B) Great Britain and Northern Ireland.
(C) England and Scotland.
(D) Great Britain and the Irish Republic.
2. Great Britain includes _____
(A) England, Scotland, Wales.
(B) England and Scotland.
(C) England and Wales.
(D) England and Ireland.
3. Who is the head of the state in the UK?
(A) The Prime Minister
(B) The Lord Chancellor
(C) The Monarch
(D) The Speaker
4. Who is the head of the government in the UK?
(A) The Monarch
(B) The Speaker
(C) The Lord Chancellor
(D) The Prime Minister
5. The Monarch of the UK _____
(A) rules and governs.
(B) reigns but does not rule.
(C) reigns and rules.
(D) rules but does not reign.
6. The British monarchs are crowned in _____
(A) Westminster Abbey.
(B) St. Paul's Cathedral.
(C) the Tower.
(D) Buckingham Palace.
7. The motto of the UK is _____
(A) "God and My Right".
(B) "God Save the Queen".
(C) "Land and My Fathers".
(D) "In God We Trust".
8. How many independent countries are there on the British Isles?
(A) 1
(B) 2
(C) 3
(D) 4
9. Which of the following is the royal residence?

- (A) Westminster Palace
 - (B) Buckingham Palace
 - (C) The Tower
 - (D) Whitehall
10. What is the noble title of the British monarch's eldest son?
- (A) The Prince Royal
 - (B) The Duke of York
 - (C) The Duke of Edinburgh
 - (D) The Prince of Wales
11. The first woman prime minister in Britain was _____
- (A) Margaret Drabbe.
 - (B) Elizabeth II.
 - (C) Margaret Thatcher.
 - (D) Charlotte Brontë.
12. Who elects the members of the House of Commons?
- (A) The Monarch
 - (B) The Prime Minister
 - (C) Electors
 - (D) The House of Lords
13. In the UK, parliamentary elections are held _____
- (A) once in three years.
 - (B) once in four years.
 - (C) once in five years.
 - (D) once in six years.
14. What bird is the national bird of the UK?
- (A) The blackbird
 - (B) The sparrow
 - (C) Robin Redbreast
 - (D) The starling
15. Who is the patron of England?
- (A) St. Patrick
 - (B) St. George
 - (C) St. Andrew
 - (D) St. David
16. St. Patrick is the patron of _____
- (A) England.
 - (B) Scotland.
 - (C) Ireland.
 - (D) Wales.
17. Which part of the UK is not represented in the Union Jack?
- (A) Scotland
 - (B) Wales
 - (C) England
 - (D) Northern Ireland
18. What is the symbol of the pound of sterling?

- (A) \$
- (B) £
- (C) ¥
- (D) €

19. Who were the most ancient inhabitants on the British Isles?

- (A) The Romans
- (B) The Celts
- (C) The Anglo-Saxons
- (D) The Normans

20. Julius Caesar came from Rome to the British Isles in _____

- (A) 55 B.C.
- (B) 43 B.C.
- (C) 43 A.D.
- (D) 55 A.D.

21. Who came to the British Isles after the Romans had left Britain?

- (A) The Normans
- (B) The Anglo-Saxons
- (C) The Britons
- (D) The Danes

22. Who gave England its name “Angle land”?

- (A) The Celts
- (B) The Germanic tribes
- (C) The Romans
- (D) The Normans

23. The Anglo-Saxons were _____

- (A) Celtic inhabitants.
- (B) Germanic tribes.
- (C) Roman invaders.
- (D) Scandinavian vikings.

24. The Normans conquered England in _____

- (A) 55 B.C.
- (B) 43 A.D.
- (C) 410 A.D.
- (D) 1066.

25. Who was the first king to be crowned in Westminster Abbey?

- (A) King Arthur
- (B) King Alfred
- (C) Henry VIII
- (D) William the Conqueror

26. The British Parliament has had two houses since _____

- (A) 1215.
- (B) 1265.
- (C) 1301.
- (D) 1536.

27. Which language influenced English greatly?

- (A) Latin
 - (B) German
 - (C) French
 - (D) All of them
28. England and Scotland were united as the Kingdom of Great Britain in _____
- (A) 1301.
 - (B) 1536.
 - (C) 1660.
 - (D) 1707.
29. The country was called the United Kingdom of Great Britain and Northern Ireland in _____
- (A) 1707.
 - (B) 1801.
 - (C) 1922.
 - (D) 1931.
30. The British Empire stopped existing in _____
- (A) the 1920s.
 - (B) the 1930s.
 - (C) the 1940s.
 - (D) the 1950s.
31. England consists of _____
- (A) 9 districts.
 - (B) 9 states.
 - (C) 9 counties.
 - (D) 9 regions.
32. The public school is _____
- (A) a comprehensive school for bright children in which the tuition is free.
 - (B) a specialized school for talented children in which the tuition fee is quite low.
 - (C) a private school for privileged children in which the tuition fee is very high.
 - (D) a common boarding school for all children.
33. Common Entrance is associated with _____
- (A) a primary school.
 - (B) a secondary school.
 - (C) a public school.
 - (D) all of the above.
34. Which name does not fit the list?
- (A) Eton
 - (B) Harrow
 - (C) Rugby
 - (D) Sussex
35. What is the student quarter in London?
- (A) Westminster
 - (B) The City
 - (C) Bloomsbury

(D) Latin Quarter

36. How many universities and colleges are there in Great Britain?

(A) total 10

(B) total 100

(C) total 1000

(D) not known

37. The nickname of the Liberal Party is _____

(A) the Whigs.

(B) the Tories.

(C) the Elephants.

(D) the Liberals.

Test 2. The United States of America

1. Which statement is true?

(A) Amerigo Vespucci discovered America.

(B) Amerigo Vespucci discovered and explored the new land.

(C) Christopher Columbus discovered but did not explore the new land.

(D) Christopher Columbus found America and settled in the New World.

2. _____ suggested naming the new land America, after Amerigo Vespucci.

(A) A German professor

(B) An Italian traveller

(C) A Spanish navigator

(D) An English colonist

3. What new product was brought to Europe from America in the 17th century?

(A) Coffee

(B) Tobacco

(C) Tea

(D) Salt

4. Who began the active colonization in the new land?

(A) Columbus and his seamen

(B) Amerigo Vespucci and his companions

(C) The Pilgrim Fathers

(D) All of them

5. The ship _____ transported the Pilgrims to the New World in 1620.

(A) "Mayflower"

(B) "Santa Maria"

(C) "Nina"

(D) "Pinta"

6. The Civil War resulted in _____

(A) the independence from Britain.

(B) the abolition of slavery.

(C) the American Constitution.

(D) the victory over France.

7. "Yankee" may mean _____

(A) a Northerner.

- (B) an American.
 - (C) an Englishman.
 - (D) an Indian.
8. The motto of the USA is _____
- (A) "God Save the President".
 - (B) "In God We Trust".
 - (C) "God's Will".
 - (D) "God and My Right".
9. The United States celebrated its Bicentennial in _____
- (A) 1867.
 - (B) 1876.
 - (C) 1967.
 - (D) 1976.
10. One of the well-known nicknames for the USA is a _____
- (A) "crazy tribe".
 - (B) "wild world".
 - (C) "melting pot".
 - (D) "great empire".
11. Which president was the first in the White House?
- (A) George Washington
 - (B) John Adams
 - (C) Abraham Lincoln
 - (D) Thomas Jefferson
12. _____ is the most prominent author of the Declaration of Independence.
- (A) George Washington
 - (B) John Adams
 - (C) Thomas Jefferson
 - (D) Abraham Lincoln
13. Which of the following American presidents commanded the US forces during World War II?
- (A) Franklin Roosevelt
 - (B) Theodore Roosevelt
 - (C) Dwight Eisenhower
 - (D) Harry Truman
14. Which of the following presidents was the youngest in the USA?
- (A) John Kennedy
 - (B) William Clinton
 - (C) Barack Obama
 - (D) George Bush, Jr.
15. The Watergate scandal is connected with the president _____
- (A) John Kennedy.
 - (B) Bill Clinton.
 - (C) Richard Nixon.
 - (D) Ronald Reagan.

16. _____ is the English for “исполнительная власть”.
- (A) Legislative power
 - (B) Executive power
 - (C) Judicial power
 - (D) Separation of powers
17. The first ten amendments to the US Constitution are in _____
- (A) the Bill of Rights.
 - (B) the Declaration of Independence.
 - (C) the Magna Carta.
 - (D) the British North America Act.
18. In the USA, executive and legislative officials are elected by a _____ of citizens.
- (A) majority rule
 - (B) plurality vote
 - (C) proportional representation
 - (D) minority right
19. The American parliament is called _____
- (A) the Senate.
 - (B) the Capitol.
 - (C) the Federal Assembly.
 - (D) the Congress.
20. Senators are elected to serve for a period of _____ years.
- (A) 6
 - (B) 4
 - (C) 3
 - (D) 2
21. There are _____ members in the House of Representatives.
- (A) 50
 - (B) 100
 - (C) 200
 - (D) 435
22. The best-known American song is _____
- (A) “America the Beautiful”.
 - (B) “America the Great”.
 - (C) “America the Wonderful”.
 - (D) “America the Marvellous”.
23. The national symbol of the USA is _____
- (A) the rose.
 - (B) the bald eagle.
 - (C) the Statue of Liberty.
 - (D) the donkey.
24. The largest religious group in the USA is _____
- (A) Protestants.
 - (B) Lutherans.
 - (C) Catholics.

- (D) Moslems.
25. The capital of the USA was built on _____
- (A) the Mississippi River.
 - (B) the Potomac River.
 - (C) the Ohio River.
 - (D) the Colorado River.
26. The symbol of the Republican Party is _____
- (A) the donkey.
 - (B) the elephant.
 - (C) the bull.
 - (D) the bear.
27. “The Stars and Stripes”, “Old Glory”, “The Star-Spangled Banner” are _____
- (A) the names of the American flag.
 - (B) the names of the American films.
 - (C) the names of famous songs.
 - (D) the names of famous poems.
28. _____ is the second most common language in the USA.
- (A) Spanish
 - (B) French
 - (C) Italian
 - (D) Portuguese
29. French is the second national language in the state of _____
- (A) Hawaii.
 - (B) Massachusetts.
 - (C) California.
 - (D) Louisiana.
30. The Statue of Liberty was made in _____
- (A) the USA.
 - (B) Britain.
 - (C) France.
 - (D) Germany.
31. The oldest American college is _____
- (A) Princeton.
 - (B) Yale.
 - (C) Harvard.
 - (D) Maryland.
32. A sophomore is _____
- (A) a first-year student.
 - (B) a second-year student.
 - (C) a third-year student.
 - (D) a teacher.
33. Which statement about the US economy is wrong?
- (A) The US has a capitalist mixed economy.
 - (B) The US national debt is the world’s largest.

(C) The US economy is shaped by the country's huge natural resources, well developed infrastructure, and high productivity.

(D) The USA is the largest exporter and importer of goods in the world.

34. The second largest city in the USA is _____

(A) New York.

(B) Los Angeles.

(C) Washington.

(D) Chicago.

35. On September 11, 2001 _____ was blown up.

(A) the Woolworth Building

(B) the World Trade Center

(C) the Empire State Building

(D) the Metropolitan Opera

36. What completes the phrase "We, the people of the United States, in order to form...?"

(A) A more perfect state...

(B) A more perfect union...

(C) A more perfect world...

(D) A more perfect community...

Test 3.

GREAT BRITAIN. GEOGRAPHY AND HISTORY

Geography

1. The total area of the British Isles is _____ square km.

a. 322,264

b. 480,987

c. 1,965,405

d. 130,500

2. The UK is separated from Ireland by _____.

a. the English Channel

b. the North Sea

c. the Strait of Dover

d. the Irish sea

3. Pas de Calais is the French name for _____.

a. the English Channel

b. the Strait of Dover

c. Colchester

d. the Irish sea

4. In the northwest the British Isles are washed by _____.

a. the English Channel

b. Pas de Calais

c. the North sea

d. the Atlantic Ocean

5. In the north the _____ stretch from Derbyshire to the border with Scotland 250 miles (403km) north.

a. Pennines

b. Rocky Mountains

c. Apennines

d. Cambrian Mountains

6. South of the Pennines is the heavily populated central area known as the _____, the industrial heartland since the 19th century.
- a. Uplands b. Midlands c. Black Country d. Fens
7. The West Midlands is the surrounding area of _____.
- a. London b. Leeds c. Sheffield d. Birmingham
8. A flat area to the northeast of London is called _____.
- a. The Midlands b. The Highlands c. Northumbria d. East Anglia
9. The _____ stretches from north of Birmingham through Staffordshire to Wolverhampton.
- a. Uplands b. Midlands c. Black Country d. Fens
10. The _____ are the rich agricultural lands, once under water but drained in the 18th century, that extend from Lincoln to Cambridge.
- a. Uplands b. Midlands c. Black Country d. Fens
11. Land's End is the extreme _____ point of England.
- a. northeast b. southwest c. southeast d. northwest
12. Scafell Pike is the highest point in _____.
- a. Scotland b. England c. Wales d. Ireland
13. The highest point in the British Isles, 1,343-meter _____, is in the Highlands.
- a. Ben Nevis b. Snowdon c. Everest d. Scafell Pike
14. Snowdon is _____ in England and Wales.
- a. the largest city b. the longest motorway c. the highest mountain d. the deepest lake
15. The _____ cover most of the Wales.
- a. Cambrian Mountains b. Pennines c. Western Alps d. Hibernians
16. The longest river in Ireland is _____.
- a. Liffey b. Shannon c. Lagan d. Lachlan
17. The UK's longest river is the _____, which is 354 km long,
- a. Thames b. Avon c. Clyde d. Severn

18. _____ in Northern Ireland is the largest lake in the British Isles.
a. Lake Windermere b. Lake Erie c. Lough Neagh d. Loch Ness
19. Woods cover _____ of England.
a. only 7% b. over 40% c. almost all the territory d. half of the territory
20. North Sea oil was discovered in the early _____.
a. 1930s b. 1960s c. 1980s d. 1890s
21. The name London most probably derives from _____.
a. the Celtic Llyn and Dun b. the Latin Londinium
c. the Anglo-Saxon Loandan d. the French Lyon

History

22. Britain became an island at the end of the last Ice Age round _____.
a. 4,000 BC b. a million years ago c. 590 BC d. 6,000 BC
23. The most famous prehistoric monument in Britain situated on Salisbury Plain is _____.
a. Mayburgh Henge b. Stonehenge c. Maiden Castle d. Knowlton Henge
24. The first individual graves seem to have appeared at the times of _____ people.
a. Beaker b. Gaelic c. Paleolithic d. Mesolithic
25. Which is not the name of a Celtic people?
a. Belgae b. Brithons c. Beaker d. Gaels
26. In the Celtic period 'the people of chariots' were _____.
a. Belgae b. Brithons c. the Beaker people d. Gaels
27. The Romans invaded Britain in _____.
a. 45 AD b. 50 BC c. 56 BC d. 43 AD
28. The southern part of the island was conquered, and Britain was made a province of the Roman Empire during the rule of _____.
a. Julius Caesar b. Agricola c. Emperor Claudius d. Emperor Antonine
29. Hadrian's Wall was built in _____.
a. 100-130 AD b. 55 BC c. 122-163 AD d. 44-54 BC

30. The Roman wall that stretches from nowadays Glasgow to Edinburgh is _____.
- a. The Scottish Border b. Antonine Wall c. Offa's Dyke d. Hadrian's Wall
31. The main occupation of Anglo-Saxon tribes in peacetime was _____.
- a. town building b. forestry and fishing c. crafts d. agriculture
32. The Witan's authority was based on _____.
- a. its right to choose kings, and to agree to the use of the King's laws.
b. a strong army it kept.
c. good references.
d. its representation in the shires.
33. The Danes invaded Britain in order to conquer and settle in _____.
- a. 750 b. 865 c. 910 d. 1025
34. Who is considered the founder of the British navy?
- a. Henry VII b. King Alfred c. Horatio Nelson d. Francis Drake
35. The Treaty of Wedmore of 886 was an agreement between King Alfred and _____.
- a. the Scots b. Edward c. the merchants d. the Danes
36. Edward the Confessor ordered the building of a great church beside his palace because _____.
- a. he was called the Confessor
b. he was a very religious man
c. he wanted a church more magnificent than any other
d. he wanted to become a Bishop
37. William I became king of England as a result of _____.
- a. elections c. a promise given to him by Edward the Confessor
b. the Hundred Years' War d. the victory in the Battle of Hastings
38. The Norman Conquest started in _____.
- a. 1172 b. 1066 c. 1087 d. 1214
39. Who started the Tower of London?
- a. Admiral Nelson c. William the Conqueror
b. Henry VIII d. Christopher Wren

40. The 'Domesday' Book, which may be regarded as the first population census in European history, was compiled in _____.
- a.1086 b. 1025 c. 1250 d.1408
41. Who is considered the founder of the English common law?
- a. Thomas Becket b. Henry II c. Edward IV d. William II
42. At the end of the 12th century England paid a huge ransom to return freedom to _____.
- a. Richard the Lionhearted c. Canute
b. John Lackland d. King Sweyn
43. The document signed in 1215 by King John of England at Runnymede was known as The
- Great _____.
- a. Convention b. Charter c. Agreement d. Law Act
44. The struggle for the throne between the House of Lancaster and the House of York is known in history as _____.
- a. the Hundred Years War c. the Wars of Roses
b. the Napoleonic Wars d. the Thirty Years War
45. The dynasty of Tudors was started with _____.
- a. Elisabeth I b. Queen Mary c. Henry VII d. Henry VIII
46. Henry VIII became 'Supreme Head on Earth of the Church of England' in accordance with the Act of Supremacy adopted by the Parliament in _____.
- a. 1528 b. 1534 c. 1540 d. 1538
47. On the English throne, Henry VIII was followed by _____.
- a. Elisabeth I b. Mary I c. Edward VI d. Henry IX
48. Mary Tudor earned her nickname 'Bloody Mary' for the _____.
- a. prosecution of Protestants b. prosecution of Catholics
c. inventing cocktails d. defeat in several battles
49. Elizabeth I reigned in _____.
- a. 1539-1588 b. 1553- 1600 c. 1529- 1540 d. 1558-1603
50. Elizabeth I looked for peaceful ways of solving the Protestant-Catholic problem. She signed several laws called the _____ of 1559.
- a. Bill of Right b. Religious Settlement c. Protestant Agreement d. Church Union

51. In June 1645 the Royalist army was finally defeated at _____.
a. London b. Edinburgh c. Exeter d. Naseby
52. The leader of the army against King Charles I in the Civil War in England was _____.
a. John Cade b. Thomas Cromwell c. Robert Bruce d. Oliver Cromwell
53. Cromwell's government was called the _____.
a. Protectorate b. Democracy c. Federation d. Commonwealth
54. Restoration started in _____.
a. 1609 b. 1680 c. 1690 d. 1660
55. Restoration started with the rule of _____.
a. Charles II b. Charles I c. Queen Margaret d. George I
56. The Glorious Revolution of 1688 paved the way for _____.
a. the development of constitutional monarchy.
b. the creation of democracy.
c. the beginnings of Parliament.
d. the reform of the Cabinet.
57. The British and the Prussian army under the command of _____ finally defeated Napoleon at Waterloo in 1815.
a. Duke of Wellington b. King George III c. Lord Marlborough d. Horatio Nelson
58. _____ was the longest reigning British monarch.
a. Edward III b. William the Conqueror c. Elizabeth I d. Queen Victoria

Test 4. MODERN BRITAIN

1. The area of the United Kingdom of Great Britain and Northern Ireland is (in square km) _____.
a. 245,110 b. 246,110 c. 244,110 d. 250,000
2. What is the name of the British flag?
a. the Stars and Stripes b. the Star-Spangled Banner
c. the Union Jack d. the Mayflower

3. City population in Britain is a _____ society.
- a. homogeneous b. indigenous c. pro-Christian d. multicultural
4. The national flower of England is _____.
- a. rose b. daffodil c. tulip d. sunflower
5. What is the nickname for the English nation?
- a. Uncle Sam b. Big Bill c. John Bull d. Paddy
6. The Patron Saint of Wales is _____.
- a. St. Dennis b. St. Drew c. St. David d. St. Daniel
7. What creature is drawn on the national flag of Wales?
- a. bear b. dragon c. eagle d. deer
8. What part of Britain is called 'Land of Song'?
- a. England b. Wales c. Scotland d. Northern Ireland
9. The Eisteddfod is _____.
- a. a festival of songs and poetry b. the Changing of the Guard
c. a sports tournament d. the Ceremony of the Keys
10. In _____ the Statute of Wales puts the whole country under the control of the English monarch.
- a. 1284 b. 1900 c. 1812 d. 1536
11. The capital of Wales is _____.
- a. Glasgow b. Cardiff c. Swansea d. Edinburgh
12. National festivals of Welsh song and poetry in the form of competitions date back to _____.
- a. 20th century b. the Renaissance c. the medieval period d. the 19th century
13. The Church of Wales _____.
- a. is the equivalent of the Church of Scotland b. belongs to the Roman Catholic Church
c. does not exist d. is a part of the Anglican Church
14. Road signs and official documents in Wales are all _____.
- a. in English b. bilingual c. in Welsh d. in French and English

15. The patron Saint of Scotland is _____
a. St. Matthew b. St. Mark c. St. Adam d. St. Andrew
16. The capital of Scotland is _____.
a. Glasgow b. Cardiff c. Swansea d. Edinburgh
17. _____ are considered distinctively Scottish musical instruments.
a. flutes b. guitars c. bagpipes d. violins
18. Which sport originally comes from Scotland?
a. football b. golf c. rugby d. cricket
19. A very well-known symbol of Scottishness is a _____.
a. celt b. kelt c. cult d. kilt
20. The national flower of Scotland is _____.
a. thistle b. leek c. rose d. daffodil
21. What is the biggest city in Scotland?
a. Edinburgh b. Glasgow c. Dunedin d. Sutherland
22. The Church of Scotland _____.
a. is part of the Anglican Church
b. has the same organization as the Anglican Church
c. has a separate organization from the Anglican Church
d. is part of the Presbyterian Church
23. The national flower of Ireland is _____.
a. poppy b. shamrock c. petunia d. narcissi
24. The Patron Saint of Ireland is _____.
a. St. David b. St. Andrew c. St. Patrick d. St. John
25. The capital of Northern Ireland is _____.
a. Belfast b. Dublin c. Canberra d. Glasgow
26. Northern Ireland is also called _____.
a. Ulster b. Ulcer c. Ultra d. Alter
27. The Irish society is divided into _____ segregated communities.
a. four b. three c. five d. two
28. Eire is _____.
a. another name of the Republic of Ireland
b. a city in Ireland
c. a typical Irish surname
d. a nickname for an Irish person

d. the Lollards and the Chartists

41. The Conservatives are the descendants of the _____.
a. Parliamentarians b. Roundheads c. Lollards d. Tories
42. British Parliament consists of _____.
a. The House of Lords and the House of Commons.
b. The Cabinet, the House of Lords and the House of Commons.
c. The Crown, the House of Lords and the House of Commons.
d. The House of Representatives and the Senate.
43. In Britain there are _____ elected members of the House of Commons.
a. 456 b. 654 c. 659 d. 550
44. In Parliament each MP represents one political area called _____.
a. county b. shire c. country d. constituency
45. MPs are normally elected for the term of _____ years.
a. 4 b. 3 c. 5 d. 4.5
46. The main functions of the Speaker are _____ (you can choose more than one function):
a. to lead the majority party.
b. to represent the House of Commons in relations with other authorities.
c. to grant honours to the most distinguished MPs.
d. to preside the sittings and maintain discipline.
47. How do MPs vote?
a. By means of computers. b. Going through two lobbies.
c. Raising their hands. d. Handing in their votes on pieces of paper.
48. 'Division' in the House means _____.
a. mathematical order b. money bills
c. calculations d. voting
49. The House of Lords has no powers with _____.
a. 'money bills' b. court appeals
c. Private Members' bills d. the Labours' proposals
50. The Government of the UK is formed by the party which has most seats in _____.
a. the House of Lords b. the Cabinet c. each constituency d. the House of Commons

51. The Civil Service _____.
- a. administers the decisions of ministers.
 - b. gathers in the case of emergency.
 - c. maintains law and order in the society.
 - d. guards the Queen.
52. What is the name of the oldest public school for boys in Great Britain?
- a. Norwich
 - b. Bath
 - c. Eton
 - d. Harrow
53. The academic year in Britain's universities is divided into _____ terms.
- a. two and a half
 - b. three
 - c. four
 - d. two
54. _____ schools are selective.
- a. Comprehensive
 - b. Composite
 - c. Secondary Modern
 - d. Grammar
55. The English school syllabus is divided into _____.
- a. Arts and Sciences
 - b. Philosophy and Engineering
 - c. Arts and Crafts
 - d. Literature and Mathematics
56. British university course generally lasts for _____ years.
- a. two
 - b. five
 - c. three
 - d. four
57. British universities choose their students after _____.
- a. entrance exams
 - b. aptitude tests
 - c. TOEFL
 - d. interviews
58. Sandwich courses are _____.
- a. part-time courses offered in Polytechnics to those who work
 - b. full-time university courses for first degree students
 - c. offered especially to students from poor families
 - d. delivered simultaneously in several colleges
59. In Oxford and Cambridge _____ is traditionally used at degree ceremonies.
- a. Welsh
 - b. Latin
 - c. French
 - d. Old English
60. Oxford and Cambridge universities consist of a number of _____ governed by Masters.
- a. faculties
 - b. departments
 - c. high schools
 - d. colleges
61. In England public schools are _____.
- a. independent and free from state control
 - b. comprehensive schools
 - c. free of charge
 - d. state schools

THE USA (General Knowledge test)

Choose the correct variant.

1) Christopher Columbus discovered America in ...

- a) 1492
- b) 1402
- c) 1442

2) Who lived in America before Columbus came?

- a) Americans
- b) Pilgrims
- c) Indians

3) When did Europeans first arrive in America?

- a) 1720
- b) 1620
- c) 1670

4) The first colonists started the tradition of ...

- a) Thanksgiving Day
- b) Halloween
- c) Independence Day

5) When did America become independent?

- a) 1776
- b) 1676
- c) 1767

6) When is Independence Day?

- a) 24 July
- b) 4 July
- c) 4 June

7) The first president of the USA was...

- a) Abraham Lincoln
- b) Jeffrey Jefferson
- c) George Washington

- 8) Which American state is situated 50 miles from Russia?
- a) Alabama
 - b) Alaska
 - c) Arizona
- 9) The largest state in the USA is ...
- a) Alaska
 - b) Texas
 - c) California
- 10) Which river did native Americans call “the father of waters”?
- a) the Mississippi
 - b) the Colorado
 - c) the Missouri
- 11) Which state of the USA is situated in the Pacific Ocean?
- a) Idaho
 - b) Hawaii
 - c) Montana
- 12) The USA is a ... republic.
- a) Federal
 - b) Constitutional
 - c) presidential
- 13) The US President’s term is ...
- a) 4 years
 - b) 5 years
 - c) 6 years
- 14) The US Government has ... braches.
- a) Three
 - b) Four
 - c) Five
- 15) Congress is made up of
- a) The House of Representatives and the House of Commons
 - b) The House of Lords and the House of Commons
 - c) The House of Representatives and the Senate

16) What is the favourite sport in the USA?

- a) Baseball
- b) Cricket
- c) Rugby

Match the sights (A-H) with their definitions (1-7). One sight is extra.

- A. The Capitol
- B. The White House
- C. The Empire State Building
- D. Hollywood
- E. Disneyland
- F. The Grand Canyon
- G. The Statue of Liberty
- H. Yellowstone

I.

- 1. It is the official home for the President of the USA.
- 2. It is the symbol of freedom in America.
- 3. It is one of the tallest buildings in the USA.
- 4. It is the tallest building in Washington and the most famous building in the USA because it is the place where laws are made.
- 5. It is the world famous center of films.
- 6. It is a large amusement park for children in Southern California.
- 7. It is the oldest national park in the world. It is famous for its geysers.

Match the cities (A-F) with their definitions (1-5). One city is extra.

- A. Philadelphia
- B. New York
- C. Chicago
- D. Washington, DC
- E. Los Angeles
- F. Boston

- 1. It is one of the main cities of the USA. It was the first capital of America from 1790 until 1800. The USA constitution the first written constitution in the world was adopted in this city in 1787.
- 2. This city is situated on the left bank of the Potomac River. It is one of the most beautiful and unusual cities in the USA. It has little industry. There are no skyscrapers. It was named after the first American President.
- 3. It is the largest city in the United States. It is situated at the mouth of the Hudson River. It is the world leader in finance, the arts and communications. There are many skyscrapers of fifty and more stores in it.

4. It is one of the oldest cities. It was founded in 1630. There are three universities in this city. The oldest university in the USA, Harvard University, was founded in 1636.
5. It is the second largest city in the USA after New York City. It is situated in Southern California. This city is known as a center of the American entertainment industry.

Match the names of the famous people (A-F) with the sentences (1-5). One name is extra.

- A. Walt Disney
- B. Neil Armstrong
- C. Martin Luther king
- D. Henry Ford
- E. Charlie Chaplin
- F. Mark Twain

1. The American astronaut first stepped on the surface of the Moon.
2. His cartoon films are popular all over the world.
3. He was the leader of the Black civil rights movement in the USA.
4. He was a famous American actor called "The Little Tramp".
5. He was the first to use an assembly line in car making, which made cars affordable.

Учреждение образования
«Гомельский государственный университет имени Франциска Скорины»

УТВЕРЖДАЮ

Проректор по учебной работе

ГГУ им. Ф.Скорины

_____ И.В. Семченко

(дата утверждения)

Регистрационный № УД-_____/уч.

СТРАНОВЕДЕНИЕ

Учебная программа учреждения высшего образования по учебной
дисциплине для специальности
1-23 01 02 02 Лингвистическое обеспечение межкультурных коммуникаций
(международный туризм)

2021 г.

Учебная программа составлена на основе образовательного стандарта высшего образования. Первая ступень. 1-23 01 02 Лингвистическое обеспечение межкультурных коммуникаций 1-23 01 02 02 Лингвистическое обеспечение межкультурных коммуникаций (международный туризм), (введен в действие постановлением Министерства образования Республики Беларусь от 30.08.2013 г., ОСВО 1-02 03 06-2013) и учебного плана учреждения высшего образования, регистрационный номер №, утв.....

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РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:

Кафедрой межкультурных коммуникаций и международного туризма
(протокол № ___ от _____);

Научно-методическим советом УО «Гомельский государственный университет имени Ф. Скорины»
(протокол № 6 от 05.05.2021)

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная программа дисциплины компонента учреждения высшего образования цикла социально-гуманитарных дисциплин «Страноведение» для специальности 1–23 01 02 Лингвистическое обеспечение межкультурных коммуникаций (по направлениям). Квалификация «Специалист по межкультурным коммуникациям. Переводчик-референт (с указанием языков общения)» характеризуется реализацией компетентностного подхода к подготовке специалистов и современной концепции организации самостоятельной работы студентов.

Целями дисциплины «Страноведение» являются:

- овладение студентами закономерностями и объективными факторами исторического развития и формирования нации;
- усвоение студентами особенностей становления государственности, социально-экономического, политического и культурного развития Великобритании и США.

Достижение основных целей обучения предполагает решение следующих частных задач:

- усвоение объективных факторов исторического развития стран;
- знакомство с географией, экономикой, системой образования стран;
- анализ государственного и политического строя стран;
- усвоение особенностей культуры, нравов и традиций стран;
- анализ дополнительных смысловых нагрузок лингвострановедческой лексики.

В результате изучения дисциплины обязательного компонента «Страноведение» студент должен:

знать:

- исторические процессы и их закономерности;
- хронологию исторического развития народов, говорящих на изучаемом языке;
- исторические реалии стран изучаемого языка;
- культуру, традиции, социально-политический строй, экономику стран изучаемого языка;

уметь:

- анализировать исторические процессы и закономерности современных явлений;
- комментировать политические и экономические явления современности с исторической точки зрения;
- вести дискуссию на исторические и политические темы;
- осуществлять контрастивный анализ культурно-исторических, социально-политических и экономических реалий.

- владеть:

- методами анализа закономерностей и объективных факторов исторического развития и формирования нации;

– приемами выявления культурологических особенностей становления государственности, социально-экономического, политического и культурного развития Великобритании и США

Изучение дисциплины компонента учреждения высшего образования «Страноведение» предполагает овладение следующими компетенциями:

а) академическими компетенциями (АК), а именно:

- АК-2 и АК-3 – владеть системным и сравнительным анализом, а также исследовательскими навыками;

- АК-4 – уметь работать самостоятельно;

– АК-8 - Обладать навыками устной и письменной коммуникации;

– АК-9 - Уметь учиться, повышать свою квалификацию в течение всей жизни;

б) социально-личностными компетенциями (СЛК), а именно:

– СЛК-1. Обладать качествами гражданственности.

– СЛК-2. Быть способным к социальному взаимодействию.

– СЛК-3. Обладать способностью к межличностным коммуникациям

- СЛК-6 – уметь работать в команде;

– СЛК-11 - Иметь опыт публичной коммуникации;

в) профессиональными компетенциями (ПК), а именно:

- ПК-5 – анализировать и оценивать собранные данные;

- ПК-24 - Быть способным осуществлять системный поиск;

- ПК-25 - Владеть приемами мозгового штурма, кейс-стади и игровыми технологиями;

- ПК-26 - Уметь использовать интерактивные методики взаимодействия;

Дисциплина «Страноведение» состоит из разделов:

1. Великобритания.

2. Соединенные Штаты Америки.

Программа предусматривает также управляемую самостоятельную работу. Самостоятельная работа студентов предполагает самостоятельное изучение литературы по теме; составление плана темы, определение основных понятий и терминов, подготовку собственных письменных и устных высказываний реферативного характера с учетом культурно-исторических, социально-политических и экономических реалий страны изучаемого языка, разработку мультимедийных презентаций.

Изучение данной дисциплины связано с курсом «Практика устной и письменной речи» и является основой для дальнейшего изучения учебных дисциплин «Этнология и этнография (народы мира) / Историческая география», «Культурный контекст профессионального общения», «Семиотика культуры».

На изучение учебной дисциплины отводится 64 часа на втором курсе, 2 семестр, в том числе 40 аудиторных, из них на лекции – 20 часов, на семинарские - 12 часов, управляемая самостоятельная работа – 8 часов, форма контроля - зачет.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

РАЗДЕЛ 1 Великобритания

Тема 1.1 Географическое положение Великобритании

Географическое положение и состав территории. Остров Великобритания, Северная Ирландия, Гебридские, Шетландские, Оркнейские и другие острова. Проливы и моря, омывающие острова. Понятия «Великобритания», «Англия», «Соединенное Королевство Великобритании и Северной Ирландии». Площадь королевства. Особенности рельефа: горизонтальное расчленение, изрезанность береговой линии. Климатические условия. Гидрографическая сеть. Флора и фауна. Оценка природных условий для развития сельского хозяйства и транспорта. Евротуннель. Минерально-сырьевые ресурсы.

Тема 1.2 Исторические особенности формирования английской нации

Влияние различных этнических групп на процесс формирования английской нации. Доисторический период: заселение Британских островов иберами. Стоунхендж и другие памятники эпохи иберов. Кельтские завоевания. Социальная структура и экономический уклад кельтского общества. Покорение Британии римлянами, их наследие. Англосаксонские завоевания Британии. Становление феодальной системы в эпоху раннего средневековья. Коренное изменение этнической структуры населения Британии, противостояние кельтских и германских этносов. Датские завоевания, эпоха Альфреда Великого. Становление английской государственности. Нормандское завоевание Англии. Становление централизованного феодального государства. Усиление ориентации страны на континентальную Европу и ее вовлеченность в европейскую политику. Влияние нормандского завоевания на развитие английской культуры и языка. Покорение Уэльса. Англия и Шотландия. Постепенное покорение Ирландии. Образование соединенного королевства. Современные проблемы децентрализации и национальной автономии.

Тема 1.3 Население Великобритании

Основные характеристики современного населения Великобритании: численность, демографические тенденции, этнический состав, роль эмиграции и иммиграции, национальные и языковые различия современного населения. Социальные проблемы этнических групп.

Административно-территориальное устройство. Местное самоуправление. Уровень жизни. Экономический водораздел между севером и югом.

Размещение населения География плотности. Основные формы расселения. Урбанизация и ее формы. Широкий урбанизированный пояс Англии с наибольшей концентрацией населения. Классовая структура населения, понятие социальной мобильности.

Институт семьи и брака. Гендерные проблемы.

Национальные черты характера британцев. Характерные черты жизни и быта, обусловленные особенностями географического положения, климата, экономического положения страны.

Тема 1.4 Государственный и политический строй Великобритании

Сущность конституционной монархии. Британская конституция и ее особенности. Роль традиций и прецедентов как конституционных установлений. Королевская власть и ее роль в современной Великобритании. Парламент – высший орган законодательной ветви власти. Палата общин, ее структура и права. Палата лордов, ее права и значение. Реформирование палаты лордов. Парламентская процедура. Законодательная процедура. Исполнительная ветвь власти. Правительство, кабинет министров, государственный аппарат. Избирательное право и избирательная система Великобритании. Сущность простой мажоритарной системы. Политические партии и общественные организации. Сущность двухпартийной системы. Основные политические партии: консервативная, лейбористская, либерально-демократическая. Различия в идеологии, роль в общественной и государственной жизни страны.

Тема 1.5 Экономика Великобритании

Место Великобритании в системе мирохозяйственных связей. Общая характеристика хозяйства. Концентрация капитала и производства, крупные промышленные концерны. Особенности послевоенного развития промышленности. Тэтчеризм. НТР, ее влияние на структуру и географию промышленности. Усиление неравномерности развития различных отраслей. Характеристика ведущих отраслей промышленности.

Сельское хозяйство и его значение для экономики страны. Ведущие отрасли сельского хозяйства и их размещение.

Основные экономические регионы и города Великобритании. Роль экономики Великобритании в мировом и европейском экономическом пространстве.

Тема 1.6 Система образования Великобритании

История английских школ. Основы современной организации системы образования. Управление народным образованием. Роль министерства образования и местных органов образования. Государственные школы, «независимые» или частные школы. Церковные школы. Две ступени начального образования. Кризис среднего образования и попытки его преодоления, реформы среднего образования, введение единой школьной программы и двухступенчатых выпускных экзаменов в 16 и 18 лет. Типы средних школ в государственном секторе. Борьба двух тенденций в средней школе: к унификации обучения и социальной селекции. Элитарные «публик-скулз»: особенности процесса обучения и воспитания.

Система высшего образования. Университеты и университетские колледжи. Основные типы университетов: старейшие университеты (Оксфорд, Кембридж), их элитарный характер, особенности традиционной организации обучения. Высшие технические колледжи, их преобразование в

университеты. Новые тенденции в организации и содержании обучения. «Открытый» университет в системе дистанционного обучения.

Тема 1.7 Церковь и религия в британском обществе

Религиозная многоконфессиональность современной Великобритании. Свобода вероисповедания. Христианские конфессии. Англиканская церковь: история становления, структура, организация. Пресвитерианская церковь Шотландии: история становления, структура, организация. Римско-католическая церковь: история, структура, организация. «Свободные» церкви: методистская, баптистская, Армия Спасения и др. Нехристианские религиозные общины: мусульманская, еврейская, индуистская, буддистская и др., их духовное влияние и социальная роль.

РАЗДЕЛ 2 Соединенные Штаты Америки

Тема 2.1 Исторические особенности развития США.

Состав и величина территории. Характеристика границ и географического положения. Рельеф и его особенности. Открытие Северной Америки норманнами (X в.) и Христофором Колумбом (1492 г.). Плавание Джона Кабота; присоединение американских земель к Великобритании на правах колоний. Колониальный период. Борьба американских колоний за независимость; Томас Джефферсон и Декларация Независимости. Война за независимость (1775 -1783); образование Соединенных Штатов Америки. Джордж Вашингтон –первый президент США. Гражданская война 1861-1865 г.г., ее экономические и политические итоги. Внешнеполитическая экспансия США в конце 19 – начале 20 вв. Империалистический период развития США. Специфические черты периода и его основные этапы. Вторая мировая война, холодная война, экономические и политические итоги для США. Роль США в создании военно-политических блоков. Внешняя политика США на современном этапе.

Тема 2.2 Население США

Особенности формирования и развития американской нации. Иммиграция на разных этапах развития США. Этнический состав населения. Модели ассимиляции и аккультурации. Законы об иммиграции. Численный рост населения, демографические тенденции. Размещение населения по территории. Регионы США – экономические, культурные, географические. География плотности. Основные формы расселения – городское и сельское население. Рост урбанизации. Сдвиги в размещении населения под влиянием урбанизации, изменений в размещении промышленности. Социальное положение этнических групп в США – коренных американцев, афро-американцев, американцев азиатского и латиноамериканского происхождения. Борьба этнических меньшинств за социальную справедливость, гражданские права, полное равноправие всех этнических групп.

Тема 2.3 Государственный и политический строй США

Конституция США и ее основополагающие принципы. Билль о правах. Организационная независимость трех ветвей государственной власти –

законодательной, исполнительной, судебной. Законодательная власть. Конгресс США. Структура, функции и права палаты представителей и сената. Комитеты конгресса. Должностные лица конгресса: спикер палаты представителей, председатель сената. Законодательная процедура.

Исполнительная власть. Президент США. Усиление власти президента. Правительство и федеральный государственный аппарат. Избирательная система. Процедура избрания президента.

Административно-территориальное деление США. Организация государственной власти в штатах. Местное самоуправление.

Судебная власть. Судостроительство на федеральном уровне. Верховный суд США. Окружные суды. Специальные суды первой инстанции. Специальные апелляционные суды. Их функции.

Политические партии и общественные организации. Особенности двухпартийной системы. Политические партии США - демократическая и республиканская. Политическая роль «третьих» партий.

Тема 2.4 Экономика США

Удельный вес США в мировом производстве, структура хозяйства и ее изменение в условиях научно-технической революции. Особенности промышленного производства в сравнении с другими высокоразвитыми странами. Высокий технический уровень производства ведущих отраслей промышленности, структура промышленности. Высокий технический уровень сельского хозяйства, его структура.

Основные направления внешнеэкономических связей.

Тема 2.5 Система образования США

Составляющие системы образования США. Децентрализованная система управления народным образованием. Роль местных органов образования и министерства образования. Финансирование школ.

Система школьного образования. Государственные школы. Частные школы. Церковные школы. Разновидности структуры школьного образования. Многопрофильность в средней школе: академический, общий, профессионально-технический профили. Выборная система предметов. Система зачетных единиц («кредитс»).

Система высшего образования. Университеты и колледжи штатов. Частные университеты и колледжи. Старейшие частные университеты элитарной "лиги плюща". Особенности организации обучения. Двухступенчатая система высшего образования. Двухлетние общеобразовательные колледжи. Четырехлетние колледжи. Специализированные колледжи.

Тема 2.6 Американское общество

Американская идеология и система ценностей. «Американская мечта». Классовый состав населения и его особенности. Распределение богатства. Социальная мобильность. Институт семьи и брака в США. Гендерные проблемы. Проблемы молодежи. Уровень жизни в США. Характерные черты жизни и быта, обусловленные особенностями географического положения, климата, исторического и экономического положения страны.

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

Рекомендуемые формы контроля знаний

1. Тематическая дискуссия
2. Самостоятельная работа
3. Тест
4. Презентация
5. Реферат

Рекомендуемые темы тематических дискуссий

1. Современные проблемы децентрализации и национальной автономии в Великобритании
2. Американская идеология и система ценностей.
3. Новые тенденции в организации и содержании школьного образования в Великобритании.
4. Анализ способов социо-экономической стратификации населения США

Рекомендуемые темы самостоятельных работ

1. Население Великобритании
2. Регионы США: культурные, экономические, географические
3. Особенности британской конституционной системы.
4. основополагающие принципы конституции США.

Рекомендуемая тематика рефератов и презентаций

1. Этнический состав населения Великобритании, национальные и этнические различия.
2. Избирательное право и избирательная система Великобритании.
3. Промышленная революция, ее экономические и социальные следствия.
4. Национальная служба здравоохранения Великобритании.
5. История становления государственности США.
6. Место экономики США в мировом экономическом пространстве.
7. Особенности организации высшего образования США.
8. Проблемы американской молодежи.

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ

на ____ / ____ учебный год

№№ пп	Дополнения и изменения	Основание

Учебная программа пересмотрена и одобрена на заседании кафедры

_____ (протокол № ____ от _____ 202_ г.)

(название кафедры)

Заведующий кафедрой

(ученая степень, ученое звание)
(И.О.Фамилия)

(подпись)

УТВЕРЖДАЮ

Декан факультета

(ученая степень, ученое звание)
(И.О.Фамилия)

(подпись)

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА

Форма обучения – дневная

1-23 01 02 02 Лингвистическое обеспечение межкультурных коммуникаций
(международный туризм)

Номер раздела, темы, занятия	Название раздела, темы	Количество аудиторных часов					Количество часов УРС	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия	Иное		
1	2	3	4	5	6	7	8	9
1	Раздел 1. Великобритания (20 ч)	10		6			4	
1.1	Географическое положение Великобритании.	2						Тест
1.1.1	1. Географическое положение и состав территории. 2. Особенности рельефа: горизонтальное расчленение, изрезанность береговой линии. 3. Климатические условия. 4. Флора и фауна.							
1.2	Исторические особенности формирования английской нации (4 ч.)	2		2				Тематическая дискуссия
1.2.1	1. Британия в доисторические времена: заселение							

	<p>британских островов иберами; кельтские завоевания.</p> <p>2. Покорение Британии римлянами, их наследие.</p> <p>3. Англо-саксонские завоевания Британии.</p> <p>4. Нормандское завоевание.</p>							
1.3	Население Великобритании	2						Тест
1.3.1	<p>1. Этнический состав населения: национальные и языковые различия, демографические тенденции.</p> <p>2. Иммиграционные потоки 19 – середины 20 вв.</p> <p>3. Современная иммиграция из развивающихся стран, причины, ее вызывающие.</p> <p>4. Возникновение расовой проблемы.</p>							
1.3.2	<p>1. Размещение населения.</p> <p>2. Урбанизация и ее формы.</p> <p>3. Социо-экономическая классификация населения.</p> <p>4. Гендерные проблемы.</p>							
1.4	Государственный и политический строй Великобритании (4 ч.)	4		2				Презентация
1.4.1	<p>1. Британская конституция и ее особенности</p> <p>2. Королевская власть и ее роль в современной Великобритании.</p> <p>3. Парламент как высший законодательный орган, его структура, права и значение.</p> <p>4. Конституционные реформы палаты лордов.</p>	2						
1.4.2	<p>1. Правительство, кабинет министров, госаппарат.</p> <p>2. Избирательное право и избирательная система Великобритании.</p> <p>3. Основные политические партии: консервативная, лейбористская, либерально-демократическая.</p>	2						

	4. Местные органы власти, деволюция.							
1.5	Экономика Великобритании						2	Реферат
1.5.1	1. Промышленная революция, ее экономические и социальные следствия. 2. Современное экономическое положение Великобритании. 3. Ведущие отрасли промышленности и их характеристика. 4. Ведущие отрасли сельского хозяйства и их размещение.							
1.6	Система образования в Великобритании (4 ч.)			2				Презентация
1.6.1	1. Основы современной организации системы образования. 2. Система школьного образования, государственные, независимые, церковные школы. 3. Реформы школьного образования. 4. Система высшего образования.							
1.7	Церковь и религия в британском обществе (2 ч.)						2	Доклад
	1. Роль религии в современном британском обществе. 2. Свобода вероисповедания, религиозная многоконфессиональность. 3. Христианские конфессии и их особенности. 4. Нехристианские религиозные общины Великобритании, их духовное влияние и социальная роль.							
2.	Раздел 2. Соединенные Штаты Америки. (20 ч.)	10		6			4	
2.1	Исторические особенности развития США	2		2				

2.1.1	1. Состав и величина территории. 2. Колониальный период, война за независимость, образование Соединенных Штатов. 3. Гражданская война 1861-1865 гг., ее экономические и политические итоги 4. Развитие США в XIX в., становление современных США.							
2.2	Население США	2						
2.2.1	1. Особенности формирования и развития американской нации. 2. Этнический состав населения США. 3. Регионы США: культурные, экономические, географические 4. Социальное положение этнических групп и меньшинств, борьба за гражданские права.							Самостоятельная работа
2.3	Государственный и политический строй США (6 ч.)	2		2				Тест
2.3.1	1. Конституция США и ее особенности. 2. Билль о правах, поправки к конституции, их значение. 3. Законодательная власть: структура, функции, полномочия Конгресса США. 4. Прохождение законодательных предложений в конгрессе, лобби и их роль.							
2.3.2	1. Исполнительная власть, президент США,							

	<p>администрация президента, система министерств и ведомств.</p> <p>2. Избирательная система, процедура избрания президента.</p> <p>3. Судебная власть и ее особенности.</p> <p>4. Сущность двухпартийной системы, политические партии – республиканская и демократическая, их роль в жизни страны.</p>							
2.4	Экономика США						2	
2.4.1	<p>1. Место экономики США в мировом и европейском экономическом пространстве. 2. Особенности развития промышленности США.</p> <p>3. Сельское хозяйство, его структура и особенности развития.</p> <p>4. Транспорт и внешнеэкономические связи</p>							Реферат
2.5	Система образования в США (6 ч.).	2						Презентация
2.5.1	<p>1. Организация образования в США, децентрализованная система управления народным образованием</p> <p>2. Система школьного образования, типы школ, многопрофильность в средней школе.</p> <p>3. Выборная система предметов.</p> <p>4. Организация тестирования выпускников.</p>							
2.5.2	<p>1. Особенности организации высшего образования США.</p> <p>Двухступенчатая система высшего образования.</p>							

	2. Структура высшего образования: университеты и колледжи штатов, частные университеты и колледжи. 3. Старейшие частные университеты элитарной «Лиги плюща» 4. Кредитно-рейтинговая система обучения.							
2.6	Американское общество (4ч.).	2		2				Доклад
2.6.1	1. Американская идеология и система ценностей, «Американская мечта». 2. Классовый состав населения и его особенности. 3. Институт семьи и брака в США. 4. Гендерная проблема в США.							
2.6.2	1. Уровень жизни в США. Распределение богатства. Неравенство доходов. 2. Стоимость жизни в США. 3. Проблемы американской молодежи. 4. Характерные черты жизни и быта американцев.							
2.7	Церковь и религия в США (2 ч.).						2	Реферат
	1. Роль религии в современном американском обществе. 2. Многоконфессиональность в США. 3. Христианские конфессии и их характеристика. 4. Нехристианские религиозные общины: их духовное влияние и социальная роль.							
	Всего часов	20		12			8	Зачет

Рекомендуемая литература

Основная

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6. Голицынский, Ю.Б. United States of America = Соединенные Штаты Америки : пособие по страноведению для студентов вузов / Ю.Б. Голицынский. - Санкт-Петербург : КАРО, 2008 .- 448 с .
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9. [Новик, Н.А.](#) Страноведение. США: география, история, экономика, культура = Country Studies. USA: geography, history, economy, culture : учебное пособие (с электронным приложением) / [Н. А.Новик](#) . – Минск : Вышэйшая школа, 2015 . – 245 с . : 1 электрон. опт. диск (CD) . –
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11. Страноведение. Образование США и формирование государственной системы : методические рекомендации для студентов вузов специальности "Иностранный язык" / сост. Я. В. Подрядчикова .- Брест : БрГУ, 2003 .- 32 с .

Дополнительная

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