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“Country studies of Great Britain”

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Данные методические рекомендации разработаны для студентов и магистрантов Департамента филологии, изучающих курс «Страноведение Великобритании» и имеют целью сформировать страноведческие, межкультурные и когнитивные компетенции, необходимые в процессе изучения иностранного языка.

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Introduction

This study guide is based on a series of lectures delivered by the author to students of the department of philology of Kostanai State Pedagogical University

Country Studies is a course which aims at giving students of English faculties an idea of the United Kingdom of Great Britain and Northern Ireland, their important places, events, to learn more about the geographical position, history, population, education and arts.

This course is intended to form the students' competence in the United Kingdom which is necessary for adequate mastering of the English language as a means of communication, for becoming more successful in gaining the culture of these countries. It enriches the student's thesaurus with relevant vocabulary, phraseology, terminology, introduces such a notion as culture-oriented linguistics. **The purpose of this teaching tool** is to shape the process of students' communicative competence as a unity of language howl, speech and sociocultural competence during the course geography of Great Britain in the following areas: - development of practical communication and speech creativity of students in professional mastery requiring speech skills; - the formation of sociocultural competence in the course of consideration, awareness and interpretation of the realities of different cultures; - cultural space of students during the active mastery of regional geographic information process of scientific and practical search.

The education of a creative person with the potential cognitive activity and capable of cultural perception and transformation of the realities of a multicultural general state, is one of the primary tasks of educational process of higher education in a modern society.

The formation of communicative competence as a unity of language, speech and sociocultural competencies of students becomes necessary condition for successful functioning in multicultural society, which involves free communication between people of different countries and cultures, understanding of representatives of different nations.

Knowledge of the realities of the countries of the language being studied is an integral part of the valuable linguistic and cultural education at the present stage of development at the turn of a multicultural society, when the cultural component is fundamental to the understanding and interpretation of actions and the motives of the partner during the act of intercultural communication.

With the integration of communicative, cognitive and sociocultural aspects of the formation of the worldwide language pattern education is based on an international paradigm in which language function is expanding. Language is considered not only as independent speech activity, and as a means of general activity during the cultural development of socially active and independent student identity.

Thematic planning on the practical course of “Country studies of Great Britain”

№	Theme of the lecture	Hours	Dates	Theme of seminars
1	Geographical position of the UK. 1. Climate. 2. Mineral resources 3. National symbols.	1	1 st week	British rivers, mountains, lakes, mineral resources
2	The British history. 1. England of the 14-16 th centuries. 2. English Bourgeois Revolution 3. England of the 18 th century. 4. England of the 19 th century. 5. England of the 20 th century	1	2 nd week	Be ready to talk about queen Elizabeth II
3	Population of GB. 1. Class and professional structure of the population. 2. National and ethnic groups.	1	3 rd week	English households. Civil marriage or cohabitation?
4	Governmental system of the UK. 1. System of elections and elective right in GB. 2. Political parties.	1	4 th week	Political system of the UK and current prime-minister
5	Economy of the UK. 1. Transport. 2. Major economic regions of GB.	1	5 th week	English transport and woolen industry in the UK
6	System of education in the UK. 1. System of higher education. 2. Science.	1	6 th week	Tutorial system of education in Oxbridge
7	British arts. 1. Theatre. 2. Mass media. 3. Traditions and customs.	1	7 th week	Famous artists of the UK. Well-known paintings
8	The British media	1	8 th week	Quality Newspapers, Tabloids

Lecture 1 Geography of the UK.

The UK of GB and NI consists of 4 main parts: England, Scotland, Wales and Northern Ireland. It's area is 244,100 square klm. The UK is situated off the west coast of Europe between the Atlantic Ocean and the North Sea and is separated from the European continent by the English Channel and the Strait of Dover.

The island of GB is subdivided into 2 main regions: Lowland Britain and Highland Britain. The Pennine Chain extends southward from the Cheviot Hills into the Midlands, a plain region with low hills and valleys.

Scotland includes such islands as: the Hebrides, the Orkney, the Shetland islands.

Scotland

Lakes (Lochs) The Highlands The Southern Uplands
The best-known is Loch Ness (Ben Nevis-1343m)

Wales

Cambrian mountains Cornwell peninsula Snowdonia
(pride of Wales)

Northern Ireland

Mourne mountains Lough Neagh
(the largest lake in the British Isles)

The chief rivers of GB are: the Severn, the Thames, the Clyde, the Dee, the Shannon, the Spey and the Tweed. On the north-west side of the Pennine system lies the Lake District.

Oak, elm, ash and beech are the commonest trees in England, while Scotland has much pine and birch. A wide choice of animals such as: mammals, foxes, otters, seals, rats and others can be found in the UK.

The climate in the UK is mild and temperate due to the influence of the Gulf Stream. January and February are the coldest months, July and August are the warmest.

Task:

1. Make up a presentation about types of climate in four parts of the UK.

Rubrics:

Element	Low	Middle	High
Content	The information presented doesn't cover	The information presented covers the	The information presented covers the

	the topic fully. There is a lot of text on the slide and few graphics and diagrams	topic adequately. There are some graphics and diagrams	topic appropriately and fully. Graphics and diagrams are exploited in appropriate amount
Creativity	Little no attempt has been made to make presentation appealing to the viewer	Presentation is somewhat appealing to the viewer	Presentation is appealing to the viewer
Use of language	There are numerous spelling, grammar and punctuation errors	There are minor spelling, grammar and punctuation errors	The student shows excellent operation of language
Pronunciation (Geographical names)	Various pronunciation mistakes have been made while presenting the topic	Insignificant pronunciation mistakes have been made while presenting the topic	The students demonstrates great pronunciation and advanced language

Lecture 2 The British history

The Celts

1. Had no towns
2. The clothing was made of wool
3. Were taught by priests called druids
4. Lived in primitive society where there was no private property.

Roman conquest

1. In 55 B.C. a Roman army invaded Britain
2. The main classes were the slaves and the slave-owners
3. Straight roads were built
4. Lived in towns

Anglo-Saxon invasion

1. In 449 the Jutes landed in Kent (the beginning of the conquest)
2. 7 kingdoms were created
3. Were busy with: arable farming, cattle-breeding, hunting and fishing.
4. There was a conversion to Christianity

Scandinavian conquest

1. Danes and Norwegians burnt up London in 842
2. In 879 peace treaty was signed and the country was divided into: Danelaw and England proper.
3. At the end of the 11th century the Danish king Canute became the king of Denmark, Norway and England.

Norman conquest

1. On the 14th of October 1066 at a little village called Hastings the first battle took place
2. In 1086 Domesday Book appeared

England of the 14-16th centuries

1. In the 14th century the parliament was divided into 2 chambers
2. In 1337 the war that lasted 100 years began.
3. In 1377 a new tax was adopted.
4. There was an uprising led by W. Tyler
5. 1455-1485-War of Roses
6. The 15-16th centuries-great geographical discoveries were made.

English Bourgeois Revolution

1. In 1642 the Civil War between the king and the parliament began.
2. In 1649-the declaration of the republic
3. 1660-1688-Epoch of Restoration
4. 1688-“Glorious Revolution”

England of the 18th century

1. 1707-Scotland joined the British Isles
2. The 18th century-The Age of Enlightenment
3. In 1776 the American declaration of Independence was signed

England of the 19th century

1. The 19th century-GB is the biggest navy state
2. In 1815 the army of Napoleon was defeated
3. 1837-Victoria became a Queen and Victorian Epoch began

England of the 20th century

1. GB took part in the WWI
2. 14th of August-GB declared the war to Germany
3. The 20th century-the crisis of the colonial system

Task:**1. Prepare group work on the results of Roman conquest**

- a) the first group speaks about advantages of Roman conquest and contribution of Romans
- b) the second groups speaks about disadvantages of Roman invasion

Rubrics:

Element	Low	Middle	High
Use of language	There are numerous spelling, grammar and punctuation errors	There are minor spelling, grammar and punctuation errors	The student shows excellent operation of language
Topic awareness(preparedness of the student)	The student has a little acquaintance with the theme(only the information learned on the lecture)	The student has some knowledge on the topic	The student has a clear understanding of the topic. The preparation is on high level
Working with others	Hardly ever cooperates with other students while working in group	Usually tries to take part in the process, expresses opinion, shares the information	Always participates in the working process, takes initiatives, shares the knowledge on the subject
Pronunciation (Historical places , names of politicians,kings and queens)	Various pronunciation mistakes have been made while presenting the topic	Insignificant pronunciation mistakes have been made while presenting the topic	The students demonstrates great pronunciation and advanced language

Lecture 3 The population of the UK

The population of the UK of GB and NI is over 59 million people. Over 49 mln people live in England, 3 mln in Wales, a little more than 5 mln in Scotland and 1,5 in NI. The UK is one of the most urbanized of world's largest nations. The south and the south-east are the most densely populated. The density here is 375 persons per 1 square klm. The life expectancy in the UK is 74 years for men and 79 years for women. English is the official language of the country.

In 1974-75 the administrative division took place and in accordance with it England and Wales are divided into shires, Scotland into regions, NI into districts. The 3d part of the population is concentrated in 7 conurbations.

In the second part of the 19th century about 10mln people left Britain for colonies. In the 20th century people of mental work were leaving Britain. In the 19th century the biggest group of immigrants consisted of Jewish people. In the 20th century, after 1931 a lot of people were immigrating to Britain from Australia, Canada, SAR, etc. Professional group: 90% - workers and clerks, 5% - petty farmers, 2% - bourgeoisie.

Task:

In groups fill in the Venn diagram about similarities and differences of marriage and cohabitation in the UK ,use facts.

Rubrics:

Element	Low	Middle	High
Use of language	There are numerous spelling, grammar and punctuation errors	There are minor spelling, grammar and punctuation errors	The student shows excellent operation of language
Differences of civil marriage and cohabitation	Almost irrelevantly written differences of the civil marriage and cohabitation	Almost all of the differences written are relevant	All the differences is relevant to the given topic
Similarities of civil marriage and cohabitation	The students don't determine or determined one similarity between civil marriage and	The students determine two or more similarities between civil marriage and cohabitation	The students mention all possible similarities between civil marriage and cohabitation

	cohabitation		
Working with others	Hardly ever cooperates with other students while making up a Venn diagram	Usually tries to take part in the process, expresses opinion, shares the information	Always participates in the working process, takes initiatives, shares the knowledge on the subject

Lecture 4 The system of the government in the UK

The UK is a parliamentary monarchy based on the unwritten constitution. The most important documents are:

1. Magna Carta
2. Habeas Corpus Act
3. The Bill of Rights
4. Petition of Right
5. Statute of Westminster
6. Reform Act of 1832

Legislative power

1. The Queen
2. The House of Lords
3. The House of Commons

Executive Power

1. The Prime-Minister
2. The Cabinet of Ministers

Judicial Power

1. The system of the Supreme Court

Tasks:

1. Be ready with information about the queen Elizabeth II
2. Find some additional information about current Prime-Minister
3. Create a presentation talking about the queen Elizabeth II and current prime Minister

Rubrics:

Element	Low	Middle	High
Content	The information presented doesn't cover the topic fully. There is a lot of text on the slide and few graphics and diagrams	The information presented covers the topic adequately. There are some graphics and diagrams	The information presented covers the topic appropriately and fully. Graphics and diagrams are exploited in

			appropriate amount
Creativity	Little no attempt has been made to make presentation appealing to the viewer	Presentation is somewhat appealing to the viewer	Presentation is appealing to the viewer
Use of language	There are numerous spelling, grammar and punctuation errors	There are minor spelling, grammar and punctuation errors	The student shows excellent operation of language
Pronunciation	Various pronunciation mistakes have been made while presenting the topic	Insignificant pronunciation mistakes have been made while presenting the topic	The students demonstrates great pronunciation and advanced language

Lecture 5 Economy of the UK

Great Britain is highly-developed industrial country with intensive development of agriculture. Industry gives about 20% of export. 2% of wealthy population keeps 50% of the national wealth. Britain is the 2d country after Japan as a country-creditor. The characteristic features of the British industry are: intensive growth of modern branches which use modern technologies. It's the ideal country for cattle-farming. This is the land of pastures. They take the 3d part of the whole territory. All British outward transportations are connected with navy and air transport. Great ports are: London, Southampton, Liverpool. The biggest airports are: Heathrow and Gatwick. Tunnel in the English Channel is the representative of the railway.

In Britain we can speak about 6 main economic regions:

1. Southern England
2. Central economic region
3. Northern England
4. Scotland
5. Wales
6. Northern Ireland

Task:

In pairs create a poster on the given topics. Each pair has their own topic to depict on the topic. Use your knowledge and imagination to complete the work:

- a) coal-mining industry of GB
- b) textile industry
- c) all economic regions

Rubrics

Element	Low	Middle	High
Content	The information presented doesn't cover the topic fully.	The information presented covers the topic adequately.	The information presented covers the topic appropriately and fully.
Creativity	Little no attempt has been made to make a poster appealing to the viewer. Students put a lot of text on the poster	Poster is somewhat appealing to the viewer. The students make an attempt to make it colourful and interesting	Poster is appealing to the viewer. The students used their imagination to make it colourful and interesting
Use of language	There are numerous spelling, grammar and punctuation errors	There are minor spelling, grammar and punctuation errors	The student shows excellent operation of language
Pronunciation	Various pronunciation mistakes have been made while presenting the topic	Insignificant pronunciation mistakes have been made while presenting the topic	The students demonstrates great pronunciation and advanced language
Layout and design	The information	Almost all of the	All the information

	can be hardly seen on the poster	information and graphics can be easily distinguished on the poster	and graphics can be easily distinguished on the poster
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Lecture 6 British system of education

The system of education in GB is determined by the National Education Acts. In 1870 the universal education was adopted in GB. There are state and private schools. The oldest private school is Eton. The National Education Act of 1944 provided 3 stages of education: primary, secondary and further education.

The National Curriculum which was introduced in 1988 sets out in detail the subjects that children should study and the level of achievement they should reach by the ages of 7, 11, 14 and 16 when they are tested.

English universities differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of students' life. The 2 intellectual eyes of Britain are: Oxford and Cambridge (the 1st type). The 2d type is: the Scottish universities of St. Andrew, Glasgow, Aberdeen and Edinburgh date from the 15-16th centuries. The 3d type is so called Redbrick universities.

In 17-18th centuries there was a high point of the development in mechanics, physics, chemistry, physiology and optics. The most scientific organizations are: London Royal Society, British Academy, Royal Academy of Science.

Task:

Choose the topic from the given list and make the presentation:

- one of the schools
- one of the universities
- system of colleges at the university
- tutorial system

Rubrics:

Element	Low	Middle	High
Content	The information presented doesn't cover the topic fully. There is a lot of text on the	The information presented covers the topic adequately. There are	The information presented covers the topic appropriately and fully.

	slide and few graphics and diagrams	some graphics and diagrams	Graphics and diagrams are exploited in appropriate amount
Creativity	Little no attempt has been made to make presentation appealing to the viewer	Presentation is somewhat appealing to the viewer	Presentation is appealing to the viewer
Use of language	There are numerous spelling, grammar and punctuation errors	There are minor spelling, grammar and punctuation errors	The student shows excellent operation of language
Pronunciation	Various pronunciation mistakes have been made while presenting the topic	Insignificant pronunciation mistakes have been made while presenting the topic	The students demonstrates great pronunciation and advanced language

Lecture 7 Arts in the UK

The art of designing and erecting buildings was the main in the 11-14 centuries. The majority of the cathedrals and monasteries were built late in the 11th and early in the 12th century. Romanesque style is a transitional style of European architecture prevalent from the 9th to the 12th century. Later in the 13th century Gothic architecture was introduced. Inigo Jones was the 1st architect who in the 17-18th centuries brought the Italian Renaissance style to the British Isles. Christopher Wren was a talented architect who used the classic forms with great purity and correctness. Thomas Chippendale was a celebrated cabinet-maker, who produced beautiful, elegant furniture. The style of architecture characteristic of the reigns of 4 Georges who ruled Great Britain from 1714 to 1830 is called Georgian. The style which became popular in the 19th century is called Victorian. The most known architect of that time was Charles Barry.

The 15th century was the period when folk music flourished. Choral singing and polyphony influenced the creative activity of John Dunstable who was a conspicuous composer of the 15th century. The most famous composer of the 17th century Henry

Purcell composed the 1st opera “Dido and Aeneas”. One of the prominent composers of today is Elton John.

The theatre appeared in England in the 14-15th centuries. In 1576 the 1st theatre was built in London. The Globe was opened to the public in 1599 and it started the golden age of the theatre in England. Great playwrights of that period were Shakespeare, University Wits. The great actor who contributed much to realistic acting was David Garrick. Nowadays dramatic training is provided by the Royal Academy of Dramatic Art, the Central School of Speech and Drama.

It is usual to regard English painting as beginning with the Tudor period. The 1st truly English painter was William Hogarth. His masterpiece is called “Marriage-a-la-Mode”. Joshua Reynolds was a conspicuous painter, the leader of the English school of portrait painting of the 18th century and the 1st president of the Royal Academy of Arts. Other prominent painters of GB are: Thomas Gainborough, George Romney, Joseph Mallord William Turner.

Task:

Be ready to talk about :

- 1 one of the painters
- 2 one of the well-known architects
- 3 famous musician
- 4 your favourite pop-group or singer

Rubrics:

Element	Low	Middle	High
Content	Most of the information about famous people is not accurate	Most information about famous people is accurate	All the information about famous people is accurate
Creativity	Students make little no attempt to make the role play interesting (no costumes, make up and tools)	Students try to make the role play interesting	Students do their best to make the role play interesting (costumes, make up, tools)
Use of language	There are numerous spelling, grammar and	There are minor spelling, grammar and	The student shows excellent operation of

	punctuation errors	punctuation errors	language
Pronunciation	Various pronunciation mistakes have been made during role play	Insignificant pronunciation mistakes have been made during role play	The students demonstrates great pronunciation and advanced language
Workingwithothers	Hardly ever cooperates with other students during role play	Usually tries to take part in the process, expresses opinion, shares the information	Always participates in the working process, takes initiatives, shares the knowledge on the subject

Lecture 8 The British Media

The British Media consists of the press and radio and TV broadcasting.

Now a couple of words about papers. First of all there is no subscription. You may buy any on sale. There are two main types of newspapers: the «popular» papers and the «quality» papers.

The popular papers are less in size, with many pictures, big headlines and short articles. They are easy to read. They are such papers as «Daily Express», «Daily mail», «Daily Mirror», «Daily Star», «The Sun» and others.

The «quality» papers are for more serious readership. These papers are bigger in size, with larger articles and more detailed information. The «quality» papers are — «The Times», «Daily Telegraph», «The Guardian», «Financial Times», «The Independent».

In addition to daily papers we have just mentioned above there are Sunday papers. They have a higher circulation than the dailies. Sunday papers in Great Britain are such «quality» papers as «Observer», «Sunday Times», «Sunday Telegraph» and such «popular» papers as: «News of the World», «Sunday Express», «Sunday Mirror», «Mail on Sunday».

As far as broadcasting and telecasting are concerned there are two radio and TV stations. The first one — well-known BBC — British Broadcasting Corporation, and the second — IBA — Independent Broadcasting Authorities.

The newspapers in Britain are proud of the fact that they are different from each other — each tries to have a definite profile.

Task:

Be ready to talk about “Quality newspapers” and “Tabloids” (use Venn diagram)

Rubrics:

Element	Low	Middle	High
Use of language	There are numerous spelling, grammar and punctuation errors	There are minor spelling, grammar and punctuation errors	The student shows excellent operation of language
Differences of civil marriage and cohabitation	Almost irrelevantly written differences of the civil marriage and cohabitation	Almost all of the differences written are relevant	All the differences is relevant to the given topic
Similarities of civil marriage and cohabitation	The students don't determine or determined one similarity between civil marriage and cohabitation	The students determine two or more similarities between civil marriage and cohabitation	The students mention all possible similarities between civil marriage and cohabitation
Working with others	Hardly ever cooperates with other students while making up a Venn diagram	Usually tries to take part in the process, expresses opinion, shares the information	Always participates in the working process, takes initiatives, shares the knowledge on the subject

Conclusion

Teaching of country studies is based on the principles of high information content, the development of critical thinking, observance of intersubject communications with history and geography, literature, and a foreign language.

Lectures on country studies of Great Britain make it possible to most effectively solve the problem of developing a holistic perception of the countries of the language being studied, their culture, characteristics and familiarize students with the customs and traditions of peoples speaking these languages, with the realities of their lives. By integrating information of an economic, cultural and sociological nature in a single complex, regional geography promotes the assimilation of a system of knowledge about the social reality and culture of the country of the language being studied, as well as the formation of a modern sociocultural portrait of the countries of the language being studied, which is an indispensable condition for adequate knowledge of a foreign language as a means of communication.

In this teaching tool country study is considered as a discipline, subject which is in a certain way selected and organized a combination of economic, socio-political, historical, geographical and other knowledge related to the content and form of speech communication of native speakers of this language, included in the educational process with the aim of ensuring the educational and educational goals of learning and related providing the communicative needs of students implemented on learning language.

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