

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**O. M. BEKETOV NATIONAL UNIVERSITY  
of URBAN ECONOMY in KHARKIV**

**S. M. Nikiforova, H. V. Lukianova**

**LINGUOCULTURAL STUDIES**

**LECTURE SLIDE-NOTES**

*(for the students of the first (bachelor's) level of higher education  
specialty 035 – Philology)*

**Kharkiv  
O. M. Beketov NUUE  
2024**

УДК 811.111(075.8)

**Nikiforova S. M.** Linguocultural Studies : lecture slide-notes (for the students of the first (bachelor's) level of higher education specialty 035 – Philology) / S. M. Nikiforova, H. V. Lukianova ; O. M. Beketov National University of Urban Economy in Kharkiv. – Kharkiv : O. M. Beketov NUUE, 2024. – 59 p.

Authors:

PhD in Philology, assoc. prof. S. M. Nikiforova,  
PhD in Philology, assoc. prof. H. V. Lukianova

Reviewers:

**Ye. S. Moshtagh**, PhD in Philology, associate professor of the Department of Foreign Philology and Translation (O. M. Beketov National University of Urban Economy in Kharkiv);

**L. V. Shumeiko**, PhD in Philology, associate professor of the Department of Foreign Philology and Translation (O. M. Beketov National University of Urban Economy in Kharkiv)

*Recommended by the Department of Foreign Philology and Translation,  
record № 2 on 10.09.2021*

The lecture slide-notes were compiled with the aim of helping students of the specialty “Philology” in preparation for classes, tests and exams in the course “Linguocultural studies”.

© S. M. Nikiforova, H. V. Lukianova, 2024

© O. M. Beketov NUUE, 2024

## CONTENTS

Preface.....	4
Lecture 1 Linguocultural studies as a science and discipline.....	7
Lecture 2 The main stages of the history of Great Britain from ancient times to the beginning of the XXI century.....	12
Lecture 3 Geography of Great Britain. Economic branches and districts.....	19
Lecture 4 Great Britain. Politics and Society. Education. Culture.....	25
Lecture 5 Stages of the historical development of the American state. Linguistic realities related to historical events.....	30
Lecture 6 Geography of the United States. Economic branches and districts. The political system of the USA. Politics and society. Education and holidays in the USA. National features...	36
Lecture 7 Canadian stages of historical development. Geographical position of Canada. Economical development and districts. Industry in Canada.....	44
Lecture 8 Politics and society of Canada. Education and holidays. National features and culture of Canada. Canadian linguistic culture.....	49
Bibliography.....	55

## PREFACE

**The purpose** of the academic discipline Linguocultural Studies of English-speaking world is to provide students with theoretical basis for further study of foreign languages and linguistic disciplines and further professional activities, the practical ability to compare the system of Romano-Germanic languages in a historical, cultural and geographical context during translation activities; to teach students operate with the terminology of Linguocultural studies; to develop skills of linguistic analysis; to develop the ability to analyze and compare historically and geographically determined linguistic phenomena and processes in the English language.

The manual contains material on Linguocultural Studies of English-speaking world. It is written for students of English language / linguistics and may also be of interest to all readers who would like to gain some information about the Country Studies through Language. The purpose of this manual is to help students be competent in a country study of the UK, USA and Canada through language and develop their communicative competence. All the information is presented in the form of lecture slide-notes. This study attempts to review the history, geography, arts and culture, traditions of the English-speaking countries in a concise and objective manner. The country study of the English-speaking world is a fascinating field in its own right, but it also provides a valuable perspective for the contemporary study of the language. The historical account promotes a sense of identity and continuity, and enables the students to find coherence in many fluctuations of present-day English language use.

The manual consists of a preface, contents, 8 chapters and bibliography.

All chapters are built according to a single structure, which includes such sections as brief information on the country's geography, history, economy,

descriptions of the language situation. It is mainly focused on its dominant social, political, economic, and cultural aspects. Special attention in each chapter is paid to national symbols, holidays, traditions and habits of each of the English-speaking countries, first of all, to those that are unique for each nation.

Sources of information include country study books, textbooks and video resources which can be used during the studies.

## **PROGRAM OF EDUCATIONAL DISCIPLINE**

### **MODULE 1 LINGUOCULTURAL STUDIES**

#### **CONTENT MODULE 1 BASIC CONCEPTS OF LINGUOCULTURAL STUDIES. CHARACTERISTICS OF BRITISH LINGUISTIC CULTURE**

Issues on the structure of Linguocultural studies, its connections with other sciences. An overview of object, goals, tasks and aspects of Linguocultural studies. Studying the characteristics of British linguistic culture, linguistic realities, realities of Britain, related to historical events. Issues on the main stages of the history of Great Britain from ancient times to the beginning of the XXI century. Study of issues about the geographical regions and climate of Great Britain, as well as the origin of geographical names. Review of economic sectors and the most important industrial and agricultural areas. Review of the country's economic development in the 19th – 21st centuries. Study of questions about the structure of power, political system, social life of Great Britain. Issues on the education system, the main traditions, holidays and customs, which are the embodiment of the national identity of the peoples of the United Kingdom. Studying the characteristics of the language as a reflection of the nation's culture.

#### **CONTENT MODULE 2 CHARACTERISTICS OF AMERICAN LINGUISTIC CULTURE**

Studying the characteristics of the American linguistic culture, linguistic realities of the USA, related to historical events. An overview of the main stages of the historical development of the USA and the formation of statehood.

Studying the points about the geographical regions and climate of the United States, as well as the origin of American geographical names. Issues on the main economic sectors and their location. Study of the main stages of the economic development of the USA in the 20th and at the beginning of the 21st century. An overview of the structure of power, political system, social life of the USA. Issues on the education system, as well as studying the main traditions, holidays and customs that embody the national identity of the people of the United States. An overview of the demographic composition of the population, its influence on foreign and domestic politics and the formation of language dialects. Studying the characteristics of the language as a reflection of the nation's culture.

### **CONTENT MODULE 3 CHARACTERISTICS OF CANADIAN LINGUISTIC CULTURE**

Studying the characteristics of Canadian linguistic culture, the linguistic reality of Canada, related to historical events. An overview of the main stages of the historical development of Canada and the formation of statehood. Study of points about the geographical regions and climate of Canada, as well as the origin of Canadian geographical names. Issues on the main economic sectors and their location. Study of the main stages of economic development of Canada in the 19th and early 21st century. Issues on the structure of power, political system, social life of Canada. Studying the points on the education system, as well as considering the main traditions, holidays and customs that embody the national identity of the peoples of Canada. An overview of the demographic composition of the population, its influence on foreign and domestic politics and the formation of language dialects. Studying the characteristics of the language as a reflection of the nation's culture.

## LECTURE 1

# Linguolcultural studies as a science and discipline

## Lecture 1

### Plan:

1. Science and discipline of linguistic and cultural studies.
2. Definition and object of linguistic and cultural studies.
3. Goals, tasks and aspects of linguistic and cultural studies.
4. Characteristic features of British linguistic culture.

## Linguocultural studies as an educational discipline

Linguocultural studies is an educational discipline that, as an aspect of the practical course of a foreign language and the theoretical course of its teaching methods, implements the practice of selection and presentation in the process of learning a non-native language of information about the national and cultural specificity of language communication in order to ensure the communicative competence of students who study this language.

The goal of the Linguocultural studies course for students

to master the techniques of analyzing a particular language in order to identify and translate national and cultural semantics in it, as well as methods of introducing, consolidating and activating units and country studies texts specific to a given language and culture.



## Tasks of the Linguocultural studies course:

- familiarization of students with the main aspects of the theory of linguistic and country studies;
- introducing students to the problem of intercultural communication;
- helping students master the information studied at the socio-cultural level.

In the field of cultural-linguistic adaptation, the task of studying Linguocultural studies solves the problems of intercultural communication, which are related to differences in mentality, traditions, and religions.

## The issues that make up the problems of Linguocultural studies are divided into two types:

*linguistic* and *methodical*.

*Linguistic* issues concern the analysis of language units with the aim of identifying the national and cultural meaning contained in them: non-equivalent vocabulary, non-verbal means of communication (actions transmitted by facial expressions, gestures and having meanings and spheres of use different from the usages accepted in the native language), background knowledge characteristic of speakers and which provide language communication, language aphorisms and phraseology, which are considered from the point of view of reflecting in them the culture and national characteristics of people who speak the language being studied.

*Methodological* issues relate to methods of introduction, consolidation and activation of language-specific units of national and cultural content, which emerge from the studied texts.

## Linguistic units with national-cultural semantics

Linguocultural studies researches language units that most vividly reflect the cultural characteristics of the people - the speakers of the language and their place of existence.

The need for social selection and study of linguistic units, in which the uniqueness of national culture is most clearly revealed and which cannot be understood in the way that native speakers understand them, is felt in all cases of communication with foreigners, when reading fiction, journalism, watching movies and videos, listening to songs etc.

The composition of lexical units characterized by pronounced national and cultural semantics includes:

- 1) realia – definition of objects or phenomena characteristic of one culture and absent in another
- 2) connotative vocabulary, i.e. words that match in basic meaning, but that differ in cultural and historical associations
- 3) background vocabulary, which means objects and phenomena that have analogues in the studied culture, but differ in national features of functioning, form, purpose of objects, etc.

Linguocultural studies are based on the following principles:

1. The first principle is the social nature of language. It represents unity national culture and language, which can be implemented in functions. One especially important is communicative, which is the main means of transmission information from one participant in the communication process to another (condition provision of this function is precisely the use of information about the country).

2. The second principle is assimilation by a person who grew up in one national culture, norms of behavior, essential facts, values and traditions of another state culture. Students need not only to learn information about country, but also to form a positive attitude towards it.

3. The third principle is formation of a positive attitude towards the native people. This is one of the most complex principles, because the goal of language learning is to bring people together.

4. The fourth principle embodies the requirements of linguistic integrity and homogeneity of educational process: country studies information should be obtained from authentic educational texts.

Having analyzed the ratio of elements of the content of foreign culture with aspects of education, it is possible to define the components of foreign language culture as learning goals:

1) educational aspect — the social content of the goal. This aspect includes mastering a foreign language as a means of interpersonal communication, as well as mastering the skills of independent work as a process of improvement level of foreign language culture;

2) cognitive aspect — the Linguocultural studies content of the goal. It is used as a means of enriching the spiritual world of the individual an implemented mainly on the basis of receptive types of activities: reading and listening;

3) the developing aspect — the psychological content of the goal. In this aspect the main goal is the development of speech and mental abilities functions, ability to communicate;

4) upbringing aspect — the pedagogical content of the goal. Learning a foreign language culture is a means of comprehensive education.

## LECTURE 2

### Lecture 2

**The main stages of the history  
of Great Britain from ancient  
times to the beginning of the  
XXI century**

#### **PLAN**

- 1. Formation of statehood.**
- 2. The Middle Ages and the Renaissance.**
- 3. The Age of Enlightenment.**
- 4. Britain in the 1st and 2nd World Wars.**
- 5. The post-war period.**
- 6. Democratic changes at the end of the 20th century.**
- 7. Britain in the 21st century.**
- 8. Linguistic realities related to historical events.**

The history of Great Britain is quite long and peculiar. Its beginning goes back ancient times - already in the 8th century B.C. the British Isles began to be inhabited by Celtic tribes. In the 1st century A.D. Britain became an object of Roman conquest, the rule of the Romans lasted until the end of the 4th century, then the invasion of the Anglo-Saxon tribes began. It was they who formed the first state formations in the V - VII centuries, which in 829 were united into a single state - England.

In 1066, the last conquerors came to the islands, led by the Normans with Duke Wilhelm. During the millennium, the borders of the state expanded, over time, Wales, Scotland and Ireland were added to it. This process displayed on the British flag by a combination of the English cross of St. George with the Scottish cross of St. Andrew and the Irish cross of Saint Patrick. Already in the Middle Ages, England became one of the leading countries in Europe and the world, maintaining this status for now.

## THE MEDIEVAL PERIOD

- The medieval period is the time between 1066 and 1485.





**There are three periods of Middle Ages:**

- ▶ **Early Middle Ages (600-1066)**
- ▶ **High Middle Ages (1066-1272)**
- ▶ **Late Middle Ages (1272-1485)**



## RENAISSANCE

- ▶ The English Renaissance, an era of cultural revival and poetic evolution starting in the late 15th century and spilling into the revolutionary years of the 17th century, stands as an early summit of poetry achievement, the era in which the modern sense of English poetry begins.



## ENLIGHTENMENT

- ▶ The Enlightenment's emphasis on reason shaped philosophical, political and scientific discourse from the late 17th to the early 19th century.



## WORLD WAR I

- ▶ The United Kingdom was a leading Allied Power during the First World War of 1914 – 1918, fighting against the Central Powers, especially Germany. The armed forces were greatly expanded and reorganised — the war marked the founding of the Royal Air Force.



## WORLD WAR II



- ▶ On September 3, 1939, in response to Hitler's invasion of Poland, Britain and France, both allies of the overrun nation declare war on Germany.

## THE MAIN DEVELOPMENTS IN THE JOURNEY OF DEMOCRACY IN THE 19TH AND 20TH CENTURIES

- ▶ In the 19th century, democracy centred around political equality, freedom and justice. The demand for universal adult franchise gained momentum. In the 20th century, there were instances of transition to democracy, challenges to democracy and military coups.



The UK is one of the world's oldest and leading liberal democratic states. So the fortunes and performance of democracy in these shores matters intensely not just to the citizens of England, Scotland, Wales and Northern Ireland but to the wider world as well. By liberal democracy they denote a complex balance between **four key goals**:

- ✦ (large) majority control of government via free and fair elections, genuine party competition, a vivid interest group process, and diverse other forms of political participation;
- ✦ the maintenance and development of human rights and civil liberties for all citizens, ensuring equal treatment even for unpopular minorities or causes;
- ✦ the conscious development and pursuit of greater political and social equality; and
- ✦ widespread political legitimacy for the state, in part based on the existence of multiple (plural) centres of power, information and influence within society



In the 21st century, Great Britain remains an influential country, playing a significant role in world politics, economics and culture.

The country's political system is a constitutional monarchy with a parliamentary system of government. It is a member of numerous international organizations, such as the United Nations and NATO.

The UK economy is of great importance globally, particularly in the financial sector, industry and services. Culturally, Great Britain is known for its wealth of history, literature, music and art.



# The Evolution of English

- Dominant global language
- Spoken by 1.75 billion people
- Language of communication, science, IT, business, etc.
- Historical influences on English
- Adaptation and flexibility
- Continual evolution driven by technology



## Language of the 21st Century

Here are some key aspects of the evolution of English in the 21st century:

- Evolution driven by technology, globalization, culture
- Technological influence (internet, social media)
- Globalization and cultural diversity
- Social and cultural changes (gender-neutral language, social movements)
- New vocabulary and expressions (tech-related, environmental terms)
- Influence of pop culture

## **LECTURE 3**

### **Lecture 3**

#### **Geography of Great Britain. Economic branches and districts**

#### **PLAN**

- 1. Geographical regions.**
- 2. Climate of Great Britain.**
- 3. Toponyms.**
- 4. Regions of heavy industry.**
- 5. Regions of light and food industry.**
- 6. Energy industry regions.**



## Physical and human geography

The total area of the United Kingdom is approximately 243,610 square kilometres (94,060 sq mi). The country occupies the major part of the British Isles archipelago and includes the island of Great Britain, the northeastern one-sixth of the island of Ireland and some smaller surrounding islands. It lies between the North Atlantic Ocean and the North Sea with the south-east coast coming within 22 miles (35 km) of the coast of northern France, from which it is separated by the English Channel. In 1993 10% of the UK was forested, 46% used for pastures and 25% cultivated for agriculture. The Royal Greenwich Observatory in London is the defining point of the Prime Meridian.

The United Kingdom lies between latitudes 49° to 61° N, and longitudes 9° W to 2° E. Northern Ireland shares a 224-mile (360 km) land boundary with the Republic of Ireland. The coastline of Great Britain is 11,073 miles (17,820 km) long. It is connected to continental Europe by the Channel Tunnel, which at 31 miles (50 km) (24 miles (38 km) underwater) is the longest underwater tunnel in the world.



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 in the south and the North Sea in the east.

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.

### COMPOSITION OF THE COUNTRY

The territory of the United Kingdom of Great Britain and Northern Ireland is historically divided into four parts:

- 1) England;
- 2) Scotland;
- 3) Wales;
- 4) Northern Ireland.



## The climate of the UK

The UK has a temperate climate. In general, this means that Britain gets cool, wet winters and warm, wet summers. It rarely features the extremes of heat or cold, drought or wind that are common in other climates. The weather conditions are also very changeable.

Not all parts of the UK have the same climate. London, in the south-east of the UK, is a region characterised by a warm and dry climate in the summer and a cold and dry climate in the winter.

Cumbria, in the mountainous north-west of England, has generally cooler temperatures and more rainfall throughout the year.



## Factors affecting the UK's climate

### Changes in climate

Our climate is continually changing. There is evidence, for example from fossils, which tell us that at certain times the world has been much warmer than it is now, and there was little ice on the North Pole. There is also evidence to suggest that at other times the ice cover was much greater than it is today. Since the 1950s, there has been evidence of a steep climb in global temperature compared to the past. This trend is linked to climate change.

The UK lies in the 'battleground' between warm tropical air to the south and cold polar air to the north. As two distinctly different types of air battle for control over the mid-latitudes, the UK experiences contrasting and changeable weather.

- Ocean currents
- Air masses
- Altitude
- Changes in climate





## Toponyms

British history didn't start with the Celtic peoples (Stonehenge didn't build itself, after all). But the Celtic tribes that arrived during the Iron Age, which started around 800 BC, were the first to give a clear linguistic contribution that has lasted to modern times. They came in groups from the continent; those in the north spoke Goidelic (the source of Gaelic), while southerners spoke Brittonic.

### *Two-thirds of England's rivers take their names from Celtic*

Even today, many hills and rivers have kept their Celtic names – especially in the north and west. The Wrekin takes its name from Celtic. So do about two-thirds of England's rivers: *Avon*, *Derwent*, *Severn*, *Tees*, *Trent*, *Tyne* and *Itchen*, which later lent its name to the town *Bishop's Itchington*. (Some of these names may even have come from the people who were here before the Celts). Often the names just meant 'river' or 'water', and sometimes no one knows what they originally meant; in the Oxford Dictionary of English Place-Names, AD Mills calls Severn "an ancient pre-English river name of doubtful etymology". The River Tame, which we cross on our trip to Ashby-de-la-Zouch, comes from the Celtic for 'dark one' or 'river' – as does the River Thames.

There is less Celtic influence in the south and east largely thanks to the Anglo-Saxons. When they invaded in the 6th Century AD, they pushed the Britons to the edges and into the hills. Those who stayed in England were gradually assimilated, rather like the name of the town we start our drive in, Much Wenlock. It gets its *Much* from Anglo-Saxon *mycel*, meaning 'great' or 'much'. *Wenlock* comes from Celtic *winnicas*, 'white area', and the Anglo-Saxon *loca*, 'place'.

## Fighting words

The Romans invaded Britain too, even before the Anglo-Saxons, first trying in 55 BC but at last succeeding in AD 43. But their linguistic influence, like their culture, left less of a mark: they built towns and garrison outposts, but they never truly made Britain their home. Roman contributions to British place names come mainly through their Latinisation of pre-Roman names. A Celtic name that had been rendered by earlier Greek visitors as *Pretanniké* became the Roman *Britannia*; an ancient name of obscure meaning became *Londinium*. The other major Roman contribution comes from the Latin *castra* ('fort'). Taken into Anglo-Saxon, it became *ceaster* ('town, city', pronounced rather like 'che-aster') – which has mutated to *chester* (Chester, Manchester), *caster* (Lancaster, Doncaster) and *cester* (Leicester, Cirencester).



## The Biggest Industries in the UK

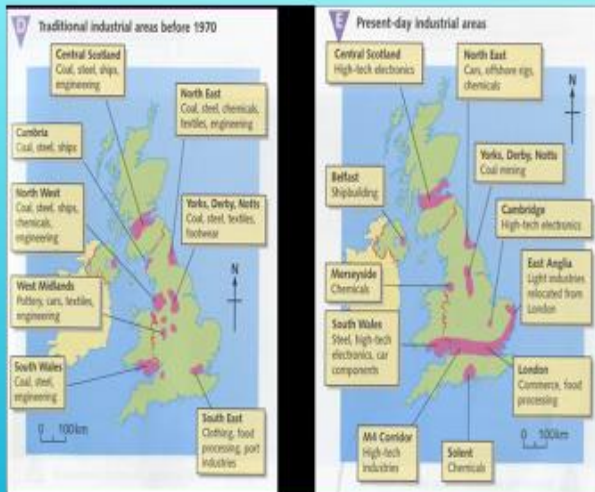


## Economy of England

The economy of England was mainly agricultural until the 18th century, but the Industrial Revolution caused it to evolve gradually into a highly urbanized and industrial region during the 18th and 19th centuries. **Heavy industries** (iron and steel, textiles, and shipbuilding) proliferated in the northeastern counties because of the proximity of coal and iron ore deposits. During the 1930s the Great Depression and foreign competition contributed to a decrease in the production of manufactured goods and an increase in unemployment in the industrial north. The unemployed from these northern counties moved south to London and the surrounding counties. The southeast became urbanized and industrialized, with automotive, chemical, electrical, and machine tool manufactures as the leading industries. An increase in population and urban growth during the 20th century caused a significant drop in the acreage of farms in England, but the geographic counties of Cornwall, Devon, Kent, Lincolnshire, Somerset, and North Yorkshire have remained largely agricultural.







Another period of industrial decline during the late 20th century brought the virtual collapse of coal mining and dramatic job losses in iron and steel production, shipbuilding, and textile manufacturing. The decline of these industries particularly hurt the economies of the north and Midlands, while the south remained relatively prosperous. By the beginning of the 21st century, England's economy was firmly dominated by the service sector, notably banking and other financial services, retail, distribution, media and entertainment, education, health care, hotels, and restaurants.

## Economic output by industry

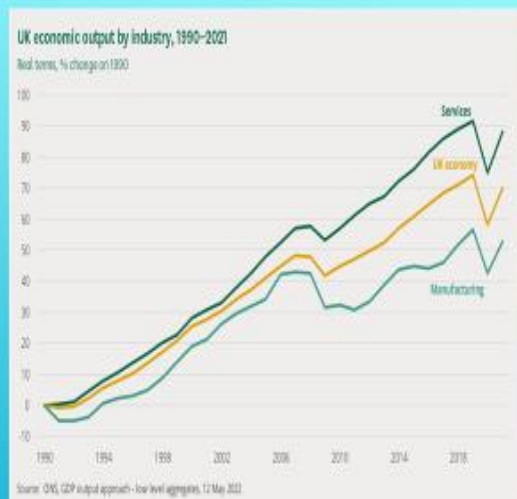
The UK's economy is dominated by services industries. These include retail, hospitality, professional services, business administration and finance.

In 2021, services industries contributed £1.7 trillion in Gross Value Added (GVA) to the UK economy, 80% of total UK GVA. GVA is a measure of economic output that is similar to GDP. It measures the value of products and services produced minus the costs incurred in production.

Manufacturing industries contributed £203 billion in GVA, 10% of the UK total. The construction sector's output was £129 billion, 6% of GVA.

The following chart shows the relative growth of services and manufacturing industries since 1990, when consistent data began.

The attached excel sheet provides economic output data for broad industrial sectors from 1990-2021.





## LECTURE 4

THE UNITED KINGDOM

# *Politics and Society. Education. Culture*

LECTURE 4

### **Plan:**

- 1. Political System of the U.K.**
- 2. Education in the U.K.**
- 3. British traditions and UK culture.**
- 4. Languages in the U.K.**





## IS THE KING IN CHARGE OF THE UK?

*THE UNITED KINGDOM IS A PARLIAMENTARY DEMOCRACY UNDER A CONSTITUTIONAL MONARCHY. THIS MEANS THAT WHILE A MONARCH IS THE HEAD OF STATE, HE IS NOT THE HEAD OF GOVERNMENT.*

He does not get to make most of the decisions about how the government is run; that job belongs to the Prime Minister, or PM.

The English monarchy used to have absolute power, but that was a long time ago – over 800 years in fact 2015 was the 800th anniversary of the Magna Carta or the Great Charter. This document spelled out the rights and responsibilities of King John of England and the ruling class in 1215. The Magna Carta is regarded as the first statement of citizen rights in the world.

The Bill of Rights of 1689 – which is still in effect – lays down limits on the powers of the crown and sets out the rights of Parliament and rules for freedom of speech in Parliament, the requirement for regular elections to Parliament, and the right to petition the monarch without fear of retribution.

Nowadays the King's role is mostly ceremonial.

## Who makes the laws in the UK?



### Legislative power

is the power to make new laws or remove old ones. This power is held by Parliament, which is made up of the House of Lords and the House of Commons. The Scottish Parliament, the Welsh Assembly, and the Northern Irish Assembly also have legislative powers; however, they do not have as much authority as Parliament.



### Executive power

the power to implement and enforce laws – is controlled by the British government, which works on behalf of the Queen, as well as the devolved governments of Scotland and Wales and the Northern Ireland Executive.



### Judiciary power

which is the power to prosecute those who break the law, is kept independent of the legislature and the executive. The highest court in the UK is the Supreme Court of the United Kingdom.



## WHAT ARE THE DIFFERENT POLITICAL PARTIES AND HOW ARE THEIR MEMBERS ELECTED?

People vote in elections for Members of Parliament (MPs) to represent them. The party that gets the most seats in Parliament forms the Government.



### The Conservative Party

The Conservatives are "right wing," or conservative. They typically believe that business shouldn't be regulated and that we should all look after ourselves.

### The Labour Party

Labour are "left wing," or liberal. People who are left wing believe that the state should support those who cannot support themselves. Ideas like the redistribution of wealth, the NHS, and job seeker's allowance are fundamentally left-wing ideas.

### The Liberal Democrats

The Lib Dems, as they're called, fall between the Conservatives and Labour. Even though they have "liberal" in their name they are really a mix of liberal and conservative.

### Scottish National Party

The SNP is left wing and Scotland is, politically-speaking, more liberal than England.

## UK Education System



### Primary Education

Preparatory School

Age	School Year
4 - 5	Reception
5 - 6	Year 1
6 - 7	Year 2
7 - 8	Year 3
8 - 9	Year 4
9 - 10	Year 5
10 - 11	Year 6*

\*(SATs or 11+ exam)



### Secondary Education

Senior School

Age	School Year
11 - 12	Year 7
12 - 13	Year 8
13 - 14	Year 9
14 - 15	Year 10*
15 - 16	Year 11*

\*(GCSEs)



### Further Education

Sixth Form/College

Age	School Year
16 - 17	Year 12
17 - 18	Year 13*

Academic qualifications:  
A Levels / IB  
OR  
Vocational qualifications:  
NVQs / BTECs



### Higher Education

University Undergraduate

UG 3 Years	(Standard courses)
UG 4 Years	(Sandwich courses or study a year abroad)
UG 5 Years	(For Medicine, Veterinary and Architecture degrees)

### University Postgraduate

1-2 years	Masters Degree (taught /research)
3 - 5 years	PHD

Compulsory school age in England - up to 18

- Public Schools
- Fee-paying
- Independent
- Selective
- Also called private schools

OR

- State Schools
- Free
- Government funded
- Not available to international students



# EDUCATION IN ENGLAND, WALES, AND NORTHERN IRELAND

## Elementary and secondary education

At 16, students may sit for multiple examinations in different subjects. Students sitting for the GCSE typically take between five and ten examinations; they are free to choose the subjects and number. (The GCSE led to the creation of the International GCSE, which offers international students access to the British curriculum.) A General Certificate of Secondary Education (GCSE) is awarded for each subject passed. Sitting for the exam marks the end of 11 years of compulsory education. World Education Services (WES) evaluates a minimum of three GCSE as equivalent to a high school diploma.

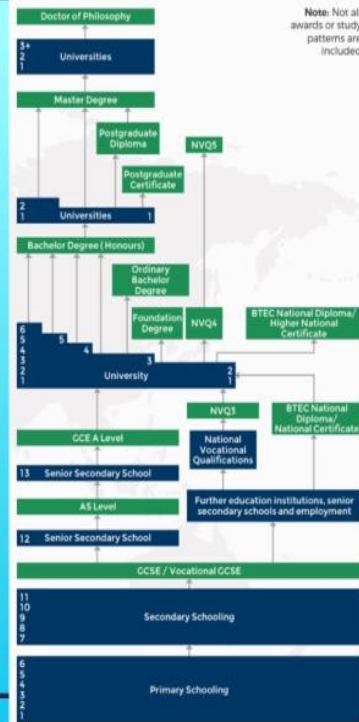
## Pre-university education

The GCSE can be followed by pre-university or further education. Pre-university education is a two-year senior secondary program that leads to a new round of examinations, the General Certificate of Education, Advanced Level (also known as GCE A-levels). As with the GCSE, students who sit for the exam choose the subjects and the number of examinations. (The average number taken is three.) WES awards undergraduate credit based on the nature and number of subjects passed.

## Vocational secondary education

Vocational programs for studies in subjects like healthcare, information technology, business and engineering are also offered. After reform in 2007, these programs can now lead to one of several credentials, such as the Applied General Certificate of Education. This credential is less theoretical than the GCE A-level and is intended to help recipients to enter the workforce.

### EDUCATIONAL SYSTEM



## Further education

Further education is also known as senior secondary vocational education. This refers to education that is no longer a part of the secondary system, but not included in higher education. It is focused on vocational programs, or hybrid general academic and vocational programs. The most common credential earned through further education is the BTEC Level 3 Diploma, which is awarded after two years of part-time study. WES evaluates the BTEC Level 3 as equivalent to a certificate-level program.

## Admission to higher education

Admission to HEIs is managed by the Universities and Colleges Admissions Service (UCAS). UCAS is responsible for post-secondary admissions. Prospective students begin the UCAS application process a year in advance of their anticipated enrollment. Once these prospective students are accepted by the admissions office, they are given a list of universities to which they may apply. HEIs then send conditional offers, or, in rare cases, unconditional offers to their chosen applicants. Conditional offers stipulate the examination results that must be obtained on the GCE A-Levels in order to guarantee admission. Most HEIs request three GCE A-levels and three GCSE, though this depends on the institution and program.

For those students who wish to continue their studies after vocational secondary education, many British HEIs will admit students on the basis of vocational A-level results or BTEC Level 3 Diplomas. This type of admission often requires the student to continue in the same vocational field of study.

### EDUCATIONAL SYSTEM



# BRITAIN'S NATIONAL HOLIDAYS

## 2024 BANK HOLIDAYS

- New Year's Day: 1 January
- St Patrick's Day (Northern Ireland only): 17 March
- Good Friday: 2 April
- Easter Monday (Wales, England and Northern Ireland only): 5 April
- Early May Bank Holiday: 3 May
- Spring Bank Holiday: 31 May
- Orangeman's Day (Northern Ireland only): 12 July
- Summer Bank Holiday (Scotland only): 2 August
- Summer Bank Holiday (Wales, England and Northern Ireland only): 30 August
- St Andrew's Day (Scotland only): 30 November
- Christmas Day: 25 December
- Boxing Day: 26 December

# WHAT LANGUAGES ARE SPOKEN IN THE UK?



### English

Some people are surprised to learn that English isn't the official language of the United Kingdom. But it is the de-facto language of the UK because it's the main language of around 92% of the population.

### Welsh

Welsh is the only language listed as an official language in any part of the UK – in Wales! About a million people speak Welsh; they mainly live in Wales but they do live in other parts of the UK too. Welsh is a Celtic language and English is Germanic, so the languages are definitely not mutually intelligible – actually, they're very different! You can notice this immediately if you travel to Wales, as many of the road signs are in Welsh as well as English.

### Scots

Scots is the second most spoken language in the UK with around 1.5 million speakers in Scotland. Some people think Scots is a dialect of English, but it is counted as a separate language in surveys. Most people who speak Scots learnt it as a second language and it's seen as an important way to keep Scottish culture alive.

## LECTURE 5



*Stages of the historical development of the American state. Linguistic realities related to historical events.*



### *Plan*

- 1. Indigenous population, Indian tribes.*
- 2. European immigrants, the creation of the United States.*
- 3. War of independence from Britain.*
- 4. Civil war. Abolition of slavery.*
- 5. The USA in the 1st and 2nd World Wars.*
- 6. The post-war period. Cold war.*
- 7. Flights to the moon. The war in Vietnam.*
- 8. The USA in the 21st century.*
- 9. Noah Webster's First American Dictionary.*
- 10. The most common languages of national minorities in the USA.*





The indigenous peoples of the United States are the various Indian tribes living in the United States, including Hawaii and Alaska, as well as the Eskimos and Aleuts. The population of the indigenous peoples of the USA has significantly decreased in the process of colonization of the territory by European immigrants, diseases, gradual extermination and displacement from their territories. It is assumed that the Asian ancestors of the Indians moved to the territory of North America 60-35 thousand years ago along the isthmus between Siberia and Alaska, which sank into the ocean during the last ice age.



**American War of Independence (1775-1783)** is a war between the kingdom of Great Britain and the loyalists on the one hand and the revolutionaries of 13 British colonies on the other, who declared their independence from Great Britain as an independent union state on July 4, 1776. Significant political and social changes in the lives of the inhabitants of North America, caused by the war and the victory in it by supporters of independence, are called the "American Revolution" in American historiography and literature.

The war was the culmination of the political American Revolution, when many colonists did not recognize the legitimacy of the Parliament of the United Kingdom, which continued to govern them without any American representation, guided by the thesis that it violated the rights of the British population.



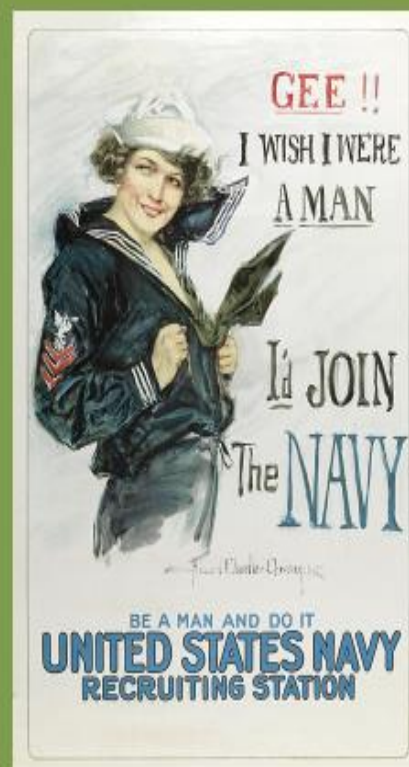
The American Civil War was a war between the northern states of the United States and 11 Confederate states of the South, which seceded from the United States of America and rebelled in order to preserve the slave system in the southern United States.

- The first serious battle took place in Virginia near the Manassas railroad station on July 21, 1861, when poorly trained Northern troops attacked the Southerners, but were forced to retreat, which turned into a flight. By the fall of 1861, the US army already had about 650,000 soldiers, but due to unsuccessful command and poor organization, it suffered many defeats, and in October Washington became a front-line city.



## USA in the First World War

The United States of America was an independent and non-aligned state of the world at the beginning of the 20th century, which, with the onset of the world conflict, declared its neutrality and did not participate in hostilities. However, due to a number of circumstances and factors that changed the attitude of the American government and the community from a policy of isolationism to a policy of an active ally of the member countries of the Entente, on April 6, 1917, the United States officially entered World War I on the side of this military bloc.





## USA in the Second World War

With the worsening of the situation in Europe and the creation of a military alliance between Germany, Italy and Japan, the USA abandoned the policy of non-interference in European affairs - on October 5, 1937, President Franklin Roosevelt called for the international isolation of the aggressor countries and the use of economic pressure on them instead of direct military aggression. After the surrender of France, in 1941 he initiated the Lend-Lease program, which was intended primarily to support Britain, which was conducting hostilities against Germany, and gave the President of the United States the exclusive right to dispose of public resources for the benefit of the interests of the United States. In October of the same year, the Lend-Lease program was extended to the Soviet Union, which received American weapons, equipment and a loan of 1 billion dollars.



## The Cold War

The first phase of the Cold War began immediately after the end of the Second World War in 1945. The United States and its allies created the military-political alliance NATO in 1949 and in fear of a Soviet attack and called them a global policy against the Soviet influence policy of containment. The Soviet Union formed the Warsaw Pact in 1955 in response to NATO. The main crises in this phase include the Berlin Blockade of 1948-1949, the Chinese Civil War of 1927-1949, the Hungarian Revolution of 1956, the Suez Crisis of 1956, the Berlin Crisis of 1961, the Caribbean Crisis of 1962. The USA and the USSR competed for influence in Latin America, the Middle East, and the decolonization states of Africa, Asia and Oceania.

## USA now

The United States is a highly developed country, being the world's largest economy by nominal GDP and the second largest by GDP. Although the country's population is only 4.3% of the world's, Americans own about 40% of the world's total wealth. The United States leads the world in a number of socioeconomic indicators, including median wages, HDI, GDP per capita, and labor productivity. The US economy is post-industrial, characterized by the predominance of the service sector and the knowledge economy, but the country's production potential remains the second largest in the world.

The country's economy accounts for about a quarter of the world's GDP and accounts for a third of global military spending, making the US the world's premier economic and military power. This provides the United States with the greatest political and cultural influence in the world, as well as leadership in scientific research and technological innovation and the position of the planet's sole superpower.



### Noah Webster's First Edition of an American Dictionary of the English Language

An American Dictionary of the English Language, (1828), two-volume dictionary by the American lexicographer Noah Webster. He began work on it in 1807 and completed it in France and England in 1824–25, producing a two-volume lexicon containing 12,000 words and 30,000 to 40,000 definitions that had not appeared in any earlier dictionary. Because it was based on the principle that word usage should evolve from the spoken language, the work was attacked for its "Americanism," or unconventional preferences in spelling and usage, as well as for its inclusion of nonliterary words, especially technical terms in the arts and sciences. Despite harsh criticism, the work sold out, 2,500 copies in the United States and 3,000 in England, in little over a year. It was relatively unpopular thereafter, however, despite the appearance of the second, corrected edition in 1840; and the rights were sold in 1843 by the Webster estate to George and Charles Merriam.

This is a book that should be in everyone's library, as providing a fund of wisdom, knowledge, and information that few modern books can even begin to approach.



## According to the 2010 Census, the main minority and indigenous population groups in the United States (US) include:

**Hispanic or Latino:** 50.5 million (16.3 per cent of the population, including Mexicans 10.3 per cent, Puerto Rican 1.5 per cent, Cuban 0.6 per cent and Other 4.0 per cent)

**Black or African Americans:** 42 million (13.6 per cent: this includes 12.6 per cent identifying solely as Black/African American and another 1 per cent Black/African American in combination with another race)

**Asian Americans:** 17.3 million (5.6 per cent including those identifying in combination with another race: 4.8 per cent identify only as Asian, including Asian Indian 0.9 per cent, Chinese 1.1 per cent, Filipino 0.8 per cent, Japanese 0.2 per cent, Korean 0.5 per cent, Vietnamese 0.5 per cent and 0.7 per cent Other Asian)

**Native Americans:** (categorized as 'American Indian and Alaska Native' in the Census) 5.2 million (1.7 per cent, including 0.9 per cent who identify solely in this category, along with others in combination with another race)

**Native Hawaiians and Other Pacific Islanders:** 1.2 million (0.4 per cent, with 0.2 per cent identifying solely in this category: Native Hawaiians 0.1 per cent, Guamanian or Chamorro, Other Islanders) (2010 Census)



## IMMIGRANT LINGUISTIC MINORITIES REGISTERED IN THE U.S. CENSUS



The vast majority of the target population (80%) spoke only English at home, however, the population speaking a language other than English at home has increased steadily for the last three decades.

Of the 55.4 million people who spoke a language other than English at home, 62 percent spoke Spanish (34.5 million speakers), 19 percent spoke an Other Indo-European language (10.3 million speakers), 15 percent spoke an Asian and Pacific Island language (8.3 million speakers), and 4 percent spoke an Other language (2.3 million speakers). The majority of speakers across all four of these major language groups reported speaking English "very well." The percentage of these groups reporting an English-speaking ability of "very well" ranged from around 50 percent of Asian and Pacific Island language speakers to 70 percent of speakers in the Other language group.





## LECTURE 6



GEOGRAPHY OF THE UNITED STATES. ECONOMIC BRANCHES AND DISTRICTS. THE POLITICAL SYSTEM OF THE USA. POLITICS AND SOCIETY. EDUCATION AND HOLIDAYS IN THE USA. NATIONAL FEATURES

LECTURE 6

### PLAN

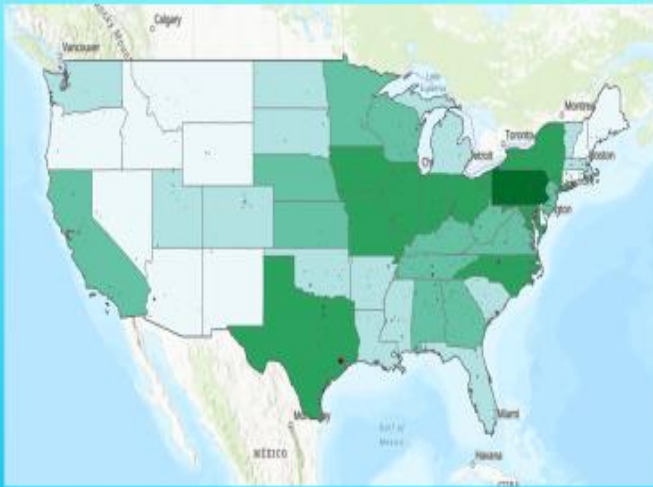
- ▶ 1. Geographical regions.
- ▶ 2. Climate of the USA.
- ▶ 3. Toponyms.
- ▶ 4. Regions of heavy industry.
- ▶ 5. Regions of light and food industry.
- ▶ 6. Energy industry regions.
- ▶ 7. Political system and state structure
- ▶ 8. The system of primary, secondary and higher education system.
- ▶ 9. Traditions, customs and holidays.





# TOPONYMS

## English Influenced Placenames

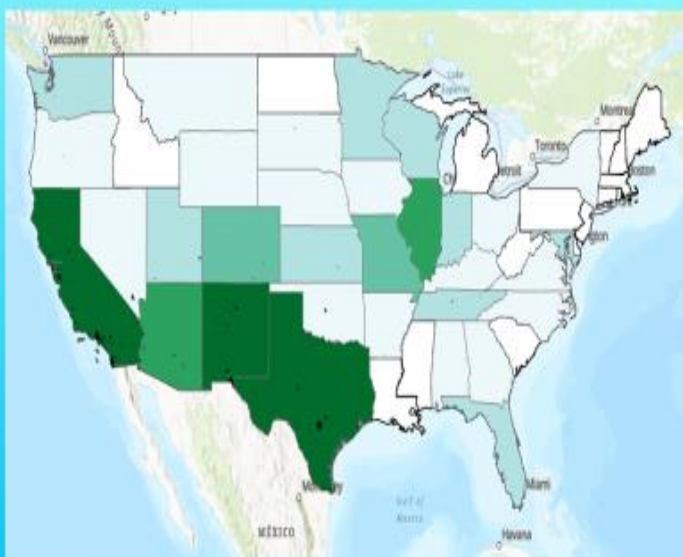


**-borough/boro** is an English (ultimately an Old English, and therefore arguably also a Germanic suffix) place-name suffix that usually refers to a castle. It is the same meaning in most cases as the German placenames that end with *burg* because both languages share a common ancestor.

**-burg/burgh** is an English (and Scottish) suffix referring to a city or town. Pittsburgh was named after the British statesman William Pitt.

**-town/ton** suffixes on placenames in the US were used when a suffix was needed, such as when a place was named after a person which became a common occurrence in the middle of the 18<sup>th</sup> century onwards.

## Spanish Influenced Placenames

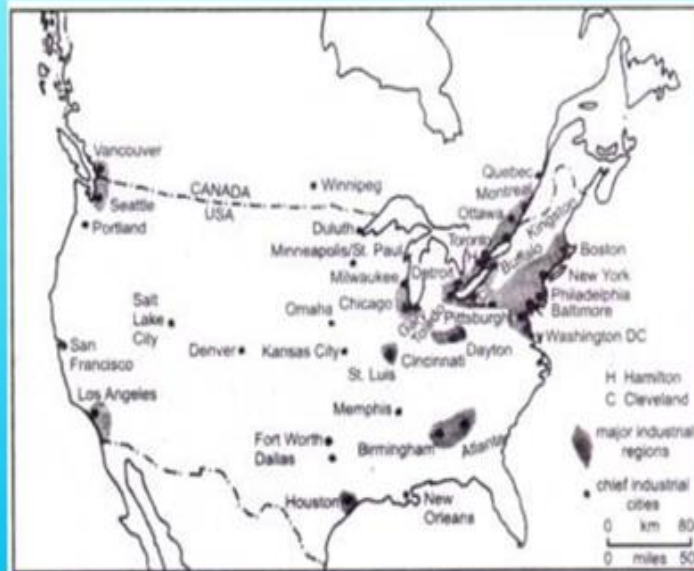


**san/santa-** prefixes are of Spanish origin meaning "saint". There are many US cities named after Catholic saints in this fashion. Prominent examples are San Francisco (Saint Francis), San Juan (Saint John) and Santa Anna (Saint Anna). Santa Fe means Holy Faith in Spanish.

**el/la/las/los-** means "the" in English. Probably the most common example is Los Angeles, meaning "The Angles". Another example is Los Alamos, meaning poplars as in poplar trees. Las Vegas means "The Meadows".



## REGIONS OF THE HEAVY INDUSTRY. REGIONS OF THE LIGHT INDUSTRY AND FOOD.



## HEAVY INDUSTRY IN THE USA

- ▶ Industry in the United States is industrial production in the United States of America. The US industry is characterized by a high level of industrial and territorial concentration. It represents all existing industries focused on the production of both mass and small-scale products.
- ▶ Industry gives (2004) less than 20% of the country's GDP (services sector - 79.4%; agriculture - about 0.9% of GDP).





**Congress:**

- Power of the purse
- Can override presidential veto (2/3 majority)
- Power of impeachment
- Senate approves treaties and the president's appointments

**Supreme Court:**

- Power to declare laws and presidential actions unconstitutional

**The President:**

- Power to veto
- Issues executive orders
- Commander-in-chief
- Appoints Federal Judges
- Grants Pardons for 3 offenses against the US



**STATE GOVERNMENT**

**Each State has its own separate government**

**There are 3 branches**

- State governor
- State legislative
- State court

**Responsibilities**

- Police
- Education
- Transport
- Social Welfare
- Health



# United States Government



**The Constitution of the United States** is the supreme law of the United States of America. It is the framework for the organization of the United States government and for the relationship of the federal government with the states, citizens, and all people within the United States. The United States Constitution is the oldest written constitution (when defined as a single document) still in use by any nation in the world.

		USA	
Age on Entry	Years	Stage	
24+	3	Doctorate	
	2		
	1		
22+	2	Masters	
	1		
18+	4	Bachelors	Associate Degree Junior/Community College
	3		
	2		
	1		
17	12	Diploma + SATs	
16	11	Senior High School	
15	10		
14	9		
13	8	Junior High School	
12	7		
11	6		
10	5		
9	4		
8	3	Elementary school	
7	2		
6	1		
5			
4		Kindergarten/Nursery	
3		Schools	

**EDUCATION IN THE USA DRASTICALLY DIFFERS FROM MANY OTHER COUNTRIES.**

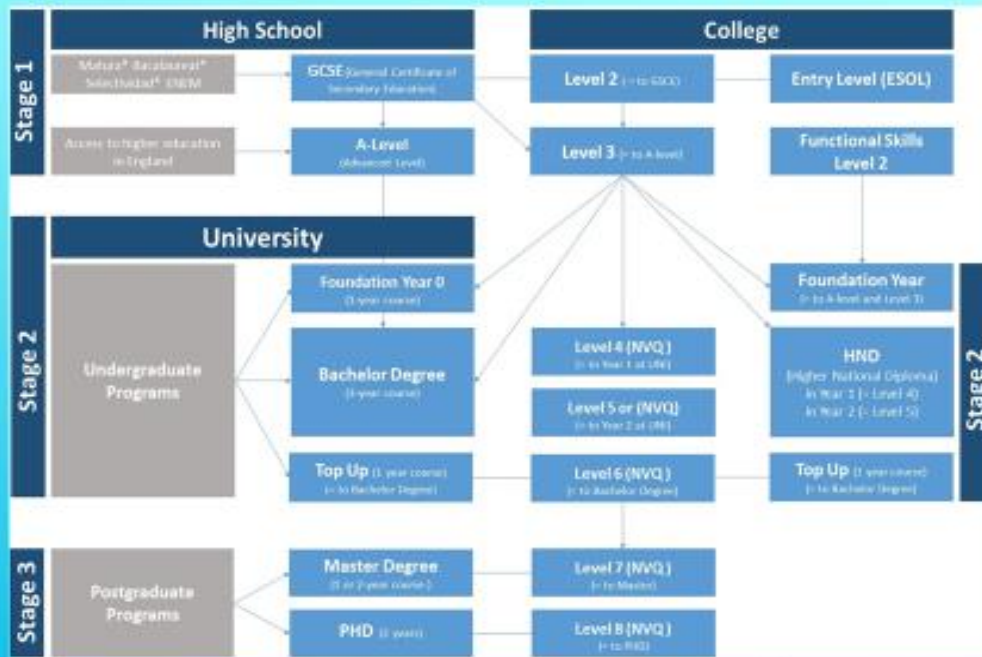
**THERE ARE 50 STATES IN THE COUNTRY AND EACH OF THEM HAS ITS OWN PECULIARITIES. SO THE NATIONAL SYSTEM VARIES FROM STATE TO STATE.**

### **SCHOOL EDUCATION IN THE UNITED STATES IS DIVIDED INTO THREE STAGES:**

- **PRIMARY (GRADES 1-5) - CHILDREN STUDY BASIC COMPULSORY SUBJECTS, GO IN FOR SPORTS AND CREATIVITY.**
- **SECONDARY: MIDDLE SCHOOL (GRADES 6-8) OR JUNIOR HIGH SCHOOL (GRADES 7-9) - IN ADDITION TO COMPULSORY SUBJECTS, OPTIONAL DISCIPLINES APPEAR.**
- **SENIOR CLASSES: HIGH SCHOOL (9-12) OR SENIOR HIGH SCHOOL (11-12) - REDUCTION IN THE NUMBER OF COMPULSORY SUBJECTS, MAXIMUM FREEDOM IN CHOOSING THE DISCIPLINES STUDIED. FOR THE LAST 2 YEARS, GIFTED STUDENTS CAN STUDY ADVANCED PLACEMENT PROGRAMS. AFTER GRADUATING FROM HIGH SCHOOL, AN AMERICAN STUDENT WILL HAVE TO TAKE THE SAT (SCHOLASTIC APTITUDE TEST) EXAM.**
- **DEPENDING ON THE STATE, CHILDREN START SCHOOL BETWEEN THE AGES OF FIVE AND EIGHT. AS A RULE, EACH OF THE STAGES OF AN AMERICAN SCHOOL HAS ITS OWN BUILDING AND IS A COMPLETELY SEPARATE EDUCATIONAL INSTITUTION.**







## CUSTOMS AND TRADITIONS OF THE USA

- Traditions and customs play a great part in the nation, which consists of many ethnic communities and is often called a nation of immigrants. Technically there are no «national» holidays as each state has jurisdiction over its holidays but in fact most of the US holidays are celebrated nationally.



## LECTURE 7

### LECTURE 7. CANADA

#### Plan:

- ▶ 1. Canadian stages of historical development.
- ▶ 2. Geographical position of Canada.
- ▶ 3. Economical development and districts.
- ▶ 4. Industry in Canada.



## FORMATION OF STATEHOOD

The current system of government in Canada began to take shape in the eighteenth century, when during the conquest of New France in 1759-1760, British colonizers began to plant their political institutions in the Great Lakes region. Initially, the management of the colonies was given to appointed governors and lieutenant governors, who were supported by the local elite and the rich. In 1837, armed uprisings against this system took place in Lower and Upper Canada (now Quebec). Therefore, in 1840, in order to resolve local conflicts, the British authorities sent Lord Durham to Canada, who recommended the application of the concept of "responsible government", formed from representatives of the party that won the majority of seats in the elected Assembly. The principle of "responsible government" was later enshrined in the Constitutional Act of 1867 (British North America Act).

In 1875, the Southwest Territories Act introduced the creation of 5-member territorial councils appointed in Ottawa. They first gained control over the areas of taxation and spending, and then the right to create legislation that regulates activities within the territory. In 1888, they were renamed the North-West Territories Legislative Assembly and became elected local legislatures, which at that time had up to 22 members. In 1897, Ottawa endowed the territories with its own responsible governments. Canada's parliamentary system differs from the British in that Canada is a federation with a national parliament and provincial legislature. Legislative power is divided between the federal and provincial parliaments, which have their own areas of responsibility. Canada has formed its federal system, following the example of the United States, which promotes the unity of the state and at the same time allows control and self-regulation at the local level.



# CANADA IN THE 21<sup>ST</sup> CENTURY

Canada is a highly developed, post-industrial, multicultural country with great opportunities and sustainable development, with a high standard of living. It is a guarantee of compliance with social protection standards, open to immigrants.

- 1) Canada - a member of the OECD, NAFTA, the G7.
- 2) The world's energy exporter.
- 3) One of the world's largest producers of agricultural products.
- 4) The largest producer of zinc and uranium, also has large deposits of other natural resources, such as gold, nickel, aluminum, lead.
- 5) Seventh place in terms of industrial output.
- 6) The largest producer of non-ferrous metals, rock salts and paper in the Western world.
- 7) Developed market economy.

## GEOGRAPHIC REGIONS. TOPONIMICS.

Canada has a vast geography that occupies much of the continent of North America, sharing land borders with the contiguous United States to the south and the U.S. state of Alaska to the northwest.

Canada stretches from the Atlantic Ocean in the east to the Pacific Ocean in the west; to the north lies the Arctic Ocean.

Greenland is to the northeast and to the southeast Canada shares a maritime boundary with France's overseas collectivity of Saint Pierre and Miquelon, the last vestige of New France.

By total area (including its waters), Canada is the second-largest country in the world, after Russia. By land area alone, however, Canada ranks fourth, the difference being due to it having the world's largest proportion of fresh water lakes.

From Canada's thirteen provinces and territories, only two are landlocked (Alberta and Saskatchewan) while the other eleven all directly border one of three oceans.



Canada is divided into ten provinces and three territories. According to Statistics Canada, 72.0 percent of the population is concentrated within 150 kilometres (93 mi) of the nation's southern border with the United States, 70.0% live south of the 49th parallel, and over 60 percent of the population lives along the Great Lakes and St. Lawrence River between Windsor, Ontario, and Quebec City. This leaves the vast majority of Canada's territory as sparsely populated wilderness; Canada's population density is 3.5 people/km<sup>2</sup> (9.1/mi<sup>2</sup>), among the lowest in the world. Despite this, 79.7 percent of Canada's population resides in urban areas, where population densities are increasing.

Canada shares with the U.S. the world's longest binational border at 8,893 kilometres (5,526 mi); 2,477 kilometres (1,539 mi) are with Alaska. The Danish island dependency of Greenland lies to Canada's northeast, separated from the Canadian Arctic islands by Baffin Bay and Davis Strait. The French islands of Saint Pierre and Miquelon lie off the southern coast of Newfoundland in the Gulf of St. Lawrence and have a maritime territorial enclave within Canada's exclusive economic zone.

Canada's geographic proximity to the United States has historically bound the two countries together in the political world as well. Canada's position between Russia and the U.S. was strategically important during the Cold War since the route over the North Pole and Canada was the fastest route by air between the two countries and the most direct route for intercontinental ballistic missiles. Since the end of the Cold War, there has been growing speculation that Canada's Arctic maritime claims may become increasingly important if global warming melts the ice enough to open the Northwest Passage.



## Creation and development of new industries XIX - XXI century.



Canada became one of the world's leading carmakers in the 1920s thanks to its Ontario affiliates. In 1938, the Canadian automobile industry was the world's fourth largest passenger car and truck, although most of its production capacity was idle due to the Great Depression. During the war, these industrial facilities were used to the maximum, creating all kinds of military materials and especially wheeled vehicles, which made Canada the second largest country in the world during the war (after the United States).



## Changes in the economy in the 21st century

Canada's economy developed dynamically and stably in the 1990s. Labor productivity, production efficiency, export volumes have increased, and, most importantly, economic recovery has not been accompanied by rising inflation: prices have remained virtually stable for several years.

This has led to an increase in incomes. The number of jobs is steadily and significantly increasing. By 1996, for the first time in many years, the unemployment rate was below the 10 percent mark, which is of considerable political and psychological importance.

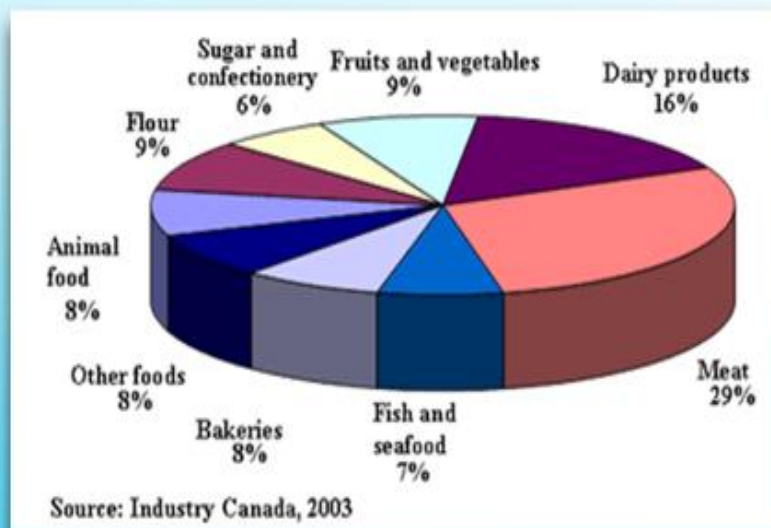
In recent decades, Canada has played a significant role in the world community and pursued a balanced, independent foreign policy.



AMONG THE INDUSTRIES OF CANADA STANDS OUT THE MINING INDUSTRY, WHICH HAS AN EXCEPTIONAL VARIETY OF INDUSTRIES. HERE IN LARGE QUANTITIES ARE EXTRACTED ALMOST ALL THE MAIN TYPES OF MINERALS THAT ARE NECESSARY FOR MODERN INDUSTRY (WITH THE EXCEPTION OF BAUXITE, MANGANESE, CHROMIUM, DIAMONDS, PHOSPHORITES, SOME RARE METALS). IN TOTAL, CANADA PRODUCES 26 TYPES OF METALS, 24 TYPES OF NON-METALLIC MINERALS, ALL MAJOR TYPES OF MINERAL FUELS. NON-FERROUS, PRECIOUS AND RADIOACTIVE METALS ARE CONCENTRATED IN THE SOUTHERN PART OF THE CANADIAN SHIELD, WHERE THE WORLD'S LARGEST COPPER-NICKEL DEPOSIT, THE SUDBURY, AND THE BLIND RIVER URANIUM DEPOSIT (BOTH IN ONTARIO) STAND OUT; BRITISH COLUMBIA AND YUKON COMPANIES LOCATED IN THE CORDILLERA AREA ALSO PLAY A SIGNIFICANT ROLE IN THE PRODUCTION OF NON-FERROUS METALS.



## REGIONS OF LIGHT AND FOOD INDUSTRY



### CANADA'S VAST AND DIVERSE ENERGY RESOURCES

IN TERMS OF ELECTRICITY PRODUCTION, THE COUNTRY RANKS 3RD IN THE WORLD. A NUMBER OF LARGE HYDROPOWER PLANTS HAVE BEEN BUILT IN CANADA: CHURCHILL FALLS ON THE CHURCHILL RIVER (5.2 MILLION KW), BOARNUA ON THE ST. LAWRENCE RIVER (1.6 MILLION KW), GORDON SCAR ON THE RIVER RIVER (2.4 MILLION KW), A CASCADE OF LARGE HYDROPOWER PLANTS ON THE RIVERS MANICOUAGAN AND UTTAR PRADESH (TOTAL CAPACITY OF 6.6 MILLION KW). LARGE THERMAL POWER PLANTS ARE LOCATED NEAR TORONTO AND VANCOUVER; NUCLEAR POWER PLANTS - IN THE PROVINCES OF ONTARIO, QUEBEC, NEW BLANCHE. ABOUT 69% OF CANADA'S ENERGY COMES FROM HYDROELECTRIC POWER PLANTS, 15% FROM THERMAL POWER PLANTS, AND 16% FROM NUCLEAR POWER PLANTS.



## LECTURE 8

### LECTURE 8.

POLITICS AND  
SOCIETY.  
EDUCATION  
AND HOLIDAYS.  
NATIONAL FEATURES  
AND CULTURE OF  
CANADA.  
CANADIAN  
LINGUISTIC CULTURE



THERE ARE THREE LEVELS OF GOVERNMENT IN CANADA: FEDERAL, PROVINCIAL AND MUNICIPAL, EACH WITH ITS OWN SET OF RESPONSIBILITIES.



The municipal government receives its power from the provincial government. Municipal governments are led by mayors in cities and towns and reeves in villages and townships.



The political party that elects the most MPs forms the federal government. Their leader becomes the head of the federal government - the Prime Minister.



Located in Ontario's capital, Toronto, the provincial government is responsible for issues that affect the province as a whole. These include education, health care, the environment, agriculture and highways.

**EDUCATION IN CANADA** IS A VERY HIGH PRIORITY OF THE GOVERNMENT. THE COUNTRY BOASTS A STATE-RUN SYSTEM OF PUBLIC EDUCATION, ONE THAT IS PROVIDED, FUNDED AND ADMINISTERED BY FEDERAL, PROVINCIAL AND LOCAL GOVERNMENTS.

JURISDICTION OF THE PUBLIC EDUCATION SYSTEM, AS WELL ITS CURRICULUM, IS OVERSEEN BY EACH PROVINCE. AS A RESULT, ONE CAN EXPECT TO SEE SLIGHT VARIATIONS IN THE EDUCATIONAL SYSTEMS OF EACH PROVINCE , BUT THE SIMILARITIES IN THOSE SYSTEMS FAR OUTWEIGH THE DIFFERENCES



## EDUCATION ACROSS CANADA IS GENERALLY DIVIDED INTO FOUR STAGES:

- Pre-school or early childhood education
- Primary or elementary education
- **Secondary education**
- Post-secondary or tertiary education



**AS WITH MOST COUNTRIES, CANADA'S NATIONAL HOLIDAYS GENERALLY MARK RELIGIOUS, QUASI-RELIGIOUS OR PATRIOTIC OCCASIONS. CANADIAN STATUTORY HOLIDAYS ARE AS FOLLOWS:**

- ▶ New Year`s Day
- ▶ Victoria Day
- ▶ Canada day(Dominion Day)
- ▶ Labour Day
- ▶ Thanksgiving Day
- ▶ Christmas Day
- ▶ Remembrance Day
- ▶ Boxing Day



## CHARACTERISTICS OF CANADIAN LINGUISTIC CULTURE.

A multitude of languages have always been spoken in Canada. Prior to Confederation, the territories that would become Canada were home to over 70 distinct languages across 12 or so language families. Today, a majority of those indigenous languages are still spoken; however, most are endangered and only about 0.6% of the Canadian population report an Indigenous language as their mother tongue. Since the establishment of the Canadian state, English and French have been the co-official languages and are, by far, the most-spoken languages in the country.

According to the 2016 census, English and French are the mother tongues of 56.0% and 21.4% of Canadians respectively. In total, 86.2% of Canadians have a working knowledge of English, while 29.5% have a working knowledge of French. Under the Official Languages Act of 1969, both English and French have official status throughout Canada in respect of federal government services and most courts. All federal legislation is enacted bilingually. Provincially, only in New Brunswick are both English and French official to the same extent. French is Quebec's official language, although legislation is enacted in both French and English and court proceedings may be conducted in either language. English is the official language of Ontario, Manitoba and Alberta, but government services are available in French in many regions of each, particularly in regions and cities where Francophones form the majority. Legislation is enacted in both languages and courts conduct cases in both. In 2022, Nova Scotia recognized Mi'kmaw'simik as the first language of the province, and maintains two provincial language secretariats: the Office of Acadian Affairs and Francophonie (French language) and the Office of Gaelic Affairs (Canadian Gaelic). The remaining provinces (British Columbia, Saskatchewan, Prince Edward Island, and Newfoundland and Labrador) do not have an official provincial language *per se* but government is primarily English-speaking. Territorially, both the Northwest Territories and Nunavut have official Indigenous languages alongside French and English: Iuktitut (Iuktitut and Inuinnaqtun) in Nunavut.



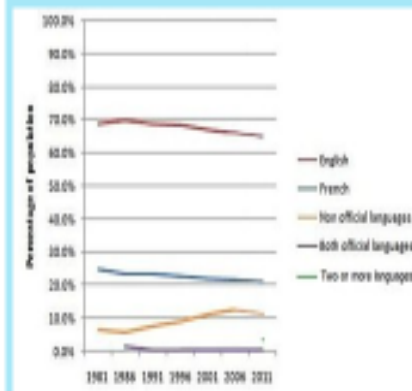
Canada's linguistic diversity extends beyond its two official languages.

In Canada, 4.7 million people (14.2% of the population) reported that they spoke a language other than English or French most often at home, and 1.9 million people (5.8% of the population) reported that they spoke that language regularly, as a second language (except for the main home language — English or French). Overall, 20.0% of the Canadian population reported speaking a language other than English or French at home. For about 6.4 million people, the other language was an immigrant language spoken most or regularly at home, alone or together with English or French, while for more than 213,000 people the other language was an Aboriginal language. Finally, the number of people reporting sign languages as the languages spoken at home was nearly 25,000 people (15,000 most often and 9,800 on a regular basis).

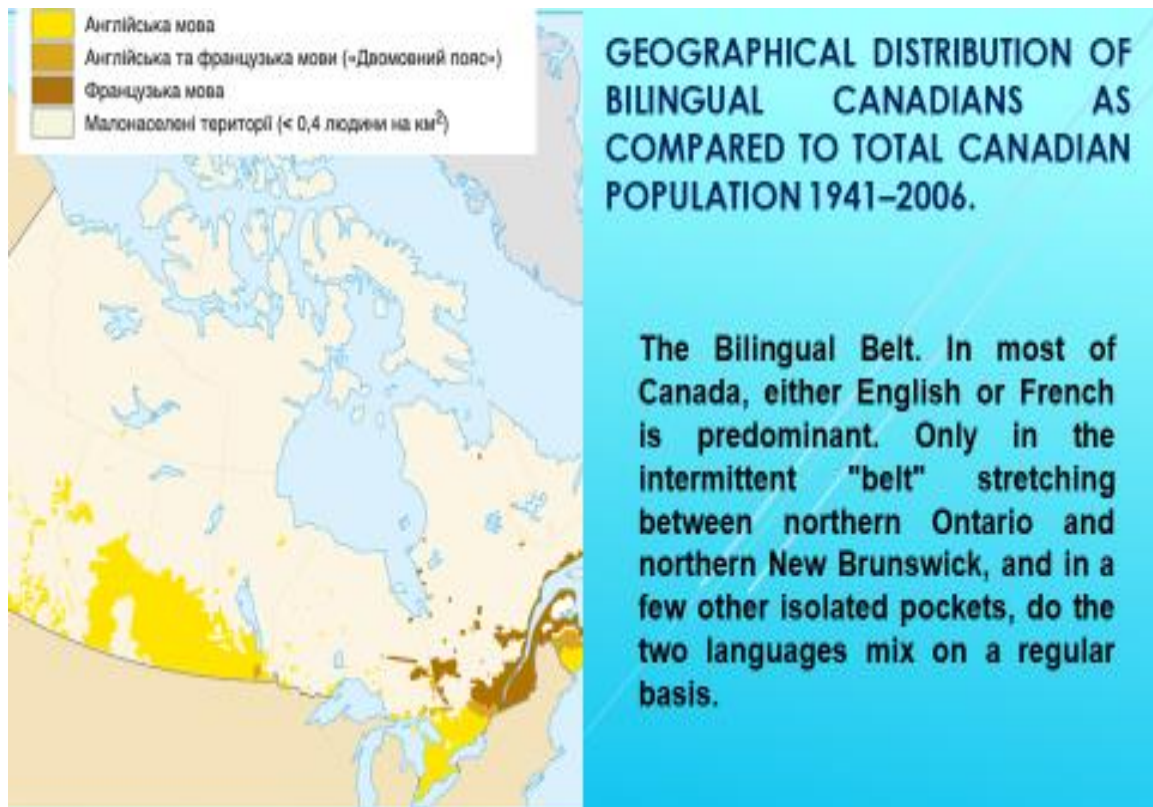
## The two official languages

### Home language: rates of language use 1971–2011

The percentage of the population speaking English, French or both languages most often at home has declined since 1986; the decline has been greatest for French. The proportion of the population who speak neither English nor French in the home has increased. Geographically, this trend remains constant, as usage of English and French have declined in both English and French speaking regions of the country, but French has declined more rapidly both inside and outside Quebec. The table below shows the percentage of the total Canadian population who speak Canada's official languages most often at home from 1971 to 2006. Note that there are nuances between "language most spoken at home", "mother-language" and "first official language": data is collected for all three, which together provide a more detailed and complete picture of language-use in Canada.







Canadian English is the form of English used in Canada, spoken as a first or second language by over 25 million Canadians (as recorded in the census of 2001). Canadian English spelling is a mixture of American and British. Pronunciation of the English language in this country is overall very similar to American pronunciation, which is especially true for Central and Western Canadians. The Eastern provinces of Newfoundland and Labrador, Nova Scotia and Prince Edward Island have a maritime accent which overall sounds more similar to Irish pronunciation than American. There is also some French influence in pronunciation for some English-speaking Canadians who live near, and especially work with French-Canadians.



## THE INFLUENCE OF HISTORICAL EVENTS AND INTERSTATE RELATIONS ON LINGUISTIC REALITIES

### CONCLUSION

Canadian English is the product of five waves of immigration and settlement over a period of more than two centuries. The first large wave of permanent English-speaking settlement in Canada, and linguistically the most important, was the influx of Loyalists fleeing the American Revolution, chiefly from the Mid-Atlantic States—as such, Canadian English is believed by some scholars to have derived from northern American English. Canadian English has been developing features of its own since the early 19th century. The second wave from Britain and Ireland was encouraged to settle in Canada after the War of 1812 by the governors of Canada, who were worried about American dominance and influence among its citizens. Further waves of immigration from around the globe peaked in 1910, 1960 and at the present time had a lesser influence, but they did make Canada a multicultural country, ready to accept linguistic change from around the world during the current period of globalization.

## BIBLIOGRAPHY

### Country Studies through Language: English-Speaking World

#### /Лінгвокраїнознавство країн основної іноземної мови (англ.)

1. Бабенко О. Country Studies through Language: English-Speaking World = Лінгвокраїнознавство країн основної іноземної мови (англ.) : навч. посіб. / О. Бабенко. – Київ : Вид-во НУБіП України, 2016. – 324 с. – Існує електрон. версія. (Режим доступу: [https://nubip.edu.ua/sites/default/files/u138/babenko\\_country\\_study.pdf](https://nubip.edu.ua/sites/default/files/u138/babenko_country_study.pdf), вільний).

2. Башманівський О. Л. Лінгвокраїнознавство / О. Л. Башманівський, В. Л. Вигівський, С. Б. Моркотун. – Житомир : Вид-во ЖДУ ім. І. Франка, 2018. – 98 с. – Існує електрон. версія. (Режим доступу: [http://eprints.zu.edu.ua/29264/1/%D0%B1%D0%B0%D1%88%D0%BC%D0%B0%D0%BD%D1%96%D0%B2%D1%81%D1%8C%D0%BA%D0%B8%D0%B9\\_%D0%9E.%D0%9B..PDF](http://eprints.zu.edu.ua/29264/1/%D0%B1%D0%B0%D1%88%D0%BC%D0%B0%D0%BD%D1%96%D0%B2%D1%81%D1%8C%D0%BA%D0%B8%D0%B9_%D0%9E.%D0%9B..PDF), вільний)

3. Верба Л. Г. Історія англійської мови : посібник для студентів та викладачів вищих навчальних закладів / Л. Г. Верба. – Вінниця : НОВА КНИГА, 2004. – 304 с. – ISBN 966-7890-67-8 – Існує електрон. версія. (Режим доступу: [https://library.udpu.edu.ua/library\\_files/400177.pdf](https://library.udpu.edu.ua/library_files/400177.pdf), вільний). – ISBN 966-7890-67-8

4. Вовченко Н. Ф. Across Great Britain : навч. посіб. з курсу «Країнознавство» / Н. Ф. Вовченко. – 3-тє вид., випр. – Київ : Знання, 2004. – 222 с. – ISBN 966-620-215-8.

5. Гапонів А. Б. Лінгвокраїнознавство. Англomовні країни / А. Б. Гапонів, М. О. Возна. – Вінниця : Нова книга, 2018. – 348 с.

6. Полупан А. П. English-speaking countries: A cultural reader / А. П. Полупан, В. Л. Полупан, В. В. Махова. – Харків : Видавнича група «Академія», 2002. – 208 с.



7. Скакун А. В. Спецкурс «Лінгвокраїнознавство» (США) / А. В. Скакун. – Київ : МАУП, 2003. – 223 с.
8. Федірко С. М. Guide to language and country studies : навч. посіб. з лінгвокраїнознавства / С. М. Федірко ; Кам'янець-Поділ. держ. ун-т. – Кам'янець-Подільський : Абетка-Нова, 2006. – 280 р. : табл. – Текст англ. – Бібліогр.: с. 276. – 200 прим. – ISBN 966-363-043-4.
9. Федірко С. М. Country Study. Great Britain : навчально-методичний електронний посібник / С. М. Федірко. – Кам'янець-Подільський, 2010. – 285 с.
10. Цегельська М. В. Great Britain: geography, history, language / М. В. Цегельська. – 2-ге вид., випр. та допов. – Тернопіль : Підручники і посібники, 2020. – 208 р. – ISBN 978-966-07-3434-0.
11. Цегельська М. В. The USA: Geography, History, Language : [посібник] / Марина Цегельська. – Тернопіль : Підручники і посібники, 2010. – 191 с. : табл., іл. – Текст англ. мовою. – Бібліогр.: с. 188-189. – 1500 прим. – ISBN 978-966-07-1687-2.
12. Яценкова О. В. Лінгвокраїнознавство / О. В. Яценкова. – Київ : КНУ ім. Шевченка, 2006. – 335 с.
13. Cincotta H. An Outline of American History / Howard Cincotta. – Washington : US Information Agency, 1994. – 403 р.
14. Furniss W. T. American Universities and Colleges / W. Todd Furniss. – Washington : US Information Agency, 1973. – 1879 р.
15. Harvey P. Britain Explored / Paul Harvey, Rhodri Jones. – Longman Group UK Limited, 2002. – 176 р.
16. High P. Outline of American Literature / Peter High. – Longman Group UK Limited, 1986. – 256 р.
17. Liepina D. English-Speaking Countries / D. Liepina. – Riga : Opus. 1986. – 225 р.



18. Malkoc A. Celebrate! Holidays in the USA / Anna Maria Malkoç, Frank Smolinski, and Thomas Kral. – Washington : US Information Agency, 1993. – 151 p.

19. McDowall D. An Illustrated History of Britain / David McDowall. – Longman Group UK Limited, 1989. – 194 p.

20. Mittleman E. N. An Outline of American Geography / Earl Niel Mittleman. – Washington : US Information Agency, 1983. – 132 p.

21. Stevenson D. K. American Life and Institutions / Douglas K. Stevenson. – Washington : US Information Agency, 1994. – 145 p.

22. Yakovenko N. A Concise British History / N. A. Yakovenko. – Kiev : Bohdana, 1999. – 192 p.

23. 10 Differences between British English and American English [Electronic resource]. – Electronic text data. – Regime of access <https://www.youtube.com/watch?v=2tLflAiLKzI>, free (date of the application: 18.12.2023). – Header from the screen.

24. History of Native Americans Animation [Electronic resource]. – Electronic text data. – Regime of access: <https://m.youtube.com/watch?v=E2YidQrQuec>, free (date of the application: 18.12.2023). – Header from the screen.

25. How the Normans changed the history of Europe – Mark Robinson [Electronic resource]. – Electronic text data. – Regime of access <https://www.youtube.com/watch?v=Owf5Uq4oFps>, free (date of the application: 18.12.2023). – Header from the screen.

26. Noah Webster and the American language [Electronic resource]. – Electronic text data. – Regime of access <https://www.youtube.com/watch?v=RSxN0284tig>, free (date of the application: 18.12.2023). – Header from the screen.

27. A Short History of the English Language [Electronic resource]. – Electronic text data. – Regime of access: <https://www.youtube.com/>

[watch?v=iSSTv8-2358](#) free (date of the application: 18.12.2023). – Header from the screen.

28. Why Did People Fear Witchcraft? | History in a Nutshell | Animated History [Electronic resource]. – Electronic text data. – Regime of access: <https://www.youtube.com/watch?v=ni6JiydG2ww&list=PLx2QMoA1Th9crJDIbz9eJEW4J12biJfuP&index=21>, free (date of the application: 18.12.2023). – Header from the screen.

*Електронне навчальне видання*

**НІКІФОРОВА** Світлана Миколаївна,  
**ЛУК'ЯНОВА** Ганна Валентинівна

**ЛІНГВОКРАЇНОЗНАВСТВО**

**СЛАЙД-КОНСПЕКТ ЛЕКЦІЙ**

*(для здобувачів першого (бакалаврського) рівня вищої освіти  
спеціальності 035 – Філологія)*

*(Англ. мовою)*

Відповідальний за випуск *О. Л. Ільєнко*  
За авторською редакцією  
Комп'ютерне верстання *С. М. Нікіфорова*

План 2022, поз. 189Л

---

Підп. до друку 19.01.2024. Формат 60 × 84/16.  
Ум. друк. арк. 3,5.

Видавець і виготовлювач:  
Харківський національний університет  
міського господарства імені О. М. Бекетова,  
вул. Маршала Бажанова, 17, Харків, 61002.  
Електронна адреса: office@kname.edu.ua  
Свідоцтво суб'єкта видавничої справи:  
ДК № 5328 від 11.04.2017.