

**TARASENKO T. V.  
KULYKOVA L. A.  
RYABUKHA T. V.  
BARANTSOVA I. O.**

# **HISTORY AND CULTURE OF ENGLISH-SPEAKING COUNTRIES**



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Рецензенти:

Приходько Г.І., доктор філологічних наук, професор кафедри англійської філології Запорізького національного університету

Рашидов С. Ф., доктор педагогічних наук, професор кафедри загальної педагогіки, дошкільної, початкової та спеціальної освіти Ізмаїльського державного гуманітарного університету

Гембарук А. С., кандидат педагогічних наук, доцент, завідувач кафедри англійської мови та методики її навчання Уманського державного педагогічного університету імені Павла Тичини

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Даний навчальний посібник призначений для підготовки здобувачів вищої освіти спеціальностей: 014.021 Середня освіта (Англійська мова і література), 035.041 Германські мови та літератури (переклад включно), а також може бути використаний для здобувачів вищої освіти інших філологічних спеціальностей.

Мета посібника – формування у студентів системи сучасних знань щодо історії, традицій, видатних особистостей, культури англійськомовних країн і відображенні зазначених реалій у англійській мові, а також умінь застосування набутих знань в удосконаленні практики іншомовного спілкування, перекладу та в адекватному лінгвокультурологічному розумінні й використанні англійської мови і мовлення.

Навчальний посібник містить теоретичний матеріал, завдання й питання для аудиторної роботи та самостійного опрацювання, список рекомендованої літератури, електронних ресурсів та додатки.

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## ВСТУП

Відповідно до сучасної освітньої парадигми професійні вимоги до володіння іноземною мовою для випускника філологічного факультету не можуть бути зведені лише до оволодіння мовними навичками в рамках спеціальності. Успішна професійна діяльність учителя англійської мови та перекладача вимагає досконалого знання і оперування поняттями, які відображають бачення світу і національну культуру представників народу, мова якого вивчається. Саме тому при навчанні іноземних мов необхідним елементом є оволодіння культурологічним аспектом.

Вивчення історії та культури країни, мова якої вивчається, сприяє розвитку компетентностей, пов'язаних з комунікацією, творчим і критичним аналізом, незалежним мисленням і колективною працею у полікультурному контексті; розвиток творчих здібностей студентів при цьому ґрунтується на поєднанні традиційних знань і навичок із сучасними інформаційними технологіями.

Увесь пропонований у навчальному посібнику “ *History and culture of English-speaking countries* ” (“Історія і культура англomовних країн”) матеріал розбитий на п'ятнадцять розділів (Units), кожен з яких включає теоретичний матеріал, питання для опрацювання, теми для підготовки доповідей і презентацій. Контроль засвоєння матеріалу здійснюється викладачем в аудиторії у формі дискусії, перевірки усних доповідей та студентських презентацій. Такі завдання дозволяють розвинути навички соціального спілкування, глибше дослідити матеріал, використовуючи інформацію, самостійно знайдену студентами.

Робота з посібником сприяє розвитку у студентів аналітичної, комунікативної, лінгвокраїнознавчої та лінгвокультурної компетентностей, які є професійно значущими для філолога.

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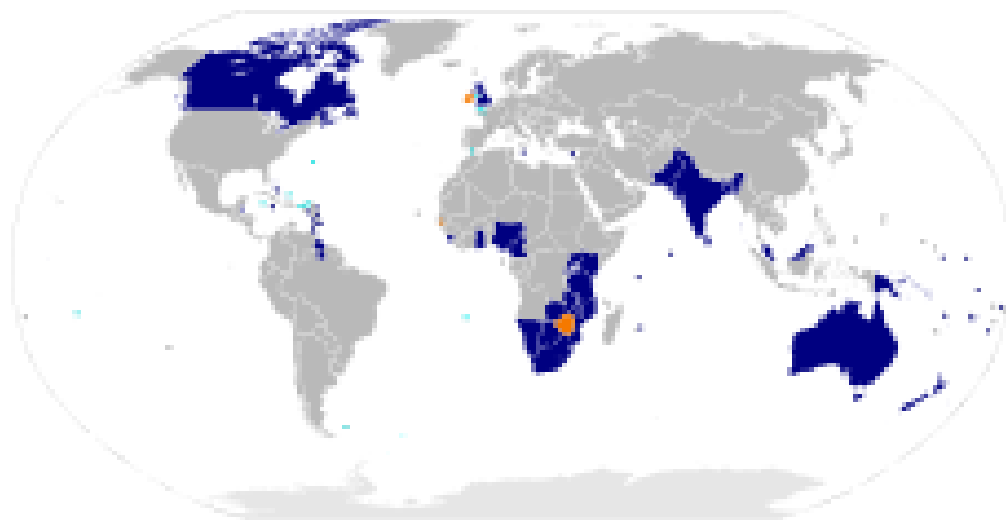
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## UNIT 1

### ENGLISH AS A LANGUAGE OF INTERCULTURAL COMMUNICATION

The total number of languages in the world is from 2.500 to 5.000. The most widespread languages are Chinese, English and Spanish. These and many other languages are alive, i. e. they are in use. In addition to these, there are “dead” languages, which are no means of communication. These are, for example, Latin, old Slavonic and some others. All these languages are called natural, because there is a number of artificial or universal or world languages. The world-known non-specialized language is Esperanto. There are also programming languages which are used in computers. These are specialized languages.

English is a living language which is spoken practically all over the world. English is one of the official languages of the United Nations, the European Union and the International Olympic Committee. English is the sole official language of the Commonwealth of Nations.



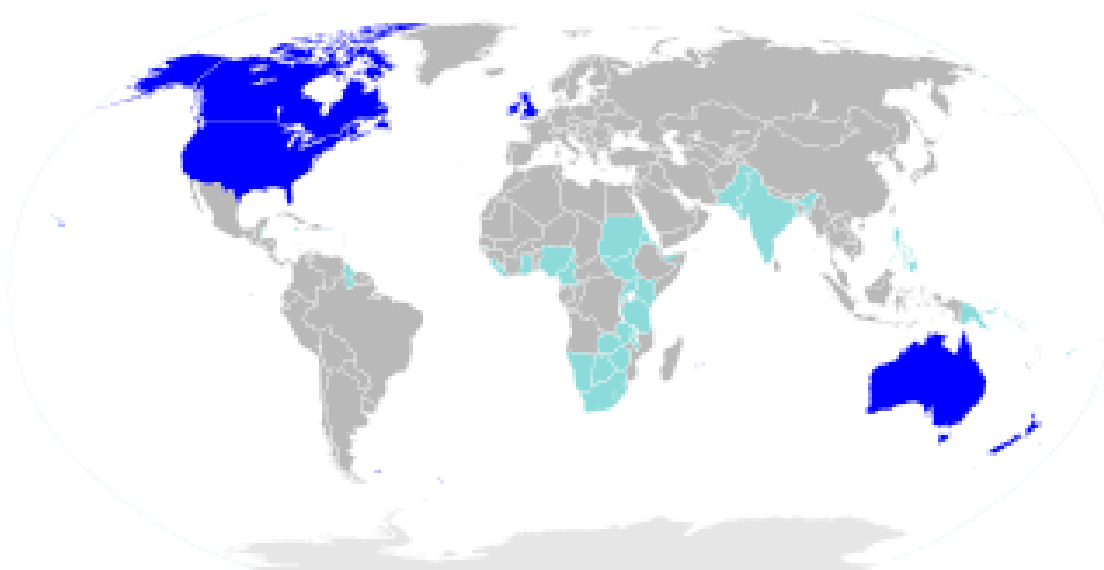
Map of the Commonwealth of Nations

The majority of countries where English is an official language are former territories of the British Empire.



Territories that were at one time part of the British Empire. Current British Overseas Territories are underlined in light

English is spoken as a mother tongue in such great countries as Great Britain, the United States of America, Canada, Australia and New Zealand. A lot of people speak English in China, Japan, India, African and many other countries. In 2014, there were 58 sovereign states and 21 non-sovereign entities where English was an official language. Many country subdivisions have declared English an official language at the local or regional level.



Map of nations in which English is an official language or majority language (dark) or an official language but minority language (light)





The Commonwealth of Nations, generally known simply as the Commonwealth, is a political association of 54 member states, nearly all former territories of the British Empire. The chief institutions of the organisation are the Commonwealth Secretariat, which focuses on intergovernmental aspects, and the Commonwealth Foundation, which focuses on non-governmental relations between member states.

The Commonwealth dates back to the first half of the 20th century with the decolonisation of the British Empire through increased self-governance of its territories. It was originally created as the British Commonwealth of Nations through the Balfour Declaration at the 1926 Imperial Conference, and formalised by the United Kingdom through the Statute of Westminster in 1931. The current Commonwealth of Nations was formally constituted by the London Declaration in 1949, which modernised the community and established the member states as "free and equal".

The human symbol of this free association is the Head of the Commonwealth, currently Queen Elizabeth II; the 2018 Commonwealth Heads of Government Meeting appointed Charles, Prince of Wales to be her designated successor, although the position is not technically hereditary. The Queen is the head of state of 16 member states, known as the Commonwealth realms, while 33 other members are republics and five others have different monarchs.

Member states have no legal obligations to one another, but are connected through their use of the English language and historical ties. Their stated shared values of democracy, human rights and the rule of law are enshrined in the Commonwealth Charter and promoted by the quadrennial Commonwealth Games.

The countries of the Commonwealth cover more than 29,958,050 km<sup>2</sup> (11,566,870 sq mi), equivalent to 20 per cent of the world's land area, and span all six inhabited continents.

The status of English in the world has changed drastically in the last half-century or so, as innovations in communication technologies, especially the rise of the internet and improvements in transportation have increased international travel and cultural exchange. Not only do more people in more countries speak English than ever before, the language also plays an important role in ever more cultural contexts across the world, such as trade, sports, academics and science.

It has been labelled a “global language”, an “international language” and can be seen as the current most prevalent lingua franca in the world. Naturally, the massive increase of English speakers around the world who speak it at all different levels of proficiency, for any variety of purposes and with people who, more likely than not, do not have English as their first language either, has sparked some concerns and controversies.

Some are concerned that its wide spread and the emergence and institutionalisation of new ‘Englishes’ will lead to a language fragmentation that could ultimately result in mutual unintelligibility. Furthermore, as the majority of interactions in English happens without a single native-speaker being present, and English is now shaped as much by non-native speakers as by native speakers,



native speakers are no longer regarded as the sole custodians over the language. The question of who holds authority over English today is therefore causing heated discussions.

Teaching practices for English as a foreign language are yet another contentious subject. For the most part, English teaching is still oriented towards British or North American varieties, and a learner's proficiency is measured in relation to those norms. Some, however, demand that English teaching practices take into account that usage situations and requirements for English have changed, and that teachers prepare students for international communication rather than communication with Americans or British.

The issue with perhaps the greatest political significance is that of linguistic imperialism. As English, particularly the 'prestige varieties' British and American, are being taught to more and more people across the world, some have voiced their concern that this "compromises the cultural integrity of the non-native speaker". There is a fear that English might suppress or even replace local languages and be used as a tool to spread Anglo-American cultural hegemony.

For the purpose of discussing the current spread and status of English around the world, its speakers can be grouped into three categories, although this classification is by no means clear or undisputed. Approximately 350 million grew up in a country where English is historically the first language, such as Great Britain, the USA, Australia, etc. and are therefore considered native speakers. About the same number of people speak English as a Second Language, namely in those territories that were once colonised by the English, such as India, Singapore or Hongkong, where it serves country-internal purposes alongside one or more local languages.

The third group consists of those that learned English as a foreign language and for whom it serves no purpose in their own countries. Due to the global status of the language today, it is safe to say that there is no country in the world where there are not at least some people studying English in addition to their native language(s). It is difficult to assess the size of this group, as it depends on what

minimum level of proficiency one considers necessary to count someone as a speaker of English, and on whether or not one wants to include creole and pidgin forms of English in the calculation. However, it is clear that speakers of English as a foreign language today vastly outnumber native and Second Language speakers.

During the last century, the 'power balance' between non-native speakers and native speakers of English has shifted; children all across the globe start to learn English in school earlier and earlier and more and more adults see it as a necessity for their professional careers. English is now so wide-spread that it is considered a basic skill in many parts of the world, especially in Europe, where it is comparable to the significance of literacy during the time of industrialisation.