



**ХМЕЛЬНИЦЬКА ОБЛАСНА РАДА**

**ХМЕЛЬНИЦЬКИЙ УНІВЕРСИТЕТ УПРАВЛІННЯ ТА ПРАВА  
ІМЕНІ ЛЕОНІДА ЮЗЬКОВА**

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**ЗАТВЕРДЖЕНО**

Рішення методичної ради університету  
*«27» серпня 2025 року,*  
протокол № 1.

Перша проректорка, голова методичної  
ради університету, кандидатка наук з  
державного управління, доцентка

\_\_\_\_\_ Ірина КОВТУН

*«27» серпня 2025 року*

м.п.

**НАВЧАЛЬНО-МЕТОДИЧНІ МАТЕРІАЛИ**  
**з навчальної дисципліни**  
**«ЛІНГВОКРАЇНОЗНАВСТВО АНГЛОМОВНИХ КРАЇН»**  
для підготовки на першому освітньому рівні  
здобувачів вищої освіти ступеня бакалавра  
за спеціальністю 035 Філологія  
спеціалізація 035.041 Германські мови та літератури  
(переклад включно, перша – англійська)  
галузі знань 03 Гуманітарні науки  
за денною формою здобуття освіти

м. Хмельницький  
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**РОЗРОБНИК:**

Доцентка кафедри мовознавства,  
кандидатка педагогічних наук, доцентка  
«26» серпня 2025 року

\_\_\_\_\_ Ольга РЕМБАЧ

**СХВАЛЕНО**

Рішення кафедри мовознавства  
«26» серпня 2025 року, протокол № 1.

Завідувачка кафедри мовознавства, докторка  
педагогічних наук, професорка  
«26» серпня 2025 року

\_\_\_\_\_ Ольга НАГОРНА

Деканеса факультету управління та  
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кандидатка економічних наук, доцентка  
«26» серпня 2025 року

\_\_\_\_\_ Тетяна ТЕРЕЩЕНКО

## ЗМІСТ

	Стор.
1. Структура вивчення навчальної дисципліни	– 3
1.1. Тематичний план навчальної дисципліни	– 3
1.2. Лекції	– 5
1.3. Семінарські (практичні) заняття	– 7
1.4. Самостійна робота студентів	– 29
1.5. Індивідуальні завдання	– 43
1.6. Підсумковий контроль	– 43
2. Схема нарахування балів	– 46
3. Рекомендовані джерела	– 48
3.1. Основні джерела	48
3.2. Допоміжні джерела	48
4. Інформаційні ресурси в мережі Інтернет	– 50

# 1. Структура вивчення навчальної дисципліни

## 1.1. Тематичний план навчальної дисципліни

№ теми	Назва теми	Кількість годин						
		Денна форма						
		усього	у тому числі					
			Л	С	лаб	інд	СРС	
1	2	3	4	5	6	7	8	
<b>Змістовий модуль 1.</b> Предмет, зміст та завдання курсу «Лінгвокраїнознавство англomовних країн». Основні відомості про Об'єднане Королівство Великобританії та Північної Ірландії. / <b>Content Module 1.</b> The Subject Matter, Content, and Objectives of the Course "Linguocultural Studies of English-Speaking Countries." Basic Information about the United Kingdom of Great Britain and Northern Ireland.								
1	Основні поняття та проблематика лінгвокраїнознавства. / Key Concepts and Issues of Linguocultural Studies.	12	2	2		–		8
2	Великобританія та Об'єднане Королівство: загальні відомості, основні географічні, демографічні, соціально-економічні та етнокультурні характеристики, мовленнєва поведінка й менталітет. / Great Britain and the United Kingdom: general overview; main geographical, demographic, socio-economic, and ethno-cultural characteristics; speech behavior and national mentality.	14	2	4		–		8
3	Об'єднане Королівство та англomовний світ: історичний огляд / The United Kingdom and the English-speaking World: a historical overview.	16	2	4		–		10
4	Політична система та державний устрій Великобританії: чинники формування та вплив на національний характер. / The Political System and State Structure of Great Britain: factors shaping their formation and their influence on the national character.	14	2	4		–		8
5	Система освіти та розвиток науки у Великобританії / The Education System and the Development of Science in Great Britain.	14	2	4				10
6	Культура, традиції та мовні особливості Сполученого Королівства Великої Британії та Північної Ірландії. / Culture, Traditions, and Linguistic Features of the United Kingdom of Great Britain and Northern Ireland.	14	2	4				10
<b>Разом за модуль</b>		<b>88</b>	<b>12</b>	<b>22</b>				<b>54</b>
<b>Змістовий модуль 2.</b> Географічні, демографічні, історичні, соціально-економічні, етнічні та культурні аспекти життя США; мовленнєва поведінка, менталітет населення та сучасні соціально-глобальні виклики англomовних країн. / <b>Content Module 2.</b> Geographical, Demographic, Historical, Socio-Economic, Ethnic, and Cultural Aspects of Life in the United States; Speech Behavior, National Mentality, and Contemporary Socio-Global Challenges of English-Speaking Countries.								
7	Географія, економіка, демографічні та національно-етнічні особливості США. / Geography, Economy,	10	2	2				6

	Demographic, and National–Ethnic Characteristics of the United States.						
8	Історичний розвиток США від колоніальної доби до сучасності. The Historical Development of the United States from the Colonial Period to the Present Day.	14	2	4			8
9	Державний устрій США. The System of Government of the United States.	12	2	2			8
10	Освітня система Сполучених Штатів Америки. The Education System of the United States of America.	6		2			4
11	Культурне життя Сполучених Штатів: мистецтво, традиції та сучасні культурні практики. / Cultural Life of the United States: art, traditions, and contemporary cultural practices.	10		2			8
12	Сучасні соціальні та глобальні виклики англomовних країн / Contemporary Social and Global Challenges of English-Speaking Countries.	10		2			8
<b>Разом за модуль</b>		<b>62</b>	<b>6</b>	<b>14</b>			<b>42</b>
<b>Усього годин</b>		<b>150</b>	<b>18</b>	<b>36</b>	–	–	<b>96</b>

## 1.2. Lectures

№	Title and Topic Outline	Number of Hours
1	2	3
<b>Content Module 1.</b> Subject, Scope, and Objectives of the Course “Linguistic and Cultural Studies of English-Speaking Countries.” General Overview of the United Kingdom of Great Britain and Northern Ireland.		
<b>1.</b>	<b>Key Concepts and Issues in Linguistic-Cultural Studies</b>	2
1.1.	Concept and Subject of Linguistic-Cultural Studies	
1.2.	Course Aims and Objectives	
1.3.	Key Terms and Research Methods	
1.4.	Issues and Interdisciplinary Connections	
1.5.	Geography and Sociolinguistic Aspects of English-Speaking Countries	
<b>2.</b>	<b>Great Britain and the United Kingdom: Overview of Geography, Demographics, Socio-Economic and Ethnocultural Features, Language Behavior, and National Mentality</b>	2
2.1.	Physical and Geographical Characteristics of the United Kingdom	
2.2.	Administrative-Territorial Division and Major Cities of the United Kingdom	
2.3.	National Symbols of England, Scotland, Wales, and Northern Ireland	
2.4.	Demography and Ethnocultural Composition of the United Kingdom	
2.5.	Socio-Economic Aspects, National Mentality, and Language Behavior	
<b>3.</b>	<b>The Historical Development of England: From the Celtic Period to the Present Day</b>	2
3.1.	Prehistoric Britain and the Early Foundations of the British Isles	
3.2.	Early Britain and External Influences	
3.3.	The Formation of English Society	
3.4.	England in the Early Modern Period	
3.5.	Britain in the Modern Era	
3.6.	Britain in the Twentieth Century	
<b>4.</b>	<b>The Political System of Great Britain and Its Influence on National Character</b>	2
4.1.	The system of government of the United Kingdom: constitutional monarchy, Parliament, executive and judicial branches, rule of law.	
4.2.	Political parties, the electoral system, and local government in England, Scotland, Wales, and Northern Ireland.	
4.3.	Contemporary political developments and the role of the United Kingdom in international politics.	
4.4.	Political language.	
4.5.	Key political figures of the United Kingdom.	
<b>5.</b>	<b>The Education System and the Development of Science in Great Britain</b>	2
5.1.	Historical foundations of British education: from medieval church and private schools to the reforms of the 19th–20th centuries.	
5.2.	School education in Great Britain: structure and key features.	
5.3.	Higher education in the United Kingdom.	
5.4.	University traditions and the role of Oxford and Cambridge.	
5.5.	The Open University: distance learning, educational innovations, and adult education.  Prominent British scientists and their contribution to world science and culture.	
<b>6.</b>	<b>Culture, Traditions, and Linguistic Features of the United Kingdom of Great Britain and Northern Ireland</b>	2

6.1.	British culture: key features of art, music, theatre, and cinema.	
6.2.	Architectural heritage as a reflection of Britain’s historical past.	
6.3.	National traditions as expressions of national identity: holidays, cultural symbols, and official state ceremonies.	
6.4.	Folk costumes and dances (Scottish kilts, Irish dancing).	
6.5.	The Royal Family and its role in society.	
6.6.	Sports traditions as a key part of British culture.	
<b>Content Module 2. Geography, Society, Culture, and Language in the USA: Mentality and Contemporary Global Challenges</b>		
<b>7.</b>	<b>Geography, Economy, Population, and Ethnic Diversity of the USA</b>	<b>2</b>
7.1.	Physical and geographical characteristics of the USA.	
7.2.	National symbols: the American flag, Liberty Bell, Uncle Sam, the American Eagle, and the Great Seal of the United States.	
7.3.	Demographic structure and population trends.	
7.4.	Ethnic composition, cultural diversity, and the impact of migration on American society.	
7.5.	Inventions and industrial development.	
<b>8.</b>	<b>Historical Development of the USA: From the Colonial Era to the Present</b>	<b>2</b>
8.1.	Early English settlements and interaction with Native Americans. Colonial America.	
8.2.	Independence movement and War of Independence. Civil War, slavery, and Reconstruction.	
8.3.	Late 19th century: industrialization, urbanization, immigration, rise as an industrial power.	
8.4.	Early–mid 20th century: World Wars, Great Depression, New Deal.	
8.5.	Late 20th century: Cold War, Reagan, globalization under Bush and Clinton.	
8.6.	21st century: 9/11, Middle East conflicts, domestic polarization, technology, global challenges.	
<b>9.</b>	<b>Education System of the United States of America</b>	<b>2</b>
9.1.	Education and notable scientists: history and development of the U.S. education system.	
9.2.	History of education: discrimination against African Americans, the “Great Society” program.	
9.3.	Contemporary education system: secondary and higher education.	
9.4.	Leading universities: Harvard, Columbia, University of San Francisco, Yale, Massachusetts Institute of Technology (MIT).	
	Усього	18

### *1.3. Seminars*

#### *Seminar 1*

#### *Essential Concepts and Contemporary Issues in Linguocultural Studies*

##### Questions for oral assessment and discussion

#### **1. Linguocultural Studies as an Academic Discipline**

- The concept of linguocultural studies and its difference from country studies
- The object and subject of the course
- The aim and main objectives
- The place and role of the discipline in translator training
- Research methods (linguistic, comparative–contrastive, contextual, ethnolinguistic).

In which cases is contextual analysis most appropriate? How does the ethnolinguistic approach help to study culture through language?

#### **2. Basic Concepts and Categories of Linguocultural Studies**

- Realia as carriers of national and cultural information
- Non-equivalent vocabulary and nationally marked words
- Difficulties in translating realia and non-equivalent vocabulary
- Background knowledge and its role in text comprehension. The impact of differences in background knowledge on intercultural communication
- Cultural concepts (comparative perspective). Strategies for preserving cultural colouring and dealing with differences in background knowledge

#### **3. Interdisciplinary Links and Practical Significance of the Course**

- Links with cultural studies, ethnology, country studies, sociolinguistics, and translation studies
- Practical relevance for translation practice
- The role of linguocultural knowledge in intercultural communication

#### **4. English in the World (Linguocultural Perspective)**

- The geographical spread of the English language
- The status of English (native language, second language, lingua franca)
- B. Kachru's model: Inner Circle (UK, USA, Canada, Australia); Outer Circle (India, Nigeria, Singapore); Expanding Circle (Ukraine, Germany, Japan)
- Dialectal and social varieties of the English language

##### In-class written assignment

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

##### *Methodological guidelines*

**Key terms:** linguocultural studies, country studies, cultural studies, object of linguocultural studies, subject of linguocultural studies, aim of the discipline, objectives of the course, translator training, linguistic method, comparative method, contrastive analysis, contextual analysis, ethnolinguistic approach, realia, culture-specific vocabulary, non-equivalent vocabulary, nationally marked words, cultural meaning, cultural connotation, background knowledge, intercultural communication, cultural concepts, national mentality, linguistic picture of the world, cultural identity, translation strategies, cultural adaptation, descriptive translation, transliteration, transcription, interdisciplinary approach, sociolinguistics, ethnology, applied linguistics, lingua franca, B. Kachru's model, Inner Circle, Outer Circle, Expanding Circle, dialect, social variety of language, intercultural awareness, cultural competence.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What is linguocultural studies, and how does it differ from country studies?

2. What are the object and the subject of the course “*Linguocultural Studies*”?
3. What are the aims and objectives of this discipline?
4. What is the role and significance of the course in the training of a professional translator?
5. Explain the meaning of the following key concepts:
  - realia
  - background knowledge
  - cultural concepts
  - non-equivalent vocabulary
  - nationally marked words
6. What research methods are used in linguocultural studies? Provide examples of their application.
7. What is the essence of the ethnolinguistic approach?
8. How does the comparative-contrastive method differ from contextual analysis?
9. What difficulties arise in the translation of realia and non-equivalent vocabulary?
10. What strategies can be used to preserve cultural color in translation?
11. How do differences in background knowledge affect intercultural communication?
12. Define the relationship between linguocultural studies and:
  - cultural studies,
  - ethnology,
  - country studies,
  - sociolinguistics,
  - translation studies.
13. What is the practical application of the course in foreign language teaching, translation, and intercultural communication?
14. Provide examples of situations in which knowledge of linguocultural studies is essential.
15. Describe the geographical spread of the English language.
16. What is its status in the world (official language, second language, language of international communication)?
17. Explain the classification of English-speaking countries according to B. Kachru’s model (Inner, Outer, Expanding Circle).

### **Problem-Based and Discussion Questions**

1. Is linguocultural studies an independent discipline, or part of translation and cultural studies?
2. How important is a translator’s cultural background knowledge for translation quality, and can machine translation replace it?
3. Should cultural elements always be preserved in translation, or is cultural adaptation sometimes necessary?
4. What is the most effective way to translate non-equivalent vocabulary: transcription, transliteration, or descriptive translation?
5. Is English truly a global lingua franca, and is Kachru’s model still relevant in the 21st century?

### *Seminar 2*

#### ***Geographical and Historical-Cultural Foundations of the UK***

##### *Questions for oral assessment and discussion*

#### **1. General Information about Great Britain and the United Kingdom**

- The concepts of *Great Britain* and *the United Kingdom*: key differences
- Constituent parts of the UK
- Geographical location and state borders

#### **2. Physical and Geographical Characteristics**

- Natural features of England, Scotland, Wales, and Northern Ireland

- Climate and its influence on everyday life
- Natural resources and the environmental situation
- The impact of geography on the economy and culture

### **3. Administrative-Territorial Structure and Cities**

- The administrative system of the UK
- Capitals and major cities
- The role of London as a political, economic, and cultural centre

### **4. Toponymy and Geographical Terminology**

- Features of English-language toponymy
- The origin of geographical names
- The significance of toponyms for translation

### **5. National Symbols**

- Symbols of England, Scotland, Wales, and Northern Ireland
- Flags, coats of arms, and national emblems. Their cultural and historical significance

#### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### ***Methodological guidelines***

**Key terms:** Great Britain, the United Kingdom, constituent countries, England, Scotland, Wales, Northern Ireland, geographical location, state borders, British Isles, relief, rivers, mountains, climate, natural resources, environmental issues, regional geography, economic geography, cultural geography, administrative-territorial structure, counties, regions, capitals, major cities, London as a global city, political centre, economic centre, cultural centre, toponymy, geographical names, place names, origin of toponyms, Celtic and Anglo-Saxon heritage, Norman influence, translation of toponyms, national symbols, flags, coats of arms, national emblems, cultural symbolism, historical significance.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What is the difference between Great Britain and the United Kingdom, and which countries make up the UK?
2. Where is the United Kingdom located geographically, and what are its main state borders?
3. What are the main natural features and climate characteristics of England, Scotland, Wales, and Northern Ireland, and how do they influence everyday life?
4. How do geography and natural resources affect the economy and culture of the United Kingdom?
5. How is the United Kingdom administratively divided, and what are its capitals and major cities?
6. Why is London considered the political, economic, and cultural centre of the UK?
7. Why are geographical names (toponyms) and national symbols important for understanding British culture and for translation?

#### **Problem-Based and Discussion Questions**

1. Why is the distinction between *Great Britain* and *the United Kingdom* important in political, cultural, and translation contexts? What problems may arise if these terms are confused?
2. How do the geographical location and climate of the UK influence British everyday life, economic activities, and cultural habits? Provide concrete examples.
3. To what extent has geography shaped the economic development and cultural diversity of different parts of the United Kingdom?

4. Why is London often seen as dominating political, economic, and cultural life in the UK? Does this central role create regional imbalance or strengthen national unity?

5. How do geographical names and national symbols reflect the history and identity of England, Scotland, Wales, and Northern Ireland, and why is this knowledge essential for translators?

### *Seminar 3*

#### *Population, Society, Language, and Mentality of the UK*

##### Questions for oral assessment and discussion

#### **1. Demographic Characteristics and Migration**

- Population size and distribution
- Urbanisation and rural areas
- Migration processes and their consequences
- Language policy and linguistic minorities

#### **2. Socio-Economic Development**

- Main sectors of the economy
- Standard of living and social standards
- The education system
- Healthcare and social welfare
- Transport and infrastructure

#### **3. National, Ethnic, and Cultural Composition**

- Major ethnic groups
- Official and regional languages
- Religious composition of the population
- Traditions and cultural diversity
- Interethnic relations

#### **4. British Mentality**

- Privacy and restraint
- Sense of humour and conservatism
- Individualism and personal responsibility
- Tolerance and multiculturalism

#### **5. Speech Behaviour and Communication**

- Communication style and politeness
- Indirectness in expression
- Dialogue structure and turn-taking
- Accents and dialects

##### In-class written assignment

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

##### *Methodological guidelines*

**Key terms:** population size, population distribution, urbanisation, rural areas, migration, immigration, emigration, migration flows, demographic change, language policy, linguistic minorities, economy, economic sectors, industry, services, standard of living, social standards, education system, healthcare system, social welfare, transport, infrastructure, ethnic groups, ethnic diversity, national identity, official language, regional languages, religious composition, cultural traditions, cultural diversity, interethnic relations, British mentality, privacy, restraint, sense of humour, conservatism, individualism, personal responsibility, tolerance, multiculturalism, speech behaviour, communication style, politeness, indirectness, dialogue structure, turn-taking, accents, dialects.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main demographic features of the UK population, and how are people distributed between urban and rural areas?
2. How have migration processes influenced British society and language use in the UK?
3. What are the key sectors of the UK economy, and how do they affect living standards and social welfare?
4. Which ethnic, religious, and cultural groups make up modern British society, and how is diversity managed?
5. What are the main features of the British mentality (e.g. privacy, humour, individualism), and how are they shown in everyday behaviour?
6. How do speech behaviour, politeness, and indirect communication shape interpersonal interaction in the UK?

#### **Problematic and Discussion Questions**

1. Has migration made British society more multicultural, or has it created new social and linguistic challenges?
2. To what extent does language policy protect linguistic minorities (such as Welsh or Gaelic) while promoting national unity?
3. Is British indirectness in communication a sign of politeness or a potential source of misunderstanding in intercultural contexts?
4. Do accents and dialects in the UK still reflect social class and regional identity, or is this changing in modern society?
5. How do British values such as privacy, tolerance, and personal responsibility influence communication with people from other cultures?

#### ***Seminar 4***

#### ***The Historical Development of Great Britain***

#### ***Questions for oral assessment and discussion***

##### **1. Early History of the British Isles**

- The Celtic period
- Stonehenge as a cultural and historical phenomenon
- The Roman conquest of Britain

##### **2. Formation of the English State**

- The Anglo-Saxon conquest
- Medieval England
- The Norman period

##### **3. Early Modern England**

- The Tudor period
- The conflict between the King and Parliament
- The Civil War and the Restoration of the monarchy

##### **4. Britain in the 18th–19th Centuries**

- The Agrarian Revolution
- The Industrial Revolution
- Victorian Britain

##### **5. Great Britain in the 20th Century**

- The decline of Britain as a world power
- The First World War
- The interwar period and the Great Depression
- The Second World War and post-war reconstruction
- Post-war reconstruction and socio-cultural transformations of the 1960s–1970s
- Features of contemporary relations between Great Britain and Ireland

### In-class written assignment

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

### **Methodological guidelines**

**Key terms:** Celtic period, Celts, Stonehenge, prehistoric monuments, Roman conquest / Britain / occupation, Anglo-Saxon conquest, Anglo-Saxons, medieval England, feudalism, Norman period, Norman conquest, William the Conqueror, Tudor period, Tudor monarchy, Henry VIII, Elizabeth I, conflict between King and Parliament, English Civil War, Royalists, Parliamentarians, Restoration of the monarchy, Agrarian Revolution, Industrial Revolution, Victorian Britain, British Empire, decline of Britain, First World War, interwar period, Great Depression, Second World War, post-war reconstruction, 1960s–1970s socio-cultural transformations, contemporary UK-Ireland relations, British history, historical development, political/social/economic/cultural change.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What role did the Celtic period and Roman conquest play in shaping early British society and culture?
2. How did the Anglo-Saxon and Norman conquests influence the formation of the English state and the English language?
3. What were the main features of medieval England, and how did they affect social and political life?
4. Why was the conflict between the King and Parliament important for the development of British political traditions?
5. How did the Agrarian and Industrial Revolutions change British society, economy, and everyday life?
6. What were the main consequences of the two World Wars for Great Britain's international role and internal development?

### **Problematic and Discussion Questions**

1. Can Stonehenge be seen more as a historical monument or as a cultural symbol, and why does this matter today?
2. Which historical period had the greatest influence on British national identity: medieval, early modern, or industrial Britain?
3. Did the British Empire strengthen or weaken Britain's position as a world power in the long term?
4. To what extent did the Industrial Revolution improve living conditions, and what social problems did it create?
5. How do historical relations between Great Britain and Ireland continue to influence political and cultural relations today?

### **Seminar 5**

#### ***The British Nations and the English Language in a Global Context***

##### Questions for oral assessment and discussion

#### **1. Scotland, Wales, and Northern Ireland: A Brief Historical Overview**

- Major stages of historical development
- Relations with England
- Britain and Ireland

#### **2. The English Language in Historical and Sociocultural Context**

- Main stages in the development of the English language
- Sociocultural factors influencing language change
- Key events and historical figures

### **3. The Spread and Variability of the English Language**

- The role of the British Empire
- The formation of national varieties of English
- Territorial varieties and dialects

### **4. English in the Contemporary World**

- Globalisation and current trends in the development of English
- The influence of English on other languages
- Lexical and cultural borrowings

### **5. The English-Speaking World Today**

- English as a global language
- The coexistence of Standard English and dialects
- Language and cultural identity

#### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### ***Methodological guidelines***

**Key terms:** historical development, Old English, Middle English, Early Modern English, Modern English, language change, sociocultural factors, historical events, historical figures, British Empire, colonization, spread of English, national varieties of English, territorial varieties, regional dialects, Standard English, non-standard English, global English, globalization, world Englishes, English as a lingua franca, language influence, lexical borrowings, cultural borrowings, language contact, language shift, language maintenance, language policy, English in education, English in media, cultural identity, national identity, linguistic identity, code-switching, diglossia, language prestige, English dominance, linguistic diversity, language variation, language standardization, English-speaking countries, language planning.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main stages in the historical development of Scotland, Wales, and Northern Ireland, and how did their relations with England evolve?
2. How did key historical events influence the development of the English language?
3. Which sociocultural factors have played the most important role in language change in English?
4. How did the British Empire contribute to the global spread of the English language?
5. What are the main differences between Standard English and regional or national varieties of English?
6. How is language connected with cultural and national identity in the English-speaking world today?

#### **Problematic and Discussion Questions**

1. Does the dominance of English threaten linguistic diversity, or does it create new forms of cultural exchange?
2. Should regional languages and dialects (such as Welsh or Scots) be actively protected in a globalised world? Why or why not?
3. Is English still closely linked to British culture, or has it become a “neutral” global language?
4. Do national varieties of English enrich the language, or do they create barriers to mutual understanding?
5. How important is cultural and historical knowledge for translators working with different varieties of English?

*Seminar 6*  
***The UK's Political System and Government Structure***  
*Questions for oral assessment and discussion*

**1. Form of Government**

- Constitutional monarchy: main principles and key features
- Factors influencing the formation of the UK's state system
- Relationship between monarchy, Parliament, and government

**2. Parliament**

- Structure: House of Commons and House of Lords
- Main powers and legislative functions
- Role in the political system

**3. Executive and Judicial Branches**

- Executive power and interaction with Parliament
- Judicial system and the principle of the rule of law
- Political terminology and language of official documents

*In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

***Methodological guidelines***

**Key terms:** constitutional monarchy, monarchy, monarch, Parliament, government, executive branch, judicial branch, separation of powers, rule of law, House of Commons, House of Lords, legislative branch, legislative power, Prime Minister, Cabinet, ministers, political parties, elections, political institutions, government formation, political accountability, political terminology, official documents, royal prerogative, unwritten constitution, statutes, acts of Parliament, judicial independence, courts, common law, judicial review, legal system, governance, administrative structure, checks and balances, legislative oversight, political culture, political processes, civic participation, public administration, political authority/hierarchy/history/communication/functions/accountability/stability, legislation drafting, policy-making, government policy.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main principles and key features of the UK constitutional monarchy?
2. Which historical, political, and social factors influenced the formation of the UK's state system?
3. How do the monarchy, Parliament, and the government interact within the British political system?
4. What is the structure of the UK Parliament, and how do the House of Commons and the House of Lords differ?
5. What are the main powers and legislative functions of Parliament?
6. What role does Parliament play in controlling and shaping government policy?
7. How is executive power exercised in the United Kingdom, and how does the government interact with Parliament?
8. What are the main features of the UK judicial system?
9. How is the principle of the rule of law applied in the British political system?
10. Why is political terminology and the language of official documents important for understanding the UK's system of government?

**Problematic and Discussion Questions**

1. To what extent is the UK a truly constitutional monarchy, and how much real political power does the monarch retain today?

2. Is the uncodified British constitution an advantage or a weakness in a modern democratic state?
3. Does the House of Lords remain a necessary and effective institution, or should it be fundamentally reformed or abolished?
4. How balanced is the relationship between Parliament and the executive branch in the UK: does Parliament effectively control the government?
5. Does the principle of the rule of law function equally for all social and political actors in the United Kingdom?
6. How does the language of official political documents shape public perception of power and authority in the UK?
7. Can the British model of government serve as a universal democratic example, or is it too historically specific to be transferable?

### *Seminar 7*

#### ***Regional Governance, Political Trends, and Key Figures***

##### *Questions for oral assessment and discussion*

#### **1. Political Parties and Electoral System**

- Main political parties and their role
- Electoral system and procedures at different levels

#### **2. Local and Regional Governance**

- Organization of power in England, Scotland, Wales, and Northern Ireland
- Role of local government in the political system

#### **3. Contemporary Political Trends**

- Key reforms and current challenges
- The UK's role in international politics

#### **4. Influential Political Figures**

- Notable politicians in the history of the UK
- Their contributions to the development of British statehood

##### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

##### ***Methodological guidelines***

**Key terms:** political parties, Conservative Party, Labour Party, Liberal Democrats, SNP, elections, electoral system, voting procedures, local government, regional governance, devolved administrations, England, Scotland, Wales, Northern Ireland, local councils, political power, parliamentary democracy, government structure, civic participation, political reforms, contemporary politics, political trends, public policy, international politics, Brexit, political challenges, key politicians, influential leaders, historical figures, state formation, political representation, political institutions, political accountability, policy-making, legislation, Prime Minister, Cabinet, ministerial roles, political influence, governance models, decentralization, administrative divisions, political stability, political culture.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What historical factors influenced the development of the UK political system?
2. How does British political culture reflect national values and traditions?
3. What role did the British Empire play in shaping modern political institutions?
4. What are the main political parties in the United Kingdom?
5. What are the key features of the UK electoral system?

6. How is local and regional governance organized in England, Scotland, Wales, and Northern Ireland?
7. What is political devolution and why is it important for the UK?
8. What major political reforms took place in the UK in the 20th–21st centuries?
9. Who are some influential political figures in British history and why are they important?
10. What role does the UK play in international politics today?

### **Problematic and Discussion Questions**

1. Can the British national character be seen as a result of historical and political traditions?
2. Is British parliamentarism a unique democratic model or comparable to other democracies?
3. Does the two-party system ensure real political representation in modern Britain?
4. Is the *first-past-the-post* electoral system democratic in today's society?
5. How effective is political devolution in Scotland, Wales, and Northern Ireland?
6. What challenges has Brexit created for the UK's internal unity and global position?
7. Can the British model of regional governance be applied to other multinational states?

### *Seminar 8*

#### ***Historical Development and School Education***

##### *Questions for oral assessment and discussion*

#### **1. Historical Foundations of Education**

- How did the education system in the UK develop from the Middle Ages to the present?
- The role of church schools and private institutions in the early history of British education
- Educational reforms of the 19th–20th centuries and their impact on accessibility and the democratization of education

#### **2. School Education**

- Main differences between state schools and independent/public schools
- Key age stages of British school education and their characteristics
- Features of the teaching style (individual approach, extracurricular activities)
- National examinations: GCSEs and A-levels

#### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### ***Methodological guidelines***

**Key terms:** education system, history of education, Middle Ages, church schools, private/public/independent schools, educational reforms, 19th century, 20th century, accessibility, democratization of education, state schools, age stages, primary/secondary education, GCSE, A-levels, curriculum, teaching methods, individual approach, extracurricular activities, school structure, educational policy, literacy, numeracy, pedagogy, assessment, examinations, school governance, headteacher, classroom management, student engagement, learning outcomes, school culture, teacher roles, academic achievement, educational standards, school inspections, lifelong learning, education legislation, school funding, social mobility.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. How did the education system in the United Kingdom develop from the Middle Ages to the present day?

2. What role did church schools and private institutions play in the early history of British education?
3. Which major educational reforms of the 19th–20th centuries contributed to greater access and democratization of education?
4. What are the main differences between state schools and independent (public) schools in the UK?
5. What are the key age stages of British school education, and what are their main characteristics?
6. What features distinguish the British teaching style (e.g. individual approach, extracurricular activities)?
7. What are GCSEs and A-levels, and what role do they play in the British education system?
8. Why is background knowledge of the UK education system important for translators and linguists?
9. What education-related terms in British English may cause translation difficulties, and why?
10. How can cultural differences in education systems affect the translation of academic or official documents?

### **Problematic and Discussion Questions**

1. To what extent do historical traditions still shape the modern British education system and its terminology?
2. Should culturally specific educational terms (e.g. *public school*, *GCSE*, *A-levels*) be translated, explained, or left untranslated in target texts?
3. Does the division between state and independent schools reinforce social inequality, and how should this be reflected in translation and interpretation?
4. Can differences between British and Ukrainian education systems lead to misunderstanding in intercultural communication, and how can translators prevent this?
5. Is it possible to preserve the cultural meaning of British educational institutions in translation without overloading the text with explanations?

### **Seminar 9**

#### ***Higher Education, University Traditions, and Student Life***

##### *Questions for oral assessment and discussion*

#### **1. Higher Education in the UK**

- Key features of the higher education system (Bachelor's, Master's, Doctorate)
- University funding: public and private
- Admission features in British universities (competition, interviews, requirements)

#### **2. Types of Universities and Their Role**

- Prestige and role of Oxford and Cambridge (Oxbridge) in academic and political life
- Differences between the old Scottish universities and the English model
- The role of 19th-century universities, Redbrick Universities, and new civic universities in the development of science and applied disciplines

#### **3. Student Life and Modern Forms of Education**

- Traditions of student life at Oxford
- The significance of The Open University for distance and accessible education

#### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

### ***Methodological guidelines***

**Key terms:** higher education, universities, Bachelor's degree, Master's degree, Doctorate, postgraduate studies, university funding, public universities, private universities, admission requirements, competitive entry, interviews, Oxford, Cambridge, Oxbridge, university prestige, Scottish universities, English model, Redbrick universities, civic universities, science education, applied disciplines, academic traditions, college societies, student unions, extracurricular activities, dormitories, scholarships, tuition fees, academic calendar, distance learning, The Open University, lifelong learning, research opportunities, academic achievement, graduation, alumni networks, university governance, teaching methods, lectures, seminars, tutorials, academic culture.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main levels of higher education in the United Kingdom (Bachelor's, Master's, Doctorate), and how do they differ?
2. How are British universities funded, and what is the difference between public and private funding?
3. What are the main features of admission to British universities (competition, interviews, entry requirements)?
4. Why are Oxford and Cambridge (Oxbridge) considered especially prestigious, and what role do they play in academic and political life?
5. How do the old Scottish universities differ from the traditional English university model?
6. What role did 19th-century universities, Redbrick Universities, and new civic universities play in the development of science and applied disciplines?
7. What traditions are associated with student life at Oxford, and what cultural meanings do they carry?
8. What is the significance of The Open University for distance learning and lifelong education?
9. Why is knowledge of British university traditions important for translators and intercultural communication specialists?
10. Which higher-education-related terms or concepts in British English may cause difficulties in translation, and why?

### **Problematic and Discussion Questions**

1. Is the British higher education system more focused on academic quality or on social prestige?

*Discuss the role of elite universities such as Oxford and Cambridge compared to newer civic universities.*

2. Does university funding (public vs. private) influence equal access to higher education in the UK?

*Consider tuition fees, student loans, and international students.*

3. Are traditional university practices (such as college systems and formal rituals at Oxford) still relevant in modern education?

*Or do they mainly serve symbolic and cultural purposes?*

4. How fair and effective is the British university admission system, especially interviews and competitive selection?

*Compare it with admission systems in other countries.*

5. Can distance education, such as that offered by The Open University, fully replace traditional university study?

*Discuss its role in lifelong learning and social inclusion.*

### ***Seminar 10***

#### ***Culture, Arts, and National Identity of Great Britain***

#### ***Questions for oral assessment and discussion***

#### **1. National Identity and Historical Foundations**

- Distinctive features of the national identities of England, Scotland, Wales, and Northern Ireland
  - The role of historical events in shaping the cultural identities of Scotland, Wales, and Northern Ireland
  - The impact of colonial history on contemporary British culture
- 2. Arts, Literature, Music, Theatre, and Cinema**
- Prominent British writers and poets
  - Musical genres and performers that have influenced global culture
  - Theatrical traditions and classical theatres
  - Outstanding achievements of British cinema
- 3. Architecture and Cultural Heritage**
- Architectural landmarks and styles symbolizing British history
  - The role of museums and cultural heritage preservation in modern Great Britain

#### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### ***Methodological guidelines***

**Key terms:** national/cultural identity, historical foundations, colonial history, heritage, traditions, customs, British culture, literature, writers, poets, Shakespeare, Dickens, music, musical genres, performers, classical music, contemporary music, theatre, theatrical traditions, West End, cinema, British film, film industry, architecture, landmarks, historical architecture, cultural heritage, museums, galleries, preservation, arts, artistic achievement, cultural diversity, symbols, national pride, iconic buildings, cultural policy, artistic influence, global impact.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main features of national identity in England, Scotland, Wales, and Northern Ireland?
2. How did key historical events influence the cultural identities of Scotland, Wales, and Northern Ireland?
3. In what ways has Britain's colonial past affected contemporary British culture?
4. Which British writers and poets are most important for understanding British cultural heritage?
5. What musical genres or performers from Great Britain have had a global influence?
6. What are the main characteristics of British theatre traditions and classical theatres?
7. What achievements of British cinema are internationally recognised?
8. How do architectural styles and landmarks reflect different periods of British history?

#### **Problematic and Discussion Questions**

1. Is British national identity unified, or is it better understood as a collection of regional identities?
2. Does Britain's colonial heritage still influence cultural attitudes and artistic expression today?
3. Should national culture be preserved in a traditional form, or should it adapt to multicultural society?
4. To what extent do museums and cultural institutions shape public understanding of British history?
5. How important is background cultural knowledge for translators when working with British literary and artistic texts?

**Seminar 11**  
***Traditions, Cuisine, the Royal Family, and Linguistic Features***

**Questions for oral assessment and discussion**

**1. Traditions, Festivals, and Official Ceremonies**

- National and regional traditions of England, Scotland, Wales, and Northern Ireland
- State and official ceremonies (coronations, the State Opening of Parliament)
- Local festivals and fairs

**2. British Cuisine and Folk Traditions**

- Traditional dishes and beverages
- Folk costumes and dances (Scottish kilts, Irish dancing)

**3. The Royal Family and Sporting Traditions**

- The role of the Royal Family in contemporary British society and culture
- Sporting traditions: football, rugby, cricket, and tennis at Wimbledon

**4. Linguistic Features and Cultural Expressions**

- Idioms, proverbs, and phraseological units as reflections of British history and culture

**In-class written assignment**

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

**Methodological guidelines**

**Key terms:** national traditions, regional traditions, festivals, fairs, official ceremonies, coronation, State Opening of Parliament, Trooping the Colour, Changing of the Guard, British cuisine, fish and chips, roast beef, Yorkshire pudding, afternoon tea, scones, beverages, tea culture, folk traditions/costumes, Scottish kilt, Irish dancing, Royal Family, monarchy, contemporary society, sports traditions, football, rugby, cricket, Wimbledon, idioms, proverbs, phraseological units, cultural expressions, social customs, symbolic meaning, rituals, heritage, popular culture, linguistic features, expressions, sayings, pancake day, Guy Fawkes Night, Hogmanay.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main national and regional traditions of England, Scotland, Wales, and Northern Ireland?
2. How do state ceremonies (e.g., coronations, State Opening of Parliament) reflect British political and cultural identity?
3. What is the role of local festivals and fairs in maintaining regional culture?
4. What are some traditional British dishes and beverages, and how do they reflect regional identity?
5. How are folk costumes and dances (e.g., Scottish kilts, Irish dancing) connected to cultural history?
6. What role does the Royal Family play in modern British society and culture?
7. How do sports traditions (football, rugby, cricket, Wimbledon tennis) reflect British national identity?
8. How do idioms, proverbs, and phraseological units show British history and values?

**Problematic and Discussion Questions**

1. Are British national and regional traditions equally strong, or do regional identities dominate?
2. Does the Royal Family still influence British culture today, or is it mainly symbolic?
3. Can traditional cuisine and folk practices survive in modern, multicultural Britain?
4. How do sporting traditions contribute to national unity, and can they create social divisions?

5. How important is cultural knowledge for translators when working with British idioms, proverbs, or folk expressions?

### **Seminar 12**

#### **Geography, Economy, Demographic and Ethnic Features of the USA**

##### Questions for oral assessment and discussion

#### **1. Geographical Location and Regional Features**

- Geographical location and regional division of the United States
- Climate, natural zones, and characteristic flora and fauna
- Major river and lake systems and their influence on settlement, economy, and culture

#### **2. Natural Resources and Economic Development**

- Key natural resources and their role in the economy
- Main economic sectors: agriculture, industry, and services
- Inventions, industrial development, and technological achievements of the USA

#### **3. Demographic Structure, Ethnic Composition, and Migration**

- Population size, distribution, and urbanization
- Major ethnic groups and cultural diversity
- Migration processes and their influence on society and language

#### **4. National Symbols and Cultural Identity**

- The American Flag, Liberty Bell, Uncle Sam, American Eagle, and the Great Seal of the United States
- Symbolic meanings and historical significance
- Role of national symbols in shaping American identity and cultural expression

##### In-class written assignment

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

##### Methodological guidelines

**Key terms:** geographical location of the USA, neighboring countries, Atlantic Coast, Pacific Coast, Gulf of Mexico, major regions: Northeast, Midwest, South, West, major rivers: Mississippi, Missouri, Colorado, Rio Grande, major lakes: Lake Superior, Lake Michigan, Lake Erie, major mountains: Rocky Mountains, Appalachian Mountains, Sierra Nevada, Cascade Range, climate zones: temperate, continental, desert, subtropical.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main geographical regions of the United States, and how do climate and natural zones differ across them?
2. How do the major rivers and lakes influence the economy, transport, and settlement patterns in the USA?
3. What are the key natural resources of the United States, and which economic sectors depend on them?
4. How has industrial development and technological innovation shaped the American economy and society?
5. What is the demographic structure of the USA, and what trends can be observed in population growth and urbanization?
6. How do migration and ethnic diversity influence American society and cultural life?
7. What are the main national symbols of the USA, and what historical and cultural significance do they carry?
8. How do symbols such as the American Flag or the Liberty Bell help shape national identity?

9. How does the ethnic and cultural diversity of the USA affect communication, traditions, and social life?

### **Problematic and Discussion Questions**

1. To what extent does the geography of the United States shape its culture, economy, and national identity?
2. Are the natural resources of the USA a guarantee of economic success, or can overreliance on them create challenges?
3. Does migration and ethnic diversity strengthen American society, or does it lead to social tensions?
4. How important are national symbols in maintaining a shared American identity among such a culturally diverse population?
5. Can the achievements of American industry and technology be seen as a model for other countries, or are they specific to the US historical context?

### ***Seminar 13***

#### ***Early and Colonial America; Independence and Civil War***

##### *Questions for oral assessment and discussion*

#### **1. First English Settlements**

- Exploration of the New World; establishment of Jamestown and Plymouth
- Interaction with Native American peoples

#### **2. Colonial America**

- Formation of the thirteen colonies
- Economic and social differences among colonies
- Development of self-government

#### **3. Independence Movement**

- Rising tension with Britain
- Tax protests and the Declaration of Independence
- Victory in the War of Independence

#### **4. Civil War (1861–1865)**

- Conflict between the North and South
- Issues of slavery and preservation of the Union
- Reconstruction period

##### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

##### ***Methodological guidelines***

**Key terms:** first English settlements, Jamestown, Plymouth, Native American peoples, thirteen colonies, colonial economy, social differences, self-government, Independence Movement, taxes, Declaration of Independence, War of Independence, victory, Civil War (1861–1865), North vs South, slavery, preservation of the Union, Reconstruction period.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. Where and why were the first English settlements established in America?
2. What were the main differences among the thirteen colonies in terms of economy and society?
3. How did self-government develop in the colonial period?
4. What were the main causes of the American Revolution?
5. What were the key events and outcomes of the Civil War?

6. How did the Reconstruction period affect American society?
7. How can the English language of the time reflect historical events?

### **Problematic and Discussion Questions**

1. How did relations with Native Americans shape the early colonies?
2. Was colonial self-government a preparation for independence?
3. Could the Revolution have been avoided, or was it inevitable?
4. How did the issue of slavery contribute to the Civil War?
5. Can language and texts from the colonial and Civil War periods help us understand cultural and social attitudes?

### *Seminar 14*

#### *Industrialization, Global Conflicts, and the USA in the 20th–21st Centuries*

##### Questions for oral assessment and discussion

1. **Late 19th Century**
  - Industrialization and urbanization
  - Immigration boom
  - Emergence of the USA as an industrial and imperial power
2. **Early 20th Century**
  - Participation in World War I
  - Economic boom of the 1920s
  - The Great Depression and the New Deal
  - Leading role in World War II
3. **Postwar Period and the Cold War**
  - Confrontation with the USSR
  - Wars in Korea and Vietnam
  - Nuclear strategy and social changes
4. **Late 20th Century and the 21st Century**
  - Reagan-era policies and the end of the Cold War
  - Globalization under Bush and Clinton
  - September 11, Middle East conflicts, internal polarization
  - Technological development and modern challenges of global leadership
5. **Language, Culture, and History**
  - Language contact and dialectology
  - Cultural-linguistic concepts
  - English as a source of historical information
  - Reflection of historical development in language

#### In-class written assignment

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### *Methodological guidelines*

**Key terms:** industrialization, urbanization, immigration boom, USA as industrial power, World War I, 1920s economic boom, Great Depression, New Deal, World War II, Cold War, confrontation with USSR, Korean War, Vietnam War, nuclear strategy, social changes, Reagan policies, end of Cold War, globalization, September 11, Middle East conflicts, internal polarization, technological development, modern global leadership, language contact, dialectology, cultural-linguistic concepts, English as historical source, reflection of history in language.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. How did industrialization and immigration shape the United States in the late 19th century?
2. What were the main economic and social challenges during the Great Depression?
3. How did the USA influence the outcomes of World War I and World War II?
4. What were the main features of the Cold War era for the USA?
5. How did technological and cultural changes affect American society in the late 20th and early 21st centuries?
6. How do dialects and language variations reflect historical and cultural processes?
7. Can historical events be traced through English-language texts and cultural concepts?

### **Problematic and Discussion Questions**

1. Was the United States' rise as an industrial and global power inevitable?
2. Did participation in the World Wars strengthen or weaken American society?
3. How did the Cold War shape American foreign and domestic policies?
4. To what extent does language reflect historical and cultural changes in the USA?
5. Can the USA maintain its global leadership in the 21st century, given internal and international challenges?

### *Seminar 15*

#### *The Political System of the United States*

##### Questions for oral assessment and discussion

#### 1. **Overview of the US Political System**

- Main political parties: Democratic Party, Republican Party, and their roles
- The US Constitution and the Bill of Rights: fundamental principles, separation of powers, and individual freedoms

#### 2. **Legislative Branch**

- The Congress as a bicameral body: House of Representatives and the Senate
- Key functions and powers: lawmaking, oversight, and representation

#### 3. **Executive Branch**

- President, Vice President, and the Cabinet
- Powers and responsibilities of the President
- Interaction with Congress and implementation of laws

#### 4. **Judicial Branch**

- Federal courts and state courts
- Supreme Court and its role in interpreting the Constitution
- Judicial review and the principle of rule of law

#### 5. **Prominent Political and State Figures**

- Key presidents, legislators, and political leaders
- Their impact on the development of American statehood and democracy

#### In-class written assignment

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### *Methodological guidelines*

**Key terms:** US political system, Democratic Party, Republican Party, US Constitution, Bill of Rights, separation of powers, individual freedoms, Congress, bicameral, House of Representatives, Senate, lawmaking, oversight, representation, President, Vice President, Cabinet, executive powers, law implementation, federal courts, state courts, Supreme Court, judicial review, rule of law, key presidents, legislators, political leaders, American democracy, development of statehood.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main political parties in the USA, and what are their core principles?
2. What are the key features of the US Constitution and the Bill of Rights?
3. How is Congress structured, and what are the differences between the House of Representatives and the Senate?
4. What are the main powers and responsibilities of the President of the United States?
5. How does the executive branch interact with the legislative branch?
6. What is the structure of the US judicial system, and what role does the Supreme Court play?
7. How does judicial review support the principle of the rule of law in the USA?
8. Can you name some influential US political figures and describe their contributions to American democracy?
9. How does the separation of powers ensure a balance between different branches of government?

### **Problematic and Discussion Questions**

1. Is the US political system effective in balancing power between the executive, legislative, and judicial branches?
2. How significant is the role of political parties in shaping US policy and governance?
3. Does the US Constitution still fully meet the needs of modern American society?
4. Can the US model of federalism and separation of powers serve as an example for other countries?
5. How do individual leaders influence the development of American democracy compared to institutional structures?

### ***Seminar 16***

#### ***The Education System of the United States of America***

##### ***Questions for oral assessment and discussion***

1. **Historical Foundations of US Education**
  - Segregation and discrimination against African Americans in education
  - The Civil Rights Movement and its influence on access to education
  - Educational reforms of the 20th century, including the Great Society programs
2. **The Modern US Education System**
  - Structure and features of secondary and higher education
  - Types of institutions: public schools, private schools, community colleges, universities
  - Funding mechanisms and the role of federal vs. state authorities
3. **Leading US Universities**
  - Harvard University, Columbia University, Yale University, MIT, University of California, San Francisco
  - Contributions to science, technology, and the development of higher education
4. **Prominent American Scholars and Innovations**
  - Notable scientists, researchers, and educators
  - Key innovations and their influence on the global educational landscape

##### ***In-class written assignment***

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

### ***Methodological guidelines***

**Key terms:** US education system, segregation, discrimination, African Americans, Civil Rights Movement, access to education, 20th-century educational reforms, Great Society programs, secondary education, higher education, public schools, private schools, community colleges, universities, federal funding, state funding, Harvard University, Yale University, Columbia University, MIT, University of California San Francisco, notable scientists, researchers, educators, innovations in education, global educational influence, educational structure, university contributions to science and technology.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. How did segregation and discrimination affect the development of US education?
2. What role did the Civil Rights Movement play in educational reforms?
3. What were the main goals of the Great Society programs in education?
4. How is the modern US education system structured at the secondary and higher levels?
5. What are the differences between public and private educational institutions in the USA?
6. Name some leading US universities and explain their contributions to science and education.
7. Who are some notable American scholars, and what innovations did they bring to education?
8. How do federal and state authorities share responsibility for education in the USA?
9. What challenges and opportunities currently exist in the US educational system?

### **Problematic and Discussion Questions**

1. Has the US education system fully overcome the legacy of segregation and discrimination?
2. How effective are federal programs, like the Great Society initiatives, in promoting equal access to education?
3. Should the US place more emphasis on public vs. private education, and why?
4. How do leading universities shape American society and the global academic community?
5. Can the American model of higher education serve as an example for other countries, or is it unique to the USA?

### ***Seminar 17***

#### ***Cultural Life in the United States: Arts, Traditions, and Contemporary Cultural Practices***

##### **Questions for oral assessment and discussion**

1. **Arts in the United States**
  - Theatre, cinema, music, and visual arts as key components of American culture
  - Historical development and contemporary trends
2. **Sports and Competitions**
  - Role of sport in American cultural and social life
  - History of major sports (football, baseball, basketball) and modern professional leagues
3. **National Holidays and Public Celebrations**
  - Historical origins and symbolism of major US holidays (Independence Day, Thanksgiving, Martin Luther King Jr. Day)
  - Their role in forming national identity and social cohesion
4. **Traditions and Customs**
  - Cultural heritage and its influence on contemporary American life
  - Folk traditions, regional celebrations, and local customs
5. **Cinema and Popular Culture**
  - History of American cinema and Hollywood's global influence
  - Cultural impact of films, television, and popular media
6. **Notable Cultural Figures**

- Prominent writers, artists, musicians, and filmmakers
- Their contribution to the development of US national culture
- 7. **Language and Cultural Practices**
- Reflection of American cultural values in everyday speech, idioms, and communication styles
- Influence of cultural norms on social interactions

#### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### ***Methodological guidelines***

**Key terms:** visual arts, historical development, contemporary trends, sports, football, baseball, basketball, professional leagues, national holidays, Independence Day, Thanksgiving, Martin Luther King Jr. Day, symbolism, national identity, social cohesion, traditions, customs, folk traditions, regional celebrations, local customs, cultural heritage, American cinema, Hollywood, popular culture, films, television, media influence, notable cultural figures, writers, artists, musicians, filmmakers, contribution to national culture, language, idioms, communication styles, cultural values, social interactions.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main forms of art in the United States, and how have they developed historically?
2. How do sports influence American society and culture?
3. Name the major US national holidays and explain their historical origins and symbolic meanings.
4. What traditions and customs shape contemporary American life?
5. How has American cinema influenced culture both in the USA and globally?
6. Who are some notable cultural figures, and what is their contribution to US arts and culture?
7. How do cultural values and traditions appear in everyday American language and communication?
8. In what ways do regional differences influence cultural practices in the USA?
9. How do modern cultural practices balance between preserving heritage and embracing global trends?

#### **Problematic and Discussion Questions**

1. Does American popular culture accurately reflect the diversity of US society?
2. How do national holidays contribute to the formation of American national identity?
3. Should sports and entertainment have such a central role in US culture, or does it overshadow other cultural achievements?
4. How do American cinema and music influence global cultural trends, and is this always positive?
5. Can the cultural values expressed through language and traditions be effectively understood by outsiders?

#### ***Seminar 18***

#### ***Contemporary Social and Global Challenges of English-Speaking Countries***

#### *Questions for oral assessment and discussion*

1. **Canada**
- Geography, historical development, and cultural features
- Education system

- Language situation (English and French) and religious characteristics
- 2. **Australia**
  - Geography, historical development, and cultural features
  - Education system
  - Language situation (English and Indigenous languages) and religious characteristics
- 3. **Social Issues in English-Speaking Countries**
  - Major social challenges: inequality, immigration, healthcare, indigenous rights
  - Policies addressing social problems
- 4. **Role in Global Politics and Economy**
  - Participation in international organizations (UN, G7, Commonwealth)
  - Economic influence and trade relationships
- 5. **Globalization and Language**
  - Influence of globalization on culture, society, and communication
  - Spread of English and emergence of new varieties (Global English, regional forms)
  - Cultural and linguistic adaptation to global trends

#### *In-class written assignment*

Taking tests, analyzing a linguocultural text with the identification of cultural realia and key concepts; providing written answers to open-ended questions related to the topic of the class; completing lexical and culture-oriented exercises (terms, proper names, culture-specific vocabulary); writing a short explanation or interpretation of a cultural phenomenon or historical fact; completing matching tasks (concept–definition, event–country, symbol–meaning).

#### ***Methodological guidelines***

**Key terms:** Canada, provinces, territories, Rocky Mountains, Great Lakes, Hudson Bay, St. Lawrence River, Arctic Archipelago, climate zones, natural resources, history, culture, education system, English, French, religion, Australia, states, territories, Great Dividing Range, Outback, Murray River, Great Barrier Reef, deserts, climate zones, Indigenous languages, social issues, inequality, immigration, healthcare, indigenous rights, social policies, global politics, international organizations, UN, G7, Commonwealth, economy, trade relations, globalization, culture, society, communication, English as a global language, Global English, regional varieties, cultural adaptation, linguistic adaptation, global trends.

*To better understand the topic during independent study, students should focus on the following aspects:*

1. What are the main geographical and historical features of Canada and Australia?
2. How do the education systems in Canada and Australia differ from each other and from other English-speaking countries?
3. What is the language situation in Canada and Australia, and how does it reflect cultural diversity?
4. What are the main social challenges faced by English-speaking countries today?
5. How do Canada and Australia participate in global politics and influence the world economy?
6. How does globalization affect culture and the use of English in these countries?
7. What are the contemporary varieties of English, and how do they differ from Standard English?
8. How do historical and cultural factors influence modern Canadian and Australian society?
9. What role do indigenous peoples and multicultural policies play in shaping society in these countries?

#### **Problematic and Discussion Questions**

1. How successfully do Canada and Australia balance cultural diversity with national identity?

2. Does globalization strengthen or weaken the influence of English in non-native countries?
3. How can English-speaking countries address social inequalities while maintaining economic growth?
4. Are contemporary varieties of English a threat to Standard English, or a natural evolution of language?
5. Should English-speaking countries take a leading role in solving global social and environmental challenges?

#### **1.4. Самостійна робота студентів**

Самостійна робота студентів є однією з форм оволодіння матеріалом з навчальної дисципліни «Лінгвокраїнознавство англomовних країн». Виконання самостійної роботи дозволяє студентам розвивати самостійне мислення, поглиблювати засвоєні теоретичні знання, опанувати практичні навички у сфері планування часу.

Самостійна робота студентів є однією з форм оволодіння матеріалом з навчальної дисципліни «Лінгвокраїнознавство англomовних країн». Виконання самостійної роботи дозволяє студентам розвивати самостійне мислення, поглиблювати засвоєні теоретичні знання, опанувати практичні навички у сфері лінгвокраїнознавчого аналізу мовних і культурних явищ. Вона сприяє формуванню здатності інтерпретувати культурно марковані мовні одиниці, аналізувати національно-культурну специфіку англomовних країн та застосовувати отримані знання у навчальній і професійній діяльності.

Студенти виконують завдання самостійно з одержанням необхідних консультацій від науково-педагогічного працівника протягом семестру. Форма контролю – перевірка письмових робіт.

Самостійна робота здобувачів вищої освіти здійснюється у таких формах: написання есе, виконання практичних та аналітичних завдань, спрямованих на поглиблення та систематизацію теоретичних знань і формування професійних компетентностей.

До кожної теми з навчальної дисципліни «Лінгвокраїнознавство англomовних країн» пропонуються такі теми есе.

#### **Essay Topics**

<b>Essay Topics</b>		<b>Focus</b>	<b>Key Concepts</b>
<b>Topic 1</b>	<i>The Role of Linguocultural Studies in Translation and Intercultural Communication</i>	The importance of linguocultural studies for effective translation and successful intercultural communication. Examine how cultural knowledge, values, norms, and worldviews influence language use and meaning, and how translators and intercultural mediators apply linguocultural competence to avoid misunderstandings and ensure accurate communication between cultures.	Linguocultural studies, linguocultural competence, intercultural communication, cultural identity, cultural concepts and realia, language and culture interaction, cultural differences and similarities, translation strategies, cultural mediation, cross-cultural misunderstanding.
	<i>"Lingua franca" today: challenges and opportunities for the translator</i>	How the status of English as a lingua franca affects the translator's work? Is knowledge of the language alone sufficient, or is it necessary to understand the cultural nuances of speakers from the Outer and Expanding Circles (according to Kachru's model)?	Lingua franca, international communication, translation, translator, Outer Circle, Expanding Circle, Kachru's model, cultural nuances, cross-cultural communication, language competence, intercultural understanding, adaptation, equivalence, context.

	<i>The mirror of culture: how ethnolinguistic analysis helps uncover a nation's hidden "codes"</i>	Analyze 2–3 examples from English that reflect unique cultural features (e.g., words related to concepts such as fair play, privacy, or small talk).	Ethnolinguistics, cultural codes, cultural identity, hidden meaning, national character, language patterns, idioms, proverbs, conceptual metaphors, cultural markers, fair play, privacy, small talk, analysis, interpretation.
	<i>"Fish and chips" vs. "borsch": can a cultural reality be translated without losing its essence?</i>	Examine specific strategies for translating cultural realities. Should the reality be explained, or is it better to find an equivalent? The essay may be based on a comparative analysis of translations of 2–3 texts.	Cultural reality, translation strategies, equivalence, adaptation, literal translation, descriptive translation, cultural references, contextualization, source text, target text, comparison, cross-cultural communication, domesticating, foreignizing.
	<i>Cultural concept as a tool of intercultural communication: a comparative analysis of the "American Dream" and the "Ukrainian Dream"</i>	Compare two key cultural concepts. How are they reflected in language, literature, and mass media? How do their components differ?	Cultural concept, intercultural communication, comparative analysis, national identity, value system, social norms, ideology, linguistic expression, metaphorical language, literature, media, conceptual components, cross-cultural differences.
	<i>British humour, American irony, and Ukrainian satire: the impact of background knowledge on understanding jokes</i>	How background knowledge determines the success or failure of communication, especially in informal contexts such as humour. Provide examples where a joke understandable in one culture may be incomprehensible or even offensive in another.	Humour, irony, satire, joke, cultural context, background knowledge, linguistic humor, cross-cultural misunderstanding, pragmatics, idiomatic expression, figurative language, cultural reference, comprehension, misinterpretation.
	<i>"Lost in translation": is it always possible to preserve cultural colour?</i>	Explore the challenges of translating untranslatable vocabulary. Analyze, for example, the translation of slang, specialized professional terms, or words denoting unique phenomena (e.g., hygge in Danish, lagom in Swedish, or pastiche in French, but using examples from English-language realities).	Cultural colour, untranslatable words, lexical gaps, slang, idioms, neologisms, professional terminology, source culture, target culture, adaptation, domestication, foreignization, creative translation, equivalence, pragmatic meaning.
	<i>Sociolinguistics as a translator's tool: how language reflects social status, age, and group membership</i>	Investigate the connection between language and social status. Analyze, for instance, the use of certain words, accents, or grammatical structures that indicate membership in a specific social stratum in English-speaking countries.	Sociolinguistics, social stratification, social status, age groups, dialect, accent, sociolect, register, group membership, politeness strategies, linguistic variation, contextual meaning, identity, speech community, language norms.
<b>Topic 2</b>	<i>Climate as the architect of a nation: How the geography of Great</i>	Explore how the rainy climate influenced British humour and art, how limited natural resources stimulated colonial	Climate influence, mild / rainy climate, geographical location, island nation, maritime trade, seafaring tradition, natural

	<i>Britain shaped its character and culture</i>	ambitions, and how the island location promoted the development of maritime trade and the formation of a unique national identity.	resources, economic expansion, colonial ambitions, national identity, cultural adaptation, resilience, understatement, humour (dry / subtle humour), landscape, isolation and security.
	<i>Multinational Britain: Is language policy sufficient to preserve the cultural mosaic?</i>	Analyze how language policy (e.g., regarding Welsh or Gaelic) helps or hinders the preservation of identity. Discuss whether migration processes lead to a “melting pot” or a “salad bowl” of cultures, and what challenges this poses for society.	Multicultural society, language policy, minority languages, cultural identity, preservation of heritage, Welsh / Gaelic language revival, migration processes, integration, assimilation, melting pot, salad bowl, social cohesion, linguistic diversity, cultural tolerance, social challenges, national unity.
	<i>The British National Health Service (NHS) and social protection: A challenge for the economic model or its greatest achievement?</i>	Analyze the economic efficiency and social equity of the British healthcare system. Compare it with other models using economic terminology. Evaluate how social policy affects living standards and public satisfaction.	National Health Service (NHS), public healthcare system, social welfare, economic efficiency, social equity, state funding, taxation, accessibility, quality of care, living standards, public satisfaction, economic sustainability, welfare state, healthcare reform, cost-effectiveness.
	<i>The royal family, tea traditions, and pubs: How symbols of the past shape modern British identity</i>	Examine the role of traditional symbols in contemporary British society. Explore how, for example, the national flag or anthem can become subjects of debate in Scotland or Wales, and how traditions contribute to cultural integration rather than serving merely as tourist clichés.	National symbols, royal family, monarchy, traditions, cultural heritage, national identity, sense of continuity, tea culture, pub culture, everyday rituals, social bonding, cultural integration, regional identity, public debate, symbolic meaning, cultural stereotypes.
	<i>We say “nice” but mean “terrible”: British indirectness as a tool of intercultural communication</i>	Investigate the phenomenon of British indirectness and restraint. Explain how it affects communication with people from other cultures. Provide examples of how “It’s not bad” can mean “It’s excellent,” and how this style reflects respect for privacy and avoidance of conflict.	Indirect communication, understatement, politeness strategies, restraint, avoidance of conflict, face-saving, implied meaning, communicative style, intercultural communication, misunderstanding, pragmatics, social norms, respect for privacy, irony, euphemism, cultural awareness.
<b>Topic 3</b>	<i>Great Britain and the United Kingdom: Key Differences Every Student Should Know</i>	Explain the difference between Great Britain and the United Kingdom Give simple examples of common mistakes Explain why correct terms are important for translators	Great Britain, the United Kingdom, England, Scotland, Wales, Northern Ireland, country, nation, state, constituent parts, territories, borders / boundaries, confusion, misunderstanding, accuracy, precision, translation, interpreter.

	<i>How Geography Influences Life and Culture in the United Kingdom</i>	Describe the geographical position of the UK Explain how climate and location influence daily life Give cultural or historical examples	Geographical location, position, climate, weather conditions, natural resources, landscape, terrain, countryside, urban, rural areas, economy, agriculture, industry, influence, effect, impact, culture, tradition, lifestyle.
	<i>British Place Names and Their Historical Meaning</i>	Explain what place names are Show how British place names reflect history Give 2–3 examples (London, Manchester, York, etc.)	Place names, toponyms, origin, historical background, meaning, significance, cultural value, ancient, medieval, modern translation, transliteration, historical event, settlement, language, etymology.
	<i>London as the Political and Cultural Centre of the United Kingdom</i>	Describe London's role as the capital city Explain its importance for politics and culture Mention why London is important for international communication	Capital city, metropolis, political centre, government, Parliament, cultural centre, museums, theatres, galleries, economy, finance, business, transport, infrastructure, landmarks, international, global, diplomatic, communication, influence, significance.
	<i>National Symbols of the United Kingdom and What They Represent</i>	Name key national symbols of the UK Explain their historical or cultural meaning Show how symbols represent different parts of the UK	Flag, coat of arms, emblem, national symbol, identity, heritage, cultural meaning, historical significance, representation, pride, patriotism, ceremony, ritual, celebration.
<b>Topic 4</b>	<i>From Celts to Normans: Early History of Britain</i>	Key historical periods of the British Isles: Celtic, Roman, Anglo-Saxon, Norman Cultural and historical significance of Stonehenge Influence of early invasions and settlements on language and society	Celts, Roman conquest, Anglo-Saxons, Normans, medieval, settlement, invasion, cultural heritage, monarchy, historical source, archaeological site, Stonehenge.
	<i>Conflict and Change: England from Tudor Times to the Restoration</i>	Political struggles between monarchy and Parliament Social and cultural transformations in Early Modern England The English Civil War and the restoration of monarchy: causes and consequences	Tudor period, monarchy, Parliament, Civil War, Restoration, rebellion, political system, religious conflict, social change, constitutional development, court, historical context.
	<i>Britain in the Industrial Age: Economy, Society, and Culture</i>	Effects of the Agrarian and Industrial Revolutions on society and economy Victorian Britain: social norms, urbanisation, and cultural life	Agrarian Revolution, Industrial Revolution, Victorian era, industrialisation, urbanisation, social reform, working class, empire, economy, technology, social change, historical development.

		Britain's position in the world during the 18th–19th centuries	
	<i>The 20th Century: War, Decline, and Transformation</i>	Britain's decline as a global power and its participation in the World Wars Social, economic, and cultural changes after WWII Contemporary relations with Ireland and the legacy of historical conflicts	World War I, World War II, Great Depression, post-war reconstruction, socio-cultural transformation, decolonisation, Ireland, diplomacy, international relations, modernisation, historical legacy.
	<i>The English Language and British Cultural Influence in the Global Context</i>	Historical development of English and sociocultural factors affecting it Spread of English worldwide and formation of national varieties English today as a global language and its impact on cultural identity	English language, historical development, linguistic variation, dialect, globalisation, sociolinguistics, cultural identity, British Empire, language contact, language policy, lexical borrowing, Outer Circle, Expanding Circle.
<b>Topic 5</b>	<i>Constitutional Monarchy in the UK: Tradition or Effective Political Model?</i>	Explain the main principles of the UK constitutional monarchy Analyse the division of powers between the monarch, Parliament, and the government Evaluate whether the monarchy plays a real political role or a symbolic one today	Constitutional monarchy, unwritten constitution, ceremonial role, political authority, balance of power, constitutional principles, tradition and continuity, symbolic function, democratic governance.
	<i>The UK Parliament: How Effective Is a Bicameral System in Modern Democracy?</i>	Describe the structure of Parliament (House of Commons and House of Lords) Analyse the legislative functions of each chamber Discuss debates around reforming or abolishing the House of Lords	Bicameral parliament, House of Commons, House of Lords, legislative process, law-making, parliamentary scrutiny, political accountability, democratic legitimacy, constitutional reform.
	<i>Executive and Judicial Power in the UK: Ensuring the Rule of Law</i>	Examine how executive power is exercised by the government Analyse the interaction between the government and Parliament Explain the role of courts in protecting the rule of law	Executive branch, judicial system, rule of law, separation of powers, checks and balances, legal independence, constitutional principles, court system, political authority.
	<i>Devolution and Regional Governance in the UK: Unity or Fragmentation?</i>	Explain how power is distributed in England, Scotland, Wales, and Northern Ireland Analyse the advantages and challenges of devolution Discuss whether regional governance strengthens or weakens the UK	Devolution, regional governance, local authorities, devolved institutions, political autonomy, regional identity, central government, constitutional balance, territorial unity.

	<i>Political Parties, Elections, and Leadership: Who Really Shapes British Politics?</i>	Describe the main political parties and their roles Analyse the electoral system (first-past-the-post) Evaluate the influence of political leaders on policy and public opinion	Political parties, electoral system, first-past-the-post, general elections, political leadership, party ideology, voter representation, political competition, democratic process.
<b>Topic 6</b>	<i>British Arts and Cultural Heritage: How the Past Shapes Modern Society</i>	Explore how British music/theatre/cinema reflect historical and social changes. Analyse the role of museums/architecture and cultural preservation in maintaining national identity.	Theatre, cinema, architecture, heritage, museum, cultural preservation, national identity, iconic, historical influence, cultural legacy, artistic achievement.
	<i>British Festivals and National Celebrations: Traditions and Cultural Significance</i>	Explore the importance of festivals, fairs, and state ceremonies (e.g., coronations, State Opening of Parliament) in British culture.	National identity, traditions, cultural heritage, symbolism, social cohesion.
	<i>The Influence of Colonial History on Modern British Culture and Language</i>	Examine how Britain's colonial past shaped its art, literature, cuisine, language, and cultural expressions.	Cultural exchange, historical legacy, linguistic influence, identity, multiculturalism.
	<i>Music, Theatre, and Film in the UK: Expressions of National and Regional Identity</i>	Analyse how British music, theatre, and cinema reflect local identities, traditions, and social values.	Performing arts, cultural representation, national identity, regional diversity, artistic heritage.
	<i>Scottish Kilts, Irish Dances, and Regional Traditions: Preserving Cultural Heritage</i>	Study traditional costumes, dances, and regional practices as expressions of Scottish, Irish, and Welsh identity.	Folklore, cultural preservation, national pride, rituals, ethnic identity
	<i>The Role of the Royal Family and Monarchy in Contemporary British Society</i>	Explore how the monarchy influences traditions, public life, tourism, and national symbolism today.	Monarchy, public image, national symbols, cultural continuity, social influence.
	<i>How Geography Influences Language and Culture in the USA</i>	Explain how the size of the USA, its regions, climate, and natural features influence people's lifestyle, communication, and cultural differences. Show why translators need geographical and cultural background knowledge to understand American texts correctly.	Geography, regions, climate, lifestyle, cultural differences regional culture, background knowledge, translation, context.
<b>Topic 7</b>	<i>Immigration and Cultural Diversity in the USA: Why It Matters for Translators</i>	Describe how immigration shaped American society and language. Explain how ethnic diversity influences communication, vocabulary, and cultural references, and why translators must understand these factors when working with American texts.	Immigration, cultural diversity, ethnic groups, multicultural society, language contact, cultural reference, identity, translator's competence.

	<i>American Symbols and Cultural Meaning: Challenges for Translation</i>	Analyze the cultural meaning of American national symbols (e.g. the American flag, Uncle Sam, the Liberty Bell). Explain why such symbols may be difficult to translate and how translators can convey their meaning to a foreign audience.	National symbols, cultural meaning, connotation, background knowledge, cultural context, translation strategy, explanation, equivalence.
<b>Topic 8</b>	<i>How American History Shaped the English Language in the USA</i>	Explain how key historical periods (colonial times, independence, the Civil War, immigration, and modern history) influenced the development of American English. Show how historical knowledge helps translators understand meanings and cultural references in texts.	Historical development, American English, colonial period, independence, immigration, language change, cultural background, translation context.
	<i>Language Contact in the USA: How Different Cultures Influenced American English</i>	Describe how contact between English settlers, Native Americans, African Americans, and immigrants influenced American English. Explain why understanding language contact and dialects is important for translators.	Language contact, dialects, Native Americans, immigrants, cultural influence, loanwords, social groups, translation challenges.
	<i>History in Words: How American Cultural Concepts Reflect the Past</i>	Analyze several American cultural concepts or expressions (e.g. <i>freedom, the American Dream, frontier</i> ). Explain how these concepts are connected to historical events and why cultural knowledge is necessary for accurate translation.	Cultural concepts, American Dream, freedom, frontier, historical meaning, cultural context, interpretation, cultural translation.
<b>Topic 9</b>	<i>The US Constitution and the Bill of Rights as Cultural and Legal Texts</i>	Describe the role of the US Constitution and the Bill of Rights in American political culture. Explain why these documents are difficult to translate and why cultural context matters.	US Constitution, Bill of Rights, civil rights, legal language, political culture, historical context, interpretation, translation studies.
<b>Topic 10</b>	<i>Education and Social Equality in the History of the United States</i>	Explain how segregation and discrimination against African Americans influenced the development of education in the USA. Describe the role of the Civil Rights Movement and the <i>Great Society</i> program in expanding access to education. Emphasize education as a reflection of social and cultural change.	Segregation, discrimination, African American education, Civil Rights Movement, educational reform, Great Society, equal access to education, social change.

	<i>The Modern Education System of the United States: Structure and Governance</i>	Describe the structure of the modern US education system, focusing on secondary and higher education. Explain the roles of federal and state authorities, types of educational institutions, and basic principles of funding. Highlight why this system may be challenging to understand and translate in an international context.	Education system, secondary education, higher education public and private institutions, federal and state control, education funding, academic terminology, cultural differences.
<b>Topic 11</b>	<i>American Cinema as a Reflection of National Culture</i>	Explain how American cinema reflects social values, historical events, and cultural ideals of the United States. Discuss why films are an important source of cultural knowledge and how they influence global perceptions of American culture.	American cinema, popular culture, cultural values, national identity, mass media, cultural influence, stereotypes.
	<i>Traditions and Customs in the United States: From Heritage to Modern Life</i>	Describe major American traditions and customs and explain how they have changed over time. Show how cultural heritage influences everyday life in modern American society and why traditions are important for national identity.	Traditions and customs, cultural heritage, national holidays, social values, multicultural society, continuity and change.
	<i>Arts and Entertainment in the Cultural Life of the United States</i>	Discuss the role of theatre, music, visual arts, and popular entertainment in American culture. Explain how these forms of art express social issues and cultural diversity and why they are important for understanding American society.	Theatre and performing arts, music and visual arts, cultural diversity, artistic expression, social issues, contemporary culture.
<b>Topic 12</b>	<i>Social Challenges and the Global Role of English-Speaking Countries</i>	Discuss major social problems in English-speaking countries and explain their role in world politics and the global economy. Show how social issues influence political decisions and international relations.	Social challenges, global politics, world economy, international relations, inequality, social responsibility.
	<i>Globalization and Its Impact on Culture and Language in English-Speaking Countries</i>	Explain how globalization affects culture and language in English-speaking countries. Discuss changes in cultural practices, the spread of English, and the influence of global communication on language use.	Globalization, cultural change, language spread, linguistic diversity, global communication, cultural identity.

## Essay Writing Requirements (B2+ Level)

1. **Length**  
The essay should be **250–350 words** (B2) or **300–400 words** (B2+).
2. **Structure**  
The essay must have a clear structure:
  - **Introduction** – presents the topic and the main idea of the essay.
  - **Main Body** – develops the argument through 2–3 logically connected paragraphs.
  - **Conclusion** – summarizes the key points and provides a final opinion or reflection.
3. **Content**
  - The essay should fully address the given topic and follow the assigned focus.
  - Arguments must be relevant, clear, and supported by examples.
  - Critical thinking and the ability to analyse cultural, social, or linguistic aspects are encouraged.
4. **Language Level**
  - The language should correspond to **B2 / B2+ level**.
  - Use a variety of grammatical structures and vocabulary.
  - Avoid overly simple sentences and repetitive vocabulary.
5. **Vocabulary**
  - Use topic-related and academic vocabulary appropriately.
  - Correct use of key terms is required.
  - Idiomatic expressions may be used if they are appropriate and accurate.
6. **Coherence and Cohesion**
  - Ideas should be logically organized.
  - Use linking words and discourse markers (e.g. *however, therefore, moreover, as a result*).
  - Paragraphs must be clearly connected.
7. **Style and Register**
  - The style should be **formal or semi-formal**, depending on the task.
  - Avoid contractions, slang, and informal expressions.
8. **Accuracy**
  - Grammar, spelling, and punctuation should be accurate.
  - Minor errors are acceptable if they do not impede understanding.
9. **Originality**
  - The essay must be the student's own work.
  - Plagiarism is not allowed.
  - If sources are used, they should be paraphrased appropriately.
10. **Formatting**
  - Font: Times New Roman, 12
  - Line spacing: 1.5
  - Margins: standard
  - Title is recommended but not obligatory.

### Group Project Topics

**Theme 1. "Great Britain and the United Kingdom: general overview; main geographical, demographic, socio-economic, and ethno-cultural characteristics; speech behavior and national mentality"**

#### 1. Geographical Features of Great Britain and Their Cultural Impact

- Location, climate, and natural regions of the UK
- How geography influences lifestyle and traditions
- Regional cultural differences within the UK

#### 2. Demographic Structure and Ethnic Diversity in the United Kingdom

- Population size and distribution
- Ethnic composition and migration patterns
- The role of diversity in modern British society

### **3. Socio-Economic Characteristics of Contemporary Britain**

- Main economic sectors and living standards
- Social class and regional inequalities
- The influence of socio-economic factors on everyday life

### **4. National Mentality and Cultural Values of the British**

- Core values and behavioral norms
- Attitudes to tradition, privacy, and social rules
- Historical factors shaping British mentality

### **5. Speech Behavior and Communication Styles in British Culture**

- Politeness strategies and indirect communication
- Verbal and non-verbal features of British speech
- Common sources of intercultural misunderstanding

### **6. Ethno-Cultural Traditions and Regional Identities in the UK**

- Cultural traditions of England, Scotland, Wales, and Northern Ireland
- Linguistic and cultural symbols of regional identity
- Preservation of traditions in a globalized world

## ***Theme 2. “The United Kingdom and the English-speaking World: a historical overview”***

### **1. The Formation of the British Empire and the Spread of the English Language**

- Key stages in the expansion of the British Empire
- English as a language of administration and education
- Long-term linguistic and cultural consequences

### **2. Historical Links Between the United Kingdom and Major English-Speaking Countries**

- The UK's relations with the USA, Canada, Australia, and New Zealand
- Shared historical events and cultural ties
- Differences in political and cultural development

### **3. Colonialism and Its Cultural Legacy in the English-Speaking World**

- Cultural and linguistic impact of British colonial rule
- Postcolonial identities and language use
- English in former colonies today

### **4. The Evolution of English as a Global Language**

- From a national language to a global means of communication
- Historical factors behind the global spread of English
- Varieties of English and their historical roots

### **5. The United Kingdom in the English-Speaking World Today**

- The UK's contemporary cultural and political role
- Cooperation and influence in the modern English-speaking world
- Historical memory and shared heritage

## ***Theme 3 “The Political System and State Structure of Great Britain: factors shaping their formation and their influence on the national character”***

### **1. The Monarchy and Its Role in British Political Life**

- Historical development of the monarchy in the UK
- Constitutional powers and ceremonial functions
- Influence on British values, traditions, and national character

### **2. The British Parliament: Structure, Functions, and Historical Development**

- Composition and powers of the House of Commons and House of Lords
- Evolution of parliamentary democracy
- How parliamentary traditions shape political culture

### **3. The Legal System and Rule of Law in the UK**

- Common law tradition and judicial independence
- Key historical events shaping the legal system
- Role of law in forming civic values and social behavior

### **4. Political Parties, Elections, and Civic Engagement**

- Major political parties and their historical origins
- Electoral system and voting behavior
- Impact on political participation and public attitudes

#### **5. Factors Influencing the Formation of the British Political System**

- Historical, social, and economic factors
- Regional diversity and integration of the UK nations
- Relationship between political system and national identity

### ***Theme 4 “The Political System and State Structure of Great Britain: factors shaping their formation and their influence on the national character”***

#### **1. The Monarchy and Its Role in British Political Life**

- Historical development of the monarchy in the UK
- Constitutional powers and ceremonial functions
- Influence on British values, traditions, and national character

#### **2. The British Parliament: Structure, Functions, and Historical Development**

- Composition and powers of the House of Commons and House of Lords
- Evolution of parliamentary democracy
- How parliamentary traditions shape political culture

#### **3. The Legal System and Rule of Law in the UK**

- Common law tradition and judicial independence
- Key historical events shaping the legal system
- Role of law in forming civic values and social behavior

#### **4. Political Parties, Elections, and Civic Engagement**

- Major political parties and their historical origins
- Electoral system and voting behavior
- Impact on political participation and public attitudes

#### **5. Factors Influencing the Formation of the British Political System**

- Historical, social, and economic factors
- Regional diversity and integration of the UK nations
- Relationship between political system and national identity

### ***Theme 5. “The Education System and the Development of Science in Great Britain”***

#### **1. The Structure of the British Education System**

- Stages of education: primary, secondary, and higher education
- Types of schools and universities
- Key qualifications and diplomas

#### **2. Higher Education and World-Famous British Universities**

- Overview of Oxford, Cambridge, and other leading institutions
- Academic traditions and teaching methods
- The role of universities in international education

#### **3. Science and Research in the United Kingdom**

- Historical development of scientific achievements
- Notable British scientists and their contributions
- Modern research institutions and innovation

#### **4. Education Policies and Reforms in the UK**

- Government policies shaping education
- Curriculum reforms and quality standards
- Access to education and social equity

#### **5. The Role of Education and Science in Shaping British Society**

- Connection between education, culture, and national identity
- Science and technology as drivers of economic and social development
- British contributions to global scientific progress

***Theme 6. “Culture, Traditions, and Linguistic Features of the United Kingdom of Great Britain and Northern Ireland”***

**1. Traditional Holidays and Festivals in the UK**

- Major national celebrations (e.g., Christmas, Easter, Guy Fawkes Night)
- Regional and local festivals in England, Scotland, Wales, Northern Ireland
- Cultural significance and typical customs

**2. British Culinary Traditions and National Dishes**

- Traditional foods of England, Scotland, Wales, and Northern Ireland
- Influence of regional ingredients and historical factors
- Language and culture reflected in food-related expressions

**3. Art/Music as Expressions of British Culture**

- Overview of visual arts/music
- Contributions of British artists/musicians
- Linguistic and cultural features in artistic/musical works

**4. Language and Dialects in the United Kingdom**

- British English and regional dialects
- Differences in pronunciation, vocabulary, and usage
- Role of language in expressing cultural identity

**5. Customs, Manners, and Social Behavior**

- Everyday etiquette and politeness in British culture
- Differences in communication styles across regions
- How traditions shape social interaction and speech behavior

**6. Symbols and National Identity in the UK**

- National symbols: flags, anthems, emblems
- Historical and cultural meanings of symbols
- Influence of symbols on collective identity and national mentality

***Theme 7. “Geography, Economy, Demographic, and National–Ethnic Characteristics of the United States”***

**1. Geographical Diversity and Its Influence on American Culture**

- Major regions, climate zones, and natural landmarks
- How geography shapes lifestyle, traditions, and economic activity
- Regional differences in cultural practices

**2. Demographic Structure and Ethnic Diversity in the United States**

- Population distribution and urbanization
- Ethnic and racial composition of the population
- The role of immigration in shaping American society

**3. Economic Development and Regional Economies**

- Major economic sectors and industries
- Regional economic differences (e.g., Silicon Valley, Rust Belt, South)
- Influence of economy on social life and opportunities

**4. National Identity and Cultural Values**

- Core American values (freedom, individualism, equality)
- How values are reflected in behavior, speech, and traditions
- Regional variations in national mentality

**5. Language and Communication in the United States**

- American English: main features and regional variations
- Bilingualism and multicultural language use
- Language as a marker of identity and culture

**6. Ethnic Communities and Cultural Contributions**

- Native Americans, African Americans, Hispanic and Asian communities
- Cultural contributions of different ethnic groups to art, music, cuisine, and traditions
- Interaction and integration of communities in modern society

***Theme 8. “The Historical Development of the United States from the Colonial Period to the Present Day”***

**1. Colonial America and the Origins of the United States**

- Settlement of the thirteen colonies
- Colonial society, economy, and governance
- Early cultural and linguistic influences

**2. The American Revolution and the Formation of the United States**

- Causes and key events of the Revolution
- Declaration of Independence and the Constitution
- The impact of political ideas on national identity

**3. Expansion and Development in the 19th Century**

- Westward expansion and Manifest Destiny
- Economic growth and industrialization
- Social changes and regional differences

**4. Civil War and Reconstruction**

- Causes of the Civil War
- Social, political, and economic consequences
- Reconstruction and its impact on American society

**5. The United States in the 20th Century**

- Industrialization, urbanization, and immigration
- World Wars and their influence on the country
- Civil rights movements and social reforms

**6. The United States in the Contemporary Era**

- Political, economic, and cultural developments
- Role in international relations
- Technological progress and globalization

***Theme 9 “The System of Government of the United States”***

**1. The Structure of the Federal Government**

- Division of powers: Executive, Legislative, Judicial
- Checks and balances between branches
- Role of the Constitution in shaping the government

**2. The Presidency and Executive Power**

- Powers and responsibilities of the President
- Role of the Cabinet and federal agencies
- Historical evolution of the presidency

**3. The United States Congress**

- Structure and functions of the House of Representatives and the Senate
- Lawmaking process and legislative powers
- Representation and influence on national policy

**4. The Federal Judiciary and the Supreme Court**

- Structure of the federal court system
- Powers of judicial review and constitutional interpretation
- Impact on law and society

**5. Political Parties and Elections in the United States**

- Major political parties and their ideologies
- Electoral system and presidential elections
- Role of citizens in democratic participation

**6. Federalism and State Governments**

- Powers and responsibilities of state governments
- Interaction between federal and state authorities
- Influence of federalism on culture and regional identity

## ***Theme 10 “The Education System of the United States of America”***

### **1. Structure of the American Education System**

- Stages of education: primary, secondary, and higher education
- Types of schools: public, private, charter, and homeschooling
- Key qualifications and diplomas

### **2. Higher Education and World-Famous Universities**

- Overview of Ivy League universities and other top institutions
- Admission systems and academic traditions
- International students and global reputation

### **3. Education Policies and Reforms**

- Federal and state-level education policies
- Curriculum standards and testing
- Recent reforms and their impact on teaching and learning

### **4. Science and Research in American Universities**

- Major research universities and institutions
- Historical development of science in the USA
- Contribution to global scientific progress

### **5. Access, Diversity, and Inclusion in Education**

- Educational opportunities for different social and ethnic groups
- Programs for equal access and scholarships
- The role of education in shaping social mobility

### **6. Education and Its Role in American Society**

- Connection between education, culture, and national identity
- Influence of education on the economy and innovation
- Education as a tool for citizenship and civic values

## ***Theme 11 “Cultural Life of the United States: Art, Traditions, and Contemporary Cultural Practices”***

### **1. Traditional American Holidays and Festivities**

- National holidays: Independence Day, Thanksgiving, Memorial Day
- Regional and cultural celebrations
- Their historical and cultural significance

### **2. Visual Arts and Architecture in the United States**

- American painting, sculpture, and photography
- Iconic architectural styles: Colonial, Modern, Skyscrapers
- How art reflects social and historical changes

### **3. Music and Performing Arts**

- Jazz, blues, rock, country, hip-hop: origins and evolution
- Theatre and Broadway
- Influence of American music and performance culture globally

### **4. Contemporary Cultural Practices and Lifestyle**

- Everyday customs, etiquette, and leisure activities
- Sports, hobbies, and food culture
- Influence of multiculturalism on contemporary practices

### **5. Cultural Diversity and Ethnic Communities**

- Contributions of different ethnic groups to American culture
- Festivals, cuisine, and artistic traditions of immigrant communities
- Interaction between multicultural heritage and national identity

## ***Theme 12 “Contemporary Social and Global Challenges of English-Speaking Countries”***

### **1. Social Inequality and Poverty**

- Causes and consequences of social inequality
- Regional differences in English-speaking countries (UK, USA, Canada, Australia)
- Government and community responses to poverty

## **2. Immigration and Multiculturalism**

- Migration trends and demographic changes
- Integration of immigrant communities
- Benefits and challenges of multicultural societies

## **3. Environmental Issues and Climate Change**

- Pollution, deforestation, and water scarcity
- Climate policies in English-speaking countries
- Role of citizens and organizations in environmental protection

## **4. Health and Education Challenges**

- Access to quality healthcare and education
- Public health crises (e.g., pandemics)
- Policies and innovations to improve social wellbeing

## **5. Globalization and Cultural Identity**

- Influence of globalization on language, traditions, and media
- Preservation of national identity in a globalized world
- Role of English as a global language

## **6. Political and Security Issues**

- Terrorism, cybercrime, and national security concerns
- Political polarization and governance challenges
- International cooperation in solving global problems

### **1.5. Індивідуальні завдання**

Індивідуальні завдання з навчальної дисципліни «Тайм-менеджмент» не передбачені.

### **1.6. Підсумковий контроль**

Підсумковий семестровий контроль проводиться у формі екзамену.

#### ***1.6.1. Situational Communicative Tasks***

##### **1. Physical Geography of the United Kingdom**

Describe the relief, major rivers, lakes, climate zones of the UK and explain their significance for everyday life.

##### **2. Physical Geography of the United States**

Present the key geographical features of the USA, including mountain ranges, river systems, climate zones, and natural diversity.

##### **3. Geography and Regional Identity in the UK**

Explain how geographical diversity has influenced regional identities, economic activities, and cultural traditions in different parts of the UK.

##### **4. National Symbols of the United States**

Analyse the evolution and cultural meaning of the US flag, Great Seal, anthem, and other national symbols.

##### **5. Symbols of the UK Nations**

Explain the flags, emblems, and national symbols of England, Scotland, Wales, and Northern Ireland and what they represent.

##### **6. Key Events in British History**

Outline major historical events and discuss their impact on modern British society and institutions.

##### **7. Historical Landmarks of the United Kingdom**

Choose one historical landmark and explain its historical background and contemporary cultural importance.

##### **8. Turning Points in U.S. History**

Identify major events in American history and explain how they shaped the political and social development of the nation.

##### **9. The British Education System**

Describe the structure of education in the UK and evaluate its role in preparing young people for professional life.

10. **Holidays and Traditions in the United Kingdom**

Explain the origins, meanings, and modern forms of major religious and national holidays in the UK.

11. **Political Life in the United Kingdom**

Describe the structure of Parliament, the role of the monarch, and the functions of major political parties.

12. **Traditional English Cuisine and Eating Habits**

Present typical features of English food culture, well-known dishes, and everyday eating practices.

13. **Holidays in the United States**

Describe the origins, customs, and modern celebrations of major American national and religious holidays.

14. **Religion and Civic Traditions in the USA**

Explain the role of religious and civic holidays in American cultural life and national identity.

15. **British and American Writers**

Discuss key British and American writers and their contribution to world literature.

16. **The Role of the British Monarchy Today**

Explain the functions, traditions, and public perception of the monarchy in contemporary Britain.

17. **Mass Media in the United Kingdom**

Describe the main forms of media in the UK and analyse their influence on public opinion.

18. **British and Ukrainian Cultural Traditions**

Compare selected traditions of the UK and Ukraine and discuss similarities, differences, and mutual cultural learning.

19. **Immigration and Cultural Diversity in the UK**

Explain how immigration influences British society, language use, and everyday cultural practices.

20. **Multiculturalism in Modern Britain**

Discuss ethnic communities, linguistic diversity, integration challenges, and social debates in the UK.

21. **The American Dream**

Explain the origins of the concept and analyse its role and relevance in modern American society.

22. **Success and Social Mobility in the USA**

Discuss ideas of success, equal opportunities, immigration, and criticism of the American Dream.

23. **Music and Film in the UK and the USA**

Describe the global influence of British and American music and film industries.

24. **Cultural Impact of Media Industries**

Analyse the role of Hollywood, British music, global celebrities, and popular genres in shaping global culture.

25. **Local Government in the UK and the USA**

Compare local government systems in both countries, highlighting similarities and differences.

26. **British Empire and the English-Speaking World**

Explain the role of the British Empire in shaping the English-speaking world.

27. **Political Systems of the UK and the USA**

Compare the political systems of the United Kingdom and the United States.

28. **Explaining British National Symbols to a Foreign Audience**

Present British national symbols and explain their historical and cultural significance.

29. **Cultural Identity of Scotland**

Describe the key elements that shape Scottish cultural identity.

30. **English as a Global Language**

Explain why English has become a global language and discuss historical, political, and cultural reasons.

*1.6.2. Приклад екзаменаційного білета*

1. Linguocultural Studies Test (15).

**1.1. Linguocultural studies focus mainly on:**

- A) Grammar rules and language accuracy
- B) The relationship between language, culture, and society
- C) Translation techniques only

**1.2. The term *national mentality* refers to:**

- A) Individual personality traits
- B) Shared values and ways of thinking in a culture
- C) Personal communication skills

**1.3. Speech behavior includes:**

- A) Only spoken language
- B) Culturally appropriate ways of speaking and behaving
- C) Written academic language only

**1.4. The United Kingdom consists of:**

- A) England and Scotland only
- B) England, Scotland, Wales, and Northern Ireland
- C) Great Britain and Ireland

**1.5. British communication style is often described as:**

- A) Very direct and emotional
- B) Polite and indirect
- C) Loud and expressive

**1.6. The spread of English worldwide is mainly connected with:**

- A) Modern technology only
- B) British colonial history
- C) American cinema

**1.7. The role of the British monarch today is mostly:**

- A) Political and executive
- B) Symbolic and ceremonial
- C) Judicial

**1.8. The British Parliament is important because it:**

- A) Has the highest legal authority
- B) Is controlled by the monarch
- C) Is elected by the monarch

**1.9. The population of the United States is culturally diverse because of:**

- A) Long isolation from Europe
- B) Immigration from many countries
- C) One dominant ethnic group

**1.10. American national values were influenced by:**

- A) Absolute monarchy
- B) Ideas of freedom and independence
- C) Feudal traditions

**1.11. The US political system is based on:**

- A) A parliamentary monarchy
- B) A federal republic
- C) A unitary state

**1.12. The US Constitution is important because it:**

- A) Limits the power of government
- B) Gives full power to the president
- C) Eliminates the role of Congress

**1.13. The US education system is characterized by:**

- A) One national curriculum
- B) Different levels and types of institutions
- C) No private universities

**1.14. American culture today can be described as:**

- A) Traditional and uniform
- B) Diverse and dynamic
- C) Closed to outside influence

**1.15. A common social challenge in English-speaking countries is:**

- A) Cultural diversity and integration
- B) Lack of access to technology
- C) Absence of democratic institutions

**2. Situational communicative task (20 points).**

*Explain the role of the British Empire in shaping the English-speaking world.*

**3. Lexical and cultural studies task (5 points):** Analyse the given excerpt and identify the cultural realia that reflect the national specificity of an English-speaking country. Explain their meaning, origin, and historical context.

*Every November, families throughout Britain come together to attend bonfires and elaborate firework displays on Guy Fawkes Night, an annual event that commemorates the failure of the Gunpowder Plot of 1605. The occasion is not only a public spectacle but also a culturally significant tradition, during which children often parade handmade lanterns through local streets, while communities enjoy time-honoured treats such as toffee apples and parkin, reinforcing a shared sense of historical memory and national identity.*

**2. Схема нарахування балів**

2.1. Нарухування балів студентам з навчальної дисципліни здійснюється відповідно до схеми, зображеної на рис. 2.1.

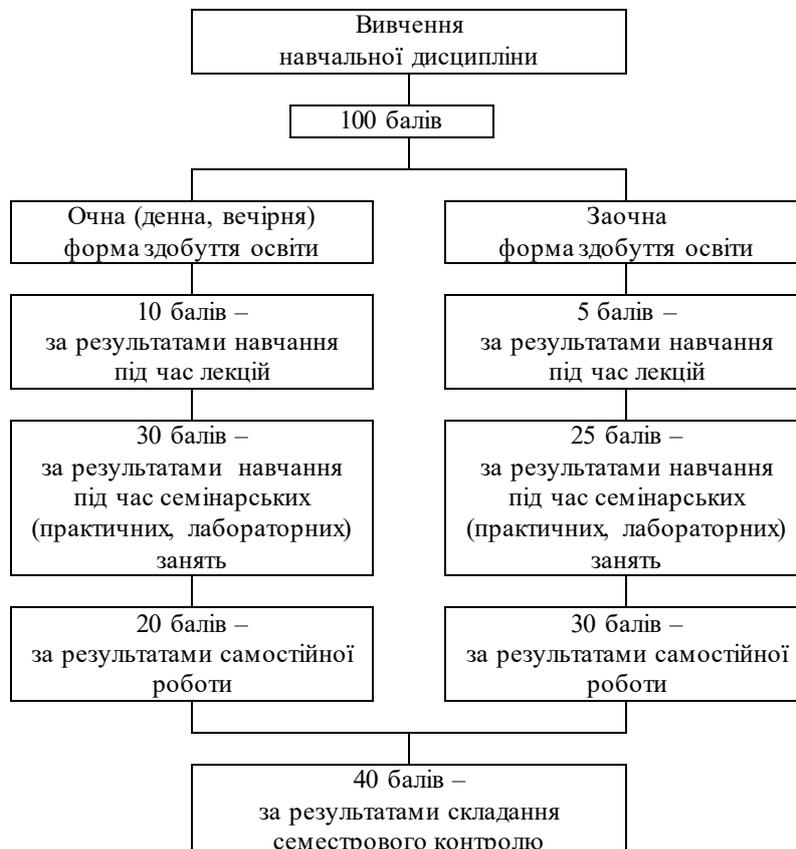


Рис. 2.1. Схема нарахування балів студентам за результатами навчання

2.2. Обсяг балів, здобутих студентом під час лекцій з навчальної дисципліни «Лінгвокраїнознавство англomовних країн», обчислюється у пропорційному співвідношенні кількості відвіданих лекцій і кількості лекцій, передбачених навчальним планом, і визначається згідно з Положенням про організацію освітнього процесу в Хмельницькому університеті управління та права імені Леоніда Юзькова.

З навчальної дисципліни «Лінгвокраїнознавство англomовних країн» передбачено проведення 9 лекційних занять за денною формою здобуття освіти. Отже, студент може набрати під час лекцій таку кількість балів:

№ з/п	Форма здобуття освіти	Кількість лекцій за планом	Кількість відвіданих лекцій								
			1	2	3	4	5	6	7	8	9
1.	Денна	9	1,1	2,2	3,3	4,4	5,6	6,7	7,8	8,9	10

2.3. З навчальної дисципліни «Лінгвокраїнознавство англomовних країн» передбачено проведення 18 семінарських занять за денною формою здобуття освіти. За результатами семінарського (практичного) заняття кожному студенту до відповідного документа обліку успішності виставляється кількість балів від 0 до 5 числом, кратним 0,5, яку він отримав протягом заняття. Критерії поточного оцінювання знань студентів наведені у Положенні про організацію освітнього процесу в Хмельницькому університеті управління та права імені Леоніда Юзькова.

2.4. Перерозподіл кількості балів в межах максимально можливої кількості балів за самостійну роботу студентів наведено в таблиці:

№ з/п	12 тем	Номер теми												Усього балів
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	
1.	Максимальна кількість балів за самостійну роботу	2	2	2	2	2	2	1,5	1,5	1	1	2	1	20
	Усього балів													20

2.5. Підсумовування балів за результатами вивчення навчальної дисципліни здійснюється на підставі результатів поточного контролю.

Семестрова оцінка із залікової навчальної дисципліни (за умови, що здобувачем за поточний контроль накопичено 36 і більше балів) обчислюється за формулою:

$$\sum C = B_{нк} \cdot 100 \div 60,$$

де  $\sum C$  – загальна кількість балів;

$B_{нк}$  – кількість балів, отриманих за поточний контроль.

Студент, який бажає отримати підсумковий бал вищий за розрахунковий (відповідно до зазначеної формули) із залікової навчальної дисципліни, має право скласти семестровий залік. У такому разі семестрова оцінка із залікової навчальної дисципліни обчислюється шляхом додавання накопичених здобувачем освіти балів з поточного та семестрового контролю. У разі отримання здобувачем вищої освіти на заліку підсумкової оцінки, що є нижчою ніж розрахункова, їйому виставляється розрахункова оцінка.

За семестровий контроль, що проводиться у формі екзамену з навчальної дисципліни «Лінгвокраїнознавство англomовних країн», студент може максимально одержати 40 балів. Шкала визначення кількості балів та критерії оцінювання знань студентів за результатами семестрового контролю, подана у Положенні про організацію освітнього процесу в Хмельницькому університеті управління та права імені Леоніда Юзькова.

Перерозподіл балів, в межах максимально можливого одержання їх кількості за надані студентами відповіді, наведений в таблиці:

№ з/п	Алгоритм нарахування балів	Номер питань (завдання) залікового білета			Разом балів
		1 (тести)	2	3	
1.	Максимальна кількість балів відповідь на кожне питання залікового білета	15	20	5	40

### 3. Рекомендовані джерела

#### 3.1. Основні джерела

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#### ***4. Інформаційні ресурси в Інтернеті***

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