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OLIY TA‘LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI

NAMANGAN DAVLAT CHET TILLARI INSTITUTI
INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI

MAMLAKATSHUNOSLIK
fanidan

O‘QUV – USLUBIY
MAJMU‘A



2025/2026 o‘quv yili kunduzgi ta‘lim shakli, 2-kurslari uchun

Bilim sohasi:	100000 – Ta‘lim
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Ta‘lim yo‘nalishi:	60111800 – Xorijiy til va adabiyot (ingliz tili)

Namangan-2025/2026

Ushbu o'quv uslubiy majmua O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2017-yil 1-martdagi 107-sonli buyrug'i asosida tayyorlandi. Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining 2025-yil 29-avgustdagi 1-sonli kengashida tasdiqlandi.

Tuzuvchi: **M.Yuldasheva** - Ingliz tili o'qitish metodikasi kafedrasida katta o'qituvchisi

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O'quv uslubiy majmua Namangan davlat chet tillari instituti Til va tarjima fakulteti ilmiy kengashida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2025-yil 28 - avgust 1 - sonli majlis bayoni.

Fakultet dekani:

S.Misirov

MUNDARIJA

№	MAVZULAR NOMI
1	O‘QUV MATERIALLAR asosiy matn; topshiriqlar variantlari; masala va misollar; keyslar to‘plami;
2	FAN O‘QUV DASTURI
3	GLOSSARIY
4	ILOVALAR
	testlar;
	tarqatma materiallar;

1. O'QUV MATERIALLAR

THEME 1. Introduction to Country Studies

Duration: 80 minutes

Objective: By the end of the lesson, students will have an understanding of what Country Studies is, its significance, and the scope of the course, particularly focusing on English-speaking countries.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Ask students what they think *Country Studies* is about. Write down their ideas on the board.
 - **Questions:**
 - “What comes to mind when you hear the term *Country Studies*?”
 - “Why do you think studying different countries is important?”
 - **Purpose:** Activate students' prior knowledge and create interest in the topic.
 - **Materials:** Whiteboard, markers.

2. Definition and Scope of Country Studies (15 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Provide a detailed explanation of *Country Studies*, emphasizing its interdisciplinary nature, which includes geography, history, politics, culture, and social aspects of countries. Highlight the English-speaking world as the main focus of this course.
 - **Topics to Cover:**
 - Definition of *Country Studies*
 - The importance of understanding different countries in a globalized world
 - Overview of the English-speaking countries covered in the course (UK, USA, Canada, Australia, New Zealand, etc.)
 - **Purpose:** Establish a clear understanding of the course content and objectives.
 - **Materials:** PowerPoint presentation or handouts with definitions and course outline.

3. The Importance of Country Studies (15 minutes)

- **Activity:** Group Discussion

- **Teacher’s Action:** Divide students into small groups and ask them to discuss why they think it’s important to study different countries, particularly English-speaking ones. Ask each group to come up with 3 reasons.
- **Guiding Questions:**
 - “How does understanding other countries help in your personal or professional life?”
 - “What are some challenges of interacting with people from different cultural backgrounds?”
- **Follow-Up:** Each group shares their reasons with the class, and the teacher summarizes key points.
- **Purpose:** Encourage critical thinking and student engagement with the topic.
- **Materials:** Flipchart or board to record ideas.

4. Overview of English-Speaking Countries (20 minutes)

- **Activity:** Teacher Presentation & Visual Aid
 - **Teacher’s Action:** Present an overview of the geography, history, and culture of key English-speaking countries (e.g., UK, USA, Canada, Australia, New Zealand). Show maps, photos, and short videos to illustrate unique aspects of each country.
 - **Topics to Cover:**
 - The diversity of the English-speaking world (e.g., climates, landscapes, population distributions)
 - Key cultural landmarks and symbols of each country
 - **Purpose:** Provide students with a general understanding of the countries they will study in depth throughout the course.
 - **Materials:** PowerPoint, maps, videos.

5. Activity: Country Profile Creation (15 minutes)

- **Activity:** Group Activity
 - **Teacher’s Action:** Assign each group one English-speaking country (UK, USA, Canada, Australia, or New Zealand). Ask them to create a simple "Country Profile" that includes the following:
 - Capital city
 - Population
 - Official language(s)
 - One famous cultural aspect (e.g., food, festival, landmark)
 - A major geographical feature
 - **Purpose:** Help students start exploring the specific countries they’ll study in more detail.

- **Materials:** Paper, markers, access to internet or printed resources.

6. Reflection and Conclusion (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Ask students to reflect on what they learned during the lesson. Have them share one new piece of information they found interesting or surprising.
 - **Closing Remarks:** Summarize the key points of the lesson and preview the next topic.
 - **Purpose:** Reinforce learning and set expectations for upcoming lessons.
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Homework Assignment:

- **Task:** Research and prepare a brief 200-word introduction to any English-speaking country that was not assigned to your group today. Be ready to share in the next class.
 - **Purpose:** Encourage students to start researching and engaging with course content independently.
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Materials Needed:

- Whiteboard and markers
 - PowerPoint slides
 - Maps and/or posters of English-speaking countries
 - Printed handouts or online resources for research
 - Access to short videos or media showing English-speaking countries
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This lesson plan aims to introduce students to the field of Country Studies and its relevance in a globalized world, setting the stage for more detailed study of English-speaking countries.

THEME 2. Geography of English-Speaking Countries.

Duration: 80 minutes

Objective: By the end of the lesson, students will be able to identify key geographical features of major English-speaking countries and understand how geography influences their culture, economy, and lifestyle.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion

- **Teacher's Action:** Ask students to name major English-speaking countries and identify their locations on a world map. Encourage them to think about how geography might shape the culture or economy of these countries.
- **Questions:**
 - "What do you already know about the geography of the UK, USA, Canada, Australia, and New Zealand?"
 - "How might geography influence the way people live in these countries?"
- **Purpose:** Activate prior knowledge and engage students with the topic.
- **Materials:** World map (digital or physical), markers.

2. Overview of Key English-Speaking Countries' Geography (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of the geography of the following key English-speaking countries, using maps, images, and brief descriptions:
 - **United Kingdom:** Climate, major cities, islands, key rivers (e.g., Thames), and natural landscapes.
 - **United States:** Diverse climate zones, major geographical features (e.g., Grand Canyon, Rocky Mountains), and major cities.
 - **Canada:** Vast landscapes, Arctic region, Great Lakes, major cities (e.g., Toronto, Vancouver), and forests.
 - **Australia:** Desert regions (Outback), coastal cities (e.g., Sydney, Melbourne), Great Barrier Reef, and unique wildlife.
 - **New Zealand:** Volcanoes, mountains (e.g., Southern Alps), islands, and national parks.
 - **Purpose:** Provide students with a visual and factual understanding of key geographical features.
 - **Materials:** PowerPoint slides, world map, images or videos of landscapes.

3. Group Activity: Exploring the Influence of Geography (20 minutes)

- **Activity:** Small Group Discussions and Presentations
 - **Teacher's Action:** Divide students into small groups. Assign each group one English-speaking country (UK, USA, Canada, Australia, or New Zealand). Ask them to discuss and create a short presentation on how geography affects the following aspects in their assigned country:
 - **Culture** (e.g., festivals, traditions)

- **Economy** (e.g., industries like tourism, agriculture, mining)
- **Lifestyle** (e.g., coastal vs. inland living, urban vs. rural)
- **Purpose:** Encourage students to think critically about the connections between geography and society.
- **Materials:** Handouts with guiding questions, access to online resources, world map.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage questions and feedback from the audience.
 - **Purpose:** Reinforce learning through peer presentations and discussions.
 - **Materials:** Presentation materials (optional: poster, PowerPoint).

5. Interactive Quiz: Geographical Features (10 minutes)

- **Activity:** Interactive Geography Quiz
 - **Teacher's Action:** Conduct a quiz where students match key geographical features (rivers, mountains, deserts, cities) to the correct English-speaking countries.
 - **Questions:**
 - "Which country is home to the Great Barrier Reef?"
 - "Where would you find the Rocky Mountains?"
 - "Which country has a significant Arctic region?"
 - **Purpose:** Test students' knowledge in an engaging way and reinforce key facts.
 - **Materials:** Prepared quiz questions (can use a digital platform like Kahoot or simply a written quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection and Summary
 - **Teacher's Action:** Summarize the lesson by highlighting the main geographical features discussed and their impact on culture, economy, and lifestyle. Ask students to share one interesting fact they learned.
 - **Purpose:** Reinforce key learning points and conclude the lesson.

Homework Assignment

- **Task:** Write a 200-word summary of how geography shapes life in one English-speaking country of your choice (excluding the country assigned during group work). Focus on specific geographical features and their impact on culture and the economy.
- **Purpose:** Encourage independent research and reinforce lesson content.

Materials Needed:

- World map (digital or physical)
 - PowerPoint slides with maps and images
 - Handouts with discussion prompts for group activity
 - Quiz materials (digital or paper format)
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This lesson plan engages students through a combination of presentations, group discussions, and interactive activities, helping them understand the importance of geography in shaping English-speaking countries.

THEME 3. British History.

Duration: 80 minutes

Objective: By the end of the lesson, students will have a basic understanding of the key events and periods in British history, their significance, and how they have shaped modern Britain.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Begin the lesson by asking students what they know about British history. Ask them to think of key events or historical figures they are familiar with.
 - **Questions:**
 - "What do you know about British history?"
 - "Which historical events do you think are important in shaping modern Britain?"
 - **Purpose:** Activate prior knowledge and generate interest in the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of Key Periods in British History (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of the major periods in British history, highlighting key events and figures. Use a timeline to visually represent the different eras:
 - **Roman Britain (43–410 AD):** Roman invasion and the influence on British infrastructure and culture.
 - **Anglo-Saxon and Viking Periods (410–1066):** The migration of tribes, establishment of kingdoms, and Viking invasions.

- **Norman Conquest (1066):** William the Conqueror’s victory at the Battle of Hastings and the establishment of feudalism.
 - **The Tudor Period (1485–1603):** Henry VIII, the English Reformation, and Elizabeth I’s rule.
 - **The British Empire (1600s–1947):** The rise of the British Empire, colonization, and its global impact.
 - **World Wars and Modern Britain (20th century):** Britain’s role in both World Wars and the transition to a modern democratic society.
- **Purpose:** Provide students with a chronological understanding of British history and the major events that shaped the nation.
 - **Materials:** PowerPoint presentation, timeline handouts.

3. Group Activity: Analyzing Key Events (20 minutes)

- **Activity:** Small Group Work
 - **Teacher’s Action:** Divide students into small groups and assign each group a key event or period in British history (e.g., Roman invasion, Norman Conquest, Tudor period, British Empire, World War II). Ask each group to research the following:
 - What happened during this event/period?
 - Why is this event/period significant in British history?
 - How has this event/period influenced modern Britain?
 - **Purpose:** Encourage students to explore British history in more detail and think critically about the impact of historical events.
 - **Materials:** Printed handouts or access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher’s Action:** Have each group present their findings to the class. Encourage them to use visuals such as maps, images, or short videos.
 - **Follow-Up Questions:**
 - “How did this event shape Britain’s development?”
 - “What were the long-term effects of this event on British society?”
 - **Purpose:** Allow students to engage with the material by sharing and discussing their research.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Quiz: Key Historical Figures and Events (10 minutes)

- **Activity:** Quiz

- **Teacher's Action:** Conduct a quiz where students match historical figures (e.g., Henry VIII, Elizabeth I, Winston Churchill) to key events or periods.
- **Sample Questions:**
 - "Who was the British Prime Minister during World War II?"
 - "Which monarch initiated the English Reformation?"
 - "In which year did the Norman Conquest take place?"
- **Purpose:** Test students' knowledge of important historical figures and events in an engaging way.
- **Materials:** Prepared quiz questions (can use Kahoot or paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection and Summary
 - **Teacher's Action:** Summarize the key points covered in the lesson. Highlight how British history has influenced not just Britain, but the wider world.
 - **Discussion:** Ask students to reflect on which period or event they found most interesting and why.
 - **Purpose:** Reinforce learning and encourage students to think critically about historical influences.

Homework Assignment

- **Task:** Write a 200-word summary of the British historical event or period you found most interesting. Explain why it was significant and how it has influenced modern Britain.
- **Purpose:** Encourage independent learning and help students synthesize what they have learned in the lesson.

Materials Needed

- Whiteboard and markers
- PowerPoint presentation with timeline and key events
- Printed handouts with a timeline of British history
- Access to online resources for research (if available)
- Quiz materials (Kahoot or paper quiz)

This lesson plan gives students a broad overview of British history while encouraging them to explore specific periods or events in more detail through group activities and presentations.

THEME 4. American History.

Duration: 80 minutes

Objective: By the end of the lesson, students will understand the key events and periods in American history and their impact on the development of the United States as a nation.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher’s Action:** Ask students what they know about the history of the United States. Encourage them to name key events, figures, or periods that they are familiar with.
 - **Questions:**
 - “What events do you think were crucial in shaping the United States?”
 - “Which historical figures come to mind when you think of American history?”
 - **Purpose:** Activate prior knowledge and engage students with the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of Key Periods in American History (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher’s Action:** Present an overview of the major periods and events in American history, highlighting key developments. Use a timeline to visually represent these periods:
 - **Colonial America (1607-1776):** The first English settlements, interactions with Native Americans, and the path to independence.
 - **American Revolution (1775-1783):** Causes of the revolution, Declaration of Independence, and the birth of a new nation.
 - **Civil War and Reconstruction (1861-1877):** Causes and outcomes of the Civil War, abolition of slavery, and efforts to rebuild the nation.
 - **World Wars and the Rise of Global Power (20th Century):** America’s role in World War I and II, and its emergence as a superpower.

- **Civil Rights Movement (1950s-1960s):** Struggle for racial equality, key figures like Martin Luther King Jr., and the impact on American society.
- **Modern America (21st Century):** Technological advances, social changes, and the role of the U.S. in global affairs.
- **Purpose:** Provide students with a chronological understanding of major events in American history and their significance.
- **Materials:** PowerPoint slides with maps, timeline, and images.

3. Group Activity: Exploring Key Events in American History (20 minutes)

- **Activity:** Small Group Work
 - **Teacher's Action:** Divide students into small groups and assign each group a key event or period in American history (e.g., the American Revolution, the Civil War, the Civil Rights Movement, World War II). Ask each group to research and present:
 - What happened during this event/period?
 - Why is this event/period significant?
 - How did this event/period shape modern America?
 - **Purpose:** Encourage students to explore specific events in depth and understand their lasting impact.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research (if available).

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class, using visuals like maps, photos, or videos. Encourage students to ask questions or provide feedback.
 - **Follow-Up Questions:**
 - "How did this event change the direction of American history?"
 - "What lessons can be learned from this period?"
 - **Purpose:** Reinforce learning through peer presentations and discussion.
 - **Materials:** Flipchart, PowerPoint slides (optional).

5. Interactive Timeline Quiz (10 minutes)

- **Activity:** Quiz
 - **Teacher's Action:** Conduct a quiz where students match key events with their corresponding dates and describe their significance.
 - **Sample Questions:**
 - "What year did the American Civil War begin?"
 - "When was the Declaration of Independence signed?"

- "What was the impact of the Civil Rights Movement in the 1960s?"
- **Purpose:** Test students' knowledge in an engaging way while reinforcing important historical facts.
- **Materials:** Prepared quiz questions (can use digital tools like Kahoot or paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection and Summary
 - **Teacher's Action:** Summarize the key points covered in the lesson and discuss the overall importance of American history in shaping not only the United States but the wider world.
 - **Discussion Questions:**
 - "Which event do you think had the biggest impact on the U.S. today?"
 - "What connections do you see between America's history and its current role in the world?"
 - **Purpose:** Reinforce the significance of historical events and provide closure to the lesson.

Homework Assignment

- **Task:** Write a 200-word essay on one American historical figure of your choice. Explain their significance and how their actions influenced the course of American history.
- **Purpose:** Encourage independent research and critical thinking about important figures in U.S. history.

Materials Needed

- Whiteboard and markers
- PowerPoint presentation with key events and timeline
- Printed handouts with a timeline of American history
- Access to online resources for group research
- Quiz materials (Kahoot or paper quiz)

This lesson plan introduces students to the most significant events in American history, encourages group exploration of key events, and reinforces learning through interactive activities and quizzes.

THEME 5. British Traditions.

Duration: 80 minutes

Objective: By the end of the lesson, students will be able to identify key British traditions, understand their historical significance, and appreciate how these traditions contribute to modern British culture.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start the lesson by asking students what they already know about British traditions. Write their ideas on the board.
 - **Questions:**
 - "What are some traditions you associate with the UK?"
 - "Have you experienced any British traditions yourself?"
 - **Purpose:** Activate prior knowledge and generate interest in the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of Key British Traditions (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of key British traditions and their significance. Focus on the following areas:
 - **Royal Traditions:** The significance of the British monarchy (e.g., Trooping the Colour, Changing the Guard).
 - **Public Holidays and Celebrations:** Overview of major holidays like Christmas, Bonfire Night, and Easter, along with their customs.
 - **British Tea Culture:** The tradition of afternoon tea, its origins, and how it reflects British social customs.
 - **Sporting Traditions:** Overview of iconic British sports such as football (soccer), cricket, and tennis (e.g., Wimbledon).
 - **Literary and Cultural Traditions:** How literature, music, and the arts play a role in shaping British cultural identity (e.g., Shakespeare's legacy).
 - **Purpose:** Provide students with an understanding of some of the most significant traditions in the UK and how they reflect British values.
 - **Materials:** PowerPoint slides with images and videos of various traditions.

3. Group Activity: Investigating British Traditions (20 minutes)

- **Activity:** Small Group Research

- **Teacher's Action:** Divide students into small groups and assign each group one British tradition (e.g., Bonfire Night, Trooping the Colour, Afternoon Tea). Ask each group to research and prepare a brief presentation on the following:
 - The history behind the tradition.
 - How the tradition is celebrated today.
 - Its cultural or historical significance.
- **Purpose:** Encourage students to explore British traditions in depth and understand their role in modern society.
- **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage the use of visuals (images, videos, or props) to make their presentation engaging.
 - **Follow-Up Questions:**
 - "What did you find interesting about this tradition?"
 - "How does this tradition reflect British values or history?"
 - **Purpose:** Reinforce learning through student presentations and allow for peer learning.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Quiz: British Traditions (10 minutes)

- **Activity:** Interactive Quiz
 - **Teacher's Action:** Conduct a quiz to test students' knowledge of British traditions.
 - **Sample Questions:**
 - "What is the significance of Bonfire Night in the UK?"
 - "What is traditionally served during afternoon tea?"
 - "Which sporting event is held annually in Wimbledon?"
 - **Purpose:** Reinforce key facts and make learning fun.
 - **Materials:** Prepared quiz questions (can be conducted through Kahoot or a paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered during the lesson. Highlight the diversity of British traditions and their importance to British identity.
 - **Discussion Questions:**

- "Which tradition did you find most interesting?"
 - "Are there any traditions in your own culture that are similar?"
 - **Purpose:** Encourage students to reflect on what they have learned and make connections to their own cultural experiences.
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Homework Assignment

- **Task:** Write a 200-word essay on a British tradition that you find interesting. Explain its history and significance, and reflect on why it is important to British culture.
 - **Purpose:** Encourage independent research and reinforce understanding of the topic.
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Materials Needed

- Whiteboard and markers
 - PowerPoint presentation with images/videos of British traditions
 - Printed handouts for group research
 - Access to online resources for group research
 - Quiz materials (Kahoot or paper-based quiz)
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This lesson plan helps students explore and understand key British traditions, encouraging both collaborative research and personal reflection on how these customs shape British culture.

THEME 6. American Traditions.

Duration: 80 minutes

Objective: By the end of the lesson, students will be able to identify key American traditions, understand their historical and cultural significance, and appreciate their role in shaping American identity.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start the lesson by asking students what they know about American traditions. Write their ideas on the board.
 - **Questions:**
 - "What are some traditions or customs you associate with the United States?"
 - "Have you experienced any American traditions yourself or learned about them?"

- **Purpose:** Activate prior knowledge and generate interest in the topic.
- **Materials:** Whiteboard, markers.

2. Overview of Key American Traditions (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of key American traditions and their significance. Focus on the following areas:
 - **Public Holidays and Celebrations:** Major holidays like Thanksgiving, Independence Day (4th of July), and Halloween, and their associated customs.
 - **Cultural Celebrations:** Traditions such as Super Bowl Sunday, Memorial Day, and Veterans Day.
 - **Food Traditions:** Iconic American foods (e.g., Thanksgiving dinner, BBQs, and regional specialties).
 - **Sports and Entertainment:** The role of sports like American football, baseball, and basketball in American culture.
 - **Regional Festivals and Customs:** Unique traditions from different regions of the U.S. (e.g., Mardi Gras in New Orleans, the Kentucky Derby).
 - **Purpose:** Provide students with a broad understanding of diverse American traditions and their cultural significance.
 - **Materials:** PowerPoint slides with images and videos of various traditions.

3. Group Activity: Exploring American Traditions (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups and assign each group a specific American tradition (e.g., Thanksgiving, the Super Bowl, Mardi Gras, or BBQ culture). Ask each group to research and prepare a brief presentation on:
 - The history and origins of the tradition.
 - How the tradition is celebrated today.
 - Its cultural or social significance.
 - **Purpose:** Allow students to delve deeper into specific traditions and understand their impact on American culture.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations

- **Teacher’s Action:** Have each group present their findings to the class. Encourage them to use visuals (photos, videos, or props) to make their presentation engaging.
- **Follow-Up Questions:**
 - “What makes this tradition unique?”
 - “How does this tradition reflect broader American values or culture?”
- **Purpose:** Reinforce learning through peer presentations and foster a deeper understanding of American traditions.
- **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Quiz: American Traditions (10 minutes)

- **Activity:** Quiz
 - **Teacher’s Action:** Conduct a quiz to test students' knowledge of American traditions.
 - **Sample Questions:**
 - "What is traditionally served at a Thanksgiving dinner?"
 - "Which holiday is celebrated with fireworks and parades on July 4th?"
 - "What event is associated with the Super Bowl?"
 - **Purpose:** Reinforce key facts in an engaging and interactive way.
 - **Materials:** Prepared quiz questions (can use Kahoot or a paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher’s Action:** Summarize the key points covered during the lesson and discuss how American traditions contribute to national identity and cultural diversity.
 - **Discussion Questions:**
 - "Which tradition did you find most interesting and why?"
 - "Are there any traditions in your own culture that are similar or different?"
 - **Purpose:** Encourage students to reflect on their learning and connect it to their own cultural experiences.

Homework Assignment

- **Task:** Write a 200-word essay on an American tradition you would like to experience. Describe the tradition, its significance, and why you find it interesting.

- **Purpose:** Encourage students to reflect on and articulate their understanding of American traditions.
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Materials Needed

- Whiteboard and markers
 - PowerPoint presentation with images/videos of American traditions
 - Printed handouts for group research
 - Access to online resources for group research
 - Quiz materials (Kahoot or paper-based quiz)
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This lesson plan provides a comprehensive overview of American traditions, combining teacher-led presentations, group research, and interactive activities to enhance students' understanding and appreciation of American culture.

THEME 7. Canadian Culture and Society.

Duration: 80 minutes

Objective: By the end of the lesson, students will gain an understanding of Canadian culture, societal values, and key aspects of Canadian identity, including its diversity, traditions, and social issues.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Begin with a discussion about what students already know or associate with Canadian culture and society.
 - **Questions:**
 - "What comes to mind when you think about Canada?"
 - "Are there any Canadian cultural elements or societal values you are familiar with?"
 - **Purpose:** Activate prior knowledge and generate interest in Canadian culture.
 - **Materials:** Whiteboard, markers.

2. Overview of Canadian Culture and Society (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of key aspects of Canadian culture and society:
 - **Cultural Diversity:** Canada's multicultural makeup, including the influence of Indigenous peoples, French and British heritage, and immigrant communities.

- **Canadian Values:** Concepts such as politeness, inclusivity, and environmental consciousness.
- **Major Festivals and Traditions:** Canada Day, Thanksgiving, and regional celebrations (e.g., Calgary Stampede).
- **Social Issues:** Current social issues such as Indigenous rights, multiculturalism, and immigration.
- **Arts and Media:** The role of Canadian literature, music, and cinema in shaping cultural identity.
- **Purpose:** Provide a broad understanding of Canadian culture and societal values.
- **Materials:** PowerPoint slides with images and videos depicting various aspects of Canadian culture and society.

3. Group Activity: Exploring Canadian Aspects (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups, each focusing on a different aspect of Canadian culture and society (e.g., multiculturalism, Canadian festivals, social issues). Assign each group the task of researching and preparing a brief presentation on:
 - The history and significance of their assigned topic.
 - How this aspect contributes to Canadian identity.
 - Examples and current relevance.
 - **Purpose:** Encourage detailed exploration of specific cultural or societal aspects and their impact on Canadian identity.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage them to use visuals (photos, videos, or props) to enhance their presentation.
 - **Follow-Up Questions:**
 - “What did you learn about this aspect of Canadian culture?”
 - “How does this aspect reflect broader societal values or issues in Canada?”
 - **Purpose:** Reinforce learning through peer presentations and discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Quiz: Canadian Culture and Society (10 minutes)

- **Activity:** Quiz

- **Teacher's Action:** Conduct a quiz to test students' knowledge of Canadian culture and societal aspects.
- **Sample Questions:**
 - "What is celebrated on Canada Day?"
 - "Which festival is known for its rodeo events and takes place in Calgary?"
 - "What are some key issues currently facing Indigenous communities in Canada?"
- **Purpose:** Test and reinforce key facts in an engaging manner.
- **Materials:** Prepared quiz questions (can use Kahoot or a paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered in the lesson. Discuss how the different aspects of Canadian culture and society contribute to a diverse and evolving national identity.
 - **Discussion Questions:**
 - "Which aspect of Canadian culture did you find most interesting and why?"
 - "How do Canadian societal values compare to those in your own country?"
 - **Purpose:** Encourage students to reflect on their learning and make connections to their own cultural experiences.

Homework Assignment

- **Task:** Write a 200-word essay on an aspect of Canadian culture or society that you would like to learn more about. Explain its significance and how it contributes to Canadian identity.
- **Purpose:** Encourage independent research and deeper understanding of Canadian cultural and societal aspects.

Materials Needed

- Whiteboard and markers
- PowerPoint presentation with images/videos of Canadian culture and society
- Printed handouts for group research
- Access to online resources for group research
- Quiz materials (Kahoot or paper-based quiz)

This lesson plan introduces students to key aspects of Canadian culture and society through a mix of presentation, group research, and interactive activities, promoting a comprehensive understanding of Canadian identity.

THEME 8. Australian History and Society.

Duration: 80 minutes

Objective: By the end of the lesson, students will gain an understanding of key events in Australian history, societal values, and how historical developments have shaped contemporary Australian society.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Begin with a discussion about what students already know or associate with Australian history and society.
 - **Questions:**
 - "What do you know about the history of Australia?"
 - "What aspects of Australian society are you familiar with?"
 - **Purpose:** Activate prior knowledge and generate interest in the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of Australian History (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of key events in Australian history, focusing on the following areas:
 - **Indigenous Australia:** The history and cultures of Indigenous Australians prior to European settlement.
 - **European Exploration and Colonization (1788-1901):** The arrival of the First Fleet, the establishment of New South Wales, and the impact of colonization on Indigenous peoples.
 - **Federation and Nationhood (1901):** The unification of Australian colonies and the establishment of the Commonwealth of Australia.
 - **World Wars and Post-War Development:** Australia's role in World War I and II, and the social and economic changes in the post-war period.
 - **Modern Australia:** Social changes, multiculturalism, and current issues such as Indigenous rights and immigration.
 - **Purpose:** Provide a chronological overview of significant historical events and their impact on Australian society.

- **Materials:** PowerPoint slides with maps, images, and videos.

3. Group Activity: Exploring Australian Society (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups and assign each group a specific aspect of Australian society (e.g., Indigenous cultures, Australian values, major social issues). Ask each group to research and prepare a brief presentation on:
 - The historical background and significance of their assigned topic.
 - How this aspect has evolved and its current relevance.
 - Examples of contemporary issues or achievements related to this aspect.
 - **Purpose:** Allow students to delve deeper into specific societal aspects and understand their historical context.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage the use of visuals (photos, videos, or props) to enhance their presentation.
 - **Follow-Up Questions:**
 - "What did you learn about this aspect of Australian society?"
 - "How does this aspect reflect broader historical developments or current issues?"
 - **Purpose:** Reinforce learning through peer presentations and discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Quiz: Australian History and Society (10 minutes)

- **Activity:** Quiz
 - **Teacher's Action:** Conduct a quiz to test students' knowledge of Australian history and societal aspects.
 - **Sample Questions:**
 - "What year did Australia become a federation?"
 - "Who were the First Fleet and what was their significance?"
 - "What are some current issues facing Indigenous Australians today?"
 - **Purpose:** Test and reinforce key facts in an engaging manner.

- **Materials:** Prepared quiz questions (can use Kahoot or a paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered in the lesson. Discuss how historical events have shaped modern Australian society and its values.
 - **Discussion Questions:**
 - "Which aspect of Australian history or society did you find most interesting?"
 - "How do historical developments influence contemporary issues in Australia?"
 - **Purpose:** Encourage students to reflect on their learning and make connections between history and current societal issues.

Homework Assignment

- **Task:** Write a 200-word essay on a significant historical event or societal issue in Australia. Explain its historical context and its impact on contemporary Australian society.
- **Purpose:** Encourage independent research and deeper understanding of Australian history and societal issues.

Materials Needed

- Whiteboard and markers
- PowerPoint presentation with images/videos of Australian history and society
- Printed handouts for group research
- Access to online resources for group research
- Quiz materials (Kahoot or paper-based quiz)

This lesson plan provides a comprehensive overview of Australian history and society, combining teacher-led presentations, group research, and interactive activities to enhance students' understanding of how historical developments have shaped modern Australian culture and issues.

THEME 9. New Zealand: Culture and Identity.

Duration: 80 minutes

Objective: By the end of the lesson, students will gain an understanding of New Zealand's cultural heritage, identity, and the diverse elements that shape its national character.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start the lesson by asking students what they know or think about New Zealand's culture and identity.
 - **Questions:**
 - "What aspects of New Zealand culture are you familiar with?"
 - "How do you think New Zealand's history influences its national identity?"
 - **Purpose:** Activate prior knowledge and engage students with the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of New Zealand Culture and Identity (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of key aspects of New Zealand's culture and identity:
 - **Maori Culture:** The role of the Maori people, key traditions such as the haka, and the importance of the Maori language (Te Reo Māori).
 - **European Influence:** The impact of British colonization and the blending of European and Maori cultures.
 - **Cultural Festivals and Traditions:** Major celebrations like Waitangi Day, and regional festivals.
 - **National Symbols:** The significance of symbols such as the kiwi, the silver fern, and the national flag.
 - **Modern New Zealand:** Contemporary issues, such as the push for greater recognition of Maori rights and cultural preservation.
 - **Purpose:** Provide a comprehensive overview of New Zealand's cultural heritage and identity.

- **Materials:** PowerPoint slides with images and videos highlighting various aspects of New Zealand culture.

3. Group Activity: Exploring Cultural Elements (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups and assign each group a specific cultural element (e.g., Maori traditions, cultural festivals, national symbols). Ask each group to research and prepare a brief presentation on:
 - The history and significance of their assigned element.
 - How this element contributes to New Zealand's national identity.
 - Examples of how it is represented or celebrated today.
 - **Purpose:** Allow students to explore different aspects of New Zealand's culture in depth.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage the use of visuals (photos, videos, or props) to make their presentation engaging.
 - **Follow-Up Questions:**
 - "What did you learn about this cultural element?"
 - "How does this element reflect New Zealand's identity?"
 - **Purpose:** Reinforce learning through peer presentations and discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Quiz: New Zealand Culture and Identity (10 minutes)

- **Activity:** Quiz
 - **Teacher's Action:** Conduct a quiz to test students' knowledge of New Zealand's culture and identity.
 - **Sample Questions:**
 - "What is the significance of the haka in Maori culture?"
 - "Which day commemorates the signing of the Treaty of Waitangi?"
 - "What are some national symbols of New Zealand?"
 - **Purpose:** Test and reinforce key facts in an engaging manner.
 - **Materials:** Prepared quiz questions (can use Kahoot or a paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered in the lesson. Discuss how various cultural elements contribute to New Zealand's national identity and its societal values.
 - **Discussion Questions:**
 - "Which aspect of New Zealand's culture did you find most interesting and why?"
 - "How do cultural elements in New Zealand compare to those in your own country?"
 - **Purpose:** Encourage students to reflect on their learning and make connections to their own cultural experiences.
-

Homework Assignment

- **Task:** Write a 200-word essay on a cultural element of New Zealand that you would like to experience. Explain its significance and how it contributes to New Zealand's identity.
 - **Purpose:** Encourage independent research and deeper understanding of New Zealand's cultural elements.
-

Materials Needed

- Whiteboard and markers
 - PowerPoint presentation with images/videos of New Zealand's culture
 - Printed handouts for group research
 - Access to online resources for group research
 - Quiz materials (Kahoot or paper-based quiz)
-

This lesson plan introduces students to the rich cultural heritage of New Zealand and explores how various elements contribute to its national identity, combining presentations, group activities, and interactive elements to enhance understanding.

THEME 10. Education Systems in English-Speaking Countries.

Duration: 80 minutes

Objective: By the end of the lesson, students will understand the education systems of various English-speaking countries, including their structure, key features, and differences.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start with a brief discussion on what students know about education systems in English-speaking countries.
 - **Questions:**
 - "What do you know about the education system in countries like the UK, USA, Canada, or Australia?"
 - "How do you think education systems vary between these countries?"
 - **Purpose:** Activate prior knowledge and engage students with the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of Education Systems (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of the education systems in key English-speaking countries:
 - **United Kingdom:** Structure (Key Stages, GCSEs, A-Levels), educational pathways (academic vs. vocational), and notable differences between England, Scotland, Wales, and Northern Ireland.
 - **United States:** Structure (Elementary, Middle, High School, Higher Education), grading system, college admissions (SAT/ACT), and the role of state vs. federal regulations.
 - **Canada:** Structure (Elementary, Secondary, Post-Secondary), provincial differences, and bilingual education (English and French).
 - **Australia:** Structure (Primary, Secondary, Tertiary), the Australian Curriculum, and the role of state vs. federal regulations.
 - **Purpose:** Provide a broad understanding of how education systems are structured and operate in different English-speaking countries.
 - **Materials:** PowerPoint slides with charts, diagrams, and comparison tables.

3. Group Activity: Comparing Education Systems (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups, with each group assigned a different English-speaking country. Ask each group to

research the following aspects of their assigned country's education system:

- Key stages and structure.
- Major exams and qualifications.
- Notable features or unique aspects.
- Comparison with other countries' systems.
- **Purpose:** Allow students to explore specific education systems in detail and compare them with others.
- **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage the use of visuals (charts, graphs) to enhance their presentation.
 - **Follow-Up Questions:**
 - "What are the key features of this education system?"
 - "How does it compare to education systems in other English-speaking countries?"
 - **Purpose:** Reinforce learning through peer presentations and discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Quiz: Education Systems (10 minutes)

- **Activity:** Quiz
 - **Teacher's Action:** Conduct a quiz to test students' knowledge of the education systems in English-speaking countries.
 - **Sample Questions:**
 - "What are the key stages of education in the UK?"
 - "What standardized tests are commonly used for college admissions in the US?"
 - "How does the education system in Australia differ from that in Canada?"
 - **Purpose:** Test and reinforce key facts in an engaging manner.
 - **Materials:** Prepared quiz questions (can use Kahoot or a paper-based quiz).

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection

- **Teacher's Action:** Summarize the key points covered in the lesson. Discuss how different education systems reflect broader societal values and educational philosophies.
 - **Discussion Questions:**
 - "Which education system did you find most interesting and why?"
 - "How do you think the education system in your country compares to those in English-speaking countries?"
 - **Purpose:** Encourage students to reflect on their learning and make connections to their own educational experiences.
-

Homework Assignment

- **Task:** Write a 200-word essay comparing the education system of your own country with one of the English-speaking countries studied in class. Highlight similarities and differences, and discuss how these differences might impact students' educational experiences.
 - **Purpose:** Encourage independent research and critical thinking about educational systems.
-

Materials Needed

- Whiteboard and markers
 - PowerPoint presentation with charts and diagrams
 - Printed handouts for group research
 - Access to online resources for group research
 - Quiz materials (Kahoot or paper-based quiz)
-

This lesson plan provides a detailed overview of education systems in various English-speaking countries, combining presentations, group activities, and interactive elements to enhance students' understanding of international education systems and their differences.

THEME 11. Political Systems of the UK and USA.

Duration: 80 minutes

Objective: By the end of the lesson, students will understand the key features of the political systems in the United Kingdom and the United States, including their structures, functions, and differences.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Begin with a discussion about what students know or think about the political systems of the UK and USA.
 - **Questions:**
 - "What are some key differences you know between the political systems of the UK and the USA?"
 - "How do you think the political systems influence the governance and daily life in these countries?"
 - **Purpose:** Activate prior knowledge and engage students with the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of the UK Political System (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of the UK political system:
 - **Structure:** Constitutional monarchy with a parliamentary system.
 - **Key Institutions:** The Monarchy, Parliament (House of Commons and House of Lords), and the Prime Minister.
 - **Electoral System:** First-past-the-post system.
 - **Political Parties:** Major parties (Conservative Party, Labour Party, Liberal Democrats) and their roles.
 - **Devolution:** Powers of the Scottish Parliament, Welsh Senedd, and Northern Ireland Assembly.
 - **Purpose:** Provide a comprehensive understanding of the UK's political structure and key institutions.
 - **Materials:** PowerPoint slides with diagrams and images of UK political institutions.

3. Overview of the US Political System (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of the US political system:
 - **Structure:** Federal republic with a presidential system.
 - **Key Institutions:** The President, Congress (Senate and House of Representatives), and the Supreme Court.
 - **Electoral System:** Electoral College system.
 - **Political Parties:** Major parties (Democratic Party and Republican Party) and their roles.

- **Federalism:** Powers of the federal government vs. state governments.
- **Purpose:** Provide a comprehensive understanding of the US's political structure and key institutions.
- **Materials:** PowerPoint slides with diagrams and images of US political institutions.

4. Group Activity: Comparing Political Systems (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups. Assign each group to compare specific aspects of the UK and US political systems, such as:
 - **Governance:** How is power distributed in each system?
 - **Elections:** How are leaders elected in the UK and the USA?
 - **Legislative Process:** How do laws get made in each country?
 - **Political Parties:** How do major political parties differ in each country?
 - **Purpose:** Allow students to explore and compare different aspects of the political systems in depth.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

5. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage them to use visuals (charts, diagrams) to enhance their presentation.
 - **Follow-Up Questions:**
 - "What are the main similarities and differences between the UK and US political systems?"
 - "How do these differences impact governance in each country?"
 - **Purpose:** Reinforce learning through peer presentations and discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

6. Interactive Quiz: Political Systems (10 minutes)

- **Activity:** Quiz
 - **Teacher's Action:** Conduct a quiz to test students' knowledge of the UK and US political systems.
 - **Sample Questions:**
 - "What is the main role of the UK Prime Minister?"

- "How is the US President elected?"
- "What are the main functions of the US Congress?"
- **Purpose:** Test and reinforce key facts in an engaging manner.
- **Materials:** Prepared quiz questions (can use Kahoot or a paper-based quiz).

7. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered in the lesson. Discuss how the political systems of the UK and the US reflect their historical and cultural contexts.
 - **Discussion Questions:**
 - "Which political system did you find most interesting and why?"
 - "How do you think the political systems influence each country's domestic and foreign policies?"
 - **Purpose:** Encourage students to reflect on their learning and make connections to broader contexts.

Homework Assignment

- **Task:** Write a 200-word essay comparing the political systems of the UK and the USA. Highlight the key similarities and differences, and discuss how these differences might affect governance and policy-making.
- **Purpose:** Encourage independent research and critical analysis of political systems.

Materials Needed

- Whiteboard and markers
- PowerPoint presentation with diagrams and images
- Printed handouts for group research
- Access to online resources for group research
- Quiz materials (Kahoot or paper-based quiz)

This lesson plan provides a detailed overview of the political systems in the UK and USA, combining presentations, group activities, and interactive elements to enhance students' understanding of how these systems function and differ.

THEME 12. Multiculturalism and Immigration.

Duration: 80 minutes

Objective: By the end of the lesson, students will understand the concepts of

multiculturalism and immigration, their impacts on societies, and how different countries manage these issues.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start with a discussion on students' perceptions of multiculturalism and immigration.
 - **Questions:**
 - "What does multiculturalism mean to you?"
 - "How do you think immigration impacts a country's culture and society?"
 - **Purpose:** Activate prior knowledge and engage students with the topic.
 - **Materials:** Whiteboard, markers.

2. Introduction to Multiculturalism (15 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present key concepts related to multiculturalism:
 - **Definition:** Understanding multiculturalism and its goals.
 - **Benefits:** Cultural diversity, enrichment of society, and increased creativity.
 - **Challenges:** Integration, social cohesion, and cultural tensions.
 - **Examples:** Countries known for their multicultural policies (e.g., Canada, Australia).
 - **Purpose:** Provide a clear understanding of multiculturalism and its implications.
 - **Materials:** PowerPoint slides with key points, images representing multicultural societies.

3. Introduction to Immigration (15 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present key concepts related to immigration:
 - **Definition:** Different types of immigration (economic, political, humanitarian).
 - **Processes:** How countries manage immigration (visa systems, asylum processes).
 - **Impacts:** Effects on economy, society, and culture.
 - **Examples:** Immigration policies in various countries (e.g., the US, the UK, Germany).

- **Purpose:** Provide an understanding of immigration processes and their impacts.
- **Materials:** PowerPoint slides with diagrams, charts, and images related to immigration.

4. Group Activity: Case Studies on Multiculturalism and Immigration (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups and assign each group a case study of a country's approach to multiculturalism and immigration. Each group should research:
 - The country's multicultural policies and immigration history.
 - Current challenges and successes related to multiculturalism and immigration.
 - Examples of how immigration has impacted the country's society and culture.
 - **Purpose:** Allow students to explore real-world examples and understand different approaches to multiculturalism and immigration.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

5. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage the use of visuals (charts, maps) to enhance their presentation.
 - **Follow-Up Questions:**
 - "What are the main features of the multiculturalism and immigration policies in this country?"
 - "How do these policies impact society and culture?"
 - **Purpose:** Reinforce learning through peer presentations and discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

6. Interactive Discussion: Comparing Approaches (10 minutes)

- **Activity:** Class Discussion
 - **Teacher's Action:** Facilitate a discussion comparing the approaches to multiculturalism and immigration in different countries.
 - **Questions:**
 - "How do the approaches to multiculturalism differ between the countries studied?"

- "What are some common challenges countries face with immigration?"
- **Purpose:** Encourage critical thinking and understanding of how different countries address these issues.
- **Materials:** Whiteboard for summarizing key points.

7. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered in the lesson. Discuss the importance of managing multiculturalism and immigration effectively.
 - **Discussion Questions:**
 - "What did you learn about the impact of multiculturalism and immigration on societies?"
 - "How can countries better manage multiculturalism and immigration to benefit their societies?"
 - **Purpose:** Encourage students to reflect on their learning and consider solutions to related challenges.

Homework Assignment

- **Task:** Write a 200-word essay on how a specific country manages multiculturalism and immigration. Discuss the effectiveness of its policies and their impact on society.
- **Purpose:** Encourage independent research and critical analysis of real-world policies.

Materials Needed

- Whiteboard and markers
- PowerPoint presentation with key concepts and visuals
- Printed handouts for group research
- Access to online resources for group research
- Flipchart or PowerPoint slides for group presentations

This lesson plan provides a comprehensive overview of multiculturalism and immigration, combining presentations, group activities, and interactive discussions to enhance students' understanding of these complex and important issues.

THEME 13. Social Issues in English-Speaking Countries.

Duration: 80 minutes

Objective: By the end of the lesson, students will understand key social issues affecting English-speaking countries, including their causes, impacts, and responses.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start with a discussion about what social issues students are aware of in English-speaking countries.
 - **Questions:**
 - "What social issues do you think are prominent in English-speaking countries?"
 - "How do you think these issues impact society?"
 - **Purpose:** Activate prior knowledge and engage students with the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of Key Social Issues (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of major social issues affecting English-speaking countries:
 - **United Kingdom:** Issues such as income inequality, housing affordability, and social class divisions.
 - **United States:** Issues including racial inequality, healthcare access, and homelessness.
 - **Canada:** Topics like Indigenous rights, immigration integration, and mental health.
 - **Australia:** Issues such as Indigenous rights, climate change, and social inequality.
 - **Purpose:** Provide a broad understanding of significant social issues in various English-speaking countries.
 - **Materials:** PowerPoint slides with key points, statistics, and images related to social issues.

3. Group Activity: Case Studies on Social Issues (20 minutes)

- **Activity:** Small Group Research

- **Teacher's Action:** Divide students into small groups and assign each group a specific social issue to research within a particular English-speaking country. Each group should explore:
 - The nature and extent of the issue.
 - The underlying causes and contributing factors.
 - Current responses and solutions being implemented.
 - Case studies or real-life examples.
- **Purpose:** Allow students to investigate specific social issues in depth and understand the context and responses.
- **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage them to use visuals (charts, graphs) to support their presentation.
 - **Follow-Up Questions:**
 - "What are the main factors contributing to this social issue?"
 - "How effective are the current responses to this issue?"
 - **Purpose:** Reinforce learning through peer presentations and facilitate class discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Discussion: Addressing Social Issues (10 minutes)

- **Activity:** Class Discussion
 - **Teacher's Action:** Facilitate a discussion on how different countries address social issues and the effectiveness of various strategies.
 - **Questions:**
 - "What common strategies are used to address social issues in these countries?"
 - "What can be learned from how different countries handle similar issues?"
 - **Purpose:** Encourage critical thinking about solutions and strategies for social issues.
 - **Materials:** Whiteboard for summarizing key points.

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered in the lesson. Discuss the importance of addressing social issues and the role of citizens and policymakers.

- **Discussion Questions:**
 - "Which social issue did you find most compelling and why?"
 - "How can individuals contribute to solving social issues in their own communities?"
 - **Purpose:** Encourage students to reflect on their learning and consider their role in addressing social issues.
-

Homework Assignment

- **Task:** Write a 200-word essay on a social issue of your choice in an English-speaking country. Discuss its causes, impacts, and possible solutions.
 - **Purpose:** Encourage independent research and critical analysis of social issues.
-

Materials Needed

- Whiteboard and markers
 - PowerPoint presentation with key concepts and visuals
 - Printed handouts for group research
 - Access to online resources for group research
 - Flipchart or PowerPoint slides for group presentations
-

This lesson plan provides a comprehensive overview of social issues in English-speaking countries, combining presentations, group activities, and interactive discussions to enhance students' understanding of these critical issues and the various approaches to addressing them.

THEME 14. Media and Popular Culture.

Duration: 80 minutes

Objective: By the end of the lesson, students will understand the role of media and popular culture in English-speaking countries, including its influence on society and cultural trends.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start with a discussion on students' experiences with media and popular culture.
 - **Questions:**
 - "What types of media do you consume regularly?"
 - "How do you think popular culture influences society?"

- **Purpose:** Activate prior knowledge and engage students with the topic.
- **Materials:** Whiteboard, markers.

2. Overview of Media and Popular Culture (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present an overview of media and popular culture in English-speaking countries:
 - **Media:** Types of media (television, film, radio, digital media), major media outlets, and the role of social media.
 - **Popular Culture:** Key elements (music, fashion, film, television, sports), trends, and influencers.
 - **Impact:** How media and popular culture shape societal values, norms, and trends.
 - **Examples:** Popular media and cultural phenomena from the UK, US, Canada, and Australia.
 - **Purpose:** Provide a broad understanding of the role of media and popular culture.
 - **Materials:** PowerPoint slides with key points, images, and video clips.

3. Group Activity: Case Studies on Media and Popular Culture (20 minutes)

- **Activity:** Small Group Research
 - **Teacher's Action:** Divide students into small groups and assign each group a different aspect of media or popular culture to research. Topics could include:
 - Popular television shows or movies and their impact.
 - Influential music artists or genres and their cultural significance.
 - Major social media platforms and their role in shaping public opinion.
 - Popular fashion trends and their origins.
 - **Purpose:** Allow students to explore specific examples and understand their impact on society.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher's Action:** Have each group present their findings to the class. Encourage them to use visuals (clips, images) to support their presentation.

- **Follow-Up Questions:**
 - “What impact does this media or cultural phenomenon have on society?”
 - “How does it reflect or shape societal values and trends?”
- **Purpose:** Reinforce learning through peer presentations and facilitate class discussion.
- **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Discussion: Media and Cultural Trends (10 minutes)

- **Activity:** Class Discussion
 - **Teacher’s Action:** Facilitate a discussion on how media and popular culture trends differ between English-speaking countries and their global impact.
 - **Questions:**
 - "How do media and popular culture trends vary between different English-speaking countries?"
 - "What are some global trends that have originated in these countries?"
 - **Purpose:** Encourage critical thinking about the influence of media and culture across different contexts.
 - **Materials:** Whiteboard for summarizing key points.

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher’s Action:** Summarize the key points covered in the lesson. Discuss the ongoing evolution of media and popular culture and its implications for society.
 - **Discussion Questions:**
 - "Which aspect of media or popular culture did you find most interesting and why?"
 - "How do you think media and popular culture will evolve in the future?"
 - **Purpose:** Encourage students to reflect on their learning and consider future trends.

Homework Assignment

- **Task:** Write a 200-word essay on a recent media or cultural phenomenon from an English-speaking country. Discuss its impact on society and its significance in popular culture.
- **Purpose:** Encourage independent research and critical analysis of media and cultural trends.

Materials Needed

- Whiteboard and markers
- PowerPoint presentation with key concepts, images, and video clips
- Printed handouts for group research
- Access to online resources for group research
- Flipchart or PowerPoint slides for group presentations

This lesson plan provides a comprehensive overview of media and popular culture in English-speaking countries, combining presentations, group activities, and interactive discussions to enhance students' understanding of these dynamic and influential aspects of society.

THEME 15. Global Influence of English-Speaking Countries.

Duration: 80 minutes

Objective: By the end of the lesson, students will understand how English-speaking countries influence global culture, economy, politics, and international relations.

Lesson Structure

1. Introduction (10 minutes)

- **Activity:** Warm-Up Discussion
 - **Teacher's Action:** Start with a discussion about the perceived influence of English-speaking countries globally.
 - **Questions:**
 - "How do you think English-speaking countries influence the world?"
 - "Can you name some examples where this influence is evident?"
 - **Purpose:** Activate prior knowledge and engage students with the topic.
 - **Materials:** Whiteboard, markers.

2. Overview of Global Influence (20 minutes)

- **Activity:** Teacher Presentation
 - **Teacher's Action:** Present key areas of influence by English-speaking countries:
 - **Culture:** Impact of English-language media (films, music, television) and popular culture.

- **Economy:** Economic influence through multinational corporations, global trade, and financial markets.
- **Politics:** Influence on international policies, diplomacy, and global governance.
- **Language:** Role of English as a global lingua franca and its impact on international communication.
- **Examples:** Major contributions and effects of the UK, US, Canada, Australia, and New Zealand.
- **Purpose:** Provide a broad understanding of how English-speaking countries shape global dynamics.
- **Materials:** PowerPoint slides with key points, examples, and visuals.

3. Group Activity: Case Studies on Global Influence (20 minutes)

- **Activity:** Small Group Research
 - **Teacher’s Action:** Divide students into small groups and assign each group a case study related to the global influence of an English-speaking country. Topics could include:
 - The global impact of American technology companies (e.g., Google, Apple).
 - The influence of British media on global entertainment.
 - The role of Canadian diplomatic efforts in international relations.
 - Australian contributions to global environmental initiatives.
 - **Purpose:** Allow students to explore specific examples and understand their global impact.
 - **Materials:** Printed handouts with guiding questions, access to online resources for research.

4. Group Presentations (15 minutes)

- **Activity:** Group Presentations
 - **Teacher’s Action:** Have each group present their findings to the class. Encourage the use of visuals (charts, graphs, media clips) to enhance their presentation.
 - **Follow-Up Questions:**
 - “What are the key aspects of this case study’s global influence?”
 - “How does this influence manifest in different parts of the world?”
 - **Purpose:** Reinforce learning through peer presentations and facilitate class discussion.
 - **Materials:** Flipchart or PowerPoint slides (optional).

5. Interactive Discussion: Impact and Implications (10 minutes)

- **Activity:** Class Discussion
 - **Teacher's Action:** Facilitate a discussion on the broader implications of the global influence of English-speaking countries.
 - **Questions:**
 - "What are the positive and negative effects of this global influence?"
 - "How might this influence change in the future?"
 - **Purpose:** Encourage critical thinking about the implications of global influence and future trends.
 - **Materials:** Whiteboard for summarizing key points.

6. Conclusion and Reflection (5 minutes)

- **Activity:** Class Reflection
 - **Teacher's Action:** Summarize the key points covered in the lesson. Discuss the ongoing and future impact of English-speaking countries on global affairs.
 - **Discussion Questions:**
 - "Which aspect of global influence did you find most impactful and why?"
 - "How can individuals or other countries respond to this influence?"
 - **Purpose:** Encourage students to reflect on their learning and consider their own perspectives on global influence.

Homework Assignment

- **Task:** Write a 200-word essay on how a specific English-speaking country influences global culture, economy, politics, or international relations. Discuss its impact and significance.
- **Purpose:** Encourage independent research and critical analysis of global influence.

Materials Needed

- Whiteboard and markers
 - PowerPoint presentation with key concepts, examples, and visuals
 - Printed handouts for group research
 - Access to online resources for group research
 - Flipchart or PowerPoint slides for group presentations
-

2. FAN O‘QUV DASTURI

O‘ZBEKISTON RESPUBLIKASI
OLIY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
NAMANGAN DAVLAT CHET TILLARI INSTITUTI
INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI

«TASDIQLAYMAN»
O‘quv ishlari bo‘yicha prorektor
_____PhD.P.Lutfullayev
«__» _____2025-yil

Mamlakatshunoslik
fanining
O‘QUV DASTURI

2025-2026-o‘quv yili 2-bosqich kunduzgi ta‘lim shakli uchun

Bilim sohasi:	100000 – San‘at va gumanitar soha
Ta‘lim sohasi:	110000 – Tillar
Ta‘lim yo‘nalishi:	60111800 – Xorijiy til va adabiyoti (Ingliz tili)

Namangan – 2025

Fan/modul kodi MSHK 1094		O'quv yili 2025-2026	Semestr 3	ECTS – Kreditlar 6	
Fan/modul turi Majburiy		Ta'lim tili Ingliz		Haftadagi dars soatlari 4	
1.	Fanning nomi	Auditoriya mashg'ulotlari (soat)		Mustaqil ta'lim (soat)	Jami yuklama (soat)
	Mamlakatshunoslik	Ma'ruza 30soat Seminar 30 soat		120	180
Jami		60		120	180

I. FANNING MAZMUNI

Fanni o'qitishdan maqsad –Ushbu fan talabalarga AQSh va Buyuk Britaniya davlatlarining aholisi, geografik o'rni, iqlimi, tarixi, jahon miqyosidagi siyosiy o'rni, madaniyati, urf-odatlar va iqtisodiyoti haqida keng ma'lumot beradi. Shu bilan birga bu fanni o'qitishda asosiy e'tibor talabalarning lug'at boyligini o'qitilayotgan tildagi terminlar, atamalar va so'z birikmalarining ma'nolarini chuqur anglashga, jonli til bilan aloqa qilishlariga, hozirgi zamon ingliz tilisining o'ziga xos xususiyatlarini o'rgatishga xizmat qiladi.

Fanning vazifalari- talabalarni nazariy bilimlar, amaliy-ko'nikmalar, iqtisodiy-ijtimoiy hodisa va jarayonlarga tanqidiy yondashuv hamda ilmiy dunyoqarashini shakllantirish vazifalarini bajaradi.

II. FAN TARKIBIGA QUYIDAGI MAVZULAR KIRADI:

LECTURE			
No	Themes		Hour
1	Introduction to Country Studies <ul style="list-style-type: none"> • Overview of the course and its objectives. • Importance of cultural awareness in the modern world. • Introduction to the English-speaking world. 		2
2	Geography of English-Speaking Countries <ul style="list-style-type: none"> • Overview of the geography of the UK, USA, Canada, Australia, and New Zealand. • Key landforms, regions, and climates. • How geography influences culture and society. • Class discussion on students' own cultural geography. 		2
3	British History		2

	<ul style="list-style-type: none"> • Brief overview of British history: from Roman Britain to modern times. • Key events (Magna Carta, Industrial Revolution, World Wars). • Traditional British holidays and customs (e.g., Guy Fawkes Night, Christmas). • Group discussion: How does history shape national identity? 		
4	American History <ul style="list-style-type: none"> • Overview of American history: from colonization to the present day. • Key historical events (American Revolution, Civil War, Civil Rights Movement). • American holidays and traditions (e.g., Thanksgiving, Independence Day). • Discussion: How do traditions reflect American values? 		2
5	British Traditions <ul style="list-style-type: none"> • Brief overview of British history: from Roman Britain to modern times. • Key events (Magna Carta, Industrial Revolution, World Wars). • Traditional British holidays and customs (e.g., Guy Fawkes Night, Christmas). • Group discussion: How does history shape national identity? 		2
6	American Traditions <ul style="list-style-type: none"> • Overview of American history: from colonization to the present day. • Key historical events (American Revolution, Civil War, Civil Rights Movement). • American holidays and traditions (e.g., Thanksgiving, Independence Day). • Discussion: How do traditions reflect American values? 		2
7	Canadian Culture and Society <ul style="list-style-type: none"> • Overview of Canadian society: French and English influences. • Key events in Canadian history (Confederation, Quebec sovereignty movement). • Multiculturalism and indigenous culture in Canada. • Class discussion on Canada's role as a multicultural society. 		2
8	Australian History and Society <ul style="list-style-type: none"> • Overview of Australian history: Indigenous peoples and British colonization. • Key historical events (Federation, World War involvement, immigration). • Australian culture: bush culture, sports (e.g., cricket, rugby), and traditions. • Group activity: Compare Australian and British culture. 		2
9	New Zealand: Culture and Identity <ul style="list-style-type: none"> • Overview of New Zealand history: Maori culture and European colonization. • Key events (Treaty of Waitangi, Anzac Day). • Maori culture, traditions, and language in modern New Zealand society. • Class discussion on the preservation of indigenous cultures. 		2
10	Education Systems in English-Speaking Countries <ul style="list-style-type: none"> • Overview of the education systems in the UK, USA, and Australia. • Comparison of primary, secondary, and higher education structures. • The role of education in shaping social values. • Group discussion: How does education influence culture? 		2

11	Political Systems of the UK and USA <ul style="list-style-type: none"> • Overview of the political systems: UK (parliamentary system) and USA (federal system). • Roles of the monarchy, Parliament, and Prime Minister in the UK. • Roles of the President, Congress, and the Constitution in the USA. • Comparison and discussion: Key differences and similarities. 		2
12	Multiculturalism and Immigration <ul style="list-style-type: none"> • Immigration in the USA, UK, and Canada: history and current trends. • Multiculturalism and its role in society. • Class discussion on the impact of immigration on culture and identity. 		2
13	Social Issues in English-Speaking Countries <ul style="list-style-type: none"> • Major social issues (e.g., healthcare, education, inequality) in the USA, UK, and Australia. • Role of the government and society in addressing these issues. • Discussion: How do social policies reflect cultural values? 		2
14	Media and Popular Culture <ul style="list-style-type: none"> • Influence of the media and entertainment industry (e.g., Hollywood, BBC). • Role of popular culture in shaping public opinion and identity. • Group activity: Analyze a media example from an English-speaking country. 		2
15	Global Influence of English-Speaking Countries <ul style="list-style-type: none"> • Role of the USA, UK, and Australia in global politics and economics. • Impact on international culture, media, and technology. • Class discussion on the influence of English-speaking countries on students' own culture. 		2
			30
	SEMINAR		
№	Themes		Hour
1	Introduction to the course		2
2	English-Speaking Countries: The USA, the UK, Canada and Australia		2
3	The history of Great Britain		2
4	The history of the USA		2
5	Customs and holidays in the USA		2
6	Customs and holidays in the UK		2
7	Culture and Society in Canada		2
8	History and Society in Australia		2
9	Culture and Identity in New Zealand		2
10	Education Systems in the UK and USA		2
11	Political Systems of the UK and USA		2

12	Multiculturalism and Immigration		2
13	Economic and Environmental challenges in English-Speaking Countries		2
14	Media and Popular Culture		2
15	Global Influence of English-Speaking Countries		2
			30
	Total		60

III. MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR

№	Themes	Hour
1	The Role of the Monarchy in the UK <ul style="list-style-type: none"> Analyze the historical and current role of the British monarchy in shaping British society and politics. Discuss how the monarchy influences national identity and cultural traditions. 	6
2	The American Dream: Myth or Reality? <ul style="list-style-type: none"> Explore the concept of the American Dream and how it has evolved over time. Investigate its relevance in contemporary American society. 	6
3	Multiculturalism in Canada <ul style="list-style-type: none"> Study Canada's multicultural policies and how they impact society, immigration, and national identity. Compare the Canadian multicultural model with that of other countries. 	6
4	Australia's Indigenous Culture and History <ul style="list-style-type: none"> Research the history and culture of Australia's Aboriginal peoples. Investigate the impact of colonization on indigenous communities and how modern Australia addresses these issues. 	6
5	New Zealand: A Bicultural Nation <ul style="list-style-type: none"> Examine New Zealand's relationship with its indigenous Māori population. Discuss the role of the Treaty of Waitangi and efforts to preserve Māori culture and language. 	6
6	British Media and Its Global Influence <ul style="list-style-type: none"> Analyze the role of British media (e.g., BBC) in shaping global news, entertainment, and public opinion. Investigate how British media reflects and shapes British society and culture. 	6
7	The Civil Rights Movement in the USA <ul style="list-style-type: none"> Study the origins and key events of the Civil Rights Movement in the USA. Explore its impact on American society and global human rights movement 	6
8	Environmental Policies in English-Speaking Countries <ul style="list-style-type: none"> Compare environmental policies in countries like Australia, Canada, and the UK. Investigate the role of environmental consciousness in shaping national policies. 	6
9	The English Language as a Global Lingua Franca	6

	<ul style="list-style-type: none"> • Research the historical spread of the English language and its status as a global lingua franca. • Examine the cultural and social implications of English dominance in international communication. 		
10	American Pop Culture and Its Global Impact <ul style="list-style-type: none"> • Explore how American pop culture (movies, music, fashion) influences global trends. • Investigate how this cultural export shapes perceptions of the USA around the world. 		6
11	The UK and the European Union: A Complex Relationship <ul style="list-style-type: none"> • Study the UK's relationship with the European Union, with a focus on Brexit. • Discuss the political, social, and economic impacts of Brexit on the UK and Europe. 		6
12	Cultural Stereotypes in English-Speaking Countries <ul style="list-style-type: none"> • Investigate common stereotypes associated with countries like the USA, UK, Australia, and Canada. • Analyze the origins of these stereotypes and how they influence cross-cultural communication. 		6
13	Healthcare Systems in English-Speaking Countries <ul style="list-style-type: none"> • Compare the healthcare systems in the USA, UK (NHS), Canada, and Australia. • Discuss how healthcare policies reflect cultural and political values in these countries. 		6
14	The Role of Sports in National Identity <ul style="list-style-type: none"> • Study the role of sports (e.g., cricket in the UK, American football, ice hockey in Canada) in shaping national identity in English-speaking countries. • Analyze how sports influence cultural values and social cohesion. 		6
15	Immigration and Integration Policies in the USA and UK <ul style="list-style-type: none"> • Explore the history and current state of immigration in the USA and the UK. • Compare how each country handles integration and its impact on society. 		6
16	Colonial Legacies in the Modern World <ul style="list-style-type: none"> • Investigate the colonial histories of the UK, USA, and Australia. • Examine how these colonial pasts continue to influence modern-day politics, culture, and society. 		6
17	Cultural Festivals in English-Speaking Countries <ul style="list-style-type: none"> • Study major cultural festivals like the Edinburgh Festival (UK), Thanksgiving (USA), and Canada Day. • Investigate how these festivals reflect national values and traditions. 		6
18	Gender Equality and Women's Rights Movements in English-Speaking Countries <ul style="list-style-type: none"> • Research the progress and challenges related to gender equality in the USA, UK, and Australia. • Compare the women's rights movements in these countries. 		6
19	Social Class and Inequality in English-Speaking Countries <ul style="list-style-type: none"> • Explore how social class structures manifest in countries like the UK and USA. 		6

	<ul style="list-style-type: none"> Investigate the impact of inequality on education, healthcare, and opportunities. 		
20	Current Political Leaders in English-Speaking Countries <ul style="list-style-type: none"> Study the role and policies of current political leaders (e.g., the Prime Minister of the UK, the President of the USA). Analyze their impact on national and international affairs. 		6
	Total		120

Mustaqil ish mavzulari fan o'qituvchisi va talabalar tomonidan ishlab chiqiladi. Mavzular talabani mustaqil bilim olishga ongli ravishda yo'naltirishi lozim. Kafedra mutaxassislari tomonidan har bir mavzu bo'yicha talabani mustaqil o'qib o'rganishiga doir vazifa va topshiriqlar ishlab chiqiladi va ularni bajarish uchun aniq ko'rsatmalar misollar yordamida beriladi. Tilni o'rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi.

IV. FAN O'QITILISHINING NATIJALARI (shakllanadigan kompetentsiyalar)

Fanni o'zlashtirish natijasida talaba:

Auditoriyani o'rganish jarayonlari bo'yicha:

- tili o'rganilayotgan mamlakatlar to'g'risida ma'lumotga ega bo'lish;
- matnlarni lingvistik xususiyatlari to'g'risida ma'lumotga ega bo'lish;
- xorijiy mutaxassislar bilan kasbiy va maishiy mavzularda jonli muloqot olib boorish;
- tili o'rganilayotgan mamlakatlar madaniyati orasidagi umumiy o'xshashlik va farqlarni o'rganish.

V. TA'LIM TEXNOLOGIYALARI VA METODLARI:

Fanni o'zlashtirish uchun o'qitishning zamonaviy pedagogik va axborot texnologiyalaridan keng foydalaniladi:

- guruhli muzokaralar
- jamoa loyihalari
- juftliklar bo'lib topshiriqlarni bajarish
- yakka holda ma'lum mavzu bo'yicha prezentatsiyalar qilish
- davra suhbatlari o'tkazish
- diskussiya
- klaster
- bahs – munozara
- reflektiv usullar (tahlil, qiyoslash, sintez, baholash)

Axborot texnologiyalari, jumladan, multimedia vositalari yordamida mashg'ulotlar tashkil etiladi, Power Point, Prezi dasturlari yordamida

prezentatsiyalar yaratiladi. HEMIS platformasiga fan bo'yicha darslik va o'quv qo'llanmalar, media resurslar va testlar joylashtiriladi.

VI. KREDITLARNI OLISH UCHUN TALABLAR

Oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish.

Talabalar bilimni baholash 100 ballik tizimda amalga oshiriladi. Oraliq nazorat semestrlarda 2 tadan o'tkaziladi.

Fan bo'yicha yakuniy nazorat test shaklida o'tkaziladi

FANDAN BAHOLASH MEZONLARI

Talabalar bilimni baholashda nazorat turlari bo'yicha baholar umumiy bahoga foiz hisobida quyidagicha taqsimlanadi:

Davomat – 10 foiz;

Taqdimot/loyiha – 10 foiz;

Mustaqil ta'lim – 10 foiz;

Oraliq nazorat(lar)ga – 20 foiz;

Yakuniy nazorat – 50 foiz.

Yuqoridagi baholash tizimida fanning xususiyatidan kelib chiqqan holda, kafedra tomonidan ma'ruza, amaliy, seminar hamda laboratoriya mashg'ulotlari uchun belgilanadi.

Davomat, taqdimot, mustaqil ta'limga ajratilgan foizlar **(30 foiz) joriy nazorat**, ma'ruza mashg'ulotlaridagi **oraliq nazorati** uchun **(20 foiz)** va **yakuniy nazorat** uchun **(50 foiz)** olinadi.

Ma'ruza dars mashg'ulotlari mavjud bo'lmagan fanlardan umumiy baholarni foizlarda taqsimlanganda amaliy mashg'ulotlari uchun **50 foiz** va yakuniy nazoratlar uchun 50 foiz miqdorida olinadi.

VII. Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari

Asosiy adabiyotlar:

1. Janet Cameron. English speaking world. Cideb UK, 2012
2. Yakubov I. English speaking countries. Tashkent, 2004

Qo'shimcha adabiyotlar:

1. David W.Blight. American History. Harvard University Press, 2012

2. Bill Bowler and Lesley Tomson. British History Highlights. Oxford Cambridge 2005
3. Ataxanova G.SH, Vishegurova S.X, KimYU.S. Lectures on country study. T.,2010
4. Bakirova X.B, Xakimov X.I, Country Studies. Tashkent, 2016
5. Muminov A, Tuxtasinov I, Country Studies. Tashkent, 2015

Axborot manbalari:

1. www.britishcouncil.org
2. www.bbc.co.uk
3. www.uk.ru
4. www.en.wikipedia.org
5. www.usa.gov
6. <https://www.youtube.com/@ibratfarzandlari>

Izoh: Ushbu fan o'quv dasturi University of Michigan (United States), Princeton University (United States), University of Manchester (United Kingdom) va Ibrat farzandlari platformasi materiallari ta'lim dasturlari asosida takomillashtirildi.

3. GLOSSARIY

1. Culture: The set of shared attitudes, values, goals, and practices that characterizes a group or society. It includes traditions, customs, art, and social behaviors.

2. Geography: The study of the physical features of the Earth, including landscapes, climates, and the relationship between humans and their environment.

3. History: The study of past events, particularly in human affairs, including political, social, and economic developments.

4. Political System: The set of formal legal institutions that constitute a government or state. It includes the structure, functions, and processes of government.

5. Economy: The system of production, distribution, and consumption of goods and services in a country. It includes economic sectors such as agriculture, industry, and services.

6. Demographics: Statistical data relating to the population and particular groups within it, including age, gender, and socioeconomic status.

7. Religion: A system of beliefs, practices, and rituals related to the worship of a deity or deities, or a particular system of faith.

8. Social Structure: The organization of society into different groups or classes based on factors such as wealth, occupation, and education.

9. Language: The system of communication used by a particular country or community, including its dialects and linguistic variations.

10. Traditions: Customs or beliefs that are passed down from generation to generation within a culture or society.

11. Government: The institution through which authority is exercised and public policies are implemented. It includes branches such as executive, legislative, and judicial.

12. National Identity: The sense of belonging to a nation and the characteristics that distinguish one nation from another.

13. International Relations: The interactions and relationships between countries, including diplomacy, trade, and conflict.

14. Urbanization: The process by which cities grow and societies become more urban in nature.

- 15. Development:** The process of improving the economic, social, and political well-being of a country or region.
- 16. Ethnicity:** A category of people who identify with each other based on shared cultural traits, language, or ancestry.
- 17. Globalization:** The process by which businesses, cultures, and economies become interconnected and interdependent on a global scale.
- 18. Tourism:** The activity of traveling for pleasure or business, which can impact the economy and culture of a country.
- 19. Human Rights:** The basic rights and freedoms that all individuals are entitled to, regardless of nationality, race, or religion.
- 20. Environmental Issues:** Challenges related to the natural environment, including climate change, pollution, and conservation.
- 21. Sovereignty:** The authority of a state to govern itself without external interference.
- 22. Colonialism:** The practice of acquiring and maintaining colonies or territories by a country for economic and political benefit.
- 23. Nationalism:** A political ideology that emphasizes the interests, culture, and identity of a particular nation or group of people.
- 24. Democracy:** A system of government in which power is vested in the people, who rule either directly or through freely elected representatives.
- 25. Monarchy:** A form of government where a single individual, the monarch, holds power, often inherited through a royal family.
- 26. Authoritarianism:** A political system in which a single ruler or a small group holds significant power, often without the consent of the governed.
- 27. Socialism:** A political and economic theory advocating for social ownership and democratic control of the means of production and distribution.
- 28. Capitalism:** An economic system in which private individuals or businesses own capital goods and production is guided by profit.
- 29. Trade:** The exchange of goods and services between countries, including imports and exports.
- 30. Diplomacy:** The practice of managing international relations through negotiation and dialogue between countries.

- 31. Indigenous Peoples:** Ethnic groups who are the original inhabitants of a region, often with distinct cultural practices and languages.
- 32. Migration:** The movement of people from one place to another, which can be voluntary or forced.
- 33. Urban Planning:** The process of designing and organizing urban areas, including land use, infrastructure, and public spaces.
- 34. Public Policy:** The principles and actions taken by government to address societal issues and guide decision-making.
- 35. Healthcare System:** The organization and delivery of medical services and health care within a country, including hospitals, clinics, and public health initiatives.
- 36. Education System:** The structure and organization of institutions and policies involved in providing education and training to the population.
- 37. Media:** The various means of communication, including newspapers, television, radio, and online platforms, that disseminate information to the public.
- 38. Civil Society:** The aggregate of non-governmental organizations and institutions that represent the interests and will of the citizens.
- 39. Legal System:** The framework of laws and institutions for administering justice and resolving disputes within a country.
- 40. Infrastructure:** The fundamental facilities and systems serving a country, such as transportation networks, utilities, and communication systems.

4. ILOVALAR

MID-TERM ASSESSMENT

Task Title: *Comparative Study of English-Speaking Countries*

Duration: 2–3 weeks

Submission Format: Written Report + Oral Presentation

Total Marks: 20

- **Written Report:** 15 marks
- **Oral Presentation:** 5 marks

Objective:

The aim of this mid-term task is to assess students' understanding of the key aspects of different English-speaking countries covered in the course. Students will analyze and compare cultural, historical, and social features of two chosen countries, demonstrating their research and critical thinking skills.

Task Instructions:

1. **Country Selection:**

Choose two English-speaking countries from the list below to compare and contrast in your report:

- The United Kingdom
- The United States of America
- Canada
- Australia
- New Zealand

2. **Topics to Cover:**

In your report, you should focus on **four** of the following areas for comparison:

- **History:** Key historical events that have shaped each country.
- **Cultural Traditions:** Major festivals, customs, or traditions.
- **Political Systems:** Structure of government and political ideologies.
- **Education Systems:** Comparison of educational policies, structure, and opportunities.
- **Social Issues:** Focus on issues such as immigration, social equality, or healthcare.
- **Languages and Dialects:** The role of English and other official/native languages.
- **Popular Culture:** Music, film, sports, or other entertainment industries.

3. **Written Report** (15 marks):
 - **Length:** 1500-2000 words.
 - **Structure:**
 1. **Introduction:** Brief overview of the two countries and the chosen areas of comparison (200-300 words).
 2. **Main Body:** Discuss each area of comparison in detail (1000-1500 words).
 3. **Conclusion:** Summarize the key differences and similarities you have discovered (200-300 words).
 4. **References:** Include at least 3 academic or credible sources to support your work (proper citation style required).
 - **Assessment Criteria for Written Report:**
 - Content depth and relevance (30 marks)
 - Quality of analysis and comparison (20 marks)
 - Organization and coherence of the report (10 marks)
 - Proper referencing and academic integrity (10 marks)
4. **Oral Presentation** (5 marks):
 - **Duration:** 5-7 minutes.
 - **Format:**
 - Prepare a PowerPoint or poster presentation to visually support your comparison.
 - Summarize the key findings of your report, focusing on the major differences and similarities between the two countries.
 - Engage the audience by asking questions or encouraging discussion.
 - **Assessment Criteria for Oral Presentation:**
 - Content and clarity (15 marks)
 - Presentation skills (eye contact, speaking clearly, engaging the audience) (10 marks)
 - Use of visual aids (5 marks)

Deadlines:

- **Written Report Submission:** Week 8
- **Oral Presentations:** Weeks 9–10 (students will be assigned specific dates)

Additional Guidelines:

- **Plagiarism:** Ensure that all content is original, and any sources used are properly cited. Plagiarism will result in penalties.
- **Support:** You can ask questions or seek feedback from the instructor during office hours.

This task will allow students to apply the knowledge they have gained in the course so far, deepening their understanding of the English-speaking world while improving research and presentation skills.

FINAL ASSESSMENT

Exam Title: *Comprehensive Examination on English-Speaking Countries*

Duration: 90 minutes

Total Marks: 100

Exam Format: Combination of Multiple Choice, Short Answer, and Essay Questions

Exam Structure:

1. **Section 1: Multiple Choice Questions (MCQs)** – 20 marks
 2. **Section 2: Short Answer Questions** – 30 marks
 3. **Section 3: Essay Questions** – 50 marks
-

Section 1: Multiple Choice Questions (20 marks)

- **Number of Questions:** 10
- **Marks per Question:** 2 marks
- **Question Format:**

Each question will provide four possible answers. Students must select the correct one.

Sample Questions:

1. Which country is officially bilingual, with both English and French as official languages?
 - a) The UK
 - b) Australia
 - c) New Zealand
 - d) Canada
 2. What is the name of the indigenous people of New Zealand?
 - a) Aboriginal
 - b) Māori
 - c) Inuit
 - d) Native American
-

Section 2: Short Answer Questions (30 marks)

- **Number of Questions:** 5
- **Marks per Question:** 6 marks
- **Question Format:**

Students must write concise responses of 2–3 sentences for each question.

Sample Questions:

1. Briefly describe the significance of the Treaty of Waitangi in New Zealand.
2. Explain the concept of multiculturalism in Canada and its impact on society.
3. What is the role of the British monarchy in modern-day UK politics?
4. Discuss one major social issue facing Australia today.
5. What are the primary differences between the education systems in the USA and the UK?

Section 3: Essay Questions (50 marks)

- **Number of Questions:** 2 (choose 1 of 2)
- **Marks per Question:** 50 marks
- **Question Format:**

Students are required to write a well-structured essay (500–700 words) on one of the given topics.

Sample Essay Topics:

1. **The Cultural and Political Influence of the United States in the Global Arena**
 - In this essay, discuss the global influence of the USA, focusing on its political, economic, and cultural reach. Include examples from American media, technology, and international policies. Reflect on both positive and negative impacts of the USA's global dominance.
2. **Comparative Analysis of the Role of Immigration in the UK and Australia**
 - Analyze how immigration has shaped both the UK and Australia, comparing their policies, integration efforts, and the impact of immigrants on society. Discuss both historical perspectives and contemporary issues related to immigration in these countries.

Instructions to Students:

- Read all questions carefully before answering.
- Time management is essential. Ensure you allocate enough time for the essay question.

- Use specific examples and references from the course materials to support your answers in the short answer and essay sections.
- Plagiarism will not be tolerated; all answers must be written in your own words.

Assessment Criteria for Essay:

- **Content & Understanding** (25 marks): Depth of knowledge, accuracy, and relevance to the question.
- **Structure & Organization** (10 marks): Clear introduction, body paragraphs, and conclusion; logical flow of ideas.
- **Critical Thinking & Analysis** (10 marks): Ability to analyze, compare, and critique information.
- **Grammar & Language** (5 marks): Clarity, proper sentence structure, and appropriate vocabulary use.

This final exam will assess students' comprehensive knowledge of the English-speaking world, encouraging critical thinking and the application of their learning throughout the course.

1 ACTIVITIES

Before you read

1 What do you know?

Here are some places that will be mentioned in this book. How many do you know? See if you can match the pictures (A-E) to the names of the countries (1-5).

- 1 Canada 2 New Zealand 3 Kenya 4 India 5 Jamaica



2 Vocabulary


Most of these words are going to be important to the next chapter and all of them will appear in the book. Match each word in the box to its definition. Use the spaces and letters to help you.

~~colony~~ territory settlement settlers govern empire

- 0 A c o l o n y is a place which is controlled by another country. Usually there are a lot of people from the controlling country living there.
- 1 An _ m _ _ _ _ is a group of countries which are all controlled by one powerful person or government. It is like a kingdom, but much bigger.
- 2 A _ _ t _ _ _ _ _ is a colony in its first few years.
_ e _ _ _ _ _ are the people who live there.
- 3 To _ o _ _ _ _ means to control or rule.
- 4 A _ _ r _ _ _ _ _ is a land belonging to a country.

Why is the World Learning English?

The language of a small northern island has spread to every corner of the world. How?

English is one of the most widely spoken languages on earth.  People in countries as far away from each other as Canada, Australia and Ireland speak English as their first, or native, language. Still more people have grown up speaking a different language, but are learning English for business or as a hobby. In fact, the British Council found that in the year 2000 there were over 750 million learners of English world-wide.

How did the use of English become so widespread? ¹ In modern times, Hollywood movies, television, and most recently the Internet have brought stories and characters from England and especially America into people's homes everywhere. But before this happened, English was already a global language. To find out why, we'll have to look back.

The End of an Empire

This could not continue forever. Many countries wanted their independence. Also, it was expensive to govern so many different countries in so many parts of the world. Gradually Britain began giving independence to most of its colonies.

By the second half of the 20th century Britain had lost or given up most of its colonies. Today it still has 14 territories, including Bermuda and many small islands such as the Caymans in the Caribbean Sea and Fiji in the Pacific.

What was Left Behind: the Language

English is still spoken in many countries which were once part of the British Empire. In India, for example, English was the language of government for eighty-nine years, and so it is still widely spoken and is an additional official language. In countries like Canada and Australia, English was always a major language because of the English settlers who stayed and became the first citizens of new countries.

English continues to be an important language for countries all over the world. Let's look at some of them.





The text and **beyond**

1 Comprehension check

Look at the statements below. Decide if each statement is correct or incorrect. If it is correct, mark A. If it is not correct, mark B.

- | | A | B |
|---|--------------------------|--------------------------|
| 1 English began to be spoken around the world about fifty years ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The New World was the name Europeans gave to North and South America and the Caribbean. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 America became independent from England peacefully. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 England sent prisoners to Australia until the 20 th century. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 In the 'scramble for Africa', European countries took African land. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 England once controlled almost 25% of the world's people and land. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Today England doesn't control any other countries. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Talk about it

Talk about these questions with a friend, and share your answers with the rest of the class.

- 1 Is it right for one country to control another country? What are some problems that could happen?
- 2 Does your own country control any other lands? Did your own country ever have colonies?
- 3 Why is it strange to say that people 'discovered' land in North America or Australia? Who was living there at the time?