

# UNIT 4

## Land and People

### I. Teaching Plan (4 Teaching Hours)

Procedures	Duration (mins)	Objectives	Key Points
Part A Lead in	15	Familiarize students with the four constituent nations of the UK.	The distinction between the confusing terms, viz. England, Great Britain, and the United Kingdom.
Part B Section 1	30	Help students get an general impression of the UK's land features	Land, water and climate of the UK, including mountainous areas, important rivers, and typical climate.
Part B Section 2	20	Know how British culture is shaped by different early invaders and cultivate a historical perspective.	1. Settlers of England and Wales in the chronological order; 2. Their legacies and influences on British culture.
Part B Section 3	15	Understand the special feature of Scotland and how it was united in the union.	1. Major places in Scotland. 2. How and why ancient Celtic culture was kept in Scotland. 3. The historical source of the Anglo-Scottish conflict.
Part B Section 4	15	Understand the historical relationship between Northern Ireland and Great Britain	1. Land features in Northern Ireland. 2. People in Northern Ireland and their relation with England.
Part A Section 2	10	Acquaint students with the geography of US	The location of the US and its 50 states.

Procedures	Duration (mins)	Objectives	Key Points
Part C Section 1	20	Know the basic geographic features of the US and understand the regional characteristics	1. Regions and their characteristics. 2. The states in each region and their special features.
Part C Section 2	20	Understand how America became an independent country with large territory	A Brief US history covering colonial period, independence, territory expansion, industrialization, and other significant events in American history.
Part C Section 3	20	Learn to relate geographic features to social and economic development	The megalopolis region in northeastern coast of America and geographical factors contributing to its development.
Part C Section 4	20	Know the ethnic composition of the United States and be aware of the cause for the “Melting Pot.”	1. Immigrants to the US in different historical periods. 2. Ethnic and cultural diversity in the US.
Part D Hands on	10	Learn to relate geographic features to social and economic development; Be familiar with the location of places	1. Plan a 3-day tour.

## II. Instructional Design

PART A LEAD IN	
Section 1	<b>Tasks / Activities:</b> Video Watching: Watch the video “The United Kingdom Explained” and mark out: 1. the four constituent nations of the UK; 2. the rough dividing line between the contiguous nations; 3. the important cities that students have heard of in each nation.
	<b>Resources/ Equipment:</b> 1. A video clip “The United Kingdom Explained.” 2. Handouts of blank British map.
	<b>Dos and Don'ts:</b> 1. Help students get familiar with and follow the fast speed. 2. Tell students to focus only on the most relevant and important information, ignoring the less relevant and important. 3. If possible give students a blank filling exercise for the first time listening.
Section 2	<b>Tasks / Activities:</b> Guess the Full Names Try to tell as many as possible the full names of the American states.
	<b>Resources/ Equipment:</b> A map with abbreviations of the American states
	<b>Dos and Don'ts:</b> 1. The purpose is to activate students’ previous knowledge and increase their interest in study. 2. It's not necessary to find the full name for every state within the class hour.
PART B FOCUS ON THE UK	
Section 1	<b>Tasks / Activities:</b> Locate the places It is quite helpful for students to locate the mountain range, rivers and areas while reading the seemingly tedious passages about geography.
	<b>Resources/ Equipment:</b> A detailed and colored map of topography
	<b>Dos and Don'ts:</b> 1. It is preferable to ask students to prepare such a map beforehand and take it to the class. 2. Bear in mind that practicing the language in the passage is more important than merely finding the place. 3. Encourage students to speak out while doing.

PART B FOCUS ON THE UK	
Section 2	<p><b>Tasks / Activities:</b> Reading and Rearranging:</p> <p>Ask students to write down the early settlers on different cards or pieces of paper. They are:</p> <ol style="list-style-type: none"> <li>1. Stone-age settlers</li> <li>2. The Celtic peoples</li> <li>3. The Romans</li> <li>4. Germanic tribes: The Angles, Saxons and Jutes</li> <li>5. Vikings from Scandinavia</li> <li>6. The Normans from France</li> </ol> <p>Read the passage and rearrange the cards according to the chronological order. Then discuss the cultural legacies of each group of people and note them down beside their names.</p>
	<p><b>Resources/ Equipment:</b></p> <p>A set of cards or small pieces of paper big enough to write down a few lines</p>
	<p><b>Dos and Don'ts:</b></p> <ol style="list-style-type: none"> <li>1. Encourage students to make the cards themselves. This can also be transformed into a dictation work.</li> <li>2. Do not write any number before the names of the settlers. (The list given above is the correct order.)</li> </ol>
Section 3	<p><b>Tasks / Activities:</b> Recognizing the Scottish Culture</p> <p>Ask students to work in groups. Each group should collect one of the following resources before class. In the class hour students present, show, or demonstrate, and exchange information.</p>
	<p><b>Resources/ Equipment:</b></p> <ol style="list-style-type: none"> <li>1. A video of bagpipe performance</li> <li>2. Pictures of traditional Scottish costume, tartan kilt</li> <li>3. Posters of Edinburgh Festival</li> <li>4. Pictures of magnificent Scottish landscape</li> </ol>
	<p><b>Dos and Don'ts:</b></p> <ol style="list-style-type: none"> <li>1. Make sure to leave enough time for cultural discussion, which should be brief but to the point.</li> <li>2. Remind students that the Scottish have long been trying to keep their national identity and get more independence.</li> </ol>

PART B FOCUS ON THE UK	
Section 4	<b>Tasks / Activities:</b> Unravel the Mystery What is the cause of the historical Anglo-Irish conflicts? Why does UK only include the Northern Ireland? What does the term Ulster refer to? What relationship does Northern Ireland have with Great Britain? Ask students to do some after-class research and report their findings in class.
	<b>Resources/ Equipment:</b> 1. The Textbook. 2. Websites related to Ireland issues.
	<b>Dos and Don'ts:</b> 1. The class report for each group should not be too long so that other groups could have something to say.
PART C FOCUS ON THE US	
Section 1	<b>Tasks / Activities:</b> Color the Regions Make sure students get to know the basic facts about each region in the US Color the regions in different colors. Know the states of a particular region.
	<b>Resources/ Equipment:</b> 1. Handouts of blank map of US states. 2. Colored pen or markers.
	<b>Dos and Don'ts:</b> 1. Pay special attention to the dividing line between regions. 2. Do not expect students to remember the location and name of every state.
Section 2	<b>Tasks / Activities:</b> Role Play Suppose you were an American Indian. Tell others the story of your ancestors and the current situation of your ethnic group.
	<b>Resources/ Equipment:</b> 1. The textbook. 2. Websites related to American Indians. 3. Films or fictions about the life of American Indians.
	<b>Dos and Don'ts:</b> 1. Encourage students to get well prepared. 2. Encourage students to perform in their own way.

PART C FOCUS ON THE US	
Section 3	<b>Tasks / Activities:</b> Passage Reading Read the passage and try to understand the meaning. Finish the exercises after the passage.
	<b>Resources/ Equipment:</b> The textbook.
	<b>Dos and Don'ts:</b> 1. Help students to understand the meaning of a difficult article. 2. Ask students to finish the supplementary exercises if necessary.
Section 4	<b>Tasks / Activities:</b> 1. Table Filling; 2. Mini Speech Table Filling While reading the passage, note down immigrants and the places they came from in different historical periods. Mini Speech The US is a country of immigrants who bring with them their cultures and add new ingredients to American culture. Work in small groups and discuss the topic <b>Immigration and American Culture</b> . Then make a 2-minute mini-speech in the group.
	<b>Resources/ Equipment:</b> 1. The textbook. 2. Websites related to immigration in the US 3. Films or fictions about the life of immigrants in the US
	<b>Dos and Don'ts:</b> 1. Tell students to be specific and close to life when preparing for the mini speech. 2. Encourage students to use their overseas friends or relatives as examples.
PART D HANDS ON	
HANDS ON	<b>PROJECT:</b> Plan a Tour to the UK/USA 1. Essay Writing Choose one city or region in either UK or US as an example to show how its development is influenced by its geographic features. Step 1: Select a place by filling in the outline. Step 2: Write an essay of at least 300 words according to the outline. 2. Plan a Tour to the UK/USA Suppose you have 3 full days to travel in the UK or the USA. Decide on the theme of your travel and then choose 3 to 7 places you intend to visit. The

## PART D HANDS ON

### HANDS ON

following is an outline for your reference, which lists some of the elements you need to include in your tour plan.

- Theme of the tour:
- Places to visit:
  - Day 1:
  - Day 2:
  - Day 3:
- Brief introduction to the places:
- Cultural tips or suggestions:
- Means of transportation:
- Board and lodging:
- Budget:

#### Resources/ Equipment:

1. <http://www.visitbritain.com/en/EN/> for tourist sites in Britain
2. <http://www.rabbies.com/> for touring in the UK.
3. Other websites related to tour, for example, websites of travel agencies.

#### Dos and Don'ts:

The tour plan can put the places, brief introduction and transportation together and take the form of a typical travel itinerary.

## III. Keys & References

### PART A

## Lead in

**Directions:** Please watch the video clip and try to mark out on the blank map:

1. the four constituent nations of the UK;

2. the rough dividing line between the contiguous nations;
3. the important cities that you have heard of in each nation.

## SCRIPT

### Video clip: The United Kingdom Explained

Welcome to The United Kingdom (And a whole lot more) Explained by me, C.G.P. Grey.

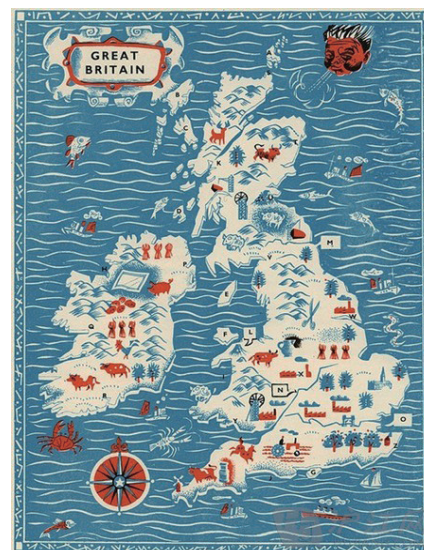
United Kingdom, England, Great Britain? Are these three the same place? Are they different places? Do British people secretly laugh those who use the terms incorrectly? Who knows the answers to these questions? I do, and I'm gonna tell you right now.

For the lost: This is the world, this is the European continent and this is the place we have to *untangle*.

The area shown in purple is the United Kingdom. Part of the confusion is that the United Kingdom is not a single country but it instead is a country of countries. It contains inside of it four co-equal and *sovereign* nations.

The first of these is England — shown here in red. England is often confused with the United Kingdom as a whole, because it's the largest and most populous of the nations and contains the *de facto* capital city, London.

To the north is Scotland — shown in blue, and to the west is Wales — shown in white. And what's often forgotten even by those who live in the United Kingdom, is Northern Ireland — shown in orange.



Each country has a local term for the population. While you can call them all “British”, it's not recommended as the four countries generally don't like each other.

The Northern Irish, Scottish and Welsh regard the English as slave-driving colonial masters — no matter that all three have their own *devolved* Parliaments, and are allowed to vote on English laws despite the reverse not being true — and the English generally regard the rest as rural *yokels* who spend too much time with their sheep.

However, as the four constituent countries don't have their own passports, they are all British Citizens, like it or not. They are British Citizens of the United Kingdom, whose full name by the way is the United Kingdom of Great Britain and Northern Ireland.

### So where's Great Britain hiding?

Right here: the area covered in black is Great Britain. Unlike England, Scotland, Wales and Northern Ireland, Great Britain is a geographical rather than a political term. Great Britain is the largest island among the British Isles.



Within the United Kingdom, the term “Great Britain” is often used to refer to England, Scotland and Wales alone, with the intentional exclusion of Northern Ireland. This is mostly, but not completely true, as all three constituent countries have islands that are not part of Great Britain, such as The Isle of Wight, part of England, the Welsh Isle of Anglesey, the Scottish Hebrides, the Shetland Islands, the Orkney Islands and the Islands of the Clyde.

The second biggest island in the British Isles is Ireland.

It is worth noting at this point that Ireland is not a country. Like Great Britain, it's a geographical, not political term.

The Island of Ireland contains on it two countries: Northern Ireland, which we have already discussed and the Republic of Ireland.

When people say they are Irish, they are referring to the Republic of Ireland, which is a separate country from the United Kingdom.



However, both the Republic of Ireland and the United Kingdom are members of the European Union, even though England in particular likes to pretend that it's an Island in the Mid-Atlantic, rather than 50 kilometers off the coast of France. But that's a story for another time.

**To review:**

The two largest islands in the British Isles are Ireland and Great Britain. Ireland has on it two countries: the Republic of Ireland and Northern Ireland, while Great Britain mostly contains three: England, Scotland and Wales. These last three, when combined with Northern Ireland, form the United Kingdom.

## Word Bank

<b>untangle</b>	<i>v.</i> make (sth. complicated or confusing) easier to understand or deal with (对复杂难解的事物)整理,使头绪清楚
<b>sovereign</b>	<i>a.</i> [attrib.](of a nation or state) fully independent and determining its own affairs (国家,政府)有独立主权的,自主的
<b>de facto</b>	<i>a.</i> [attrib.]denoting someone or sth. that is such in fact 事实上的
<b>devolve</b>	<i>v.</i> transfer or delegate (power) to a lower level, esp. from central government to local or regional administration (尤指中央政府向地方或地区政府)移交权力,下放权力
<b>yokel</b>	<i>n.</i> an uneducated and unsophisticated person from the countryside 乡巴佬



## Supplementary Exercise Worksheet

(This exercise is to help students focus on the most important information.)

**Directions:** Watch a video clip only ONCE, and then fill in the blanks with what you hear from the video clip.

- The area shown in purple is the United Kingdom. Part of the confusion is that the United Kingdom is not a single country, but instead is 1) "\_\_\_\_\_."
- England is often confused with the United Kingdom as a whole because it is the 2) \_\_\_\_\_ and the most 3) \_\_\_\_\_ of the nations.
- Each country has a local term for the population. While you can call them all 4) \_\_\_\_\_, it is not recommended as the four countries generally 5) \_\_\_\_\_ each other.
- Great Britain is a 6) \_\_\_\_\_ rather than a political term.  
...Within the United Kingdom the term Great Britain is often used to refer to England, 7) \_\_\_\_\_ and Wales alone, with the intentional exclusion of 8) \_\_\_\_\_.
- The second biggest island in the 9) \_\_\_\_\_ is Ireland.

6. When people say they are Irish, they are referring to the 10) \_\_\_\_\_, which is a separate country from the United Kingdom.

## Section 2

**Directions:** Look at the map of the US. Try to tell as many as possible the full names of the American states.

The States, Districts and Territories of the U.S.A.									
States		KS	• <u>Kansas</u>	NY	• <u>New York</u>	WV	• <u>West Virginia</u>	Territories	
AL	• <u>Alabama</u>	KY	• <u>Kentucky</u>	NC	• <u>North Carolina</u>	WI	• <u>Wisconsin</u>	• <u>Navassa Island</u>	
AK	• <u>Alaska</u>	LA	• <u>Louisiana</u>	ND	• <u>North Dakota</u>	WY	• <u>Wyoming</u>	• <u>Northern Mariana Islands</u>	
AZ	• <u>Arizona</u>	ME	• <u>Maine</u>	OH	• <u>Ohio</u>			• <u>Palmyra Atoll</u>	
AR	• <u>Arkansas</u>	MD	• <u>Maryland</u>	OK	• <u>Oklahoma</u>			• <u>Puerto Rico</u>	
CA	• <u>California</u>	MA	• <u>Massachusetts</u>	OR	• <u>Oregon</u>	DC	• <u>District of Columbia</u>	• <u>Virgin Islands</u>	
CO	• <u>Colorado</u>	MI	• <u>Michigan</u>	PA	• <u>Pennsylvania</u>			• <u>Wake Island</u>	
CT	• <u>Connecticut</u>	MN	• <u>Minnesota</u>	RI	• <u>Rhode Island</u>				
DE	• <u>Delaware</u>	MS	• <u>Mississippi</u>	SC	• <u>South Carolina</u>				
FL	• <u>Florida</u>	MO	• <u>Missouri</u>	SD	• <u>South Dakota</u>				
GA	• <u>Georgia</u>	MT	• <u>Montana</u>	TN	• <u>Tennessee</u>				
HI	• <u>Hawaii</u>	NE	• <u>Nebraska</u>	TX	• <u>Texas</u>				
ID	• <u>Idaho</u>	NV	• <u>Nevada</u>	UT	• <u>Utah</u>				
IL	• <u>Illinois</u>	NH	• <u>New Hampshire</u>	VT	• <u>Vermont</u>				
IN	• <u>Indiana</u>	NJ	• <u>New Jersey</u>	VA	• <u>Virginia</u>				
IA	• <u>Iowa</u>	NM	• <u>New Mexico</u>	WA	• <u>Washington</u>				

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## PART B

# Focus on the UK

## Section 1

### Physical Geography of the United Kingdom

## TEXT A

### EXERCISE 1



1. The highlands occur north and west of a line from the Tees River, in

northern England, to the Exe River, in the southwest. The lowlands lie to the south and east.

Or: Highlands are the predominant features of Scotland, Northern Ireland, Wales, and western and northern England. Lowlands include low-lying areas — the Midlands (a plain), the London basin, and the Vale (valley) of York, and the upland areas — the Cotswold and Chiltern hills, the North and South downs, and the wolds of North Yorkshire, Humberside, and Lincoln.

2. Highlands: rounded summits and barren rocky areas.

Or: Blocks of ancient hard rock make up most of the land. They rarely rise as much as 2,000 feet (600 m) above sea level. In many areas the highlands reach the sea as rocky cliffs and headlands. Bleak moors and marshy bogs dot much of the land.

3. Lowlands: extensive deposits of clay, sand, gravel, and other glacial material.

Or: Lowland Britain is largely flat to gently rolling, although there are some uplands and some long, rather sharply rising escarpments. Rarely do elevations in these areas reach as much as 1,000 feet (300 m). Many of the coastal areas of lowland Britain are lined with cliffs, sand and pebble beaches, and reclaimed tidal land.

4. Most major rivers — such as the Tyne, Tees, Humber, Thames, Severn, and Mersey, in England, and the Clyde and Forth, in Scotland — owe their importance not to their size but to industry, commerce, and navigation in their estuaries.

5. The climate is exceptionally mild. The influence of the ocean is the dominating factor. Virtually all year, westerly and southwesterly winds bring the moderating influence of the North Atlantic Current inland, warming the land in winter and cooling it in summer.

## EXERCISE 2



1. Open. Website for reference: <http://heraldry.sca.org/names/engplnam.html>
2. Major National Parks are: Lake District National Park, Northumberland National Park, Yorkshire Dales National Park, North York Moors National Park, Peak District National Park, Snowdonia National Park, Brecon Beacons National Park, Exmoor National Park, and Dartmoor National Park.

3. Important cities in the United Kingdom include London, Birmingham, Cardiff, Manchester, Liverpool, Nottingham, Coventry, Edinburgh, Glasgow, and Belfast.
4. Open.
5. Open.

## Section 2

### England and Wales

#### ►► TEXT B

##### EXERCISE 1



BBDCA

##### EXERCISE 2



- 1 and 2. Early invasion and migration on British Isles according to the time order:
  - Stone-age settlers
  - The Celtic peoples
  - The Romans
  - Germanic peoples: The Angles, Saxons and Jutes
  - Vikings from Scandinavia
  - The Normans from France
3. England. Its geographic feature might account for this. It is low-lying and easy for people to access. It is well-watered and fertile so that people can easily settle and live a comfortable life.
4. Open.
5. Open.

## Section 3 Scotland

### TEXT C

#### EXERCISE 1



1. They were the original inhabitants in Scotland, who came from continental Europe and later on were driven to the northern part of Scotland by the Scots.
2. The Roman legions built Hadrian's Wall.  
When the Roman legions came north, they met fierce resistance from the "Picts" and other local tribes. So they built Hadrian's Wall and two other walls to hem the barbarians in.
3. The Scots came from Ireland.
4. William Wallace and Robert the Bruce.
5. In 1707 Scotland got united with England.

#### EXERCISE 2



1. Open.
2. As to the clan culture in Scotland, the webpage for reference is: <http://thescottishtartans.co.uk/>
3. From the webpage: [http://en.wikipedia.org/wiki/Scottish\\_castles](http://en.wikipedia.org/wiki/Scottish_castles)  
Castles, in the sense of a fortified residence of a lord or noble, arrived in Scotland as a consequence of the centralising of royal authority in the 12th century. Prior to the 1120s there is very little evidence of castles having existed in Scotland, which had remained less politically centralized than in England with the north still ruled by the kings of Norway. David I of Scotland (r. 1124–53) spent time at the court of Henry I of England, becoming Earl of Huntingdon, and returned to Scotland with the intention of extending royal power across the country and modernizing Scotland's military technology, including the introduction of castles. The Scottish King encouraged Norman and French nobles to settle in Scotland, introducing

a feudal mode of landholding and the use of castles as a way of controlling the contested Scottish Lowlands. Historian Lise Hull has suggested that the creation of castles in Scotland was “less to do with conquest” and more to do with “establishing a governing system.”

4. Open.

5. (For reference)

Lord Byron, poet

Alexander Graham Bell, inventor of telephone (1875)

Alexander Fleming, discovered penicillin

David Hume, philosopher

James Clerk Maxwell, physicist

Adam Smith, philosopher, wrote *Wealth of Nations*

James Watt, inventor of steam engine, copying machines, surveying instruments

Conan Doyle, an Edinburgh doctor, created Sherlock Holmes

## Section 4

### Northern Ireland

#### TEXT D

##### EXERCISE 1



1. The Celtic people
2. St. Patrick, Catholic
3. Norman, Viking
4. politically united
5. independence, United Kingdom

##### EXERCISE 2



1. English is the most spoken language in Northern Ireland. There are also two recognised regional languages in Northern Ireland: the Irish language and the local variety of Scots known as Ulster Scots.

## PART C

# Focus on the US

The webpage for reference: [http://en.wikipedia.org/wiki/Languages\\_of\\_Northern\\_Ireland](http://en.wikipedia.org/wiki/Languages_of_Northern_Ireland)

2. Open.

For example, different religious beliefs.

3. Ulster is a northern province of Ireland. Northern Ireland is often referred to as “Ulster,” despite including only six of Ulster’s nine counties. This usage is most common amongst people in Northern Ireland who are unionist, although it is also used by the media throughout the United Kingdom. Some Irish nationalists object to the use of Ulster in this context.

The webpage for reference: <http://en.wikipedia.org/wiki/Ulster>

4. Open.

## Section 1

### The Regions of the United States

#### ► TEXT E

#### EXERCISE 1



FFFTT

#### EXERCISE 2



1. The English Protestants who came in search of religious liberty.



2. Politics, literature, education.
3. Open.
4. The Mid-Atlantic region. Because it was settled by a wider range of people than New England. Into this area of industry came millions of Europeans who made of it what became known as the “melting pot.”
5. Open.

## Supplementary Exercise

**Directions:** Mark out the regions in a blank map.

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## Section 2 A Brief History of the US

### TEXT F

#### EXERCISE 1



1. the Pilgrims
2. Florida, southwest
3. Civil War, Old West
4. growing affluence and power
5. continental

#### EXERCISE 2



1. Open.
2. It pushed the settlement and development of the American West.
3. The end of the 19th century. Because it was a period of growing affluence and power among the business class due to the emergence of many

## TEXT G

prominent industrialists.

4. Civil Rights movement, the Vietnam War, and the wars in Afghanistan and Iraq, etc.
5. For example, *Gone With the Wind* (about the Civil War), *Forest Gump* (important events of the latter half of the 20th century in the United States), *Apocalypse Now* (the Vietnam War), *America: The Story of US* (a 12-episode series on History Channel).

## Section 3 Megalopolis

## EXERCISE 1



1–5 DDABD

## EXERCISE 2



1. Megalopolis is located along the northeastern coast of the United States. The formation of megalopolis is the result of the gradual merging of the metropolitan areas.
2. Open.
3. Yes. It is commonly accepted that there are the other two: ChiPitts along the Great Lakes and SanSan along the California coast. The former includes cities of Chicago, Pittsburgh, Cleveland, Detroit, etc. and the latter includes San Francisco, San Diego, Los Angeles, Sacramento, Santa Barbara, etc.
4. They are different in location and other aspects from the BosWash.  
See also <http://geography.about.com/cs/urbansprawl/a/megalopolis.htm>
5. For example, the Pearl River Delta Zone. It consists of Guangzhou, Shenzhen, Dongguan, Foshan, Zhuhai, etc. It has been the most economically dynamic region, but does not carry much political function.

## Supplementary Exercise

### I. True / False Questions.

**Directions:** Decide whether the following statements are true or false. Write T for true and F for false in the brackets.

1. Early settlers in Megalopolis found the fall line in the Piedmont capable of providing water power.
2. The fall line serves as a place for exchanges of goods between the inland American states and foreign countries.
3. The original ports in Megalopolis were convenient places for transoceanic trade in the 18th and 19th century.
4. Inland American states from Boston are doing well in agriculture but not in manufacturing.
5. Nowadays wood and pine grown on New England hills are no longer used for ship building.

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### II. Blank Filling.

**Directions:** Fill in the blanks with the information you learned from the passage.

1. The formation of megalopolis is the result of the \_\_\_\_\_.
2. New York benefited most from the growing trade because it had the greatest \_\_\_\_\_.
3. Washington grew into a metropolitan city as a result of the expansion of the \_\_\_\_\_.

## Key to Supplementary Exercise

I. FFFTT

- II.
1. gradual merging of the metropolitan areas
  2. natural access to the interior
  3. national government structure

## Section 4

# Immigration in the United States

### TEXT H

#### EXERCISE 1



Periods	Immigrants and places they came from
Early ages	Nomadic Asian hunters (Native Americans or Indians).
1500-1840	Europeans and Africans, from the British Isles, Spain, France, Holland and West Africa.
1840-1880	The Irish, the Scandinavians, the Germans, the Chinese.
1880-1921	Slavic people like Russians, Poles, and Ukrainians; Mediterranean groups like Italians, Sicilians, Greeks, Turks and Armenians; Religious groups like the Eastern European Jews. From Eastern and Southern Europe and from Mexico.
1921-1965	People from the rural US south, Spanish-speaking Puerto Ricans from Puerto Rico, a US colony.
1965-	People from the Caribbean, South and Central America, West Africa, Eastern Europe, and Asia.

#### EXERCISE 2



1. Open.

For example, they may experience distress, bewilderment or helplessness as well as the initial excitement. They may work hard to gain recognition from the community, to behave properly and carefully to avoid trouble, to find a decent job to earn enough money, to seek help from people of their home country, etc.

2. Open.

For example, German-Americans have influenced American cuisine since they first arrived in the 17th century. German immigrants brought their foods, beverages and cooking techniques to the many places where they settled such as St. Louis, Cincinnati, Milwaukee and central Texas. Popular American dishes with German origins include hamburgers, frankfurters (hot dogs) and egg noodles. Germans also introduced the beer-making technique called lagering to the United States and developed some of the most popular brands of American beer.

Read more: [http://www.ehow.com/facts\\_7336685\\_german-american-influence-american-food.html](http://www.ehow.com/facts_7336685_german-american-influence-american-food.html)

3. Open.

For example, when the country is in economic hard times. The purpose might be to protect the quality of American life, to give more work opportunity to the local people, to balance the proportions of different ethnic groups, etc. It might give us some insights to this question if we study the background for the Chinese Exclusion Act of 1882, the Quota Act of 1921, the easing of immigration restrictions since 1965 and some more recent immigration policies. So when the country needs skilled workforce and professionals to boost the economy, it lifts those restrictions.

4. Open.

5. Open.

## PART D

# Hands on

## Plan a Tour to the UK / USA

### For Reference:

#### Isle of Arran Adventure — Scotland in Miniature 3-Day Tour

**Theme:** Adventure — Scotland in Miniature

Three days to explore the West Coast of Scotland — the Isle of Arran, Argyll and the Ayrshire coast.

**Day 1.** Departing Edinburgh you travel West and spend the day discovering rural Ayrshire. Enjoy the rolling hills and dramatic coastal scenery. You have the chance to visit the

magnificent **Culzean Castle**. The afternoon will be spent in Robert Burns' country visiting places he wrote about in his famous songs and poems. Enjoy a stop in **Alloway** at the recently redeveloped visitor center before taking the ferry across the Firth of Clyde to Arran — the largest of the Clyde Islands. You will spend two nights in the coastal village of Brodick.

**Day 2.** Today is spent exploring **Arran**. Travel around the island enjoying the rugged mountains to the North and the rolling hills and pretty villages to the South. The island has a strong heritage dating back as far as the Stone Age — evidence of this can be seen around the island with the many standing stones. The island is best known today for its local produce ranging from whisky, cheese and oatcakes, to Arran Aromatics.

**Day 3.** Leaving Arran in the morning you take the small ferry onto the **Kintyre** peninsula. Traveling North you will follow **Loch Fyne** towards the whitewashed town of Inveraray. From here continue over the dramatic “Rest and be Thankful” pass before a stop on the “Bonnie Bonnie Banks” of **Loch Lomond**.

**Cultural tips or suggestions:**

- To enjoy opportunities to take nature walks it is recommended to bring suitable clothing and footwear for the tour. Scotland can be a wet place!!
- Accommodation on this tour is dispersed around Inverness.

**Means of transportation:** coach, ferry

**Board and lodging:** hotel or B&B

**Budget:** £250

## IV. Online Reading Materials

### PART A Land in

#### A survey of People around You

### PART B Focus on the UK

#### Section 1 4 Geographic Regions that Make Up the United Kingdom

#### Section 2 The Timeline of Britain

#### Section 3 Regions of England

## **Section 4** Geography of the United Kingdom

## **PART C** Focus on the US

### **Section 1** United States of America

### **Section 2** Revolutionary Period and New Nation

### **Section 3** American Frontier

### **Section 4** State Regions