



Families of United Kingdom

Teacher's Guide

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Families of the United Kingdom – Jessica 9 years old

It's early morning on our dairy farm in western England. I live here with my parents, sisters, aunt and uncle, and grandparents. Our families all live in different houses on the farm, which is pretty old. Part of our house is over 400 years old!

My name is Jessica and I'm 9 years old. When I wake up at 6 o'clock, I like to read til it's time to get ready for school.

Dad and Grandpa are already bringing the cows from the field to the barn to be milked. It's my grandpa and uncle's turn to milk, along with one of the men they hire to help them. Our family owns some of our land, and we rent the rest from Prince Charles, who'll be the next King of England. My grandparents have pictures of the time Prince Charles came to our farm to see how things were going.

We milk 200 cows in early morning and then again in late afternoon. We clean the cow's udder, where the milking machine is attached

We feed each cow while she's being milked, which takes about 5 minutes. Each cow has a metal tag that's registered with the government, sort of like a passport, so she can be traced and so we can keep a record of how much milk she produces. Dad says each cow gives about 10 gallons of milk a day. I figured that would fill about 75 bathtubs in a year!!!

Dad's feeding the baby cows, or calves. They're only a few days old, and Dad likes to keep them in the barn to be sure they're eating and are healthy. When they're two weeks old Dad starts giving them grain to eat.

Dad's loading hay for calves that were born 3 months ago. They're old enough to be outside, and soon they can be let out in the field with the other cattle.

We have about 300 cattle that are still too young to be milked. Dad visits the fields every day to count them and to make sure they're OK. If they're lying down he wants them to stand up so he can see they're not sick or hurt. Our uncle's dog is good at telling cows what to do.

One worker takes care of any chemicals we use to control weeds or disease on the farm. He has to know a lot to handle the chemicals safely.

My parents say that even though the government helps support farms in England, it's still hard to make enough money to raise a family. So most mornings before we're up, Mom does bookkeeping for her Dad, who's also a farmer.

We're washing our hands before we have breakfast at about 7:30. That's me, Jessica. That's my sister Cecilia, we call her CC. She's 7. And that's Madeline, who's 4.

We're having cereal with dried berries called currants. Then we have bacon, sausage, and French toast or an egg.

Mom's making our school lunches. I'm having a jam sandwich, an apple, carrots, biscuits (I guess some people call them cookies), and squash. Squash is a drink Mom makes from oranges or lemons. She squeezes the juice and mixes it with sugar, pours a little of the mixture into the bottles, adds water, and we have squash!

Today, we're also having a special treat...jelly, which Mom says is also called Jello. To make jelly, we dissolve fruit juice, sugar, and gelatin in hot water and let it thicken or set. Ice cubes make it thicken faster. Then we pour it into cups with lids.

The cows are heading back to the pasture after they're milked. That means it's time to get ready to leave for school at 8:30. I help Maddy get dressed.

When Maddy's dressed, Mom helps me practice multiplication tables. Then she gives me a flute lesson. While CC gets her recorder lesson, I play with racing cars that dad set up on the dining room table.

At 8:30 Mom packs our books in the boot and drives us to school, about 15 minutes away. Here in England the steering wheel's on the right side of the car, and we drive on the left side of the road. Trees and bushes called hedgerows grow along the road and keep the cows in, like fences.

Our school has 400 students. CC's in second grade and Maddy goes to nursery school twice a week. I'm in 4th grade. There are 28 kids in my class. School starts at 9. Today we're learning to do long division. Now I see why I need to learn to multiply....I don't think I could divide if I didn't know my multiplication tables.

Today CC's class is taking a train trip to the beach about an hour from Bath. England is an island, part of the British Isles, so no place is more than 75 miles from the sea. The class has lunch in a park before they go to the beach. Mom volunteered to go on the trip, and she helps kids put on sunscreen before they go on the beach.

At this beach the water stays shallow almost as far as you can see. It's not even deep at the end of the pier. Our school's second grade class comes here every year. There are lots of things for kids to do. One of their favorite things is having ice cream before they start home.

When CC and mom get back from the beach, they pick up Maddy and me from school for swimming lessons. Swimming's one of my favorite things. In England everyone has to learn to swim at least 25 yards. We'll really sleep well tonight!

Today's Sunday, and most Sunday's Mom cooks a big beef or pork roast like this. She can use what's left from dinner for sandwiches and soup.

Mom and Dad are both good cooks. Dad's going to cook potatoes, carrots, cabbage, and onions that we've grown in our garden.

Mom's pulling rhubarb to make a sauce for the meat. . She uses the stem, or stalk of the rhubarb for cooking. She throws the leaves in the compost pile, so they'll turn into soil in a few weeks.

Now Mom's weighing flour to make pie crust for a lemon meringue pie. Most of our food is from our farm: eggs, milk, cream, meat, and most of our vegetables. Mom freezes what we don't eat in the summer so we can use it all winter.

Mom separates egg yolks from the whites to make the meringue. She adds sugar and whips air into the egg whites. When it's stiff she pours the meringue onto the lemon filling and bakes the pie for 15 minutes.

When Mom and Dad fixed up the kitchen last year, they got a new oil fired stove. We can turn the flame down a little, but basically it's on all the time. That's good for this area, because our weather's often chilly, even in the summer. We can keep a kettle of hot water on for tea, and it's a nice warm place to play and to dry clothes.

While we wait for dinner, we play on outdoor toys that Mom and Dad sell to bring in some extra money. This is my favorite! And this is CC's favorite.

We put on boots to go into the barn to visit the baby chicks. We have to be quiet because the mother cow might get upset if she thinks we might hurt her new calf.

Maddy likes to help Grandma gather eggs. It's the hens, or girl chickens, that lay the eggs. Grandma also has a boy chicken, called a cockerel. Grandma thinks brown eggs are better for us than white eggs.

Dinner's almost ready, and Dad's sharpening a knife to cut the meat. Today a friend of ours is visiting. The hardest part of this dinner is trying to decide whether to choose pudding or pie for dessert.

After dinner Dad cleans the kitchen while Mom helps us with our baths. The tub is in the new part of our house, which is only 200 years old. We brush our teeth at the sink in our bedroom, which is in the old part of the house. Do you remember how old it is?

Mom and Dad read to us every night. Mom helps me say my prayers before I go to sleep.

I wish I had time to tell you about Mom's pony riding, or pirate day at school, or CC becoming a Brownie, or the Sunday school picnic we had in our field. Oh well, maybe next time. Goodnight.

Families of the United Kingdom – James 10 years old

Let me tell you a story about Bath, the city where I live. Almost 2000 years ago Roman soldiers came here from warm, sunny Italy to rule the land. They were pretty unhappy in this cool, rainy area until one day they discovered a pool of hot water bubbling up from the ground. They built wonderful buildings around the pool, which they used for baths. And that's how Bath got its name!

My name is James, and I'm 10 years old. I often wake up early, and I like to read before I have to get ready for school.

At a quarter to 8 we have cereal, toast, and tea for breakfast.

Mom and Dad worked in the television and radio business, and that's how they met.

This is my sister, Imogen. She's 9 and Clem's 5. Clem broke his arm yesterday pretending he was a dinosaur at school.

But after breakfast he still wants to help Imogen feed Fluffy and Cuddles, our guinea pigs.

I go upstairs to the loo to finish getting ready for school.

Before school we have time for a game of boules in our bedroom. The idea is to see who can roll their ball closest to the "jack", or target.

Before we leave for school we watch a football game that Dad recorded last night after we went to bed. We get to see whether England won the game, and we did! Here's the winning goal!

At 8:30 Dad rides with us to school, which is about 10 minutes away. Clem's going to stay home today so his arm won't get bumped.

When we get to school we have time for a little football in the schoolyard before classes start at 9.

fade to black

(This segment may not be included) While we're at school mom goes to vote. We've elected people to represent us in government for hundreds of years. Mom says England is one of the world's oldest democracies. Today people are choosing a new government.

Then she shops for groceries. Sometimes we go to a supermarket, which has everything, but we often go to specialized stores. That means that we go to the butcher shop for meat, the bakery for bread and dessert, the produce store for fruit and vegetables, and the post office for stamps. But we have ATMs for getting cash without going to the bank. Today Mom's also buying candy for me to take to camp next week.

Dad's working too. He makes music for TV shows in his studio in our house. Today he's writing music for an animated Bible story. He uses computers to compose music that sounds just like a whole orchestra's playing.

Grandpa's a musician, too. Maybe you can guess what he plays. He practices on a computer. To actually play, he has to go to a church with half a dozen other people. Last clue...he and his friends are called "ringers". Did you guess that they play church bells? Huge bells hang in the church tower and ringers pull ropes to make the bells chime in different patterns. Hand bells are smaller, but the idea's the same.

Music's a big part of my life, too. I take piano and clarinet lessons, and I'm in the recorder club at school.

St. Andrews is a Christian school with 185 kids and a nursery school. I'm in third grade, and we have 27 kids in our class. Today we're reading stories we've written about the war in Bosnia.

Then we work on posters warning about the dangers of using drugs.

This week Imogen's class is working on a special project with children from two other schools. These schools are for children with physical or learning difficulties. A group of adults came to the school to help the kids get to know each other and to work together to write a puppet show. Everyone has a job. Some kids, like Imogen, make puppets, some write the story or script, and others make the background for the stage.

It's Friday, and today they put on the show for the rest of the students and our parents. Some kids make the puppet voices. An adult softly reads a line, and a student repeats it into the microphone. Imogen and some other kids make the puppets move. The adult helpers even made up special music for the program!

fade to black

This is a busy weekend. On Saturday I go to my friend, Luna's, birthday party. First we go to a park and play. Then we go to her house and have a special dinner, with birthday cake for dessert. I like to play this kind of music.

On Sunday we go to church, which is in the same building as our school. We belong to the Church of England, which is the country's official church, and the Queen is its head.

Mother says many people in England believe in God, but only a few go to church. English people can believe what they want to. That's because we have freedom of religion. We also have freedom of speech. That's why people from all over the world come here to live.

During part of the service Imogen, two friends and I act out a song about why it's bad to spread rumors, or bad stories about other people. Later in Sunday school class we each write a prayer or wish on a balloon. I'm wishing for good weather for next week because I'll be in summer camp then. We hope the wind will carry our balloons high into the sky as if they're carrying our wishes to God. That's mine going over the school's roof. Do you think that means I'll get my wish?

After church Mom and Dad make a delicious chicken dinner with broccoli, potatoes, and gravy.

Then Clem and Imogen help Mom bake buns. All the families in our church are making desserts for a street fair this afternoon. We serve the desserts we've made to people who come to the fair. Here people pretend the street's a fantasy land with all kinds of fun and surprising things.

Before I get ready for bed, I feed Lolly, my pet mouse. I wait for Lolly to finish his dinner. Then it's time for bed. Goodnight!

Glossary

Boot – the word used in the UK for the trunk of a car

Chemicals - substances that have common properties used in chemistry

Currants – small edible berries used to make raisins or jams or desserts

Democracy – a form of government that allows the citizens of the state to make their own laws

Dinosaur – ancient animals that lived before the coming of man

Hay – dried grass used to feed cows and horses

Loo – the word used in the UK for bathroom

Passport – a small book that you need to show to enter other countries

Roman – A people who followed the customs and laws of an ancient empire, which grew out of Rome

Udder – the part of a cow where milk comes from

Discussion and Activities After Viewing

- Ask each child to list some of the similarities and differences between their family and school and those in the video.
- Invite someone from the United Kingdom to talk with the class about growing up in the United Kingdom and to play English music or tell an English story.
- Ask the class what things in the video tell us that the climate in The United Kingdom is cool.
- Discuss why English is spoken in so many places in the world.
- Discuss the similarities between the US and The United Kingdom in having the same language and much of the same culture.

Questions

1. What is the difference between Great Britain, England and the United Kingdom?
2. Why are houses and buildings in England so old?
3. Where do the people of the United Kingdom come from?
4. Why is English spoken in so many places in the world?
5. Why do people in the United Kingdom speak English differently than the United States?

Answers to Questions

1. What is the difference between Great Britain, England and the United Kingdom?

Great Britain refers to the union of three ancient lands, England, Scotland and Wales. The United Kingdom refers to Great Britain and also Northern Ireland.

2. Why are houses and buildings in England so old?

England existed before there was an United Kingdom. It is part of the Old World, settled for thousands of years.

3. Where do the people of the United Kingdom come from?

The people of England and the United Kingdom come from many places. England was settled many thousands of years ago. People have come the island also for many years. The Celts came over two thousand years ago, then the Romans, and the Germanic tribes and the Normans. One of the Germanic tribes the Angles, give England her name. In more recent times, the Irish and people from all over the world have come to the United Kingdom

4. Why is English spoken in so many places in the world?

About two hundred and fifty years ago, the English were the most advanced in the world. They were able to conquer much of North America, Africa, South Asia and Australia. They left their language on these lands. In Africa and South Asia, it is often the only language that the many different peoples of these lands can use to converse with each other.

5. Why do people in the United Kingdom speak English differently than the United States?

In the United States the immigration of many different peoples had an impact on the spoken language. In the United Kingdom, there are many different dialects as the English language developed in slightly different ways over the many centuries.

Some Things We've Learned About The United Kingdom

(Please circle the correct answer).

1. T F The United Kingdom was recently settled.
2. T F Most people in The United Kingdom live on farms.
3. T F The United Kingdom is on the continent of Asia.
4. T F Weather in most parts of The United Kingdom is hot.
5. T F Many kinds of foods are eaten in The United Kingdom.
6. T F The United Kingdom's population is made up of a mixture of people from all over the world.
7. T F Very few people in the United Kingdom use technology.
8. T F In The United Kingdom, "football" means soccer.
9. T F The official currency of The United Kingdom is the British pound.
10. T F Ancient Roman buildings can be found in the United Kingdom.
11. T F The United Kingdom is a republic with a president.
12. T F The United Kingdom is surrounded by the ocean.
13. T F The United Kingdom is the biggest country in Europe.
14. Why do the people in the United Kingdom think it is important for everyone in school to learn to swim 25 yards?
15. Draw a series of pictures telling Jessica's or James' story. Try to include as much detail as you can remember from each part of the story.

Websites and other Resources

http://uk.travel.yahoo.com/trguide/europe/united_kingdom/england/index.html

Books

A Visit to the UK Ages 4-7
Countries of the World England Ages 6-8
Christmas in England Ages 6-11
Festivals of England Ages 6 and up.

Recipes

Corn flour Pudding

Ingredients

1_ ozs Corn flour
1 pint Milk
Flavoring
1 oz Sugar
1 Egg

Method

Mix the corn flour to a paste with a little of the cold milk.

Boil up the remainder of the milk, adding, if liked, a strip of lemon rind for flavoring. When the milk is boiling, remove from the burner, take out the lemon rind and gradually add the paste, stirring well.

Replace over the burner and cook until thick stirring continuously. Turn into a greased pie-dish, add the sugar and allow to cool slightly and then add the beaten egg.

Bake in the oven for 40 minutes with at 300 degrees.

Activities

Round and Round the Maypole

On May Day, people celebrate the summer. One way is the dance around the Maypole.

Find a basketball pole or telephone pole. Place a colorful decoration on the pole. Attach a twelve-foot brightly colored ribbon at about 9 feet up. You will need one for every child, the more children the merrier. Each dancer holds the end of a ribbon. The dancers should circle the pole and as one skip around the pole, moving in and out so that the ribbon weaves a colorful pattern.

Make a May Basket

In some parts of England, children make May Baskets and secretly deliver them to friends and neighbors.

Cut a semicircle of construction paper.

Decorate it with flowers or other fun designs

Shape the semicircle into a cone and glue or tape the seams

Punch holes in the sides and tie a piece of ribbon through the holes.

Cut some fresh flowers and wrap their stems with damp paper towels and place the stems in a small plastic bag.

Place flowers into small cone.

Give to someone special.

Sing the National Anthem of the United Kingdom

Follows the tune of “This country tis of thee, sweet land of liberty, of thee I sing”

God Save the Queen

God save our gracious Queen,
Long live our noble Queen,
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us!
God save the Queen!

O lord God arise,
Scatter our enemies,
And make them fall!
Confound their knavish tricks,
Confuse their politics,
On you our hopes we fix,
God save the Queen!

Not in this land alone,
But be God’s mercies known,
From shore to shore!
Lord make the nations see,
That men should brothers be,
And form one family,
The wide world ov’er

From every latent foe,
From the assassins blow,
God save the Queen!
O’er her thine arm extend,
For Britain’s sake defend,
Our mother, prince and friend,
God save the Queen!

Thy choicest gifts in store,
On her be pleased to pour,
Long may she reign!
May she defend our laws,
And ever give us cause,
To sing with heart and voice,
God save the Queen!

Introduction

The United Kingdom is famous around the world for her gloried past, for her Majesty Queen Elizabeth II, and Buckingham Palace. It is the home of Shakespeare, Stonehenge and soccer.

The Land

The United Kingdom lies off the northwestern coast of the continent of Europe. It is about the size of Laos, Ghana or the state of Indiana. The land generally slopes downward from the northwest to the southeast. The highest point in the Scottish Highlands to the north is Ben Nevis at 4,406 feet or 1343 meters. Much of the east and southeast is covered with rolling hills and plains. The country lies above the 50 degree latitude, but the warm waters of the Gulf Stream moderates the climate. Weather is highly variable with rainfall possible year around. The natural vegetation of the British Isles is a deciduous forest dominated by oak and highland heath.

The People

Many peoples have come over the years to settle in the United Kingdom. Today it is a magnet for people around the world. Most of the people came to the islands from the continent over the many thousands of years and mixed with earlier arrivals. Some remnants of some of the earlier languages remain in Scotland and Wales, where a Celtic tongue still survives. In religion, most people are Christian. The people are modern in every way, in fact many modern inventions started in the United Kingdom.

History

The history of the United Kingdom is a fascinating story. Until eight thousand years ago, the islands of the United Kingdom were joined to the continent. Afterwards people still were able to make their way across the narrow straits. Agriculture was introduced six thousand years ago from the continent. Trade routes were established bringing amber from the Baltic and bronze and iron technology from the continent. People came too, a Celtic people started coming twenty-eight hundred years ago.

Written history begins with the coming of the Romans two thousand years ago. The Romans built better roads, towns with public halls and baths, and the famous Hadrian's Wall separating Scotland and England. The peace enforced by the Roman legions brought increased trade and prosperity. As Roman rule weakened after 367 of the current era, raiders came from both the Scotland and Ireland as well as from across the seas from present day Netherlands and Germany.

It was the Saxons who would change the character of the land. The many tribes that came include the Frisians, the Angles, the Jutes and the Saxons. By the 600, they had pushed the political leadership of Roman Britain out. Saxon society had many layers, from many coexisting kingdoms to peasants and serfs. They soon converted to Christianity, and there evolved a legacy of scholarship. The land was soon beset by Viking invasions in the ninth century including periods of conquest by the Danes. In 1066, descendants of Vikings in northern France, the Normans successfully invaded and defeated the English.

The era of Norman rule introduced many French terms into the English language, French being the language of the Normans. Norman rule also meant that the Norman kings were often busy protecting their lands in France. The Normans and Saxons over time grew to become one people. By the 1300s the court of England no longer spoke French but English.

England is also the home of parliamentary democracy. A fortuitous combination of geography and history allowed this development. Weak kings provided the nobles room to expand their rights such as the assurance that they could not be executed without a jury trial. The Magna Carta in 1215 tried to make the king obey the law, and give freemen certain rights. Yet strong kings emerged to ensure that the country did not fall to foreign conquest or break apart. The country was close enough to Europe that the kings needed to develop attractive policies to promote trade and industry in order to finance the government since businessmen and artisans could easily move to more hospitable lands. The English Channel provided a defense against invaders, and thus provided a haven for the development of a government that was not consumed by worries about survival. Wars that did occur were usually against less well armed Welsh or Scots or they occurred on the continent. Thus incessant competition drove the rulers to seek ways to increase the tax revenue, which meant promoting commerce.

The Parliament's role grew and in time the king needed Parliament's approval to raise taxes. It dispensed justice, provided a venue for petitioning the king, and began to have representatives from all parts of society. This representative government provided a means to moderate the taxation and gather support for the nation's struggles.

The country also had a fairly mobile society whereby the talented from all backgrounds could improve their station in life. The military was an outlet for the younger sons of the nobility as well as for the general populace; success could be rewarded with land and title. Businesspeople who succeeded could also purchase titles.

With this growth in the efficiency of the government and business, the English were able to annex Wales, Scotland and Northern Ireland by the 1700s. A great wave of discovery and invention led the English to establish colonies in North America, the Caribbean, India, Australia, Africa as well as many islands around the world. Names such as Captain Cook, Admiral Nelson, Duke of Wellington and Robert Clive were among those who led the country.

The English led in the Industrial Revolution, with their invention of the steam engine, powered textile equipment and precision machine tools. By 1850 the United Kingdom

was the preeminent power in the world. It could make sure that no power dominated the European mainland by supporting weaker powers. It was able to ban the trade in slaves and enforce it with the long reach of the British Navy.

The growth in the economy also created the wealth to finance more education, better transport and growth in the arts and sciences. London grew to contain ten percent of the country's population. English manufactures followed the flag as new colonies opened up new markets. Tremendous wealth were made, investments flowed around the world.

The vote was extended to more and more of the population, laws were fashioned and refashioned and accepted from long usage. Foreign skilled workers came to the country to seek greater opportunities. British science, engineering led the world.

But by 1914, other countries of the world had caught up in many ways. Many of these countries had a greater population so while their incomes were lower; their overall economy was larger. Thus the First World War saw the emergence of the United States, Germany and Russia. The war was very costly in money and men for all combatants. By the time the Second World War arrived, the United Kingdom was about to cede its role as a great power. It could not determine the outcome of the contest for the mainland of Europe. At the end of the war, the world was left with two superpowers, the United States and the Soviet Union.

The United Kingdom gradually gave in to the colonies' desire for independence. In the years after the war, the African and Indian colonies gained their independence. Canada and Australia more and more looked after their own interests and began to see themselves as separate from the United Kingdom.

Today, the people of the United Kingdom see themselves as a middle rank power but are proud of the contributions made in democratic government, the arts and sciences. Their economy is more and more closely tied to that of the European Community and to the rest of the world.

Flag of the United Kingdom



Map of the United Kingdom



United Kingdom Fact Book

Introduction

Background: Great Britain, the dominant industrial and maritime power of the 19th century, played a leading role in developing parliamentary democracy and in advancing literature and science. At its zenith, the British Empire stretched over one-fourth of the earth's surface. The first half of the 20th century saw the UK's strength seriously depleted in two World Wars. The second half witnessed the dismantling of the Empire and the UK rebuilding itself into a modern and prosperous European nation. As one of five permanent members of the UN Security Council, a founding member of NATO, and of the Commonwealth, the UK pursues a global approach to foreign policy; it currently is weighing the degree of its integration with continental Europe. A member of the EU, it chose to remain outside of the European Monetary Union for the time being. Constitutional reform is also a significant issue in the UK. Regional assemblies with varying degrees of power opened in Scotland, Wales, and Northern Ireland in 1999.

Geography

Location: Western Europe, islands including the northern one-sixth of the island of Ireland between the North Atlantic Ocean and the North Sea, northwest of France

Geographic coordinates: 54 00 N, 2 00 W

Area: *total:* 244,820 sq km

land: 241,590 sq km

water: 3,230 sq km

note: includes Rockall and Shetland Islands

Area - comparative: slightly smaller than Oregon

Land boundaries: *total:* 360 km

border countries: Ireland 360 km

Coastline: 12,429 km

Maritime claims: *continental shelf:* as defined in continental shelf orders or in accordance with agreed upon boundaries

exclusive fishing zone: 200 NM

territorial sea: 12 NM

Climate: temperate; moderated by prevailing southwest winds over the North Atlantic Current; more than one-half of the days are overcast

Terrain: mostly rugged hills and low mountains; level to rolling plains in east and southeast

Elevation extremes: *lowest point:* Fenland -4 m

highest point: Ben Nevis 1,343 m

Natural resources: coal, petroleum, natural gas, tin, limestone, iron ore, salt, clay, chalk, gypsum, lead, silica, arable land

Land use: *arable land:* 25%

permanent crops: 0%

permanent pastures: 46%

forests and woodland: 10%

other: 19% (1993 est.)

Irrigated land: 1,080 sq km (1993 est.)

Natural hazards: NA

Environment - current issues: continues to reduce greenhouse gas emissions (has meet Kyoto Protocol target of a 12.5% reduction from 1990 levels and hopes to reduce even more); small particulate emissions, largely from vehicular traffic, remain a problem; solid waste continues to rise and recycling is very limited

Environment - international agreements: *party to:* Air Pollution, Air Pollution-Nitrogen Oxides, Air Pollution-Sulphur 94, Air Pollution-Volatile Organic Compounds, Antarctic-Environmental Protocol, Antarctic-Marine Living Resources, Antarctic Seals, Antarctic Treaty, Biodiversity, Climate Change,

Desertification, Endangered Species, Environmental Modification, Hazardous Wastes, Law of the Sea, Marine Dumping, Marine Life Conservation, Nuclear Test Ban, Ozone Layer Protection, Ship Pollution, Tropical Timber 83, Tropical Timber 94, Wetlands, Whaling

signed, but not ratified: Air Pollution-Persistent Organic Pollutants, Climate Change-Kyoto Protocol

Geography - lies near vital North Atlantic sea lanes; only 35 km from France and
note: now linked by tunnel under the English Channel; because of heavily indented coastline, no location is more than 125 km from tidal waters

People

Population: 59,647,790 (July 2001 est.)

Age structure: *0-14 years:* 18.89% (male 5,778,415; female 5,486,114)

15-64 years: 65.41% (male 19,712,932; female 19,304,771)

65 years and over: 15.7% (male 3,895,921; female 5,469,637) (2001 est.)

Population growth rate: 0.23% (2001 est.)

Birth rate: 11.54 births/1,000 population (2001 est.)

Death rate: 10.35 deaths/1,000 population (2001 est.)

Net migration rate: 1.07 migrant(s)/1,000 population (2001 est.)

Sex ratio: *at birth:* 1.05 male(s)/female

under 15 years: 1.05 male(s)/female

15-64 years: 1.02 male(s)/female

65 years and over: 0.71 male(s)/female

total population: 0.97 male(s)/female (2001 est.)

Infant mortality rate: 5.54 deaths/1,000 live births (2001 est.)

Life expectancy at birth: *total population:* 77.82 years
male: 75.13 years *female:* 80.66 years (2001 est.)

Total fertility rate: 1.73 children born/woman (2001 est.)

Nationality: *noun:* Briton(s), British (collective plural)
adjective: British

Ethnic groups: English 81.5%, Scottish 9.6%, Irish 2.4%, Welsh 1.9%, Ulster 1.8%, West Indian, Indian, Pakistani, and other 2.8%

Religions: Anglican 27 million, Roman Catholic 9 million, Muslim 1 million, Presbyterian 800,000, Methodist 760,000, Sikh 400,000, Hindu 350,000, Jewish 300,000 (1991 est.)

Languages: English, Welsh (about 26% of the population of Wales), Scottish form of Gaelic (about 60,000 in Scotland)

Literacy: *definition:* age 15 and over has completed five or more years of schooling

total population: 99% (1978 est.)

male: NA%

female: NA%

Government

Country name: *conventional long form:* United Kingdom of Great Britain and Northern Ireland

conventional short form: United Kingdom

abbreviation: UK

Government type: constitutional monarchy

Capital: London

Administrative divisions: England - 47 boroughs, 36 counties, 29 London boroughs, 12 cities and boroughs, 10 districts, 12 cities, 3 royal boroughs; Northern Ireland - 24 districts, 2 cities
Scotland - 32 council areas
Wales - 11 county boroughs, 9 counties*, 2 cities and counties

Dependent areas: Anguilla, Bermuda, British Indian Ocean Territory, British Virgin Islands, Cayman Islands, Falkland Islands, Gibraltar, Guernsey, Jersey, Isle of Man, Montserrat, Pitcairn Islands, Saint Helena, South Georgia and the South Sandwich Islands, Turks and Caicos Islands

Independence: England has existed as a unified entity since the 10th century; the union between England and Wales was enacted under the Statute of Rhuddlan in 1284; in the Act of Union of 1707, England and Scotland agreed to permanent union as Great Britain; the legislative union of Great Britain and Ireland was implemented in 1801, with the adoption of the name the United Kingdom of Great Britain and Ireland; the Anglo-Irish treaty of 1921 formalized a partition of Ireland; six northern Irish counties remained part of the United Kingdom as Northern Ireland and the current name of the country, the United Kingdom of Great Britain and Northern Ireland, was adopted in 1927

National holiday: Birthday of Queen ELIZABETH II, celebrated on the second Saturday in June (1926)

Constitution: unwritten; partly statutes, partly common law and practice

Legal system: common law tradition with early Roman and modern continental influences; no judicial review of Acts of Parliament; accepts compulsory ICJ jurisdiction, with reservations; British courts and legislation are increasingly subject to review by European Union courts

Suffrage: 18 years of age; universal

Executive branch: *chief of state:* Queen ELIZABETH II (since 6 February 1952); Heir Apparent Prince CHARLES (son of the queen, born 14 November 1948)

head of government: Prime Minister Anthony C. L. (Tony) BLAIR (since 2 May 1997)

cabinet: Cabinet of Ministers appointed by the prime minister

elections: none; the monarch is hereditary; the prime minister is the leader of the majority party in the House of Commons (assuming there is no majority party, a prime minister would have a majority coalition or at least a coalition that was not rejected by the majority)

Legislative branch: bicameral Parliament comprised of House of Lords (consists of approximately 500 life peers, 92 hereditary peers and 26 clergy) and House of Commons (659 seats; members are elected by popular vote to serve five-year terms unless the House is dissolved earlier)

elections: House of Lords - no elections (some proposals for further reform include elections); House of Commons - last held 7 June 2001 (next to be held by NA May 2006)

election results: House of Commons - percent of vote by party - NA%; seats by party - Labor 412, Conservative and Unionist 166, Liberal Democrat 52, other 29

note: in 1998 elections were held for a Northern Ireland Parliament (because of unresolved disputes among existing parties, the transfer of power from London to Northern Ireland came only at the end of 1999 and was rescinded in February 2000); in 1999 there were elections for a new Scottish Parliament and a new Welsh Assembly

Judicial branch: House of Lords (highest court of appeal; several Lords of Appeal in Ordinary are appointed by the monarch for life); Supreme Courts of England, Wales, and Northern Ireland (comprising the Courts of Appeal, the High Courts of Justice, and the Crown Courts); Scotland's Court of Session and Court of the Justiciary

Political parties and leaders: Conservative and Unionist Party ; Democratic Unionist Party (Northern Ireland) ; Labor Party ; Liberal Democrats; Party of Wales (Plaid Cymru); Scottish National Party or SNP; Sinn Fein (Northern Ireland), Social Democratic and Labor Party or SDLP (Northern Ireland) ; Ulster Unionist Party (Northern Ireland)

Political pressure groups and leaders: Campaign for Nuclear Disarmament; Confederation of British Industry; National Farmers' Union; Trades Union Congress

Diplomatic representation *chief of mission:* Ambassador

in the US: *chancery:* 3100 Massachusetts Avenue NW, Washington, DC 20008

telephone: [1] (202) 588-6500

FAX: [1] (202) 588-7870

consulate(s) general: Atlanta, Boston, Chicago, Cleveland, Houston, Los Angeles, New York, and San Francisco

consulate(s): Dallas, Denver, Miami, Orlando (reports to Atlanta), San Juan, and Seattle

Diplomatic representation

from the US: *embassy:* 24/31 Grosvenor Square, London, W1A1AE

mailing address: PSC 801, Box 40, FPO AE 09498-4040

telephone: [44] (0) 207499-9000 (switchboard)

FAX: [44] (171) 409-1637

consulate(s) general: Belfast, Edinburgh

Flag description: blue with the red cross of Saint George (patron saint of England) edged in white superimposed on the diagonal red cross of Saint Patrick (patron saint of Ireland) and which is superimposed on the diagonal white cross of Saint Andrew (patron saint of Scotland); known as the Union Flag or Union Jack; the design and colors (especially the Blue Ensign) have been the basis for a number of other flags including other Commonwealth countries and their constituent states or provinces, as well as British overseas territories

Economy

overview: The UK, a leading trading power and financial center, deploys an essentially capitalistic economy, one of the quartet of trillion dollar economies of Western Europe. Over the past two decades the government has greatly reduced public ownership and contained the growth of social welfare programs. Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60% of food needs with only 1% of the labor force. The UK has large coal, natural gas, and oil reserves; primary energy production accounts

for 10% of GDP, one of the highest shares of any industrial nation. Services, particularly banking, insurance, and business services, account by far for the largest proportion of GDP while industry continues to decline in importance. The economy has grown steadily, at just above or below 3%, for the last several years. The BLAIR government has put off the question of participation in the euro system until after the next election, in June of 2001; Chancellor of the Exchequer BROWN has identified some key economic tests to determine whether the UK should join the common currency system, but it will largely be a political decision. A serious short-term problem is foot-and-mouth disease, which by early 2001 had broken out in nearly 600 farms and slaughterhouses and had resulted in the killing of 400,000 animals.

GDP: purchasing power parity - \$1.36 trillion (2000 est.)

GDP - real growth rate: 3% (2000 est.)

GDP - per capita: purchasing power parity - \$22,800 (2000 est.)

GDP - composition by sector: *agriculture:* 1.7%
industry: 24.9%
services: 73.4% (1999)

Population below poverty line: 17%

Household income or consumption by percentage share: *lowest 10%:* 2.6%
highest 10%: 27.3% (1991)

Inflation rate (consumer prices): 2.4% (2000 est.)

Labor force: 29.2 million (1999)

Labor force - by occupation: agriculture 1%, industry 19%, services 80% (1996 est.)

Unemployment rate: 5.5% (2000 est.)

Budget: *revenues:* \$555.2 billion

expenditures: \$510.8 billion, including capital expenditures of \$37.7 billion (FY00)

Industries: machine tools, electric power equipment, automation equipment, railroad equipment, shipbuilding, aircraft, motor vehicles and parts, electronics and communications equipment, metals, chemicals, coal, petroleum, paper and paper products, food processing, textiles, clothing, and other consumer goods

Industrial production growth rate: 2% (2000)

Electricity - production: 342.771 billion kWh (1999)

Electricity - production by source: *fossil fuel:* 69.38%
hydro: 1.55%

nuclear: 26.68%

other: 2.39% (1999)

Electricity - consumption: 333.012 billion kWh (1999)

Electricity - exports: 265 million kWh (1999)

Electricity - 14.5 billion kWh (1999)

Agriculture - products: cereals, oilseed, potatoes, vegetables; cattle, sheep, poultry; fish

Exports: \$282 billion (f.o.b., 2000)

Exports - commodities: manufactured goods, fuels, chemicals; food, beverages, tobacco

Exports - partners: EU 58% (Germany 12%, France 10%, Netherlands 8%), US 15% (1999)

Imports: \$324 billion (f.o.b., 2000)

Imports - manufactured goods, machinery, fuels; foodstuffs commodities:

Imports - EU 53% (Germany 14%, France 9%, Netherlands 7%), US 13%, partners: Japan 5% (1999)

Debt - external: \$NA

Economic aid - ODA, \$3.4 billion (1997) donor:

Currency: British pound (GBP)

Currency code: GBP

Exchange rates: British pounds per US dollar - 0.6764 (January 2001), 0.6596 (2000), 0.6180 (1999), 0.6037 (1998), 0.6106 (1997), 0.6403 (1996)

Fiscal year: 1 April - 31 March

Communications

Telephones - main lines in use: 34.878 million (1997)

Telephones - mobile cellular: 13 million (yearend 1998)

Telephone system: *general assessment:* technologically advanced domestic and international system

domestic: equal mix of buried cables, microwave radio relay, and fiber-optic systems

international: 40 coaxial submarine cables; satellite earth stations - 10 Intelsat (7 Atlantic Ocean and 3 Indian Ocean), 1 Inmarsat (Atlantic Ocean region), and 1 Eutelsat; at least 8 large international switching centers

Radio broadcast stations: AM 219, FM 431, shortwave 3 (1998)

Radios: 84.5 million (1997)

Television broadcast stations: 228 (plus 3,523 repeaters) (1995)

Televisions: 30.5 million (1997)

Internet country code: .uk

Internet Service Providers (ISPs): 245 (2000)

Internet users: 19.47 million (2000)

Transportation

Railways: *total:* 16,878 km

Highways: *total:* 371,603 km

paved: 371,603 km (including 3,303 km of expressways)

Waterways: 3,200 km

Pipelines: crude oil (almost all insignificant) 933 km; petroleum products 2,993 km; natural gas 12,800 km

Ports and harbors: Aberdeen, Belfast, Bristol, Cardiff, Dover, Falmouth, Felixstowe, Glasgow, Grangemouth, Hull, Leith, Liverpool, London, Manchester, Peterhead, Plymouth, Portsmouth, Scapa Flow, Southampton, Sullom Voe, Tees, Tyne

Merchant marine: *total:* 200 ships (1,000 GRT or over) totaling 3,934,776 GRT/3,760,240 DWT

Airports: 489 (2000 est.)

Military

Military branches: Army, Royal Navy (includes Royal Marines), Royal Air Force

Transnational Issues

Disputes - international: Northern Ireland issue with Ireland (historic peace agreement signed 10 April 1998); Gibraltar issue with Spain; Argentina claims Falkland Islands (Islas Malvinas); Argentina claims South Georgia and the South Sandwich Islands; Mauritius and the Seychelles claim Chagos Archipelago (UK-administered British Indian Ocean Territory); Rockall continental shelf dispute involving Denmark and Iceland; territorial claim in Antarctica (British Antarctic Territory) overlaps Argentine claim and partially overlaps Chilean claim; disputes with Iceland, Denmark, and Ireland over the Faroe Islands continental shelf boundary outside 200 NM