

**Міністерство освіти і науки України  
Житомирський державний університет  
імені Івана Франка**

Н.Д. Борисенко, О.О. Кодубовська

**ЛІНГВОКРАЇНОЗНАВСТВО:**

**АНГЛОМОВНІ КРАЇНИ**

Навчальний посібник

Житомир 2019

УДК 811.111:39

ББК 81.432

Б. 82

*Рекомендовано до друку рішенням Вченої ради  
Житомирського державного університету імені Івана  
Франка Міністерства освіти і науки.  
Протокол № 2 від 22 лютого 2019 р.*

### **Рецензенти:**

**Л.Л. Славова** - доктор філологічних наук, професор, завідувач кафедри теорії та практики перекладу з англійської мови Інституту філології Київського національного університету імені Т.Г.Шевченка

**Л.Ф. Могельницька** - кандидат філологічних наук, доцент, завідувач кафедри іноземних мов державного університету «Житомирська політехніка»

**Б. 82 Борисенко Н.Д., Кодубовська О.О.**

Лінгвокраїнознавство: англomовні країни :  
Навчальний посібник (англійською мовою). – Житомир,  
2019. – 154 с.

Навчальний посібник присвячений реаліям, фоновій лексиці та фоновим знанням, які необхідні майбутньому перекладачеві для адекватного перекладу з англійської мови на українську текстів різноманітного спрямування. Матеріал відповідає вимогам програми. Автори намагались ознайомити студентів, які вивчають англійську мову, з тими феноменами у житті англomовної спільноти, які є незрозумілими для іноземця. Для студентів-перекладачів вищих навчальних закладів.

УДК 811.111:39

ББК 81.432

## CONTENTS

Introduction	4
<b>Part 1. Lecture Notes</b>	<b>5</b>
The Notion of Country Study	5
Nationally-Marked Vocabulary	11
Onomastic realia	15
Geography, Flora and Fauna	19
Ethnographic phenomena	26
National Cuisine and Language	31
Stereotypes	41
Social Status	46
Titles in Great Britain	52
Customs and Traditions	54
Behaviour	65
Etiquette	68
Education	76
Society	94
<b>Part 2. Seminars</b>	<b>101</b>
<b>Part 3. Practical Assignments</b>	<b>115</b>
<b>Part 4. Tests</b>	<b>134</b>
<b>Part 5. Reports</b>	<b>147</b>
<b>Part 6. List of Literature Recommended</b>	<b>149</b>

## INTRODUCTION

Country Study aims at acquainting prospective translators and interpreters with how specific layer of vocabulary known as a background one codes the life of the community, reflects its attitude to life, world-view, stereotypical behavior, etiquette, moral values, relations with other communities. The course of Country Study focuses its attention on realia and background vocabulary that require special attention and clarification as they code the mode of life, important events, geographical peculiarities of the English language societies. The latter are usually unknown outside these communities and difficult to understand for a foreign speaker.

This textbook covers realia and background vocabulary in the spheres of geographical relief, flora and fauna, popular dishes and table manners, behaviour patterns, gestures and signs, speech etiquette, stereotypical perception of the British, American, Canadian, Australian and New Zealand communities and takes into account the differences between the communities in question. Lecture notes, seminar outlines, practical assignments aim at forming country study competence with the students whose major in translation from English.

## PART 1. LECTURE NOTES

### THE NOTION OF COUNTRY STUDY

***Country Study as a Branch of Linguistics.*** We start a new course devoted to the problems of such words of the English language which are difficult to understand if you don't know some specific facts from the life of the British or Americans.

Country Study emerged as a branch of Linguistics that is interested in how the language reflects ethnically specific phenomena such as mode of life, the history of the people, their customs, traditions, beliefs and attitude to life, moral values. The language collects the information about the lingual-cultural community, which comprises people who are united by territory, language, religion, culture, history, codes and passes it to the next generation.

The history, geography, culture, traditions and customs, the way of life of the native speakers, first and foremost, are reflected in the words, word-combinations, phraseological units, clichés, proverbs and sayings which are the source of our knowledge about the people who speak the language.

***The Ties of Country Study with Other Branches of Linguistics.*** Country Study is closely connected with a number of branches of Linguistics that aim at investigating the links between the language and the human being who uses it or the society it serves. First of all, it is connected with Cultural Studies which analyse the reflection of culture and national

mentality in the language. Country Study and Cultural studies have the same object of investigation, but the former is interested only in nationally marked phenomena reflection in the language, and the latter deals with both nationally marked and universal cultural phenomena reflected in the language.

Sociolinguistics dealing with the relations between the language and the society it serves touches upon the problems of Country study as well.

Ethnolinguistics which investigates folk stereotypes which are a part of background knowledge and folk picture of the world of a given people gives food for country study.

Ethnic psychology investigates the elements of behaviour connected with ethnic traditions and norms typical of the ethnic community. In general country study uses the achievements of the branches mentioned to characterize and classify background vocabulary in a given language.

***The History of the Branch.*** Country study is a relatively new branch of Linguistics which appeared in the 60-s of the 20<sup>th</sup> century mainly in the former USSR in order to teach foreign students the peculiarities of Soviet life reflected and fixed in the Russian language. This was especially important because the life in the former USSR was secluded and it was very difficult for young people who came to study at Soviet universities and institutes from all over the world to get used to Soviet life in general and learn to speak Russian in particular. It was difficult for foreigners to understand what *komsomol* and *piatiletka* are. They had to learn that in Russian people don't say *охотно люблю; не забудьте оплатить за проезд*;

*позвольте выяснить не передадите ли вы плату, положенную за проезд*, though grammatically these phrases seem to be correct. That is, it is possible to put it that way but nobody does it. Only after a special training you will learn that you can say *наводить грустные мысли, грусть* but not *наводить радость, веселые мысли*.

**Cultural Component.** The term cultural component was introduced by prof. Komilev who stated that the word reflecting the phenomenon of the reality did not only meant it but created it as well. As a result in its meaning there exists some component that fixes definite social background in which the word exists. O.S. Akhmanova wrote that a necessary condition of any communicative act realization must be the knowledge of the phenomena of the society the communication takes place in. Later on this knowledge was called “background knowledge”. Something like you can ask for a drink at the drug store in the US and can’t do it here.

E.M. Vereshchagin and V.G. Kostomarov introduced background knowledge as the main object of Country Study. These Russian scholars are considered to be the founders of the branch. At the same time, they dwell upon such a variety of problems that are researched now in a number of linguistic disciplines such as ethno linguistics, psycholinguistics, sociolinguistics.

**The Main Terms of Country Study.** In any language there exists a group of words that have national and cultural connotations or *national cultural components* in their meaning (*рушник*). Such vocabulary is called cultural connotative or

background vocabulary. Its most interesting layer is comprised by the words which do not have equivalents in other languages. When the phenomena reflected in these words are unique and can be found only in the life of a definite community, cultural connotation embraces the whole meaning in these words (*town house, hamburger*). Such words cannot be translated into other languages; they should be explained with the reference to the phenomena they define. These words are the subject of country study.

According to the Country Study Theory of Word its meaning is divided into lexical notion and lexical background. Here arises one of the most important terms in Country Study ***background knowledge*** – the information in the spheres of history, culture, mode of life in the society known to anyone who belongs to the community. As a rule, background knowledge reflects the complex of stereotypes that exist in a definite community and forms a definite system of country study notions which every native speaker is aware of and uses while communicating in their native tongue. E.g. any American can say that a *Peachtree Center* can be situated only in the state of Georgia as it has the nickname *Peach State*.

A native speaker gets acquainted with background knowledge during the process of socialization in the family, at school and in peer groups. Some of this process is subconscious and some of it is specially taught. On the whole this process is a part of the process of language acquisition. When it comes to a student who learns a foreign language in class background knowledge should be specially taught which



is done in the course of Country Study. It should be born in mind that background knowledge is the main object of country study. Background knowledge is a component of word meaning. The word does not only name some notion it accumulates the knowledge about the world. The attitude to Monday is not very pleasant with different peoples. But only according to American English you can have a *Black Monday* (the first day after the vocation). Some even feel *Mondayish* (do not want to work). Those absent from work or study on that day are enjoying *blue Monday*.

Another important term connected with Country Study is the notion of *presupposition* which comprises some preliminary knowledge the interlocutors have before they start communicating. Presupposition includes the knowledge about

1. the situation of communication which can be formal or informal;
2. the speaker and his status which can be lower or higher than yours;
3. the peculiarities of the language you are going to speak and non-verbal behaviour.

All the three components influence greatly the way the interlocutors behave and help to choose the most adequate style of behaviour. Background knowledge i.e. your orientation in the historical, geographical, cultural peculiarities of the community your partner belongs to or the language is spoken in is a necessary and very important element of presupposition.

When you communicate with the representative of your culture you do not have much difficulty while defining his

status, education, background and the region he comes from. The skills to define who and what your partner is and how to communicate with him are formed during the process of socialisation and are an important element of your *communicative competence*. Your skills to define what your partner is in the English-speaking community should be formed in the process of foreign language acquisition in the classroom.

The further the communities live from each other and the less contact they have the more difficult it is for the representatives of these communities to understand each other. The elements that make the process of understanding more difficult are, first of all, *realia* the names of the phenomena (objects of material culture, facts of history, state institutions, names of national and folk lore heroes), which are absent from life of any other community and therefore are unknown there. Realia belong to the vocabulary items which do not have equivalents in the foreign languages and are a part of background knowledge. As a rule, such words which show quite tight links of the phenomenon they denote with the life of the people and historical period are borrowed or transcoded in other languages. So realia have a peculiar ethnic, national or historical colouring. They are opposed to background vocabulary because realia are different in their notion, whereas background words are different in their connotative meaning when there is no difference in the notion itself. Cf. *towel* – *рушник*, *prairie* – *heath* – *степь* (realia).

In linguistics the word *realia* is used to denote

1) things and phenomena typical of the life of one people and absent from the life of other peoples;

2) words denoting these things and phenomena.

For example, *village green* or *village common* is a piece of land which is covered with grass, does not have the hedge, belongs to the community of the district and cricket is played there in summer. This phenomenon is associated with typically British way of life. *Vegemite* is paste made from yeast and vegetables put on bread which is popular in Australia.

## NATIONALLY-MARKED VOCABULARY

English is used as the mother tongue in a number of countries. This fact leads to the existence of national variants of the English language which have their own peculiarities each. The majority of the vocabulary is the same otherwise people who live in different English-Speaking countries would not understand each other, but there exists a layer of the vocabulary that comprises nationally marked elements which are typical only of a definite national variant of the language. The existence of nationally-marked vocabulary is justified by the fact that the countries which use English as the mother tongue are situated in different parts of the world, have their own geography, history, traditions and rites, way of life. Nationally marked vocabulary comprises the words that reflect the phenomena which are important for the life of a definite society and unimportant or missing from the life of other societies.

***Nationally Marked Vocabulary.*** When phenomena important for one nation do not exist in the life of the rest, there appears a nationally marked word. If this phenomenon exists but isn't significant enough there appears a word combination to name it. Thus American *downtown* does not have one word correspondence in British English where a word combination "the business centre of the city" is used. *Downtown* is an Americanism, i.e. the unit of the American variant of the English language that differs from corresponding unit in the British variant of English in pronunciation, logical meaning, stylistic and emotional colouring, lexical combinability or does not have a corresponding item at all. Such nationally marked words are found in Canadian, Australian, and New Zealand English. A Briticism in its turn is a word which either differs from or does not have a correspondence in other national variants of English.

Background vocabulary (the same lexical meaning, different connotations) in different national variants of the English language can be divided into 3 groups:

- items with a different background in one of the national variants – *premier* and *prime-minister* are synonyms in BRE, but in AuE *premier* is the head of a state not federal government. *Scrub* in BrE means shrub, in AuE vast territories covered by trees up to 30m high;
- items having additional connotations in national variants *station* in AmE post office or switch-board, in NZE and AuE sheep pasture;

– items which are antonyms in different variants  
*public school* in BrE and AmE. In AuE the phrase has both meaning.

Besides we can add two more groups:

– different vocabulary items in different variants of the English language that describe the same phenomenon existing in every English speaking country (e.g. BrE *number plate* – AuE, NSE *registration plate*);

– words describing typically national phenomena missing from the life of other English-speaking cultures (AmE *prairie*).

Nationally marked vocabulary in AmE is connected with:

1. historical development of the USA (*Wild West*);
2. social and political life (*Watergate*);
3. economic conditions (*gold fever*);
4. geographical surrounding (*buckwheat tree*);
5. material and spiritual culture (*Broadway*);
6. way of life, rites, customs and traditions (*hamburger*).

There exist 5 spheres in CanE where vocabulary with cultural connotation is concentrated. These are names of:

1. flora and fauna (*saskatun*);
2. state, political and administrative phenomena (*the Mounties* – the national police);
3. educational establishments (*continuation school* – secondary school);
4. everyday life phenomena (*grunt* – pudding);

5. historicisms (*Manitoba Act* –government program of purchasing land from the Metis).

Nationally marked lexical items in AuE denote the phenomena connected with:

1. country, towns states (*Land of Wattle*);
2. geography (*bush*);
3. flora and fauna (*kangaroo*);
4. the mode of life (*pie floater* – a kind of meat pie which is served with thick pea soup);
5. the inner part of the country (*bushland*);
6. agriculture;
7. aborigines and their mode of life (*walkabout* - periods of vagrancy);
8. city life;
9. mining;
10. army;
11. criminals.

NZE has 7 groups of specifically national words which reflect:

1. flora and fauna (*macrocarpa*);
2. Maori and their mode of life (*haka* – a dance);
3. economic life;
4. New Zealand mode of life (*silver fern* – symbol of NZ);
5. social and state activity;
6. geography (*black sand*);
7. the name of the country, its inhabitants (*Land of the Long White Cloud*).

It should be mentioned that nationally marked vocabulary comprises about

- 10% of the vocabulary in American English (AmE);
- 7-8% in Canadian (CanE) and New Zealand English (NZE);
- 12% in Australian English (AuE).

As a result the existence of this layer of vocabulary which reflect the peculiarities of life of a certain nation does not prevent the communication between the representatives of different English Speaking cultures. At the same time the knowledge of nationally marked vocabulary is very important in the process of foreign language acquisition.

## ONOMASTIC REALIA

Onomastic realia are geographical names or toponyms and names or anthroponyms. These are proper names which are always nationally specific and have a special national and cultural colouring. Besides, their connotation is based on cultural and historical development of the society. Well known proper names broaden their meaning because the notion they denote broadens its volume. The complex of knowledge about the object denoted by a proper name is considered to be its meaning (*don Juan* isn't any man). Any native speaker has definite associations connected with definite proper names (*Anne Hathaway's cottage* is a house where Shakespeare's wife was born now a museum, *Christchurch Mansion* is 16<sup>th</sup>

cent. mansion with a famous Wolsey Art Gallery, Georgia is *Peach State*, California is *Orange State* etc).

Geographical names are a necessary part of the background knowledge as they reflect both history and geography of the country. The most interesting among them are associated with important events in the life of the country and beside their main function to name a certain geographic place serve as a symbol in the community (*Watergate* is the building where some equipment was installed by the Republicans to tape the talks of the Democrats who had their Headquarters there during the election campaign. The procedure led to the political scandal and Nixon had to resign).

Very often historical events are named indirectly when the place where they occurred is mentioned. It can be seen in a famous quotation from President Lincoln's Gettysburg Address: "We fought *Lexington* to free ourselves; we fought *Gettysburg* to free others". Lexington is the town where in 1775 the first battle of the American Revolution took place, at Gettysburg in 1863 the northerners defeated the South during the Civil war.

Geographical names may denote objects which are well known outside the country and have equivalents in other languages (geography and history are taught all over the world). Still associations connected with the objects can be known (*Watergate*) or unknown outside the country (*Peach State*). The latter are called onomastic realia.

In English speaking countries people use *last* or *family names* passed from fathers to children or husbands to wives,



first names and middle names which are more important in the US. The latter are usually given to honour relatives, historical figures or events. Usually they are substituted by the initial letter. In the US middle class families it is popular to use mother's maiden name as the boy's middle name e.g. John Fitzgerald Kennedy.

A specific feature of the system of *first names* (*given, Christian, baptismal*) is the popularity of some names in different regions. Thus the most popular first names in England are Mark, Stephen, Paul, Jason, Andrew, Alan, Lisa, Sharon, Sarah, Julia, Karen, Elisabeth. In Australia the most popular names are Sydney, John, James, Anne, Mary, Elizabeth. A peculiarity of first names in Australia is short forms with suffix -o- *Jimmo, Tommo*.

In the US it is popular to give the sons the names of the father using *Sr.* (senior) and *Jr.* (junior) as postpones. When the 3 generations of males have the same name they add *third 3<sup>rd</sup>, III* to the boy's name. The British find this fashion unnatural. Americans use the last names of popular public figures as the first names for their children *Washington Irving*.

Whenever people introduce themselves in the English speaking countries they use their first name and then surname.

As to the system of last names many families were known by them in Great Britain as early as 1300. The surnames traditionally reflected:

1. the place where the family lived *Hill, Wood*.
2. the occupation or trade of the family *Baker, Miller*.
3. a nickname *Black, Brown*.

4. first names *Andrews, Martin, Roberts*.

5. French names *Sinclair* from French Saint-Clair.

The surnames can be associated with the region – Scottish *Mc-* or *Mac-*; Irish *O'Henry*. The most common surname in Britain is *Smith* followed by *Jones*.

Women replace their *maiden name* when marrying with that one of their husband. In the US it is possible for a married woman to preserve a maiden name as a *middle name*. *Double-barreled* or *hyphenated names* are rare enough. A married woman is often addressed as *Mrs. John Henry Carter*. They say that at the beginning of her career in Hollywood Nicole Kidman was often referred to as Mrs. Tom Cruise when someone wanted to underline that her fame was just the reflection of that of her husband.

While functioning, names accumulate definite associations and become bright representatives of national culture. They broaden their meaning acquiring connotations and become generalizing or representative. They can be divided onto the following groups:

– names representing nationalities: *Yankee* – any American, *Uncle Tom* an Afro-American ready to serve, *Jim* an Englishman who emigrated to Australia, *Bruce* – a typical Australian (tall, thin, fair-headed)

– names representing social status: *Billy* – a boy, *Tom, Dick and Harry* – any person, *Jack and Jill* – a boy and a girl, *Ocker* – uneducated Australian.

– names substitutes in juridical documents: *John Doe* – any male

– names symbolizing professions: *G.I. Joe* – a soldier, *Joe college* a student, *John Hop* – a mounted policeman.

– names describing physical or spiritual qualities of people: *Dean Maitland* - a silent person, *Molly Dookers* – a left-handed person, *flash Jack* – self-satisfied, dressed up, pretentious person.

– Religious names: *Mick* – a Catholic, *Holy Joe* a puritan.

Nicknames have much in common with representative names: Simple Simon – an unexperienced person. Allusive names have some allusion to the Bible or fiction the *Good Samaritan* – a symbol of sympathy, *Uriah Heep* – a morally and physically ugly person.

Thus names comprise an important layer of realia.

## **GEOGRAPHY, FLORA AND FAUNA**

The words denoting geographical phenomena are among those which most brightly reflect the national peculiarities of a given national culture. Specific features of the relief in the British Isles are reflected in such words as *heath* – covered with shrubs or heather area of land that is flat and uncultivated. *Dale* is known as a valley, especially in Northern England. A region of marshy land in the east of England is known as *fen country*. A *loch* is a lake in Scotland. Famous *white* or chalk *cliffs* are the first thing those who travel by sea see when approaching the British Isles.

There exist geographical phenomena common for the USA and Canada. They comprise *canyon* which is a narrow deep steep-sided valley where usually a river flows. A wide area of land with level grass is called a *prairie*. Several names are associated with marshy land, for example *muskeg* and *cree*. Several realia are associated with Canada. An open deep crack in the ice is a *crevasse*. A steep hill situated in the middle of the valley is *butte*. A place where hunters hid their food, weapons and supplies is called a *cache*.

The peculiarities of relief in Australia and New Zealand are reflected in a number of words. Wild and uncultivated area is known as *bush*. A *creek* is a river which usually disappears in a dry season. The following phenomena are associated with Australia. A natural well is called a *bore drain*. Vast areas covered with undeveloped trees or shrubs are known as *scrub*. Remote inland places with few inhabitants are *out-backs*. Holes in the ground where water gathers after the rain are *soaks* and deep hollows in the ground or the rock filled with water are *namma holes*. A kind of forest fires is *ground fire*. A gulf at the mouth of the river is known as a *billabong*. A popular stone used in the construction of many buildings in Australia is a *bluestone*.

In New Zealand several realia reflect the peculiarities of nature and geography. Thus, on the western coast of Australia you can come across *black sand* – the sand with the high percentage of iron ore. The notion of *fern land* is symbolic as it means the land which was earlier freed from fern and prepared

for agriculture. Another important notion in the agriculture is *tussock land* – an evergreen pasture.

When it comes to flora typical of Great Britain these words do not present any difficulty to us as we have the same plants here in Ukraine. The *names of flowers, grasses, and trees* in AmE, CanE, AuE, NZE have a specific national connotation. The latter comprise trees in American English: *Douglas fir* (*pine tree*), *canoe birch*, *sequoia*, *bristlecone pine*, *hickory* with a number of derivatives, e.g. *hickory shirt* – a blue striped cotton shirt, *hickory cloth*, *Old Hickory* a nickname of American president Andrew Jackson. In Canadian English the examples are *silver birch maple*; in Australian English: *Southern blue gum*; in New Zealand: *cowhai*, *macrocarpa*. Names of wild grasses and flowers that serve as realia in AmE and CanE are *bluegrass* with derivatives like the *Bluegrass Country*; *bluegrass music*, *wiregrass*; in AuE – *kangaroo paw*, *waratah*, *pink common heath*; in NZE – *fern*. Words denoting scrub also belong to realia, e.g. in AmE *buckeye* is a nickname of Ohio, whereas people living in the area where buckeye grows are *buckeyes*; in AuE *bush* with derivatives *bushculture*, *bushman*, *bushland*.

**Fauna** of the English speaking world is divided into several groups:

– names of animals in AmE and CanE – *buffalo* and *buffalo ground* or *buffalo range* / *country* or *region* / *path* / *plain* / *road* / *cloth*; *moose* (elk), *buck* (deer), *caribou* (Canadian deer) with *the Caribou mountains* in Canada, *silver-tip* or *grizzly bear*; *Emu*, in AuE – *Red kangaroo*;

– names of birds in AmE, CanE – *California dove* or *mourning dove*, *mockingbird* and a nickname of Florida – *Mockingbird State*, *Franklin gull*, *cowbird*; in AuE – *kookaburra* is a kind of a mocking bird; in NZE – *tui*;

– names of snakes in AmE, CanE – *hoop snake rattlesnake*;

– names of insects in AmE, CanE – *Hobomok skipper* which is a butterfly, *Mormon cricket*.

When it comes to ***cultural plants*** we may divide them into

– beans and cereals in AmE – *maize*, *corn*, *beans*, *Bean Town* is a nickname of Boston where inhabitants ate earlier cooked *Baked Beans* on Sunday which was connected with their desire not to violate the Church prohibition to work on Sunday, one of the symbols of American food *peanut* with *peanut butter*;

– names of vegetables – *avocado*, *pumpkin* and a *pumpkin-head* as a nickname for a stupid person;

– names of fruits in AmE – *apple*, *apple brandy*, *apple-pie*, *apple butter* – *jam from apples*, *apple orchard*, *apple toddy* – a kind of drink, *apple-bee* – a tradition to invite guests to peel apples, *honey-dew melon*;

– names of berries in AmE, CanE – *huckleberries* or *blackberries*, *cranberries*, *blueberries*.

***Natural resources*** serve a source of background vocabulary and have cultural and national connotation. The latter comprise

– names of land resources in BrE – *common green* – a piece of land belonging to the community; in AmE – *federal range* – a pasture, *land rush*; in AuE – *bush*;

– mineral resources in AmE, CanE – *gold digger*, *gold rush*; in AuE – *bluestone*; in NZE – *black sand*.

A number of lexical units denoting natural and geographical peculiarities of English-Speaking countries have become ***symbols of a definite nation and its culture***. Thus the *Ayers Rock* is a unique natural phenomenon which is situated in the middle of Australia. Being the largest rock in the world it changes its colour from grey to red according to the time of the day or night and the direction of the light. Today the lexical unit is used as a poetic name of the country. Another bright example of a geographical phenomenon which has become a symbol of the nation is Australian *bush* (a shrub). The meaning of the word has been broadened and is associated with authentic Australia opposed to the city.

In the USA specific associations are connected with the word *frontier* which reflects the history of the Wild West. In the context of American culture, they single out the *frontier cowboy / ethos / family / experience / literature*.

In a number of cases the names of typical representatives of flora and fauna on a given territory are perceived by native speakers as both proper and common names. There exist definite associations and stereotypes connected with flora and fauna. Thus in Great Britain the following names of flowers and animals have become symbols.

Since the *War of the Roses* in the 15<sup>th</sup> century *rose* has been a national emblem in England.

*Poppy* serves as a symbol of peace in Great Britain. These flowers are used during peace-marches. Besides, they are associated with poppies in the fields of wheat in Flandreau. They are worn in one's button hole on Poppy Day or Remembrance Sunday. Artificial poppies are made and sold by former soldiers who belonged to the Royal British Legion in order to raise charity.

The *Lions of Anjou* were used by Richard the Lionheart in the 12<sup>th</sup> century as a symbol of British monarchy. *Lion* is viewed a symbol of England by many people nowadays.

One of the symbols in Wales is a *daffodil* which is pinned to the clothes on *St David's Day* celebrated on March, 1<sup>st</sup>. It is the national day of Wales. On *St Patrick's Day* celebrated on March, 17<sup>th</sup> *shamrock* is pinned to the clothes in Ireland to symbolize the Christian doctrine of Trinity. On *St Andrew's Day* celebrated on November, 30<sup>th</sup> *thistle* is worn in Scotland.

Sometimes a symbol appears as a result of misunderstanding. Thus those belonging to the Conservative Party in the UK wear a bunch of primroses on April, 19<sup>th</sup>, *Primrose Day*, the day when Benjamin Disraeli, a Conservative Prime Minister (1868, 1874-1880) died in 1881. It is said that Queen Victoria sent a wreath of primroses with a note "his favourite flower" to the funeral. The problem was that primroses were her late husband Albert's favourites. Only those nearest to the Queen knew about the misunderstanding,



the rest believed that primroses were Disraeli's favourite flowers and introduced a habit of wearing primroses in memory of him.

In the USA every state has a nickname which is connected with the peculiarities of the relief or the climate and a representative of flora and fauna as a symbol.

Canada is often referred to as *The Land of Maple Leaf*. The country has the *beaver* and the *maple* as symbols. The *caribou* – a kind of deer, a *silver birch*, a *moose* are other important symbols. Some regions of Canada received their names from animals, e.g. *Baccalaas* (which comes from *baccalao* – cod), *Cariboo* – a kind of deer, *Beaver Country*.

The following representatives of Australian flora have become symbols of different territories: *kangaroo paw*, *waratah*, *Southern blue gum*, *pink common heath*, *Cooktown orchid*, *Sturt's desert rose*, *Sturt's desert pea*, *Piping Shrike*. Officially recognized animalistic symbols of Australia are *kookaburra* (the mocking-bird), *platypus*, *Helmeted Honeyeater* (a bird), *Leadbeater's Possum*, *Hairy-nosed Wombat*, *koala*, *black swan*. Australia is traditionally associated with a *lyrebird* and *gum* (a tree). Australia is often called *Land of Wattle* or *Kangarooland*. Another symbol of Australia is *Great Barrier Reef* which stretches along the tropical coast of Queensland is the biggest living organism in the world. It is home of thousands of multicoloured fish and corals which count to 350 kinds. The corals make the reef look very attractive. The length of the reef is more than 2000 km.

*Macrocarpa* which was brought from California after the First World War is a kind of a pine tree. Now it is a poetic symbol of the country and its name is widely used in poetry in New Zealand. A yellow flower of *kowhai-tree* with its unusual form grows all over the country and is another floristic symbol in New Zealand. Less known outside the country is *fern* or *fern leaf* which is used as a symbol by athletes. The country is often referred to as *Kiwiland*. Besides, the name of the bird *tui* and the name of the tree *ngao* serve as popular women's names. Another beautiful shrub is known as *Epacris*, there exist 30 kinds of it, the shrub has fine blossom in the form of a bell. *Dillwynia* is a shrub from the Papilionaceae family. It has small yellow or orange flowers. The grass which grows everywhere in New Zealand and Australia is known as *Danthonia*.

## ETHNOGRAPHIC PHENOMENA

Ethnographic realia in English are those which are connected with the mode of life and comprise household, furniture, utensils, e.g. types of the dwelling (*duplex*, *semidetached cottage*). Nationally specific are clothes, for example, *hot pants* – shorts for women, *homburg hat*). Foods and drinks are regionally and ethnically specific as well. Thus *hot cross buns* are cooked and eaten hot in England on Good Friday only and cannot be found on other days. mutton, onions, potatoes with flour). Types of hotels, restaurants, shops vary from country to country (*motel*, *special*). The names of means of transport can also present a difficulty in the process of

communication (*subway*, *Pullman car*). Different routines are connected with post office services, telegraph and telephone (*collect call*). Quite a big group of realia is associated with customs, traditions, holidays and festivals which are both nationally and ethnically specific (*Easter rabbit*).

**Housing.** Most people in the UK live in urban areas. Two thirds of population own their houses. As a rule people buy property and pay for it with a special loan known as a *mortgage* repaid with interest over a long period of time, which usually comprises 25 years.

Types of homes in Great Britain comprise a *detached house* with a piece of land around it, a *semi-detached house* (which is the most popular one) with a common central wall (when two houses are joint together). Another popular option is a *terraced house* (earlier called a *townhouse*) when a line of houses is attached to each other in a long row and, of course, *flats*. *Bedsit* (short for something that unites a bedroom and a sitting room) which is a British invention presents a single-room flat which as a rule has very little furniture and is extremely compact in design. In fact, it is just a bed and a place to sit.

*Squatting* or living without permission in someone else's property is quite popular in Britain. Squatters appeared at the time of hippies, in the 1960s. Usually these are young people who come to a big city to find a job and do not have enough money to rent a flat and prefer squatting to sleeping in the street. They occupy a flat or house left empty by a private

landlord or the local housing authority. Though squatting is illegal it is not a crime.

*Detached* houses in the USA are numerous in type and style as the country has combined different customs and traditions brought from other countries. These are mainly *bungalows* which are one-storey houses without a basement; *ranches* - single-story houses, usually with garage and basement; *Colonial houses*, traditional style houses in the United States; *Faux chateau* (1980s - 90s), inflated U.S. suburban house with non-contextual French Provençal references.

Some types of houses are built in definite regions. Thus, *Conch House* is found in the southern states, whereas *Cape Cod* is built in the Northeast. *I-house* is a traditional British folk house which became numerous in middle and southern U.S. Colonies. *Creole cottage* can be seen on the Gulf Coast where the former settlements of French Louisiana lived. *Shotgun* house was built in the South from the end of the Civil War (1861–65) through to the 1920s. *Saltbox* can be seen in colonial New England.

*Semi-detached* houses in the USA include *duplex* which consists of two separate houses with a common central wall. It can look even as a single house with a common entrance and a shared hall. Sometimes these are apartments on two different floors (especially in such cities as New York and San Francisco). The terms *triplex* and *four-plex* are used to describe similar dwellings with three or four units, or floors when apartments are meant.

*Two family house* or *two family home* is an American real estate term for a small apartment house or duplex house containing two dwelling units. *Two family home* is used to name *Two decker* (A Double decker building plan).

In the United States an *apartment* contains a kitchen, bathing facilities and sleeping accommodations. It is a relatively self-contained housing unit in a building which is often rented out to a one (including the head(s) of a family), or two or more people sharing a lease in a partnership, for their exclusive use. Sometimes it is called a *flat* or *digs*. In some places 'apartment' denotes a building that was built of such units, while 'flat' denotes a unit in a building built originally as a single-family house and later subdivided into a multiunit house type.

Over three-quarters of Australia's eight million homes are *detached houses*, 15 per cent are *apartments*, and around 10 per cent are *row homes*, *semi-detached*, *terrace homes* or *townhouses*. The most common Australian family home is a detached, single-storey *bungalow (ranch style)* on a quarter or third of an acre plot. It has three or four bedrooms, a combined lounge/dining room, kitchen, bathroom (or two), separate toilet, laundry room, and a garage or car port. Bathrooms usually include a bath and separate shower and there may also be a shower room. The mild climate allows year-round, outdoor living, and most detached homes have terraces or patios with a barbecue, and around half have a swimming pool.

Traditional English rural dwellings in New Zealand are known as *Arts and Crafts Cottages*. Those create an "Old

World” atmosphere and picturesque, informal homes. “L” *Shape houses* are white-painted houses with red or grey tiled roofs with “picture” windows, corbelled gable ends in brick and timber, and heavy boxed eaves. The front garden as living space becomes an exhibition piece.

Other popular types of houses in New Zealand are *Californian Bungalow* which lost its original strength and robustness and *Spanish Mission* with a deep-tiled front porch, with triple arches and twisted Baroque columns. *The State House* appeared as a result of the extensive building programme of the State Housing Department and is based on minimum standards and on social, not personal, qualities; but it lacked individual or regional variations; simplicity, or homogeneity. *Waterfall Front houses* are based on the use of new materials and techniques with steel windows, curved glass, and strong horizontal emphasis in the glazing bars and plaster bands.

Typical Canadian dwelling includes *apartment (suite, flat)*. This usually includes a kitchen, one bedroom or more, a living room and a bathroom. A room with a kitchen area and a bathroom is known as a *studio* or *bachelor apartment*. A flat with one small bedroom which opens on another room is called *junior one-bedroom apartment*.

Apartments are found in a house or an apartment building. The latter can be either *highrise* (having 6-30 storeys and an elevator) or *lowrise* (with no elevator and fewer than 6 storeys high). Lowrises are also called *walk-ups*. Apartments are owned by one landlord and are rented to tenants. Besides,

there exists *condominium* (*condo*). This is a type of home ownership where you have to buy a unit in a townhouse complex or an apartment building. In this case you do not own the land on which the house is built. Condominium owners create a corporation and elect a board of directors which has to manage both the building and the land. Each owner pays utilities, taxes, their own mortgage, and a monthly fee towards property maintenance.

In Canada *duplex* is a two-storied house which is divided into two apartments each of which occupies one floor. A *triplex* is a house that is divided into three separate apartments. Detached, semi-detached, townhouses (rowhouses) may be found in Canada as well.

## NATIONAL CUISINE AND LANGUAGE

The words denoting phenomena of national cuisine comprise a specific part of the background vocabulary as they can be connected with a definite holiday, definite part of the country, or a kind of a restaurant they are typical of.

***British Cuisine.*** In Britain they say there is no national cuisine. Food is very specific. The British pay attention to the healthy characteristic rather than the idea of being tasty. As a rule, they eat boiled vegetables, don't use spices making an exception for salt and pepper and foreigners believe that their dishes are not tasty.

There are dishes associated with religious festivals and holidays. Thus *plum pudding* with a piece of holly on the top is

the most significant dish traditionally cooked at Christmas. The ingredients include candied peel, bread-crumbs, flour, eggs, suet, currants, raisins, grated carrot and a good measure of brandy, chopped almonds and walnuts, whisky or ale. Plums are not used in the recipe. Brandy is pored over the pudding and lighted with a match when it is served. Other typically Christmas dishes are *mince pies* – sweet small pies with raisins, apples, and spices. *Pancakes with lemon and sugar* are cooked on the last day of the Shrovetide. *Hot cross buns* are buns with cinnamon that have crosses made from icing on their top and are eaten on Good Friday.

Such Scottish dish as *haggis* made from mutton or veal liver, heart and lungs dressed with oatmeal flour, suet, onions and pepper and boiled in the paunch is served for dinner on Burn's night – the birthday of the great Scottish poet Robert Burns. *Bashed tatties and neeps* also eaten on this day consist of mashed potatoes and turnip. The holiday is observed in Scotland and in many regions of England.

The wedding party is traditionally associated with *wedding cake* (a stepping fancy cake with icing cut by the bride).

There exist dishes typical of a definite territory. *Hotpot* or *Lancashire hotpot* (stew cooked from mutton, potatoes and onions) is especially popular in the north of Britain. *Clotted cream* or *Devonshire cream* is a kind of fermented cream which is heated and cooled slowly. Such delicious cream traditionally served with fruit is found in Cornwall and Devonshire.



*Yorkshire pudding* is a tricky dish as it has nothing to do with the sweet course at all. Traditionally it is batter made from flour, eggs, spices and salt which is cut into stripes and baked with roasting meat. Black pudding popular in the north of England is far from being pudding. This is blood sausage. As to tea 5 o'clock is a ceremony. In upper classes circles it is a snack, in poorer backgrounds it is a substantial meal of ham, eggs, bread and butter. Tea is made in tea pots. They ignore bags.

An English *pub* (public house) is traditionally a place of meeting for local public. Such sorts of beer as *ale* (light), *bitter* (dark), *lager* (light), *porter* (dark), *stout* (strong porter) are served there. Another popular drink is Irish coffee (a mixture of coffee and whisky, sugar and cream). If earlier the British came there to communicate and drink beer, nowadays people visit the place in order to have a snack during their lunch time as pubs offer various cheap sandwiches. The dish associated with the pub is the *ploughman's lunch* which consists of cheese, bread, butter, one or two fresh tomatoes, lettuce, celery, and pickles. As a rule, pubs have names written on the sign outside the door. They say that an old pub called "The White Hart" has been serving drinks since 1388.

The most popular take away food in Great Britain is fish and chips. Chips are finger-sized and less harmful than their foreign analogues. They are sprinkled with salt and malt (vinegar). Fish is white sea fish cod or haddock covered with batter and deep fried until crisp.

Places to eat are take away cafes, Indian restaurants “Kebab”, Baked potato stores, shellfish stores and doughnut bars.

*Organic food* has enjoyed popularity in Great Britain lately. This food is the product of a sustainable system of farming that is environmentally harmless. It is wrong to suggest that the produce is completely free of chemicals because all land has a certain amount of naturally occurring chemicals in it. Besides, the produce can be marginally contaminated by the neighbouring farmers. Still it is a new step towards a healthy life.

As to the things that are eaten every day *marmalade* and jam are a part of English breakfast (bacon and eggs, fried tomatoes, ham, porridge, toasts, tea). As a rule marmalade is jam made from lemons or oranges only whereas English jam is made from any other kind of fruit. A typical English breakfast is opposed to Continental breakfast the latter consisting of a bun and a cup of coffee.

Popular potato dishes are *jacket potato* (boiled in jackets potatoes served with cheese) and *chip buttie* (battered buns stuffed with fried potatoes), *shepherd's or cottage pie* (baked potatoes with minced meat and onions). Popular desserts are fool berries with custard, the most popular gooseberry fool, a tart (a cake with berries or fruit).

***American cuisine.*** In the USA you can find dishes from any cuisine of the world. Mexican dishes are especially popular along the border line with Mexico. These are burrito (hot

sandwich when meat or beans are covered with a maize scone called tortilla).

American proper are *clam chowder* (thick soup with mollusk), *harsh browns* (potato pancakes). Conbread or corncakes, steak with harsh browns, spare ribs, short cakes – dry cakes, scalloped (stuffed) potatoes are popular among the farmers in the Mid-West.

In the South East people treat food seriously and call it *soul food*. They prefer shellfish and such desserts as *ambrosia* (layers of fruit sprinkled with coconut juice and great bilberry). On the South Western coast *jambolaya* (meat, rice, seafood, tomatoes, celery, onions, green pepper, garlic, rosemary, caraway) is a popular dish.

American dishes associated with holidays are a pumpkin pie, roast turkey and cranberry sauce, corn on the cob (в початке), blueberry pies eaten at Thanksgiving dinner. At Christmas eggnog (a drink from beaten eggs with sugar, rum or wine) is drunk.

When it comes to food in the USA the most popular stereotype is that a common American is very fat, can't cook and prefers *fast and junk food* to anything else. Americans are called a constantly chewing nation. Many people can be called *couch potatoes* because lack of physical exercise in their life. *TV Dinners* which consist of several dishes need only heating. Lately the idea of *American breakfast* as opposed to English one has developed. The former consists of juice, dry cold cereals (flakes with milk), eggs with bacon, muffins, toast and grits (gruel made from corn).

Americans don't eat entrails, have little salt, peel apples. They eat uncooked cauliflower and field mushrooms. Eating is accompanied by drinking a lot of water. They prefer iced tea.

Apple pie is a national dish cooked every weekend. On weekdays people eat muffins оладки and drink coffee often decaffeinated for breakfast. On Sundays they prefer brunch taking place between 10a.m. and 2 p.m. For lunch Americans have *tuna sandwiches* and *cold cuts* (slices of cold meat), peanut butter sandwiches.

The attitude to alcohol is negative. Young people under 18 can't buy it. People under 21 can't visit bars and pubs. You can't drink alcohol in the street. Or public places. The barman won't serve a person who seems drunk. Americans drink a lot of soft drinks root bear being especially popular.

As to places to eat in the US *fast and junk food* can be eaten near the counter. Takeouts are bought at the restaurants, *deli* (delicatessen) is ordered by phone. Americans are obsessed by the idea of healthy food and prefer vegetables and fruit bought in health food stores. *Tofu* (Soya cheese) is popular as well. Places to eat are cafeteria (with dishes on the tray), coffee shops, pizza plazas, pancake houses, sandwich shops, and family restaurants. The portions are very big, you can take the remnants home in a *doggie bag*. Seafood restaurants are comparatively cheap and popular. Restaurants proper are divided into *Super deluxe*, *Deluxe*, *Expensive*, *Moderate*, *Inexpensive*. Americans prefer to wait when there are no vacant tables.

Dessert is eaten with a fork in the US. The knife is used only when necessary, when not the fork is in the right hand. Cocktail parties are very popular. The invitation shows when the party starts and finishes.

***Canadian cuisine*** differs from region to region. At the same time, it is closely related to British and American ones and French cuisine. It includes a lot of baked food, wild game, and gathered food. The cuisine of the western regions is heavily influenced by Ukrainian, German, Polish and Scandinavian cuisines. Noteworthy is the cuisine of the Doukhobors who are Russian-descended vegetarians. The traditional cuisine of the arctic and the Canadian Territories is based on wild game. In Newfoundland preference is given to salt-cured fish, beef, and pork.

At the forefront of Canadian cuisine is the fusion of modern techniques and unique Canadian ingredients. These are *wild blueberries* and *Saskatoon berries* which are small purple berries, actually pomes, ripen in June and July, *fiddleheads* which present either a young fern or the top part of immature fronds that appear curled. The fiddlehead unfolds as the fern matures and grows due to more growth in the inside of the curl. Other ingredients are *mussels* (a bivalve mollusk found in lakes and rivers, and oceans), *caribou* (an Arctic and subarctic-dwelling deer), bison, salmon, *wild rice*, *maple syrup*, locally produced wine, beer, ice wine and cheeses.

Among savoury foods the most popular are the following. *Bannock* is bread thinner than a scone in the form of the flat cake, baked on a griddle. It is generally made of

oatmeal. *Habitant yellow pea soup* which consists of yellow peas, salt pork and herbs for flavor is a signature dish in French Canadian cuisine. After cooking the pork is usually chopped and returned to the soup. *Montreal smoked meat* is a dish similar in style and flavour to pastrami, but the spices used are different. It contains an Eastern European influence. *Pemmican* is a concentrated food consisting of dried pulverized meat, dried berries, and rendered fat. It was invented by the native peoples of North America, and widely used during the fur trade. *Wild rice* is a group of grasses that grow in shallow water in small lakes and slow flowing streams. *Cheese curds* are known only in locations with cheese factories especially in Quebec. They should be eaten only fresh and lose much of their freshness after 12 hours.

The meet of *deer* such as *Caribou*, *moose* (the largest member of the deer family), *bear*, and *partridge* is quite popular in Canada.

Such sea food as *salmon* (especially Sockeye), *lobster*, *Winnipeg gold-eye*, *Arctic char* (fresh and saltwater fish), *mussels*, *eulachon* (small ocean fish), *geoduck* (large saltwater clam), *smelt* (fish which is a food source for salmon and lake trout).

*Maple syrup* is a national symbol of Canada. As to what people prefer to eat in the street attention should be drawn to *poutine* which is a popular snack, especially in Quebec and New Brunswick. It is a mixture of chips with fresh cheddar cheese curds covered with gravy. Another popular snack is *donair* when the meat and sauce are served rolled in a pita

bread with diced tomato and onion. *Montreal hot dog* is considered to be fairly small.

**Australian cuisine** embraces new international flavours, especially Asian. At the same time the cooking is based on a respect for the great Australian products issuing from the country's vast rich soil and seemingly endless shorelines. English immigrants who first settled in Australia brought many recipes from England of how to cook *Lamb Roast*, *Lamingtons*, *Steak and Kidney Pies*. They have been joined by dishes that have earned their special place in Australian history, such as *the Pavlova*, *Soldier's Cake* (a long keeping boiled fruit cake) and *Anzac Biscuits* (a rather hard but crisp biscuits of rolled oats and molasses), *the Lamingtons* (a chocolate coated cube of sponge cake, rolled in desiccated coconut) and Pumpkin Scones. A *damper* is a traditional Australian bread made without yeast on a campfire in a cast iron oven.

Australian cuisine is famous for *Vegemite* which is a strong-tasting spread made from yeast. No Australian will travel without it. Some Australian sweets, such as *the Violet Crumble* chocolate bar are manufactured in Australia and sold internationally. *Tim Tams* are a chocolate biscuit produced in Australia and popular all over the world. Barbeque known in Australia as *barbie* is immensely popular with many parks having special places for it.

Genuinely Australian is the meat of *kangaroo*, *emu*, *barramundi*, *trevalla*, *Moreton Bay bug*, *yabby*.

Two of the most traditional takeaway dishes are the *pie meat* and *sausage roll* which are sold on every street corner in milk bars. There is an annual competition to find the “Great Australian Meat Pie”. Places to eat are *Subway*, *Pizza Hut*, *KFC*, *Burger King*, *Dominoes* and *Mcdonalds* called *Maccas* by locals. These come from the USA. Authentically Australian is chicken food chain *Red Rooster*.

***New Zealand cuisine*** derives from various sources, British and Maori earlier, American after the World War II, Eastern and Southern Asia since the 1980-s. Lately it has been influenced by Mediterranean and Pacific Rim tastes. The latter is a style of cooking which combines traditional Western techniques and ingredients with those used in Eastern cuisine. One of traditional dishes brought by Europeans who were mainly of British descent is the *Colonial Goose* which presented a stuffed leg of lamb usually served with three vegetables of carrots, green beans, and potatoes. Maori have preserved some of their eating habits and adopted many of the European. Distinctively Maori dishes include the *boil-up* which consists of pork, potatoes, kumara, and dumplings or pork and puha (an indigenous vegetable). In summer Maori often use a *hangi* a pit in which meat or fish are cooked with vegetables. New Zealanders are fond of sweet dishes and cakes, scones, muffins and desserts are extremely popular. The most popular recipe book in New Zealand known as *the Edmonds Cookbook* appeared as an advertising material for a baking powder company contains a lot of baking recipes. Before the 1990-s tearooms offering cream tea with scones, cream and cucumber



sandwiches, muffins, custard squares with filtered coffee or tea were common enough. Now the country has adopted Mediterranean practice of drinking espresso and cafes have become popular. In New Zealand the meringue-like dessert made from egg whites and served with cream and kiwifruit is called the *Pavlova*. Milk products are especially good in New Zealand. The main meal of the day, dinner, sometimes known as tea comes in the evening. Most families eat takeaways such as fish and chips, Chinese takeaways or pizza at least once a week. Barbecues popular in summer are a social event. Guests are invited to bring beer or wine and sometimes meat which the host will cook. Salad can be donated by the guests as well. Very often the custom *to bring a plate* is observed when each guest brings a plate of food. Most parties observe the tradition of *BYO* (bring your own alcohol), but in such a case drinks are not shared. A visit to a restaurant is a rare event and a special occasion for most New Zealanders. Fast food traditions in New Zealand are similar to that in the USA the UK and Australia.

## STEREOTYPES

While learning English we should pay attention to the fact that several nations use it as the native tongue. As every English-speaking nation has its own history, geography, customs, traditions, way of life, stereotypes, mentality, there should exist distinct differences in the way English is used in the United Kingdom, the USA, Canada, Australia and New Zealand. It does not mean that people from these countries

should necessarily fail to understand each other, yet in every country among those mentioned there exists national background vocabulary.

When it comes to the British there exist a number of ***generally accepted stereotypes*** which influence the attitude of the representatives of different nations to them. On the whole it is considered that the British do not demonstrate their emotions, are reserved, silent, brave and courageous under any circumstances which is reflected in the phraseological unit *to keep a stiff upper lip*.

According to North American ***stereotype a typical Englishman*** wears a *bowler hat*, takes an umbrella everywhere, waits patiently for a bus in a queue, eats *fish and chips* and drinks *tea* all the time. He has a *butler* and treats the Queen with respect. Being over-polite and well-behaved he constantly apologises and thanks people. A Ukrainian student who attended a three-week summer school in England told a story which happened to him in London and made him think that the British were very polite. While getting on a bus when he accidentally stepped on someone's foot. Before he managed to apologise the man who suffered apologised to him. However, the discrepancy between the stereotype and real life comes to light when you take into account the behaviour of notorious British football fans. The violence associated with football matches is not widely known about in the US.

The most important peculiarities of ***the British character*** are independence, will-power and self-control. Independence is brought up in the family and at school. The

whole system of upbringing aims at developing a person's ability to come to independent decisions and overcome difficulties successfully. All social institutions emphasise the importance of behaviour paying no attention to the motives of a personality. British schools especially privileged *public schools* (private often boarding schools earlier for boys only) pay much attention to the ability to manage and to obey, to work successfully a member of a team. It is an open secret that many team games such as football, cricket, and rugby originated in Great Britain.

Private life and home are very important for the British. According to the scale of social values a person who can ignore work or business and thus has inherited some fortune occupies a higher position in the society than the one who has to work.

***American National Character.*** When it comes to the USA it is important to remember that a united society consists of a number of components. First, there are 50 states on the continent each having its own system of law, government, education and the like. Second, the representatives of different nations came to live together a few centuries ago creating a multiracial and multicultural community known as a *melting pot*. It should be noted however that the idea of the melting pot has been substituted lately with the idea of a *pizza* or *salad bowl* where the ingredients mix to a definite extent preserving its own flavour. Thus the nations coming to live together in the USA form a multicultural community preserving their own cultural identity. Third, the geographical relief is very varied, the climate in different parts is influenced by different factors;

the territory of the country is huge. As a result, there exist definite cultural differences which let us divide the USA into 6 main regions with their own peculiarities each: 1. New England. 2. Middle Atlantic Region. 3. South. 4. Middle West. 5. South West. 6. West.

On the whole it is difficult to say what peculiar features the national character of Americans consists of, but the most important characteristics are independence, energy, industry, enterprise and diligence.

Americans believe that people should take care of their interests themselves. The system of upbringing in the US emphasises the individual approach, the development of a personality. As a consequence, there exists competitiveness in the relations of the friends and within the family. The desire of young people to start their independent life as early as possible is appreciated at home and supported by the society.

Conscientious labour is considered to be the only way to one's private success and wealth. Common Americans believe that persistence, talent and industry can lead you to financial and career success. That is why the teen-ager's desire to earn pocket money meets understanding. There are a lot of people called *workaholics*. Moreover, if you need a job nothing except your qualities and education matters. At the same time Americans are very suspicious of the failures, do not trust and try to avoid them. Thus it is very important for Americans to show that they are successful. They never speak about their problems in public.

Equality is of great importance to Americans. Believing that all people have equal opportunities to achieve success they ignore class, ethnic, age and education differences or pretend to. Because of this it is typical in the US to address a stranger using the first name.

Being very pragmatic, enjoying the best living standards in the world Americans are very naive and easy to cheat. They themselves do not cheat at all.

The main feature that differs Americans from the rest of the world is their interest in their own life. The nation is ignorant of everything which is going on in other parts of the world. Though Americans believe they rule the world they know very little of Europe in general and are suspicious of Eastern and South-Eastern Europe or Japanese.

The British think that money matters more than anything else to Americans. They also believe that the USA is a dangerous place where you cannot walk in the streets or subways without fear of being attacked. Despite this, many want to go there on holiday. Young people have a more positive attitude and love everything that come out of America.

It should be remembered that stereotypes do not always correspond to the reality. There are many positive features in the American character as people are friendly and welcoming. A multiracial and multicultural society has a lot of lifestyles and attitudes, as well as problems which this variety brings.

Canadians are often referred to as nice people who are friendly towards strangers. They are reserved and calm when compared to noisy Americans. British style of life and values

are popular. Cultural tolerance is another specific feature. National communities in Canada preserve their national identity through a system of national schools, cultural societies and clubs, newspapers and even such financial institutions as banks. People never lock their houses and keep a lot of weapons at home. Nevertheless the rate of crimes is lower than in the neighbouring USA. At the same time Canadians are never tired of comparing themselves with Americans and try to find the issues in which they are ahead. Besides, they are conscious about what the rest of the world thinks about them.

When it comes to Australians or Aussies as they call themselves it should be born in mind that they are more tolerant to the choice of topics than the British and Americans. You can talk about politics or religion, though it is safe to avoid talking about the money a person earns or race discrimination.

All English speaking nations are especially conscious when it comes to the problem of politically correct topics. Such things as critical remarks about the representatives of other nations and races, political struggle for equality or someone's rights whether these are women, sex minorities, animals or whatever can cause misunderstanding.

## SOCIAL STATUS

*Status* is your legal, social or professional position in relation to others. Social status defines your position on the social ladder and depends on your background, occupation,

education, income, sex, race and age. Though in different societies status plays different roles usually a developed society is divided into the upper, middle and working class by sociolinguists. These three classes have significant differences in their life-styles. The upper class comprises about 5 % of the population in English speaking countries. Its life is secluded and it is next to impossible for an outsider to enter it. It is a selective club for those who have money and titles. As a rule the members of this club are united into big clans. The head of the clan is usually an elderly person of either sex who owns the money and the rest of the family depend on them waiting patiently for the head of the clan to die and for their part of the inheritance. All the relations within the clan are based on hierarchy.

The middle class comprises 75% of the population and has different layers such as the upper, middle, and lower depending on the income. The life of the middle class is characterized by professional dominance, nuclear families, and democratic relations between their members. The best period in life is early middle age when a person has already made a career. There is another option for a woman which is marriage.

There are three subclasses in the working class. When it comes to the style of poverty the family is big, the man cannot support it and as a result a woman plays a leading role.

Nowadays more and more families belong to the middle class as the number of those who work in the industry is being reduced and people are mainly engaged in the sphere of service.

***Occupation as a Status Marker.*** If we locate the representatives of these classes on the scale according to such a criterion as occupation, we will get the following division:

1. high level professionals (state officials, scholars, scientists, doctors, university professors);
2. midlevel professionals (engineers, lawyers);
3. low level professionals (teachers, book-keepers, nurses, clerks)
4. qualified workers;
5. small enterprises owners;
6. semi qualified workers;
7. unqualified workers.

To state what social class or layer an Englishman belongs to we need to take into account such factors as social dialect, dressing code, education, occupation, the district of dwelling, the type of the house or flat and the car, the person owns, the supermarket he goes to, the way he spends the holiday, the sport he likes, his hobbies and background.

In the advertising industry the British are divided into six classes A, B, C1, C2, D and E. According to this stratification 3% belong to A class. These are officers with the highest ranks, ministers of the government, judges, and university professors. 15% of the British (pensioners, invalids and unemployed) consider themselves to belong to E-class. According to this division it is not clear where the Royal family and aristocracy which have a strong influence on the government and the parliament belong. Besides, in the U.K. the



social status is often determined by the history and traditions of the person's family.

***Pronunciation as a Status Marker.*** They say that we can automatically define what class an Englishman belongs to by his accent. In general, British English has three variants of pronunciation: *conservative* (the language of the Royal family and the Parliament), *Received pronunciation* (the language of mass media, universities) and *advanced English* (the language of the youth). The latter is the most mobile absorbing the elements of other cultures and languages and showing the tendency to simplification. *Public school accent* as a part of RP is formed in private schools. RP has been used by those who belong to the upper class since the 14<sup>th</sup> century. In the 19<sup>th</sup> century you could not have a privileged position if you did not speak RP. Though the society has become more tolerant when it comes to regional dialects still even Margaret Thatcher had to get rid of her accent. Even now a person who speaks RP has more chances to get a prestigious job than the one who does not. Usually foreigners are taught this variant of the pronunciation. RP is divided into *marked* used by the upper class, *posh* associated with the Royal family, and *unmarked* used by the BBC.

The attitude to the social status in the US differs greatly from the one in the UK. Believing that people have equal opportunities Americans ignore social status. Nevertheless, there exists definite social differentiation accompanied by social mobility. The latter makes it possible for a person to go up the social ladder as a result of their conscientious work.

*American dream* is a myth which states that you can reach any goal if you are persistent enough. But the goal of a common American is to enter the middle class not the upper class. The key to American class system is the money. Any person can have a comfortable house in a green and quiet district and send the children to the best university of the country if they have money. It is taken for granted that the money is received as a result of conscientious work and the social status is viewed as a reward for one's own effort. A typical remark about one's own success is "I'm a self-made man/woman". Moreover, the person who comes from a rich background is considered to have an unfair advantage.

It is difficult to define a person's status by the way they speak as some well-off people prefer to send children to public schools and blue colour workers aspire to give their children a good education realising that it is the key to success. In the 80-s of the 20<sup>th</sup> century the gap between the rich and the poor was widened decreasing social mobility. Still some privileges remain with *WASP* (*White Anglo-Saxon Protestants*). Such groups of population as Afro-Americans and Latin Americans face discrimination in all spheres of life even if they have equal abilities with *WASP*.

The investigation of life-styles in the USA shows that the behaviour can be a clue to the social status. Thus, Mechanic, who works in a garage and earns as much as Clerk in an office, will differ from the latter in his life-style. The members of Mechanic's family usually shout while addressing each other, whereas the members of Clerk's family modulate

their voice. Mechanic's wife goes shopping to the nearest shops, while Clerk's wife goes to the prestigious Shopping Centres. There are no books in Mechanic's house and Clerk has many books at home.

In the English-speaking countries when you visit someone who belongs to the upper class you should avoid making compliments about the quality of the meal and the things, otherwise you would be considered rude, for it goes without saying that those belonging to the upper class have only the best things and services possible.

Very few Americans who live on the Eastern coast and have *old money* belong to the secluded circle. Those living in Boston are called *Boston Brahmins*. Very many of them are proud that their ancestors came to America on board *the Mayflower*. They support such social institutions as *Social Register* (list of important citizens living in definite cities) and such organisations as *Daughters of American Revolution*. Their children attend prestigious *prep schools* and *The Ivy League Universities*. But on the whole this stratum of society is very small.

A new phenomenon connected with one's status is known as *downshifting*. The idea is popular among young successful people who leave prestigious jobs and dwelling in big cities, i.e. shift down the social ladder, and go to live in townships, villages or exotic places which know nothing about transnational standards of living earning little money and having a lot of free time which they devote to their families, creative activity and hobbies. They deprive themselves of

many pleasures money and status give and acquire freedom. Those people reject consuming brand products, use less energy. Sometimes they start farming or live in communities which produce *organic food* they need.

## TITLES IN GREAT BRITAIN

*Hereditary peers* or noblemen are members of the House of Lords and may be divided into five ranks: *baron*, *viscount*, *earl*, *marquees*, and *duke*. Their wives are *baroness*, *viscountess*, *countess*, *marchioness*, and *duchess*. Titles in these five ranks are inherited by the eldest son, unlike the custom in many European countries where all sons acquire the title. If there is no male heir the title usually becomes extinct.

The rest of the children of peers have *courtesy titles* which do not make them peers proper. The children of a duke or marquess put *Lord* or *Lady* as a prefix in front of their first name and family name. Thus at the end of 19<sup>th</sup> century one of the sons of the Duke of Marlborough was Lord Randolph Churchill, but as he was not the eldest son he did not succeed to the dukedom, and his son was plain Mr Winston Churchill (until, after the World War II, he was knighted and became Sir Winston Churchill).

Besides peerage *baronetcy* is known as a hereditary honour. Baronets have the title *Sir* in front of their first name and family name, and usually add *Baronet* or *Bart* or *Bt.* after it.

*Knights* are also known as *Sir* but this title is not inherited. The peculiarity about knights and baronets is that the title *Sir* is used with the first name, and never with the family name alone. The same applies to the title *Dame* which was invented during the last century to give distinguished women the equivalent of a knighthood. Thus the actress Edith Evans is Dame Edith Evans or Dame Edith. The wives of knights and baronets, however, put Lady in front of their surnames.

Titles which are not heritable are given to those who have done outstanding public work, thus they become *life peers*. Women can become *life peeresses*, with the title *Lady*.

The prefix *The Honourable* may be used by the children of barons, viscounts, and earls; and the prefix *The Reverend* is usually put instead of Mr before the names of ministers of any religion.

The prefix *The Right Honourable* (used only in formal contexts) means that the person so titled is a member of *the Queen's Privy Council*, a body older than Parliament, which performs certain formal functions. The title is not hereditary.

Finally there remains in regular use, though less common than formerly, the suffix *Esq.*, meaning *Esquire*, whose formal uses are now understood by very few. It can be written after the name of any adult male who has no title, e. g. John Smith, Esq. But if you put Esq. you must not put Mr in front of the name.

The Royal Family play a very important role in the life of the society. Though many people believe that this

phenomenon is outdated the British in the majority of the cases are proud of the Queen.

## CUSTOMS AND TRADITIONS

*National holidays* in Great Britain are called *Bank Holidays* because banks and offices are closed on these days. They include *Christmas Day*, *Boxing Day*, *New Year's Day*, *Good Friday*, *Easter Monday*, *May Day*, *Spring Bank Holiday* and *Late Summer Bank Holiday*. That makes 8. Most of them are of religious origin though for the greater part of the population they have lost their religious significance. With the exception of Christmas (December, 25<sup>th</sup>), Boxing Day (December, 26<sup>th</sup>), New Year's Day (January, 1<sup>st</sup>) and May Day (May, 1<sup>st</sup>) they are movable. Good Friday and Easter Monday depend on *Easter Sunday* that falls on the first Sunday after a full moon on or after March, 21<sup>st</sup>. Spring bank holiday is observed on the last Monday of May, while late summer Bank Holiday is kept on the last Sunday in August.

The most popular holiday is Christmas which is considered to be the time to give presents and collect money for charity. Groups of singers go from house to house singing carols, traditional Christmas songs. A traditional carol service is held on Sunday before Christmas in many churches. The fun starts on Christmas Eve (December, 24<sup>th</sup>) when Christmas trees are decorated and children hang stockings at the end of their beds for the presents from Father Christmas. The presents for the members of the family can be piled around Christmas tree.

The English prefer to decorate their houses with evergreens, the holly with its red berries being the most cheerful decoration. Besides, *holly* is used in Advent wreaths which hang on the front door the whole period of Advent. *Mistletoe* is another symbol of Christmas with mystical connotations. All evergreens are symbols of immortality and various superstitions are attached to them.

Generally, it's a family holiday with goose or turkey; mince pies, Christmas pudding and *Christmas crackers* (paper rolls containing a small explosive that goes off when the roll is pulled apart to reveal a small gift or a paper hat).

The word *Xmas* is used as the reminder of early Christian church when X the first letter of Christ's name was used as a holy symbol. Earlier the celebrations lasted for 12 days and finished with the Feast of epiphany (January, 6<sup>th</sup>). Nowadays the twelfth night is the symbol to dismantle all Christmas decorations.

*Boxing Day* is a traditional day of fairs and sporting events which lets the nation recover after the holiday. Traditionally it was a day of foxhunting.

*New Year's Day* is not particularly popular in England, Wales, being especially significant in Scotland where *Hogmanay* is the biggest festival of the year.

*Good Friday* which commemorates the crucifixion was originally a day of fast. Nowadays it is marked by sports competitions, fairs, exhibitions in parks and castles. A few places have preserved the tradition of *egg rolling* when children race hard-boiled eggs rolling them down the hill.

*Easter eggs* made from chocolate are the most typical Easter present given to family, friends and acquaintances on *Easter Sunday*.

*May Day* (according to different sources celebrated either on May, 1<sup>st</sup> or on the first Sunday in May) is a rare example of how a pagan ritual was monopolized by left-wing politicians and established as International Labour Day. Since 1889 it has been a Bank Holiday and still preserves its pagan character. The celebration includes carrying green branches or garlands, appointing a *May King* and a *May Queen* and dancing.

*Morris dancing* is usually performed on *village greens* or outside country pubs on May Day. The dancers dress in white and wear sets of small bells at the knee. Dances consist of a series of jumps and hops. As they dance the dancers often wave handkerchiefs in the air. In some dances they carry a stick which they strike against that of their partner. Themes of the dances include death and rebirth in nature. In some dances mythological characters like the Green Man appear. The music is provided by a fiddle or accordion.

Another variety of English folk dance, also performed on May Day, is *maypole* dancing. Maypole as a rule is brightly painted and decorated with *mayflowers* (hawthorn blossoms). The dancers led by the May Queen hold the end of a long coloured ribbon, which is attached to the top of a maypole. The ribbons are woven round the maypole as the dancers dance round each other. The superstition connected with May Day



runs that washing the face with the May Day morning dew would make one's skin beautiful.

As a rule, people use *Spring Bank Holiday* and *Late Summer Bank Holiday* to relax. They go to the sea-side towns or spend time in parks and out of town.

A widely observed holiday is *Mothering Sunday*. Though some time ago Father's Day and Grandmother's Day were introduced, they are less popular. The tradition of Mothering Sunday celebrated on the fourth Sunday of *Lent* declined in the 20<sup>th</sup> century and was revived after the World War II under the influence of American soldiers stationed in Britain.

Among popular festivals *Fireworks or Guy Fawkes Night* should be mentioned. It commemorates the discovery of the Gunpowder Plot. This is the failed attempt of English Roman Catholics to blow up King James I in 1605. Guy Fawkes was among the conspirators and is said to have revealed the names of his friends after his arrest on November, 4<sup>th</sup> 1605. Every year an official ceremonial search of the vaults in the Parliament takes place before the annual opening of Parliament. Bon fires are lit on November, 5<sup>th</sup> in market places, parks and village greens, besides, fireworks are let off. *Treacle toffee* (cinder toffee) is eaten by the bonfire.

In the USA most people do not work on the ***main federal holidays***. Besides them each state decides its own holidays. Among federal ones we should mention *Independence Day (the Fourth of July)* which celebrates the nation's independence. On that day in 1776 the Continental

Congress gave its approval to the Declaration of Independence. The day is marked by fireworks, outdoor meals, processions, flags and speeches.

*Thanksgiving* is observed on the fourth Thursday in November being for many Americans the most important holiday apart from Christmas. The day is associated with the time when Europeans first came to settle in North America. *Pilgrims* who arrived in 1620 on board the *Mayflower* found themselves in an unusual surrounding and many of them died during the first winter in America. In the following summer Native Americans showed them that food was safe to eat and the pilgrims held a big celebration to thank God and the Native Americans for the fact that they had survived. The most important part of the celebration is a traditional dinner with *turkey*, *yams* (sweet potato) and *cranberry sauce*. The turkey is filled with *stuffing* or *dressing* and many families have their own recipes. In New York the *Macy's Thanksgiving Day Parade* annually takes place with people marching in line and wearing fancy costumes and carrying large balloons.

Christmas in the USA is a joyful religious holiday. Presents are brought by *Santa Claus*. Americans gave him a white beard, dressed him in a red suit and made him a cheerful old man with a twinkle in his eye. Children believe that he lives at the North Pole with his wife where he lists the names of children good and bad. His helpers wrap the presents which he puts into a sleigh and brings to the children. On *Christmas Eve* parents read Moore's poem "The Night Before Christmas" to the children. Going home for Christmas is a most cherished

tradition of the holiday season. On Christmas Eve people attend evening church services where everyone joins in singing *Christmas carols*. The Christmas table looks very much like a Thanksgiving feast of turkey and ham, potatoes and pie. Christmas is the time of charity. Members of *Salvation Army* (a religious organization which has services with music and singing, helps the poor, has a hierarchical structure with military ranks) dress up as Santa Claus and stand on the sidewalks outside stores to collect money for charity.

Other Federal holidays are: *New Year's Day* (Jan., 1<sup>st</sup>); *Martin Luther King Day* (Jan., 15<sup>th</sup>); *George Washington's Birthday* (Febr., 22d); *Memorial Day* (May 30<sup>th</sup>) which originally was the day to honour the soldiers who died during the Civil War in the northern states. In 1971 President Nixon declared it a national holiday to pay respect to those who died in the wars or on the service of their country. It can be a day of personal remembrance when families honour the memories of those who have died. General Logan was the founder of the ceremony which takes place annually in the *Waterloo Cemetery* in New York. Special ceremonies are held in *Arlington National Cemetery* in Virginia (the nation's largest one) where all distinguished Americans are buried. Labour Day (first Monday in Sept.); Columbus Day (Oct., 12<sup>th</sup>) and Veterans' Day (Nov., 11<sup>th</sup>) are also Federal holidays.

In 1971 the dates of many Federal holidays were shifted to the nearest Monday by then-President Nixon. Federal offices including post offices are always closed on all Federal legal holidays. School and businesses may, however, work on

George Washington's Birthday or Veteran's Day. Furthermore, Federal holidays are observed according to the legislation of individual states. Some dates can be shifted by each state government.

In a calendar you may find special days i.e. *minor holidays* observed by different groups of people. Some of them are associated with folklore like *Halloween* (Oct., 31<sup>st</sup>) or *Groundhog Day* (Febr., 2<sup>nd</sup>).

***Canadian public holidays*** comprise *New Year's Day*, *Good Friday*, *Easter Sunday*, *Easter Monday*, *Victoria Day* (Monday preceding May, 25<sup>th</sup>) when Queen's birthday is celebrated, *Canada Day* (July, 1<sup>st</sup>) previously known as *Dominion Day*, *Labour Day* (first Monday in September), *Thanksgiving* (second Monday in October), *Remembrance Day* (November, 11<sup>th</sup>), *Christmas and Boxing Day*. It is clear from the list that Canadian Public holidays are a mixture of British and American traditions with the addition of genuinely Canadian customs.

***Australian national holidays*** are *Australia Day* (January, 26) with parades displays and fireworks, *Christmas*, *ANZAC Day* (April, 25) to honour the bravery and sacrifice of the members of the Australian and New Zealand Army Corps in time of war.

***New Zealand public holidays*** include *Christmas*, *Easter*, *New Year's Day*, *Labour Day* (fourth Monday in October), *Queen's Birthday* (June), *Waitangi Day* (February, 6) to celebrate the Treaty of Waitangi, New Zealand's founding document.

**Fairs** were originally held in connection with religious festivals and gave an opportunity to sell goods, find jobs and have fun. Some British fairs, such as *St Giles Fair* in Oxford and *the Goose Fair* in Nottingham, date back hundreds of years. They are travelling fairs that occupy part of a town centre for a few days each year. *The Appleby Horse Fair* in Cumbria still has animals, but most fairs now consist only of mechanical rides and amusements.

British fairs typically include selling traditional food such as *toffee candy floss* (pink spun sugar on a stick), *toffee apples* (apples coated in a boiled sugar mixture) and *hot dogs* (sausages in bread rolls). Many fairs have a *Ferris wheel*, also called a *big wheel*, *dodgems* (small cars in which people crash into each other), a *helter-skelter* (a tall, circular slide), and a *roller coaster* or *big dipper* (a steep track on which people ride in special cars). There is often a *dark ride* or *ghost train* (a ride in the dark past things that jump out or make a frightening noise).

Some fairs in the US also have long histories. Today there are still competitions for crops, e.g. the sweetest corn, and for home crafts like baking and sewing. The winner of the first prize gets a *blue ribbon*. There is a *midway*, a large area with different kinds of rides and games, and an area where ice cream, pies and candy are sold.

**Festivals** are popular in the UK and the US. Some of them, such as the *Edinburgh Festival*, have been running for many years. A special feature of the Edinburgh Festival is the *Fringe*. Fringe events are usually avant-garde (new and

experimental) and attract a wide audience. They also get a lot of attention from the critics, and this can help the careers of younger performers. In Wales, several *eisteddfods* celebrate Welsh culture and include competitions for composers and artists. In the US the *Carmel Performing Arts Festival* in California offers a range of music, dance, theatre, stories and poetry

Many festivals concentrate on music. The most famous British music festival, however, is *the Proms*, held each summer at the Royal Albert Hall in London. Classical music is less popular in the US, but several festivals offer a mixture of concerts and classes, e.g. the *Aspen Music Festival*.

Festivals of rock and pop music are often huge informal open-air events attended by thousands of young people, many of whom camp overnight in a nearby field. The biggest rock festivals in Britain include *Glastonbury*; *Reading* and *Donnington*. In the US the main events are the *Apple Rock Musical Festival*, held near Moderna, New York, and *Rock Fest*, held near Cadott, Wisconsin.

In the English-speaking countries ***colour associations*** are a part of traditional mode of life. Thus, red is associated with danger or trouble. In traffic lights, red means stop. *Red tape* is a complicated and annoying set of rules. A person found doing something wrong is said to have been caught *red-handed*. If someone is *in the red* they owe the bank money. *Red-letter days* are days when something special happens, and something that is *red-hot* is very fashionable or desirable. Because red attracts the eye, it was traditionally used in Britain

for postboxes and telephone kiosks. A person may *see red* (lose their temper). An action likely to make somebody angry is *a red rag to a bull*. Red is also associated with love, and red roses are given to lovers. People go *as red as a beetroot* or (AmE) *red as a beet*, when they are embarrassed.

Black is often associated with bad things. A *black day* is a day on which a disaster takes place. A *black look* shows anger or hatred. But seeing a black cat is said to bring luck. Somebody who sees things *in black and white* thinks everything is either bad or good. People tell *white lies*, which are harmless, or try to hide a mistake with *whitewash*. Grey is associated with the lack of clarity and something that is unclear is described as a *grey area*.

If a person is *given the green light* they have permission to do something. Green is associated with nature, and people who are good at growing plants are said to have *a green thumb* (AmE) or *green fingers* (BrE). Green is also unlucky, so some people avoid having green at weddings. A person *turns green with envy*. Jealousy itself is called the *green-eyed monster*.

Yellow is a warning colour and in the US school buses are yellow. Americans *tie a yellow ribbon round a tree* in their garden to remember somebody who has gone to fight in a war. Cowards have *yellow streaks* and may be called *yellow-bellies*.

Brown represents thoughtfulness when a person falls into a *brown study* (thoughtful silence). But if somebody is *browned off* they are bored.

Blue is associated with value, thus *a blue chip* (counter) has a high value in poker, and *blue-chip stocks* are a good place

to invest money. A blue ribbon is given for first prize in a show. Something that happens *once in a blue moon* is very rare. Purple and blue also suggest anger, and a person may *turn purple with rage* or argue till they are *blue in the face*. Somebody who swears a lot in the USA may *swear a blue streak*. Blue suggests unhappiness, and somebody who is sad may be *feeling blue* or *have the blues*. But if they are *in a blue funk* they are in a state of terror or panic. People who are *true blue* are faithful and reliable.

Besides, colours are associated with particular holidays. Christmas colours are red and green, but *a white Christmas* is a Christmas with snow. Halloween is celebrated with black and orange, and pink and red are associated with St Valentine's Day. On Independence Day, everything is red, white and blue, the colours of the American flag.

**Superstitions** in English-speaking countries are similar to those in many European countries. There are many well-known omens of bad luck, some of which have a religious origin. The number 13 is considered unlucky because there were 13 people at the Last Supper. Buildings in the USA often do not have a 13th floor; the numbers jump from 12 to 14. Many people have a bad day when the 13th falls on a Friday. In Britain *magpie* is widely considered an unlucky bird which has been associated with the Devil. The number of magpies seen is important: one for sorrow, two for joy, three for a girl, four for a boy.

A well-known cause of bad luck is to walk under the ladder leaning against a wall. The prejudice may have



developed out of the practice of hanging criminals from ladders. Treading on cracks between paving slabs is also bad luck, it is unwise to cross on the stairs (pass somebody going in the opposition direction). Opening an umbrella at home brings bad luck. Breaking a mirror will bring 7 years of bad luck. It is unlucky to spill salt; you should throw a bit with your right hand over the left shoulder. A person, place or event that experiences often bad luck is said to be jinxed.

There are various ways to attract good luck. Some people wear a *rabbit's foot* or a *four-leaf clover* with them. It is good to place an old horseshoe on the door of the house. It must be pointing upwards; if it is hung vice versa the luck will run out through the gap. Sports teams and military regiments often have a lucky mascot, usually an animal or a model of an animal, which travels with them.

Other superstitions apply to the weather. For instance, British people believe that if it rains on July, 15<sup>th</sup> (*St Swithin's Day*) it will rain every day for the next 40 days. On *Groundhog Day*, February, 2<sup>nd</sup>, Americans look for a groundhog coming out of its hole. If it sees its shadow (i.e. if it is sunny) then winter will last for another six weeks, but if it sees no shadow, winter is almost over.

## BEHAVIOUR

As a rule, manners in European and American cultures have very much in common. Nevertheless there are cases when routine behaviour of the representatives of English speaking

nations differs greatly. Thus hissing in many cultures including Ukrainian means the appeal to keep silent whereas in the USA this reaction expresses disapproval. Whistling during sports events Americans express their approval. As a rule whistling is supported by applause. While talking Britons and Americans are standing further from each other than we do. Communicating they can touch each other with the tips of their fingers and Ukrainians can touch their interlocutors with their wrists. So their personal distance is a bit longer. Hands are shaken only on special occasions when you get acquainted with a person or in the official situations as a token of agreement or congratulation. Men lift their hats in Great Britain instead to women, but not to each other. They hug and kiss only relatives and intimate friends. Men do not hug or kiss each other.

Men take off their hats in lifts of residential houses, churches, restaurants, private houses, institutions but never do it in the corridor or in the lift of a shop or institution.

In the street the gentleman does not necessarily go on the lady's left but keeps nearer to the traffic. When crossing the street he supports the lady by the elbow. When the lady enters the room all gentlemen present rise and the youngest fetches the chair for her the rest resume their sits only after she has sat down. The habit of helping each other into the overcoats is not compulsory.

In the American routine behaviour it is possible while talking to someone to place the legs on the table, to outstretch them, to have the hands in the pockets and a cigarette or a pipe in the mouth but men never take hairbrushes with them.

As to the *eating habits* they differ in the USA and Europe. With the exception of the upper class everyone has a fork in the right hand in America substituting a knife for it when necessary. They can drink coffee during the meal. As to Great Britain the fork is held with the hump pointing upwards thus everything has to be balanced on its top, not placed inside. The dessert is eaten with a spoon and a fork. Spoons are never left in the cups. All letters concerning social affairs are addressed to the wives or wives and husbands together never to the husband alone. The habit of taking flowers to the hostess is not observed in England.

Punctuality is a very valued feature. People are expected to arrive on time when it comes to business meetings, social events, weddings. You can be a few minutes late only if you are invited to dinner in somebody's house.

As to the *gestures and facial expressions* they have definite peculiarities in the English speaking world.

*Thumbs up* is a gesture used to let somebody go ahead and do something. *To give somebody the thumbs up* means to give a permission to do something. *Thumbs down* gesture indicates that someone has failed to do something. People in the USA *thumb a lift* or use an umbrella in the similar position.

*Twiddling your thumbs* (holding the hands together with thumbs rubbing each other) suggests boredom or impatience and as a phraseological unit means having nothing to do.

In Britain a *V-sign* is very popular to indicate victory. The same gesture is considered rude if you turn the palm inwards. In the US the rude version is not used. A middle

finger and a forefinger make a circle to show that everything is O.K. It should be born in mind that this sign can't be used in South America or oriental countries where it bears obscene connotation and is considered to have some sexual meaning.

When the forefingers touch closed eyes, the right palm closes the mouth, both palms touch ears it means that a person is deep in thought.

When the thumbs wave up and down it shows that the person does not trust the information received.

The right hand raised on the shoulder level or a forefinger moving forwards and backwards show that the waiter should come to the client.

While counting the fingers initially curled into a fist are thrown out in different directions starting with the thumb.

Americans and the British tend to be restrained in their facial expressions.

At the same time The British and Americans can demonstrate their negative emotions in public, whereas they tend to hide them at home. This idea contradicts Ukrainian mentality and the fact that we more readily demonstrate our negative emotions in the family and try to avoid them in public or at work.

## ETIQUETTE

Speech situations are divided into standardised and variable. When it comes to standardised speech situations the behaviour of a person in a definite community is ritual and

depends on fixed rules. The examples of such situations are the ones we come across at the supermarket, at the railway-station etc. In such cases it is equally important to know what to say and what to do. As a rule, in any society there exist a set of rules how to behave in such situations. Moreover, such situations are usually taught in class when it comes to foreign language acquisition. Situations connected with social and private interaction of interlocutors are called variable. The latter differ from the former because there is no definite script of behaviour found the only correct. Still both types of situations have cultural peculiarities which should be taken into account. For instance, the behaviour in a drug-store in the USA has certain difficulties for us as you can buy something to drink there.

Speech etiquette comprises a specific set of rules of speech behaviour which exist in the society and aim at choosing the most adequate variant of speech behaviour while conducting a polite conversation. The rules are influenced by the character of the situation which can be formal or informal, relations between the interlocutors and their social status. Speech etiquette helps to make the communication polite and adequate. The choice of inadequate variant of speech behaviour can lead to insults and breakdowns.

There exist special markers of polite conversation. Moreover, the degree of politeness differs in different communities. Thus the British tend to be over polite. The courtesy is one of the most striking features of British life. On the whole there is little noisy behaviour, and practically no

loud disputing in the street. People are naturally polite and are never tired of saying '*Thank you*', '*I'm sorry*', '*Beg your pardon*'. One of the Ukrainian tourists mentions the fact that when he incidentally stepped on someone's foot while getting on the bus, the person apologized.

Speech etiquette comprises modes of address; greetings and words of parting; introducing people; invitations; requests, advice, offer; agreement and disagreement; apologies; consolation, sympathy; compliment, encouragement, approval; congratulations and wishes; thanks.

When you address a stranger the following structures are used:

*Excuse me (please). I beg your pardon.* The phrases are used to attract attention and are usually followed by the request itself. Less formal are:

*Look here! Say...* When it comes to the answers the variants are: *Yes? Well? What is it? What can I do for you?* (the last one is officially polite).

Greetings include *How do you do?* (to greet a stranger or when you are introduced to somebody) *Good morning* (formal enough), *Hello*, which tends to be the most widely used and *Hi*. The greeting is followed by the phrase *How are you?* which presupposes a rather formal answer *Very well, thank you*. Words of parting are *Good bye*, *Bye* (the most popular), *So long*, *See you later*, *Cheerio* (very informal).

Introducing people they use the following phrases:

*Mr Smith, may I introduce (present) Mr Brown?*, which is very formal or a less formal *Meet Mr Brown/ I'd like you to*

*meet Mr Brown.* If you meet a person you do not know well it is necessary to remind them where you have met before. As a rule the British wait for the third person who will introduce them to the newcomer.

Invitations are a tricky thing with the Americans who may say *Let's have dinner next week. Drop in any time.* These are not invitations at all, but signs that a person is ready to communicate with you in future. Sometimes the phrase indicates the desire of the speaker to drop the topic. People especially city-dwellers never come on a visit without a preliminary call. If you are going to visit someone you should specify beforehand that the person is waiting for you.

A written invitation may include a remark *R.S.V.P* which means please, answer. An invitation should be rejected or confirmed either in a telephone call or in writing. A thank you note or call is an important part of etiquette. Another remark may specify the necessity to bring alcohol: *B.Y.O.B.* A dress code may be mentioned in the invitation as well. The time when the party starts and finishes is included too. The letter you send after visiting someone is called *B and B letter* (*bread and butter letter*). An incident with a Spanish exchange student who wishing to thank a new friend for the day spent in her house chose a card with an inscription "My sympathies are with you" can serve as an example that a language is a tricky thing.

Requests are numerous in form, but as a rule the British prefer not to ask for anything waiting until the service is offered.

As to forms of address the most general rule is that the less you know the person the more polite you should sound. The most formal variant are '*Ladies and gentlemen*' when a group is addressed but the singular of these vocatives is another matter. A foreigner would do best to stick to '*Madam*' and '*Sir*'; this is the only formally correct way to address strangers, though it is not at all commonly used by the English themselves. While talking to acquaintances it is better to use *Mr.*, *Ms.*, *Miss* or *Mrs* plus the surname.

At the same time, the English and Americans often do not know what one is to call after a stranger who has, for example, dropped a glove while getting out of a train? They have no generally accepted forms like *Monsieur* and *Madame* in French, and most people in such circumstances call out '*I say!*' or even '*Hi!*' In less urgent cases one usually says '*Excuse me...*' without a vocative word.

Professional titles such as *Doctor*, *Professor* or *Colonel* are frequent as well. The person who has served as a Governor can use the title till the end of his life. Waiters and waitresses, shop-assistants and servants of both sexes say '*Sir*' or '*Madame*' to the people whom they are serving. You call '*Waiter!*', '*Waitress!*' or '*Porter!*' if you want service; you may call a female shop-assistant '*Miss*' (though often she does not like it), and what you call a male shop-assistant is impossible to say. Women, apart from the exceptions just mentioned, hardly ever call a man '*Sir*', unless he is very much their superior at work. Schoolgirls and schoolboys call their master '*Sir*' but their mistress '*Miss*', not '*Madam*'.



Nearly all manual workers would think it rather degrading to themselves if they addressed either a superior or a stranger as '*Sir*'; in offices, on the other hand, some use *Sir* to their superiors, some do not. Almost any worker will feel insulted if he is addressed by a superior as *Jones* instead of *Mr Jones*. Yet if men are on any terms of friendly acquaintance, they will use Christian name or surname only. Women call each other *Mrs Jones*, *Miss Jones*, or *Mary*, but almost never *Jones*. Girls in school are called by their Christian names, but boys usually by their surnames. A famous British sociolinguist S. Romain mentions an incident that at the college where she worked in the register her female students had either Miss or Mrs before their surnames whereas male students did not have any mark. When she asked her male colleagues what for it was done that way she was explained that in such a way the teacher knew the sex of the student.

The habit of using Christian names alone has spread enormously since the war. Even high-ranking civil servants or army officers will now use Christian names after a very brief acquaintance, and among the young of all classes the habit is so universal that sometimes they do not even know each other's surnames when they are quite well acquainted. The new habit has spread not only in social life but also at work, in offices and factories alike. There has been a natural reaction against it by some people, even among the young, who feel that Christian names should be postponed until acquaintance is rather more intimate. Another common way of referring to people (but not

of addressing them) is to use Christian name and surname together.

There are some folk ways of address used by people of less education: *Mister* to a man (especially from children), *Lady* to a woman, *Guv'nor* (Governor) to a man who is considered a superior, and *Mate* among both men and woman to those whom they consider their equals. Since the war there has also been a pleasant habit of addressing a stranger, whether man or woman, as *Dear*, and in the north of England *Love* is an old-established word. In the US the habit of using Christian names is especially popular.

The idea of *politically correct* usage can be seen in the forms of address used in the English-speaking countries. Until recently the English personal title system consisted of three terms: Miss or Mrs referring to women, the choice depending on their marital status, and Mr for men regardless of their marital status. At various times in the past other forms have been part of the system, e.g. Master for men and Mistress for women. Both Mrs and Miss are derived from the older title Mistress. The set of contemporary choices looks like this:

*Table 1. Traditional Personal Title System in the English-Speaking Countries*

Personal titles	Male	Mr
	Female	Mrs – married
		Miss – unmarried

This system makes it very clear that in choosing titles two pieces of information are needed when it comes to women (gender and marital status), whereas you do not need any information about men's marital status. As a result there exists asymmetry underlying that if males are defined purely in terms of gender, women are distinguished in terms of their relationship to a male: either as daughters or wives. Hence the proposal to introduce a new personal title *Ms* for women which identifies them without giving hints as to their marital status. More radical suggestions proposed to coin a new title *M* for everyone without any reference to gender. The latter suggestion was ignored because the gender differentiation is one of the most fundamental in the society.

The newly coined *Ms* has been assimilated into the old system and is used in the cases when a woman is divorced, lives in a de facto relationship, is a feminist or does not want to demonstrate her marital status. Thus this title still defines a woman in the terms of marriage.

At the moment the system of personal titles looks for many people the following way:

*Table 2. Personal Title System in the English-Speaking Countries at Present*

Personal titles	Male	Mr
	Female	Mrs –married
		Miss – unmarried
		Ms – a feminist

It is not clear whether the old forms will disappear completely, though there is a tendency to use the form *Ms* in official documents, in political, social, educational and scientific spheres of life.

Other cases of political correctness are connected with the description of mental or physical disabilities: people who are short are called *vertically challenged* in order not to be offended.

Besides, political correctness regulates race relations. Thus a term Black American has substituted offensive Negro.

Topics chosen for conversation must be politically correct as well. In the English speaking world people do not discuss their salary, minority rights, political and religious views, and any personal matters. You cannot ask an interlocutor whether they have a family and children, about their age and health. At the same time such topics as AIDS, early sex life, homosexuality are quite common.

Pronoun *they* substitutes *he* or *she* in the following cases: *everyone should bring their pens with them*. Such words as *chairperson*, *shop-girl* are politically incorrect. Newly coined *chairperson* and *shop-assistant* are used instead.

## EDUCATION

Education is an important source of background knowledge and background vocabulary as the system of education differs to a definite extent in every country of the English-speaking world.

In the UK the system of secondary education has its own specific features in England, Wales and Scotland. Usually schools funded by the government are called *state schools* and education is known as *state education*. This differentiates it from *private education* maintained in *independent schools* i.e. schools independent of governmental control. The most prestigious independent schools are known as *public schools*.

Public schools paid more attention to character-building and the development of team spirit less to academic achievement. This caused the expansion of customs, the wearing of distinctive clothes and the use of specialized items of vocabulary.

They were all *boarding schools* (that is, the pupils lived in them), so they had a strong and lasting influence on their pupils. The purpose was to prepare young men to take up positions in the higher ranks of the army, in business, the civil service, the legal profession and politics. They took fee-paying pupils and some scholarship pupils who did not pay. Boarding schools were divided into houses which were looked after by a housemaster. Some senior boys acted as *prefects*, had authority over the other boys and their own servants called *fags* appointed from among the youngest boys. They paid much attention to team sports. Corporal punishment was used at school. There have been a fairly large number of girls' public schools for the last hundred years, and more recently a few schools have started to admit both boys and girls (*mixed schools*). Many schools admit both day pupils and boarders, and some are day-schools only; prefects no longer have so

much power or have been abolished altogether; fagging has disappeared; there is less emphasis on team sport and more on academic achievement. Among the most famous public schools are *Eton*, *Harrow*, *Rugby* and *Winchester*. The pupils after finishing schools form the ruling elite, retaining the distinctive habits and vocabulary which, they had learnt at school. They formed a closed group separate from the rest of society. It was difficult for anybody who had had a different education to enter this group was. When, in the twentieth century new schools tended to copy the features of the public schools.

The full-time education is compulsory up to the middle teenage years and free of charge. It comprises three stages: the first stage (*primary*); the second stage (*secondary*) at the age of eleven or twelve; the third (*tertiary*) stage – further education at university or college.

Before 1965 most children took an eleven-plus exam at the end of their primary schooling. If they passed the exam they went to a *grammar school*. Students were taught academic subjects to prepare them for university, the professions or highly-skilled jobs. Those who failed went to a *secondary modern school*, where the lessons had a practical basic. These students were considered to be failures as they could not enter the university. Almost all the children who passed this exam were from middle-class families. The system reinforced class distinctions. The division into grammar schools and secondary modern schools was changed during the 1960-s. These days, most eleven-year-olds go on to the same local school. These

schools are known as *comprehensive schools*. In fact, there are still places where the old system is still existing.

A national curriculum appeared in the late 1980-s. Besides schools can now get their money directly from central government. At the lower primary level, this means a greater emphasis on what are known as *the three Rs* (Reading, wRiting and aRithmetic). At higher levels, it means a greater emphasis on science and technology. A consequence of the traditional British approach to education had been the habit of giving a relatively large amount of attention to the arts and humanities, and relatively little to science and technology.

There is no countrywide system of *nursery* (*pre-primary*) schools. Some nursery schools are attached to primary schools. A lot of children don't attend school until they are about five. Almost all schools are either primary or secondary only and work a five-day week. Classes begin at or just before nine o'clock and finish between three and four. The lunch break usually lasts about an hour-and-a-quarter.

In primary schools, a class teacher teaches all subjects. Children have to take national tests in English, mathematics and science when they are seven and eleven. In secondary schools, pupils have different teachers for different subjects. School year is usually divided into Autumn, Spring and Summer terms. Christmas and Easter holidays last about 2 weeks each and summer holiday lasts about 6 weeks.

There exist mixed ability classes or children are separated into groups according to their perceived abilities,

sometimes for particular subjects only, sometimes across all subjects.

At the age of sixteen people are free to leave school if they want to after taking *O-level exams*. About a third of them still take this option, however. About half of those who stay in full-time education in order to take *A-level exams* which enable you to enter university will have to leave their school, either because it does not have a *sixth form* (*The sixth form*) or because it does not teach the desired subjects, and go to a *Sixth-form College*, or *College of Further Education*. The word *form* was the usual word to describe a class of pupils in public schools. It was taken over by some State schools. With the introduction of the national curriculum it has become common to refer to *years*.

The organization of the exams which schoolchildren take from the age of about fifteen (*O-levels*) are set by independent examining boards. There are several of these. Everywhere except Scotland (which has its own single board), each school or *LEA* (Local Educational Authority) decides which board's exams its pupils take. There is no unified school-leaving exam or school-leaving certificate. In practice, nearly all pupils do exams in English, math and a science subject, and most also do an exam in technology and one in a foreign language, usually French. Many students take exams in three or more additional subjects. Besides, the exams have nothing to do with school years as such. They are divorced from the school system.



Universities select students on the basis of *A-level* results and an interview. Those with better exam grades are more likely to be accepted. But in principle there is nothing to stop a university accepting a student who has no *A-levels* at all and conversely, a student with top grades in several *A-levels* is not guaranteed a place. The availability of higher education has increased greatly in the second half of the twentieth century.

***Higher Education.*** *Open University* is a British invention. It was started in 1969. It is a world leader in flexible distance learning. The OU has taught more than 1.8 million students and has almost 220,000 current students, including more than 15,000 overseas. Its courses are taught through internet, television, radio and specially written coursebooks. All the students work is supported by tutors, to whom they send their written work and with whom they then discuss it. In the summer, they have to attend short residential courses of about a week. At OU you can take: *short courses* to learn new skills or advance the career; *in-depth programs* allow to deepen understanding of a subject and develop career skills, with the chance to earn an academic or professional credential; *online degrees* to gain an internationally recognised qualification.

*Oxbridge* denotes the universities of Oxford and Cambridge, both founded in the medieval period.

It has been welcoming intellectually adventurous students to summer study programs since 1986. The aim was to give them an opportunity to live and study in historic places.

They are federations of semi-independent colleges, each college having its own staff, known as *Fellows*. Most colleges

have their own dining hall, library and chapel and contain enough accommodation for at least half of their students. The Fellows teach the college students either one-to-one or in very small groups (known as *tutorials* in Oxford and *supervisions* in Cambridge), Oxbridge has the lowest student/staff ratio in Britain. Lectures and laboratory work are organized at university level. Before 1970 all Oxbridge colleges were single-sex (mostly for men).

Nowadays Oxbridge offers over 200 subjects, from Medical Science to Business, from Psychology to Computer Science, from Fashion to Photography. Students can choose two subjects: a major and a minor

At *the old Scottish universities* the pattern of study is closer to the continental tradition than to the English one - there is less specialization than at Oxbridge. Until the fifteenth century, those Scots who wished to attend university had to travel to England, or to the Continent. The situation was changed by the universities were founded. By 1600 Scotland had four of them: *Glasgow, Edinburgh, Aberdeen* and *St Andrews*. The last of these resembles Oxbridge in many ways, while the other three are more like civic universities as most of the students live at home or find their own rooms in town.

*The early nineteenth-century English universities* include those which were founded in the first half of the nineteenth century to make higher education more accessible. *Durham University* was founded in 1832. Its living accommodations are similar to Oxbridge, but academic matters are organized at university level. *The University of London*

started in 1836 with just two colleges. The central organization is responsible for *title* more than exams and the awarding of *degrees*.

*The older civic (redbrick) universities* with a technical bias appeared during the nineteenth century in the new industrial towns and cities such as Birmingham, Manchester and Leeds. Their buildings were of local material, often brick, in contrast to the stone of older universities (hence the name, *redbrick*). They catered only for local people. At first, they prepared students for London University degrees, but later they were given the right to award their own degrees, and so became universities themselves. In the mid-twentieth century they started to accept students from all over the country.

At first *redbrick* was used to refer only to six civic universities and later on they were joined by a number of other universities as the definition was relaxed to include universities given a charter between 1900 and 1963. First institutions gained university status before World War I. Eight of the nine original institutions are members of the Russell Group.

*Plate Glass Universities* were founded between 1963 and 1992 as part of Education reforms aiming at increasing the number of Universities in the UK. The universities were named after the county or wider area they served. They are also referred to *the campus universities* as most were built on designated green-field sites as self-contained US style campuses. They are usually located in the countryside but close to towns. Examples are East Anglia, Lancaster, Sussex and Warwick Universities. They have accommodation for most of

their students on site and from their beginning, mostly in the early 1960-s attracted students from all over the country. They tend to emphasize relatively new academic disciplines such as social sciences and make greater use than other universities of teaching in small groups, often known as *seminars*.

*The newer civic universities (post-1992 university or modern university)* were originally technical colleges set up by local authorities in the first half of the twentieth century. Their upgrading to university status took place in two waves. The first wave occurred in the mid 1960-s, when ten of them (e.g. Aston in Birmingham, Sanford near Manchester were promoted in this way). Then, in the early 1970-s, another thirty became *polytechnics*, which meant that as well as continuing with their former courses, they were allowed to teach degree courses (the degrees being awarded by a national body). They received university status through the *Further and Higher Education Act 1992*. Their most notable feature is flexibility with regard to studying arrangements, including *sandwich courses* (i.e. studies interrupted by periods of time outside education). They are now all financed by central government.

*The Educational System of the USA* has its own peculiarities. Each state decides its own system of education, setting basic minimal requirements for teaching and teachers. The administrative control is decided on a local level. The communities of American cities and towns have school boards which decide what will be taught. These boards are composed of citizens who are elected by the community.

***Elementary and Secondary Education*** greatly depends on the community, but we can still find some similarities. There are five different parts of the American school system: *nursery school, kindergarten and elementary* (often in the same building), and *secondary (junior high school and high school)*.

In the USA children start school by age five or six years. Depending on the state schooling is compulsory until the age of sixteen or eighteen. Children younger than five can go to a nursery school or preschool.

Mostly students start schooling, when they are five in kindergarten. Some students attend *elementary school* from kindergarten to sixth grade, *secondary school (junior high school)* from seventh to ninth grade, and then *high school* from ninth to twelfth. Others go to elementary school from kindergarten to eighth grade and then go straight to high school from ninth to twelfth. It depends entirely on the individual student and what the school system in his town offers.

A student, with his or her family, can decide at any time to attend a public or private school. Students most commonly attend public schools, but still there are a variety of private schools to enter. In public schools parents don't have to pay for their children's education, as they are financed through taxes. At private schools parents have to pay a yearly fee. Private schools can be religious or simply private. There are also boarding schools where students go away to school. However, all these schools follow the state's basic requirements of education.

Nearly every state has the same requirements of English, maths, biology, chemistry, physics, physical education and history. Schools offer optional courses e. g. art, modern languages, computers so the students can choose. Physical education is a very important subject in the US many cause many students participate in sports programs. Students can choose in what language they want to study, what kind of art interests them, and which sports they wish to play. Students have the most choice in their *electives*. Most students have an elective every year and perhaps several in their last years of school. This is where students may choose either to advance in science and math or in art or music, whatever interests them. Students who have done poorly in school and have failed a class must retake the class during the school year, or in *summer school*. There are also special programs for children with behavior or reading difficulties. Generally all types of students study in the same school. Extracurricular activities are held after the classes. Some examples of extracurricular activities are all kinds of sports, drama, chess, foreign language clubs, school newspapers, radio stations, debating clubs, computer clubs, science clubs, orchestras, bands, choir, theater, politics, and public service work. Basically, any club which a group of students are interested in pursuing may be formed. This is how most students enjoy themselves after school and socialize with their friends.

### Structure of school system

<i>Pre-Primary</i>				
Type of school	Kindergarten	Nursery Schools	Preschool programmes	Child/day Care

			Centres
Length of program: 2 years		Age level: 3–6	
Primary			
Type of school	Elementary Schools (Grades 1-4 on average, but state and local practice may vary).		
Length of program: 4 years		Age level: 6–10	
Primary			
Type of school	Elementary Schools (Grades 1–6 or 7).		
Length of program: 8 years		Age level: 6–14	
Middle			
Type of school	Middle Schools (Grades 4–6, 5–7 or 6–8)		
Length of program: 3 years		Age level: 10–14	
Secondary			
Type of school	High Schools (Grades 7–12 or 8–12).		
Length of program: 6 years		Age level: 13–18	
Junior Secondary			
Type of school	Junior High Schools (Grades 7–8, 7–9 or 8–9).		
Length of program: 3 years		Age level: 13–15	
Upper Secondary			
Type of school	High Schools, Senior High Schools (Grades 9–12 or 10–12).		
Length of program: 4 years		Age level: 15–18	

Nearly one million high school seniors go on to pursue ***higher education*** every year. Basically, it consists of four parts. The first one is *the university* consisting of several colleges for undergraduate students pursuing *a four-year bachelor degree*.

There are graduate schools for students who have already received a bachelor's degree and who want to continue their education to earn *a master's or doctoral degree*.

The second institution is *a college*, many of them are independent and are not a part of a larger university. College offers fewer fields of study than a university. The third choice is *a community, or Junior, college*. This is a two-year public institution of higher education where students earn an associate's degree. After completing their degree, graduates may either go on to a four-year college or enter many professions. Some community colleges are now offering four-year bachelor's degrees. Finally, there is what is called a *technical school*. This category is very diverse. High school graduates may enter a wide variety of technical schools. Some have graduate programs, while others offer short-term courses in many fields such as bookkeeping, data processing, or beauty school. Basically, students go to these schools to learn a trade which will give them experience in the profession of their choice.

All of these institutions may be either public or private. Even though there are over 3,300 accredited colleges and universities in the United States to which any high school graduate may apply, being accepted to the college of your choice is a highly competitive process. Students are generally accepted on the basis of their high school marks, *SAT* scores (*Standard Admissions Test*), recommendations from their high school teachers, their application essay, and how well they present themselves at their college interview.



The bachelor's degree is an undergraduate degree awarded at four-year colleges and universities throughout the United States. A traditional bachelor's degree has three components: general education, core courses and elective courses. General education curriculum is the same for college and university students and has a liberal arts focus. Core courses are specific and aiming at helping students to become proficient in a specific field of study. Elective courses are selected by students individually. They typically focus on a student's major.

There are traditionally several types of bachelor's degree. The most common are: a *Bachelor of Arts (BA)*, a *Bachelor of Science (BS)*. A Bachelor of Arts is a degree in subjects such as history, languages, and philosophy and has a strong liberal arts emphasis. A Bachelor of Science is a degree in sciences such as chemistry and physics, it focuses on technical disciplines and applied sciences.

Bachelor's degree program takes four to five years to complete. However, there are a lot of programs that can be completed in less time, for example, via online distance learning. To earn a degree, colleges and universities require that a student completes receives a certain amount of *credits*, generally 130. Credits represent each hour a student is in class for the course. Most courses are three credits, so they meet for three hours a week. Students take between 12 and 18 credits a semester. Students are required to declare a *major* and generally *one minor* as well. A major is the field of study in which a student earns his degree, and a minor is the secondary

field of study a student pursues. Every major has different requirements; for example, a degree in English literature at one school may require 36 semester hours (credits) in total. Most minors are half that, 18 credits. Schools also have basic requirements in history, English, speech, foreign languages, and a variety of other subjects. There are also many electives in higher education. This may enable a student to earn a second minor by using their elective credits in another field. Some science and math fields have different requirements of credits and electives; every degree is different.

***Education in Canada*** is under the complete jurisdiction of the provinces and territories. Canada doesn't have a national system of education. Children start schooling at the age of five or six and continue until they are between sixteen and eighteen. That depends on the province or territory. Parents may choose different types of schooling for their children (free public schools; paid private schools; at-home education; English or French schools).

Public secondary education in Canada is free in all the provinces, though each provincial system reflects its specific regional concerns, and historical and cultural heritage.

***Higher educational establishments*** are divided into universities, university colleges, community colleges/technical institutes, career colleges.

Canadian universities are almost always publicly funded with varying tuition fees. The school year runs from September through May, divided into either semesters or trimesters. Universities offer high quality education, usually

programs in Canada are suggested in either French or English. They offer a broad range of courses and degrees from undergraduate to doctorate and also certificate and professional degrees.

As a component of the Canadian university system, university colleges offer students a choice of either academic oriented university degree programmes or the more practical-oriented college diplomas and certificates. They are distinguished by their strong student support services, small classes and strong campus environments.

*Community colleges* and technical institutes are very popular in Canada. Students take two-year programs at the end of which they receive an Associate of Arts Degree or a Diploma. They have vocational-related curricula, with small classes, off-campus course offerings, a greater ratio of laboratory space to class room space, and an interactive teaching style. These institutes have the primary function of responding to the training needs of business, industry, and public service sectors. Most colleges and technical institutes offer diplomas and certificates rather than degrees, however, more now grant degrees and applied degrees.

*Technical/Career Colleges* are privately owned educational institutions which provide students with practical skills preparing them for the job market after a short period of instruction. The study periods are usually relatively short. They specialize in practical skills, such as business, IT, and secretarial skills. The academic year usually starts in September and ends in May, and is normally divided into two

semesters. Some institutes operate on a semester or trimester system and admit students in January and/or May as well as September. A great deal of the institutes offer number of courses and special programmes during the summer session.

***The education system in Australia.*** School education is similar across all the country with only minor variations between states and territories. School is compulsory for all children between the ages of six and sixteen (Year 1 to Year 9 or 10). School education lasts for thirteen years and is divided into: primary school (starting at Kindergarten/Preparatory through to Year 6 or 7); secondary school (from Years 7 to 10 or 8 to 10); senior secondary school (Years 11 and 12).

The government provides *public schools*. Churches and other groups provide *private schooling*. Public schooling is free and users pay fees for private schooling.

The curriculum may vary but the learning areas are the same. Each state has a *Vocational Education and Training* (VET) or *Technical and Further Education* (TAFE) system. VET prepares people for work in a career that does not need a university degree. Typically, a VET/TAFE course takes two years of study.

The national government provides the funding for *universities* which are independent in their governance. They set their courses and course content. Typically, a university course takes three or four years of study. Australian higher educational institutions have a wide range of courses. The latter comprise commerce, sciences, law, engineering, management,

medicine, humanities, technology, environmental science, accounting and finance.

***New Zealand Education*** comprises 12 or 13 years which are necessary to complete the course of secondary education. The school year consists of four terms, it begins in early February and is over in mid-December.

Schoolchildren should start schooling at the age six and they can leave school at the age of sixteen, but the majority of children do not leave it until they are 17. Besides, parents can send a child to school the moment it turns 5. It is not necessary to wait for the beginning of a new school year. Nevertheless, there are schools that take children only at the beginning of a new term.

*Tertiary Study Options* include

- eight government-funded universities providing undergraduate and postgraduate degree programmes. Some also offer foundation programmes. Whilst all offer a broad range of degree subjects, each university has its own specialised courses;

- 25 government-funded *polytechnics and institutes of technology*. They offer a wide variety of programmes which can be both academically and vocationally focused;

- *private tertiary and training establishments* offering an alternative study option. They offer a range of programmes including professional certificates, diplomas and degrees in a diverse range of subjects including art, computer studies, secretarial studies, the hospitality industry, ecotourism, quality management and others.

## SOCIETY

**Religion.** The Protestant Church of England or Anglican Church is the official state church to which the monarch should belong. It separated from Rome in 1534 during the reign of King Henry VIII. It has its own *liturgy*, the Book of Common Prayer dating from 1549 and the Alternative Service Book which was introduced in 1980. It is divided into two provinces: Canterbury in the south and York in the north of England. The *archbishops* of the provinces are the two most senior clergymen in the Church.

Each *diocese* which comprises a number of *parishes* has its own *bishop*, who is responsible for its spiritual leadership and centred upon a cathedral church.

The two archbishops, the bishops of London, Durham and Winchester, together with 21 other bishops in order of seniority, sit in the House of Lords. In the United Kingdom clergy cannot sit in the House of Commons. The Church of England has its own central governing and legislative body, the *General Synod*.

There are three churches in the other parts of the British Isles, *the Church of Ireland*, *the Scottish Episcopal Church* and *the Church in Wales*. In Great Britain there are Catholics and free churches (*Methodists*, *Baptists*, *united reformers* and *Salvation Army members*) as well.

Studies show that about 9 in 10 Americans identify with a religion and that about 6 in 10 belong to a church. About 94

percent of Americans who identify with a religion are Christians. Among Christians the majority is Protestants and include, among others, *Baptists, Methodists, and Lutherans*, and each of these groups is divided into smaller groups. So Catholics, although outnumbered by Protestants, are the single largest religious group. Jews are the largest non-Christian group, with about 4 percent of the population. About 2 percent of the population is Moslem, and smaller numbers are Buddhists and Hindus. Native Americans often preserve their tribal religions.

The areas associated with definite immigrant groups have religious preferences. For example, the Lutheran religion was strong among Germans and Scandinavians who settled in the Midwest. The Baptist religion developed in the South. The state of Utah, in the West, was settled by *Mormons* (religion began in the United States, in the 1800s.) Sections of the South and, to some extent, the Midwest are sometimes called the *Bible Belt*. In these areas people believe that the Bible is literally true and that its message should be at the center of a person's life. Thus a Bible can be found in any hotel room.

**Media.** Britain's newspapers having appeared over 300 years ago receive no government subsidy, unlike in some other European countries today. Thus the papers fully depend on advertising. There are about 130 daily and Sunday papers, 1,400 weekly papers and over 6,500 periodical publications. More newspapers, proportionately, are sold in Britain than in almost any other country. On average, two out of three people over the age of 15 read a national morning newspaper.

*National dailies* are divided into *Populars* (*Daily Mirror* (1903), *Daily Star* (1978), *Sun* (1964), *Daily Express* (1900), *Daily Mail* (1896)) and *Qualities* (*The Financial Times* (1888), *The Daily Telegraph* (1855), *The Guardian* (1821), *The Independent* (1986), *The Times* (1785). *National Sundays* consist of *populars* (*News of the World* (1843), *Sunday Express* (1918), *Sunday Mirror* (1963), *Mail on Sunday* (1982), *People* (1881), and *qualities* (*The Sunday Telegraph* (1961), *The Observer* (1791), *The Sunday Times* (1822), *The Independent on Sunday* (1990)).

*Quality papers*, known as 'broadsheets' on account of their larger, rather cumbersome format, present serious analysis of important political, economic and social events, whereas *populars* are essentially mass entertainment. All the popular papers, with the exception of the *Sunday Express*, are *tabloid* in format and have large illustrations, bold captions and a sensational prose style. The tabloids' news content is minimal and their emphasis is on gossip, emotion and scandal. During the 1980s every paper was radically affected by new printing technology and left its historic home in Fleet Street, known colloquially as *the Street of Shame*, the centre of the British press for over a century. There are over 800 free newspapers known as *freebies*, almost all of them weekly and financed entirely by advertising. They achieve a weekly circulation of over 40 million. They function as local noticeboards, where local events are advertised, and anyone can advertise in the 'for sale' or 'wanted' columns.



The best-selling *weeklies* are those giving details of the forthcoming week's television and radio programmes, *What's On TV*, *the Radio Times* and *TV Times*. Second to them in popularity are *women's magazines* such as *Take a Break*, *Woman's Weekly*, *Woman's Own*, *Woman*, *Woman's Realm*. During the early 1990s some recently established *men's magazines* such as *Loaded*, *GQ* and *Esquire*, became popular.

The leading opinion journals are *The Economist*, a slightly right-of-centre political and economic weekly, the *New Statesman and Society*, a left-of-centre political and social weekly, *the Spectator*, a right-of-centre political weekly, and *Private Eye*, a satirical fortnightly with a reputation for devastating attacks on leading personalities.

In 1936 *BBC* was established by the government. Its monopoly was removed only in 1955 when independent and commercial TV and radio appeared. BBC has 5 radio stations and additional 38 local stations. An important but separate part of the BBC's work is its *external services* which are a promotional part of British foreign policy.

Television is the single most popular form of entertainment in Britain. In the mid-1990s viewers spent on average over three and a half hours daily in front of the television set. Until 1997 they had four terrestrial channels to choose from: BBC1 and BBC2, ITV (Independent Television) and Channel 4. Channel 4, which was established in 1982, specialises in minority interest programmes, but has proved highly successful. A third commercial channel, Channel 5, began broadcasting in 1997. Satellite broadcasting has been

available since 1989. The major provider of satellite programmes is BSKyB. Cable television was introduced in 1993.

In the USA newspapers are published in 34 different languages. These are dailies (*The Wall Street Journal*, *Daily News*, *USAToday* *Los Angeles Times*, *The New York Times*, *The Washington Post*, *The Chicago Tribune*, *The New York Post*) weeklies, semi-weeklies or monthlies. The Sunday papers are usually much larger than the regular editions. The record for a Sunday paper is held by *The New York Times*. One issue on a Sunday in 1965 contained 946 pages, weighed 36 pounds, and cost 50 cents. Reading the Sunday paper is an American tradition, for some people an alternative to going to church.

Among the twenty daily newspapers with the largest circulation only two or three are populars. The paper with the largest circulation *The Wall Street Journal* belongs to the qualities and is found throughout the country which is an exception to the rule as the people prefer local dailies. There has been one attempt to publish a truly national newspaper, *USA Today*. But it still has only a circulation of 1.2 million and, in its popular form, can only offer news of general interest.

Some newspapers collect and sell news, news features, and photographs to hundreds of other papers in the U.S. and abroad. Three of the better-known of these are *The New York Times*', *The Washington Post*'s, and the *Los Angeles Times*' news services.

The two U.S. news agencies AP (Associated Press) and UPI (United Press International) are the world's largest. AP is the oldest agency internationally (founded in 1848) and the largest. It maintains reporters and cameramen at 122 domestic and 65 foreign news bureaus. It has some 10,000 subscribers in 115 countries. UPI is the second largest, with 92 domestic and 81 foreign bureaus in over 90 countries.

There are over 11,000 magazines and periodicals in the US. The best-known weeklies are *Time*, *Newsweek*, *U.S. news & World Report*. There is a strong market for serious scientific publications. *National Geographic*, *Consumer Reports*, *Smithsonian* (published by the Smithsonian Institution in Washington, D.C.), *Scientific American* (U.S. edition) are especially popular.

Among radio stations there are many non-commercial, that is non-profit and educational in nature and allowing no commercials and advertising. Like the non-commercial radio stations, the non-commercial television stations are supported by individual donations, grants from foundations and private organizations, and funds from city, state, and federal sources. There are no fees, charges, taxes, or licenses in the United States for owning radio and television receivers or for receiving anything that is broadcast through the air. Laws prohibit any state or the federal government from owning or operating radio and television stations (stations such as Voice of America may only broadcast overseas).

Smaller cities and areas have one or two local TV stations, and the larger cities ten or more. The largest television

network is PBS (Public Broadcasting Service) with its over 280 nonprofit, non commercial stations sharing programs. Popular networks are CBS, NBC, ABC, CNN (Cable News Network), which carries only news and news stories, ESPN, the all-sports cable network, and MTV, which is famous for its music videos.

## PART 2. SEMINARS

### Seminar 1

#### Country Study as a Branch of Linguistics

##### Outline

1. Country Study as a branch of Linguistics and its history.
2. Links of Country Study with other branches of Linguistics.
3. Background knowledge.
4. National cultural component.
5. Communicative competence.
6. Presupposition.
7. Communicative behaviour
8. Realia and their national colouring. The principles of their interpretation and translation.

***Main terms and notions:*** subject and object of Country Study, background knowledge, background vocabulary, communicative competence, national and cultural component, communicative situation, communicative behaviour, realia.

##### ***Questions to discuss***

1. What does country study investigate?
2. What is called cultural connotation?
3. What vocabulary is called background?
4. What is the main task of country study?
5. Why was it necessary to teach the foreigners Soviet culture 50 years ago?

6. Do you know Ukrainian words which cannot be translated into other languages because of their specific role in our culture?

***Reports to make***

1. *The history of country study investigations.*
2. *The links of country study with methods of teaching foreign languages.*

**Seminar 2**

**Problems of Cross-Cultural Communication**

**Outline**

1. Notion of cross cultural communication.
2. Cross cultural competence.
3. Socialization and second culture acquisition.
4. The problem of foreign language equivalent choice.
5. Mentality in cross cultural communication.

***Main terms and notions:*** cross cultural competence, cross cultural communication, socialization, second culture acquisition, foreign language equivalents, mentality.

***Questions to discuss***

1. What are the peculiarities of crosscultural communication?
2. What is meant by crosscultural competence?
3. Which is the best way to get used to a new culture?
4. What are the peculiarities of assimilation in the new culture?
5. How can a person preserve their national

identity in a new country?

6. What generation can get assimilated in the new culture?

7. What should a Ukrainian who immigrated to the USA do in order to preserve their national and cultural identity?

8. What advice would you give to the representatives of the English speaking world coming to Ukraine?

9. What do you find strange in the behavior of Americans, the British?

### ***Reports to make***

*The problems of cross cultural communication.*

### ***Problems to solve***

1. An influential American newspaper New York Times published an article *How Russians Count New York Crowds* about people who count passers by in Times Square in New York. People who came to the USA more than 30 years ago and had prestigious jobs in the former Soviet Union *Before they worked as counters, many worked as accountants, computer programmers or engineers in their home countries* are called immigrants *So instead, tracking the river of humanity is tackled by dozens of Russian immigrants armed with clipboards, folding chairs and counters.* The main problem of those people who have spent more than 30 years in the USA is that though *Most of them have good education, but they can't speak English well* (New York Times, December, 24, 2008). Why do you think an influential newspaper which

should be politically correct and avoid terms which may offend people calls those who have lived in the USA for a long time immigrants. Who is to blame that those people have not integrated into the American poly cultural space. What role does their lack of knowledge of English play?

2. Among Russian immigrants who live in Brighton Beach in New York and are surrounded by the Russian language infrastructure there exists a saying “to go to America”. What does it mean?

3. As a rule those immigrants whose children are born in the USA complain that the children know very little about their culture and speak their parents’ native tongue badly. What should the people do to help their children preserve their national identity?

### **Seminar 3**

#### **English as a Nationally Marked Language**

##### **Outline**

1. The use of the English language in the world
2. National variants of English
3. Nationally marked vocabulary
4. Spheres of nationally-marked vocabulary

concentration

**Main notions:** national variants of English, international, additional, second languages, New Englishes.

##### ***Questions to discuss***

1. Why has English become an international language?



2. Is the dissemination of English a positive or negative phenomenon?

3. Does every national variant of English have the same spheres of nationally-marked vocabulary concentration? If there exist any differences in the spheres what can they be accounted for by?

***Prepare a report***

*English as a Second Language.*

*English as a Global Language*

***Problems to solve***

1. Native speakers of English who use it while communicating with foreigners specify that they try to avoid idioms, clichés, proverbs, sayings, pun, allusions, figures of speech and other means which comprise the national and cultural background of the language. What is the reason of the strategy? How would you comment on the significance of this phenomenon?

2. While commenting on the way the foreigners use English J. Steiner mentions that though the Japanese use correct grammar and vocabulary, in their speech so much is correct, so little is right. What does the scholar mean? Is the fact that in the foreigners' speech so little is right anyhow connected with background knowledge?

## **Seminar 4**

### **Onomastic Realia**

#### **Outline**

1. The notion of onomastic realia.

2. Geographical proper names.
3. Names and surnames.
4. Nicknames and representative names.

**Main terms and notions:** onomastic realia, toponyms, anthroponyms.

***Questions to discuss***

1. In what way is the history fixed in the geographical names?
2. What associations do we have when hearing geographical names?
3. What are English surnames connected with?
4. In what country are middle names popular?
5. What can serve as a middle name for an American boy from a middle class family?

***Reports to make***

*Geographical names in Australian English*

*Geographical names in Canadian English*

***Problem to solve***

1. In a popular American film *You've got mail* with Tom Hanks the main hero whose surname is Fox, his father and grandfather have a yacht each. The names of the yachts are as follows *Fox I*, *Fox II*, *Fox III*. What can the names mean? Which yacht belongs to the son, the father, the grandfather? Which custom do the names reflect?
2. At the beginning of her career in Hollywood Nicole Kidman was often referred to as Mrs Tom Cruise. Such an address was rather humiliating. Why?
3. Here are a few examples of the names American

villages and towns have: *Idiotville, Hot Coffee and Good Food, Whynot, Superior Bottom*. Can you add your other names of the kind? Have you ever come across such names in Ukraine?

### **Seminar 5**

#### **Vocabulary Denoting Geographical and Natural Phenomena**

##### **Outline**

1. Classification of geographical realia in English.
2. Peculiarities of the relief in English speaking countries as a source of realia.
3. Flora and fauna
4. Cultivated plants
5. National resources
6. Geographical and natural phenomena as symbols of English Speaking nations.

**Main terms and notions:** geographical realia, natural realia.

##### ***Questions to discuss***

1. The influence of the relief on the realia.
2. Types of geographical realia.
3. Why do geographical realia become symbols of a country?

##### ***Reports to make***

*Geographical realia in Australian English*

*Geographical realia in Canadian English*

*Geographical and natural phenomena in New Zealand English*

## Seminar 6

### Ethnographic Phenomena

#### Outline

1. Classification of ethnographic realia
2. National cuisine in English speaking countries
3. Dishes connected with religious holidays and geographical regions
4. Ceremonies connected with meals, etiquette and stereotypes
5. Fast food in the UK and US.
6. American and English breakfast
7. Places to eat and drink in the UK and US. The English "Pub"
8. The Phenomenon of tea

***Main concepts:*** ethnographic realia

***Questions to discuss***

*Dishes connected with regions and holidays*

*Etiquette*

*English and American breakfast*

***Reports to make***

*Food in Australia*

*Food in New Zealand*

***Problems to solve***

1. In the UK before visiting a household you have to inform the hostess about your diet restrictions. Comment on the custom mentioned. Do you find it embarrassing or reasonable? Give your proofs.
2. The following letter was published on the site which

deals with British etiquette. What is your answer?

“Could you please tell me what the correct procedure is when leaving the dining table during a meal? I was taught that you were to ask for permission to excuse yourself. I was recently offended by someone leaving the table while the rest of us were still eating & was told by a relative the next day that it didn't really matter.”

3. The following letter from the USA and the answer to it were published on the same site. Comment on both "I was born and raised in New England, and it was always the custom to eat with the fork in the right hand, but change hands when you cut your meat, with knife in your right hand, fork in your left. Then place the knife at the top of your plate, switch hands, and then eat with the fork in your right hand. I was just on a cruise with People from United Kingdom and I was the only one eating the way I was raised to eat. Everyone was fascinated! When we ever saw someone eating with the fork in the left hand and knife in the right and never changing hands, we were taught, that that was bad manners. My question is: Where did the traditional way of eating?? Which way???"

The curious thing about the letter is that no answer was given with the excuse that the authors of the site did not know the answer. Where does the misunderstanding arise? How do British and American etiquette differ? Which procedure seems to be easier? Which is more common to us? Why?

4. In Britain they eat most of our food with cutlery. Among those mentioned specify the foods they don't eat with a knife, fork or spoon: sandwiches, chicken, crisps, corn on the

cob, pizza, and fruit. On the list mentioned there are two foods which can be eaten without any cutlery only if you are at a barbecue or in a very informal setting. Which are they?

5. In a famous American film *Pretty Woman* the main heroine took a lesson from a waiter to learn which fork to use during the formal dinner. Which is the most general advice you should remember when the number of forks and knives exceeds two?

6. Though it is not obligatory you may be offered in Britain a spoon and a fork to eat your dessert with. Which instrument is optional? When using both of them which one goes into which hand?

## **Seminar 7**

### **Holidays and Traditions**

#### **Outline**

1. Religious and state holidays in the UK
2. Religious, federal state and minor holidays in the USA
3. Festivals and celebrations, fairs.
4. Superstitions

***Main concepts:*** ethnographic realia

***Questions to discuss***

*State holidays*

*Bank holidays*

*Religious holidays*

*Minor holidays*

*Compare superstitions in Ukraine and English speaking*

*countries. Find out similarities and differences.*

***Reports to make***

*Superstitions in Australia and New Zealand*

*Holidays in Australia*

*Holidays in Canada*

*Holidays in New Zealand*

1. An American who lived in Russia for some time was puzzled by Russians' attitude to the future. Knowing that a friend of his was going to buy a car he congratulated her with a future purchase and was asked to take the congratulation back as it was impossible to congratulate in advance. Why was the American puzzled? Is it really typical of Eastern Slavs to be afraid of congratulations in advance?

**Seminar 8**

**Speech Behaviour**

1. Speech behaviour in the English speaking world
2. Speech etiquette.
3. Types of communicative situations.
4. Forms of address.
5. Communicative behaviour and the problem of political correctness.
6. Non-verbal behaviour in the English speaking world.

**Main concepts:** communicative behaviour, speech etiquette, nationally marked character of speech etiquette, nonverbal behaviour, direct address, political correctness.

***Questions to discuss***

*Speech etiquette*

*Standardized speech situations and their role in the process of learning a foreign language*

*Variable speech situations*

***Reports to make***

*Speech etiquette in Canada, Australia and New Zealand*

***Problems to solve***

When it comes to cultural differences in speech behavior scholars believe that the following oppositions can be drawn:

Ukrainians	Americans
Patient	tolerant
Emotional	rational
Cooperative	competition
Pessimistic	optimistic
Try to prove it with examples from your own life.	

## **Seminar 9**

### **Routine Behaviour**

#### **Outline**

1. Manners in Great Britain and the USA.
2. Titles in the United Kingdom.
3. Charities.
4. Family life. Family celebrations.
5. Fashion. Formal and informal dress.
6. Punctuality.
7. Relations.



**Main concepts:** routine behaviour, titles, peerage, charity, nuclear family, extended family, formal and informal dresses.

***Questions to discuss***

*The system of titles in the UK and its peculiarities when compared to the rest of European cultures.*

***Reports to make***

*Routine behaviour in Canada, Australia and New Zealand.*

***Problem to solve***

1. The British and Americans often use the following phrases “Drop any time” or “Come to see me soon”. Are these invitations? If no what are these?

2. Our compatriots often complain that it is difficult to get used to the idea that Americans can call you a friend one day and ignore you the next one. What is the reason of their behavior in such a case?

3. In one of the American soaperas a girl explaining to her new friend the difference in their status mentions that in her background people drink beer and eat tuna sandwiches. What background is meant? Is it possible to specify the person’s status taking into consideration such markers as food, drinks, and clothes? Which other markers can be of any help?

4. In a popular book about babies a well-known American pediatrician Dr Spock specifies that the moment a baby reaches the age of three months it should be given a separate room and taken from there only three times a day when it is fed. Otherwise other children would feel jealous of

it. What surprises you about the information given above? Which concept of American culture is realized in the famous doctor's piece of advice.

## **Seminar 10**

### **Education**

1. Secondary education in Great Britain.
2. Public Schools.
3. Higher education in Great Britain.
4. Secondary education in the USA.
5. Higher education in the USA.

**Main concepts:** types of schools, degrees, examinations, types of universities, school year division, school traditions.

### ***Reports to make***

*Secondary Education in Australia*

*Secondary Education in Canada*

*Secondary Education in New Zealand*

### PART 3. PRACTICAL ASSIGNMENTS

#### EXERCISE 1. NATURE AND GEOGRAPHY OF GREAT BRITAIN

*Present a literary translation paying special attention to background vocabulary:*

1. I read of **chalk streams**, of the **mayfly**, of **sorrel** growing in green meadows, of rooks circling above the woods as they used to do at Manderley. The smell of wet earth comes to me from those thumbbed and tattered pages, the sour tang of **moorland** peat, the feel of soggy moss spattered white in places by a **heron**'s droppings. (D. du Maurier).

2. I am a mine of information on English countryside. I know the name of every owner of every **British moor**, yes – and their tenants too. I know how many **grouse** are killed, how many **partridge**, how many head of deer. I know where the **trout** are rising, and where the salmon leap. I attend all meets, I follow every run. Even the names of those who walk hound puppies are familiar to me. The state of the crops, the price of the cattle, the mysterious ailments of swine, I relish them all. (D. du Maurier)

3. **Beresford Dale** is one of the loveliest spots in the **Peak District**, the out-thrust southern end of the **Pennine Chain**.

4. A flock of sheep are driven around a **headland** at Embleton Bay, Northumberland, at low tide.

5. **Wicken Fen**, part of a formerly much larger water-logged area south of The Wash, is jealously guarded as a unique region of natural beauty.

7. In eastern Norfolk are the *famous Broads*, a series of tranquil lakes and waterways, beloved of holiday-makers who enjoy boating and the rough and tumble of life a boat.

8. Inland lie Bodmin *Moor* in Cornwall and the majestic Dartmoor National Park in Devon with its brooding *granite tors* and traces of prehistoric settlements; also tin mines and charming villages, with houses built of wattle and daub, a mixture of clay and chalk.

9. ... and Martin told us all about those ridiculous people he'd stayed with in *Cornwall* (J.B. Priestley).

10. I had the sensation that we were creeping down *the Mersey* in a fog or lumping about in the Atlantic swell off *Ushant* (V. Pritchett).

## EXERCISE 2. NATURE AND GEOGRAPHY OF THE USA

*Present a literary translation paying special attention to background vocabulary:*

1. I should marry the daughter of some well-to-do wholesale hardware man from *Omaha* or *Sioux City*, and be content with her half million (F.S. Fitzgerald).

2. Wild rumors became current that a diamond mine had been discovered in the *Catskills*, on the *Jersey coast*, on *Long Island*, beneath *Washington Square* (F.S. Fitzgerald)

3. We're in the middle of the *Montana Rockies* (F.S. Fitzgerald).

4. The eldest daughter, Gwendolyn married a man whose father owns half of *West Virginia* (F.S. Fitzgerald).

5. 'I'm telling you,' Flaherty was saying, helping her on with the coat, 'it's the Battle of Gettysburg, in Brooklynese.' (I. Shaw)

6. 'He's a boy from the Ozark Mountains and he drinks like a fish.' (J. D. Salinger)

### EXERCISE 3. CUSTOMS

*Present a literary translation paying special attention to background vocabulary:*

1. And in his ***B and B letter*** he declared that he would never forget the experience (J. Cary).

2. ... and there's a fair chance that I might find my way into the next ***Honours List*** (J.B. Priestley).

3. When you looked up Alroy Kear in the serried pages of ***Who's Who*** you saw *o.s.* of Sir Raymond Kear, ***K.C.M.G., K.C.V.O.*** q.v. and of Emily, *y.d.* of the late Major General Percy Camperdown, Indian Army (W.S. Maugham).

4. I could not bring myself to believe that at the height of ***the London season*** Alroy Kear would waste an hour on a fellow writer... (W.S. Maugham).

5. I believe that Jasper Gibbons was the first poet to have his name engraved at the bottom of an ***At Home card***... (W.S. Maugham).

6. I can't find him either in ***Who's Who*** or in ***Debrett*** (W.S. Maugham).

7. Three weeks later Edward Driffield wrote and told her that he had married his nurse by ***special license*** (W.S. Maugham).

8. Julia had two performances on *Boxing Day* (W.S. Maugham).

9. Aunt Carrie and Julia's mother, Mrs Lambert, lived in the morning-room, a long narrow room, with *Empire furniture* (W.S. Maugham).

10. "No, I think Friday lucky," answered Gale. "All Christian people, whatever their lighter superstitions, have always thought Friday lucky. Otherwise they would have talked about Bad Friday instead of *Good Friday*" (G.K. Chesterton).

11. ...but Mary Jane just wailed something ambiguous, something about the box of Kleenex, and rushed back to her convertible. (J. D. Salinger)

12. 'By the mark on his clothes, which are old-fashioned for a comparatively young man, he seems to have come from Stoke-under-Ham'. (G. B. Chesterton)

#### EXERCISE 4. SUPERSTITIONS

*Present a literary translation paying special attention to background vocabulary:*

1. 'No, I think Friday lucky' answered Gale. ... Otherwise they would have asked about Bad Friday instead of Good Friday. (G. B. Chesterton)

2. Gale looked gravely along the table and counted the number of places laid for dinner. The number disposed of any final doubts he might have had about the meaning of this string of eccentricities. He knew why the host wore opals, and why the mirror had been deliberately broken and why the salt

was spilt, and why the knives shone on the table in a pattern of crosses, and why the eccentric householder brought may in to the house, and why he decorated it with peacock's feathers, and even had a peacock in the garden. He realised that the ladder did not stand where it did to permit the people climb by it to the window, but merely that they might pass under it on entering the door. And he realised that he was the thirteenth man to sit down at that banquet. (Chesterton G.K. The House of the Peacock)

### EXERCISE 5. GENERAL BEHAVIOUR

*Present a literary translation paying special attention to background vocabulary:*

1. I'll get in Honnege-Hunne. Both of our mothers were ***Boston women*** (Cheever).
2. He lives up at Hirsch's ***rooming house*** (Hemingway)
3. ***Inadequately tipped***, the driver made his usual scene (Huxley).
4. The lovely twins ***were put to bed at six*** (Spark).
5. There was ***a ring at the back door*** (Spark).
6. There wasn't ***a train before the 6.30*** (Spark).
7. Jennie had taken care to make me comfortable. She had put ***fresh flowers on the dressing table***, and there, beside my bed, was the ***little box of biscuits*** she had thoughtfully provided (Spark).
8. Even ***Dr Johnson*** could not have carried the conversation... (Maugham).

9. ... I believe that Jasper Gibbons was the first poem to have his name engraved at the bottom of *an At Home card* (Maugham).

10. The humbler branches of literature should be practiced by the lower orders of peerage and that the barons and viscounts should devote themselves exclusively to journalism and drama (Maugham).

11. I see the duke of Manchester writing a poem of a didactic and moral character (Maugham).

12. – *Sam*, you've been drinking again?

No, *sir*. (Fowles).

13. – Yes, *madam*, Manderley is a big place (Maurier).

### POLITENESS

*The following letter deals with one of the English speaking countries. Which country can it be? Do you believe that in some countries people are more polite than in the rest? Give your reasons. By the way, can you specify the sex of the author, age education? If so, how?*

"I had the great pleasure of recently visiting your country and am dumbfounded by a curious custom I noticed while there. I always said 'please', 'thank you' and I waited my turn. I tried to be very careful when browsing in shops. However, I found that service staff would be quite blunt and I got yelled at on one occasion for looking in a restricted area that was not posted as restricted. This bluntness was quite common. While in your country, I was ignored when asking a question, insulted, wows cut in front of while in queues, and otherwise treated in a manner that seemed quite hurtful for me.



This is a vast difference than the Southwest \_\_\_\_\_ where I am from. People where I am from are very unlikely to yell at a customer even if s/he makes a mistake. Service 'with a smile', even when the customer is wrong, is the norm. I think my worst experiences were in Camden and in the Train Stations. "

*Here is a commentary sent by the person's compatriot:*

The capital, yes. Anywhere else in the country, definitely not. I lived in \_\_\_\_\_ for 3 months last year and was continually gratified by how nice the majority of people were. Quite like \_\_\_\_\_, where I'm from. I think it likely that people are just desensitized and jaded in big cities all over.

### **PUNCTUALITY**

*Comment on the following paying special attention to culture differences of the British and Ukrainians*

British people place considerable value on punctuality. If you agree to meet friends at three o'clock, you can bet that they'll be there just after three. Since Britons are so time conscious, the pace of life may seem very rushed. In Britain, people make great effort to arrive on time. It is often considered impolite to arrive even a few minutes late. If you are unable to keep an appointment, it is expected that you call the person you are meeting. Some general tips follow.

#### **You should arrive:**

\* At the exact time specified – for dinner, lunch, or appointments with professors, doctors, and other professionals.

\* Any time during the hours specified for teas, receptions, and cocktail parties.

\* A few minutes early: for public meetings, plays, concerts, movies, sporting events, classes, church services, and weddings.

If you are invited to someone's house for dinner at half past seven, they will expect you to be there on the dot. An invitation might state "7.30 for 8", in which case you should arrive no later than 7.50. However, if an invitation says "sharp", you must arrive in plenty of time.

### **GREETING ETIQUETTE**

*Comment on the peculiarities of Greeting Etiquette in Britain*

A handshake is the most common form of greeting among the English and British people and is customary when you are introduced to somebody new.

It is only when you meet friends, whom you haven't seen for a long time that you would kiss the cheek of the opposite sex. In Britain one kiss is generally enough.

The usual formal greeting is a 'How do you do?' and a firm handshake, but with a lighter touch between men and women.

Informal greetings include Hi - Hi or hello Morning / Afternoon / Evening (We drop the word 'Good' in informal situations).

How's you? - Fine thanks. You?

We sometime say 'cheers' instead of thank you. You may hear 'cheers' said instead of 'good bye', what we are really saying is 'thanks and bye'.

It should be born in mind that English people are quite reserved when greeting one another. A greeting can be a bright 'Hello' 'Hi' or 'Good morning', when you arrive at work or at school.

You may be called by many different 'affectionate' names, according to which part of the England you are visiting. Do not be offended, this is quite normal. For example, you may be called dear, dearie, flower, love, chick, chuck, me duck, me duckie, mate, guv, son, ma'am, madam, miss, sir, or treacle, according to your sex, age and location.

## EXERCISE 6. FOOD AND DRINKS

*Present a literary translation paying special attention to background vocabulary:*

1. There was tea in, a great silver urn, and coffee too, and on the heater, piping hot, dishes of scrambled eggs, of bacon, and another of fish. There was a little clutch of boiled eggs as well, in their own special heater, and porridge, in silver porringer. On another sideboard was a ham, and a great piece of cold bacon. There were *scones* on the table, and toast, and various pots of jam, marmalade, and honey, while dessert dishes, piled high with fruit, stood at either end. (D. du Maurier).

2. I began to feel rather hungry, and when Robert had gone back into the house I crept into the dining room through the long window and stole some biscuits from the sideboard. I had six of them . *Bath Olivers*. (D. du Maurier).

3. There was a white-haired man who stood drinking a *manyhued cordial* from a crystal thimble set on a golden stem (F.S. Fitzgerald).

4. Twenty minutes later, they were finishing their first *highball* in the living room and were talking in the manner peculiar, probably limited, to former college roommates (J.D. Salinger)

5. He was not so slim as in his youth and I was not surprised that when the waiter offered us rolls he asked for *Rye-Vita* (W.S. Maugham).

6. The wise always use a number of ready-made phrases... (like "*dunch*")... (W.S. Maugham).

7. During the war, a national magazine had photographed him in Hurtgen Forest... with a *Thanksgiving turkey* in each hand (J.D. Salinger).

8. I went inside and bolted four "*Conney Island Red-Hots*" and three muddy cups of coffee (J.D. Salinger).

### EXERCISE 7. CLOTHING

*Present a literary translation paying special attention to background vocabulary:*

1. John walked out into the brisk sunshine of his living-room, where he found breakfast waiting for him and Percy, gorgeous in white kid *knickerbockers*, smoking in an easy chair (F.S. Fitzgerald).

2. She moved the button on her *Saks* blouse (J.D. Salinger)

3. At fifteen Ginnie was about five feet nine in her **9-B** tennis shoes (J.D. Salinger).

4. She crossed her legs, arranged the hem of her **polo coat** over her knees, and waited (J.D. Salinger).

5. M. Yoshoto, in his **B.V.D.'s** and trousers, was seated at the kitchen table, reading a Japanese newspaper (J.D. Salinger).

6. I wore a **balaclava helmet** that day (B. Glanville).

7. ... looking at man's old-fashioned shooting or **Norfolk coat** (J.B. Priestley).

8. ... and ladies in **Liberty silks** and strings of beads... (W.S. Maugham).

9. ... he was dressed rather loudly in a bright brown **knickerbocker suit**, the **breeches** very tight, with navy blue stockings, black boots, and a **billycock hat** (W.S. Maugham).

10. He was dressed in the brown Norfolk jacket and grey flannel trousers that are worn by the art students who wonder hatless along King's Road, Chelsea. (W. S. Maugham)

## EXERCISE 8. FURNITURE AND ARCHITECTURE

*Present a literary translation paying special attention to background vocabulary:*

1. A **Philadelphia highboy** had been moved out into the hall (J.D. Salinger).

2. Three domestic Oriental **scatter rugs** were on the floor (J.D. Salinger).

3. Michael sat in a heavily carved *Chippendale chair* (W.S. Maugham).

4. It was a room of some size, very clean and white, with an *Adam window* (W.S. Maugham).

5. Michael, why don't you let that *flat in the mews* to Tom? (W.S. Maugham).

6. Her glasses were on a little Donald Duck night table, folded neatly and laid stems down. (J. D. Salinger).

### EXERCISE 9. PLACES IN THE USA

*Present a literary translation paying special attention to background vocabulary:*

1. The diamond as big as *the Ritz* (F.S. Fitzgerald)

2. Between *Third* and *Lexington*, she reached into her pocket for the purse and found the sandwich half (J.D. Salinger).

3. In the summer the six children were moved from the house on *71<sup>st</sup> Street* to a big estate in northern Connecticut (F.S. Fitzgerald).

4. You remember that awful dinner dress we saw in *Bonwit's window*? (J.D. Salinger)

5. She kept asking me if Seymour's related to that Suzanne Glass that has that place on *Madison Avenue* – the millinery (J.D. Salinger)

6. You know who I saw last week? On the main floor of *Lord & Taylor's*? (J.D. Salinger)

7. Five straight Saturday mornings, Ginnie Mannon had played tennis at *the East Side Courts* with Selena Graff, a classmate at *Miss Basehoar's* (J.D. Salinger).

8. Saturdays and most national holidays, the Chief ... drove us out of Manhattan into the comparatively wide open spaces of *Van Cortlandt Park* or *the Palisades* (J.D. Salinger).

9. In his hours of liberation from the Commanches, the Chief was John Getsudski, of *Staten Island* (J.D. Salinger).

10. It's down the Fourteenth Street, in the old Civic Repertory, and you can only see it on Sunday nights and I guarantee you'll come out of the theatre singing. (I. Shaw)

11. ... and I had that brown-and-yellow dress I bought in Boise... (J. D. Salinger).

12. It is Jockey Club, imported from New York. (K. A. Porter).

13. Mr Weyinberg had a hernia and was home in Larchmont, and she had to bring him his mail and take a couple of letters every afternoon. (J. D. Salinger).

14. I was singing at the Metropolitan. And at the end of the season we traveled back to Europe together. (W. S. Maugham).

### EXERCISE 10. PLACES IN THE U.K.

*Present a literary translation paying special attention to background vocabulary:*

1. Then, in an almost unintelligibly thick *Mayfair accent*... (F.S. Fitzgerald).

2. Visits to the central offices of *the Prudential*, to the Royal Geographical Society, to the Treasury, to the Board

of Trade, to *Peter Jones*, to the Bolivian Embassy, to the *Wallace Collection* and to *Church House* ... (A. Wilson).

3. ...was in the habit of visiting *the Antennæum* of which he was a member (W.S. Maugham).

4. It made him many friends in literary circles and in a very short while you could not go to a tea party in *Bloomsbury, Campden Hill, or Westminster* without finding him handing round bread and butter or disembarassing an elderly lady of an empty cup (W.S. Maugham).

5. ... he will think you are swanking if you ask him to *Claridge's* or mean if you suggest *Soho* (W.S. Maugham).

6. Then I walked up *the Strand* (Maugham).

7. You know, really, the sets at Covent Garden are a disgrace. (W. S. Maugham)

8. Mrs Albert Forrester lived in a flat not far from the Marble Arch, which combined the advantage of a good address and a moderate rent. (W. S. Maugham)

9. As she passed the Achilles Statue she stopped for a minute and looked at it with raised eyebrows. (W. S. Maugham)

## EXERCISE 11. SOCIAL STATUS

*Present a literary translation paying special attention to background vocabulary:*

1. Lennie was twenty. He earned seventeen pounds a week, and wanted to marry a girl he had been courting for three years now. But he *couldn't marry* until the big brother was through the college. The father was still on the coal-face, when



*by rights of age* he should have been on the surface, because he earned four pounds a week more on the face. The sister in the office had wanted to be a school-teacher, but at the moment of decision all the extra money of the family had been needed for Charlie. It cost them two hundred pounds a year for *his extras* at Oxford. The only members of the family not making sacrifices for Charlie were the schoolgirl and the mother.

2. "You seem *quite intelligent for an American*," my guest mused.

I told her that was a pretty snobbish thing to say, if you thought about it at all, and that I hoped it was unworthy of her.

She blushed – automatically conferring on me the social poise I'd been missing. "Well. Most of the Americans I've seen *act like animals*. They're forever *punching* one another about, and insulting everyone, and – "You know what one of them did?"

I shook my head.

"One of them threw an empty whiskey bottle through my aunt's window. Fortunately, the window was open. But does that sound very intelligent to you?"

It didn't especially, but I didn't say so. I said that many soldiers, all over the world, were a long way from home, and that few of them had had many real advantages in life. I said I'd thought that most people could figure that out for themselves (Salinger).

3. "With her new *French blue costume* and red leather belt she felt very certain of herself; even her lipstick, she thought, was right for once, would give no hint of the *Chapel*

*background* of which she was always too aware when they visited Sheila” (A. Wilson)

4. “She embodied three generations of business success – her own *plain black dress* and gay *Jacqmar scarf* speaking for bookish *Roedean* and *Girton*, something in her over-cultured voice for her mother's feverish *W.V.S.* attempts to ‘*make the county*’, and deep down a vulgar rumble that declared her grandmother's over-jewelled, *nouveau riche* toughness” (A. Wilson).

7. A woman was saying, with all of *Back Bay Boston* and most of *Harvard Square* in her voice... (J.D. Salinger).

8. *This is an abstract from an interview of a famous British gossip columnist:* We all know who we are, whether it's the rich man in his castle or the poor man at his gate. We all understand who the Duke of Marlborough is, even though we don't know the Duke of Marlborough. ...Also we've got a very strictly structured class system, which starts with the Monarchy at the top and goes all the way down to the lower classes at the bottom.

9. *This a piece of an interview with a family who gave up their prestigious jobs in London and moved to the country:* My wife and I had always wanted to live in the country, but the problem was finding some sort of job to do because we didn't have enough money to give up work entirely. Then one weekend, we were driving home after visiting friends, and we happened to see this beautiful windmill for sale. The building itself was in quite good condition, but the

machinery for the mill was either - either broken or missing. I think both Lesley, my wife, and I had the same idea at the same time. You see, I've always enjoyed playing with engines and motors, taking them to pieces and mending them, and we thought we could buy the mill, renovate the machinery, and make enough from milling wheat to pay the bills. The very next day I handed in my notice, and a few weeks later, we were here. I think it's going all right, actually. We even considered buying another mill, restoring it and selling it for a profit, but then we thought that it would be too much, and that wasn't the reason we came here, so we didn't. And we just keep this one mill going.

## EXERCISE 12. EDUCATION IN THE USA

*Present a literary translation paying special attention to background vocabulary:*

1. He was ... a law student at *N.Y.U.* (J.D. Salinger).
2. She used to go to *Wellesley College* (J.D. Salinger).
3. Everything he owns is the best – his overcoat, his two-cabin cruiser, his son's grade at *Harvard*, his electric razor, everything (J.D. Salinger).
4. For absolutely no reason except to ingratiate himself and show off his hot little *Ivy League* intellect (J.D. Salinger).
5. I got into the habit of studying at the *Redcliffe library* (E. Segal).
6. "I'm not talking legality, *Preppie*" (E. Segal).

7. “Doesn’t she read *the Crimson*?” (E. Segal).
8. More than seventeen thousand people jam into Harvard Yard on *Commencement morning*... (E. Segal).
9. He is a *Yalie* (E. Segal).

### EXERCISE 13. EDUCATION IN THE U.K.

*Present a literary translation paying special attention to background vocabulary:*

1. It was such a bore that Roger when he got to *Eton* refused to be photographed with her any more (Maugham).
2. He has been to *Girton*, and already done a little teaching... (J.B. Priestley).
3. He was educated at *Winchester* and at *New College, Oxford* (W.S. Maugham).
4. He was president of *the Union* and but for an unfortunate attack of measles might very well have got his *rowing blue* (W.S. Maugham).
5. Mrs. Hudson’s name had been given to me by the secretary of the *medical school at St. Luke*... (W.S. Maugham).
6. ... and over me on the drawing-room floor lived a master at *Westminster school* (W.S. Maugham).
7. *Here is an interview with the Headmaster of Harrow School:* The vast majority of the independent schools were founded before government made state education available to all. Therefore, before 1900, all these independent schools were available to the total public. That is where the name 'public' came from. Once the government began to give all children a state education then the public schools, which

were indeed private, changed their name to being 'independent', in other words, independent of government control.

### EXERCISE 14. SPORTS

*Present a literary translation paying special attention to background vocabulary:*

1. Just in passing, he was an *Eagle Scout*, an *almost-All-America tackle of 1926* (J.D. Salinger).

2. Every afternoon, when it got dark enough for a losing team to have an excuse for missing a number of infield *popups* or *end-zone passes*, we Comanches relied on the chief's talent for storytelling (J.D. Salinger).

3. He picked up a *regulation bat* and demonstrated its weight (J.D. Salinger).

4. He walked cautiously to *home plate* (J.D. Salinger).

5. He mentioned the name of my regular *center fielder* (J.D. Salinger).

6. From my position on *the first base* I glanced behind now and then (J.D. Salinger).

7. She was wearing a *catcher's mitt* (J.D. Salinger).

8. The Chief left his umpire's position behind *the pitcher* (J.D. Salinger).

9. He is a *rugger blue* (D. Garnet).

10. A goal he got against *the Arsenal*... (B. Glanville).

11. We didn't stand *the Kop end* (B. Glanville).

**PART 4. TESTS**

*Choose the right variant*

1. Public school in Great Britain is

- a) private school
- b) state school
- c) school for boys

2. Public school in the USA is

- a) private school
- b) state school
- c) school for boys

3. American dream is

- a) desire to win in a lottery
- b) desire to earn money honestly
- c) desire to marry well

4. Conservative English is the one

- a) spoken by the royal family and the Parliament
- b) spoken by the BBC
- c) spoken at universities

5. Received Pronunciation is used by

- a) youth only
- b) mass media and universities
- c) royal family

6. Advanced English is spoken by

- a) upper classes
- b) youth
- c) old people

7. Public school accent is

- a) part of RP taught at public schools
- b) spoken by teachers only
- c) not prestigious

8. Marked Received Pronunciation is used by

- a) low classes
- b) mass media
- c) upper classes

9. Posh Received Pronunciation is used by

- a) mass media
- b) royal family
- c) low classes

10. WASP are

- a) Well Advanced Social Politicians
- b) White American Senior Politicians
- c) White Anglo-Saxon Protestants

11. Old Money means

- a) the descendants of the first rich people who came to the USA
- b) old rich people
- c) noble people

12. Boston Brahmins are

- a) interested in yoga
- b) people who worship Buddha
- c) rich people in Boston whose ancestors were among the first

who came to the US

13. Downtown is

- a) a suburb
- b) a business centre
- c) a shopping centre

14. Heath is

- a) a plant in Australia
- b) uncultivated land in the USA
- c) area of uncultivated land in England

15. A dale is

- a) a valley in Northern England
- b) a mountain in Australia

- c) a river in Canada
- 16. Fen country is
  - a) marshy land in the east of England
  - b) a hill in Australia
  - c) a desert in the USA
- 17. A loch is
  - a) a river in New Zealand
  - b) a lake in Scotland
  - c) a creek in Canada
- 18. Canyon is
  - a) a steep sided valley with a river
  - b) a river in the valley
  - c) flat country
- 19. Prairie is
  - a) a thick forest
  - b) a mountainous chain
  - c) wild area covered with grass
- 20. Bush is wild uncultivated area in
  - a) Great Britain
  - b) the USA
  - c) Australia
- 21. Butte is a steep hill in
  - a) Canada
  - b) Great Britain
  - c) New Zealand
- 22. Creek is
  - a) a well
  - b) a river which disappears in dry seasons
  - c) a drain
- 23. 5o'clock is
  - a) a ceremony when tea is drunk



- b) a party
- c) dinner time
- 24. Fast food is
  - a) very useful
  - b) eaten at special cafes
  - c) ignored by people
- 25. TV dinner
  - a) is a program about cooking
  - b) is an advertisement on TV
  - c) needs only heating
- 26. American breakfast is
  - a) the same as English breakfast
  - b) more substantial than English breakfast
  - c) less substantial than English breakfast
- 27. Jacket potato is
  - a) a popular dish in the USA
  - b) fried potatoes
  - c) spoiled potatoes
- 28. Plum pudding
  - a) is a Christmas dish
  - b) has plums
  - c) is made from meat
- 29. Black pudding is
  - a) a pudding
  - b) a sweet course
  - c) a kind of blood sausage
- 30. Marmalade is
  - a) any jam
  - b) made from oranges and lemons
  - c) made from apples
- 31. Iced tea is preferred in

- a) the USA
  - b) Great Britain
  - c) Australia
32. Tea with milk is preferred in
- a) Great Britain
  - b) the USA
  - c) New Zealand
33. Uncooked cauliflower is eaten in
- a) Great Britain
  - b) the USA
  - c) New Zealand
34. Uncooked field mushrooms are preferred in
- a) Great Britain
  - b) the USA
  - c) New Zealand
35. Takeouts are
- a) food taken home from a café or a restaurant
  - b) uneatable remnants
  - c) wastes
36. Brunch is
- a) an evening meal
  - b) a blending of breakfast and lunch
  - c) a party
37. Tuna sandwiches are popular in
- a) Great Britain
  - b) the USA
  - c) New Zealand
38. Tea with milk is preferred in
- a) Great Britain
  - b) the USA
  - c) New Zealand

39. Tea in bags is never drunk in
  - a) Great Britain
  - b) the USA
  - c) New Zealand
40. Doggie bags are used
  - a) to take remnants home from the restaurant
  - b) to feed dogs
  - c) to carry dogs
41. At Thanksgiving party Americans eat
  - a) minced pies
  - b) boiled fish
  - c) roast turkey
42. Ms is a woman who
  - a) wants to get married
  - b) was divorced not long ago
  - c) doesn't want to demonstrate her marital status
43. Peach State is
  - a) Georgia
  - b) California
  - c) Ohio
44. Orange State is
  - a) Alaska
  - b) Connecticut
  - c) California
45. Peach Tree Centre is situated in
  - a) Georgia
  - b) California
  - c) Ohio
46. Black Monday is
  - a) the first day after vacation
  - b) the day of mourning

- c) the first day of the week
- 47. When you feel Mondayish you
  - a) feel sad
  - b) don't want to work
  - c) don't go to work
- 48. When you are enjoying a blue Monday you
  - a) miss your class
  - b) miss your friends
  - c) miss your relatives
- 49. Village green is a piece of land covered with grass
  - a) which belongs to the church
  - b) which belongs to the community
  - c) which belongs to the landlord
- 50. Fish and chips is the most popular
  - a) dish in Australia
  - b) take away food in Great Britain
  - c) dish in Canada
- 51. Anne Hathaway's cottage is the house where
  - a) Shakespeare lived
  - b) Shakespeare's wife died
  - c) Shakespeare's wife was born
- 52. Wolsey Art Gallery is situated in
  - a) Christchurch Mansion
  - b) New York
  - c) Melbourne
- 53. Ayers Rock is famous because it
  - a) changes its colour
  - b) is very big
  - c) can't be reached
- 54. Rose is a symbol of
  - a) Wales

b) Scotland

c) England

55. Poppy is associated with the field in

a) Canada

b) Flandreau

c) Australia

56. Fern is a symbol of

a) Australia

b) New Zealand

c) Canada

57. Thistle is a symbol of

a) Wales

b) Scotland

c) Great Britain

58. Primrose is associated with

a) Conservative Party

b) Labour Party

c) Democrats

60. the Postpone 3d is added to the name of

a) male

b) female

c) any child

61. Geographical names are used as first names in

a) the USA

b) the UK

c) Canada

62. Surnames of famous people function as first names in

a) the USA

b) the UK

c) Australia

63. Middle names are especially popular in

- a) Australia
  - b) New Zealand
  - c) the USA
64. Bluestone is used to
- a) build houses
  - b) make paint
  - c) make sculptures
65. Black sand has a high percentage of
- a) iron ore
  - b) gold
  - c) silver
66. Yankee is the name for
- a) any American
  - b) clever American
  - c) arrogant American
67. Uncle Tom is Afro-American
- a) who is rude
  - b) ready to serve
  - c) who hates WASP
68. Uriah Heap is
- a) a clever person
  - b) a stupid person
  - c) an ugly person
69. White cliffs are found in
- a) England
  - b) Wales
  - c) Scotland
70. Bore drain is
- a) a well
  - b) a spring
  - c) a river

71. Out-back is

- a) the shore
- b) the outskirts of the towns
- c) remote inland area

72. Soak is

- a) a hole in the ground with water
- b) a river
- c) a pond

73. Scrub is land covered with

- a) grasses
- b) undeveloped trees
- c) high trees

74. Cache is a place

- a) to live
- b) to rest
- c) to hide something

75. Helmeted Honeyeater is

- a) a bird
- b) an insect
- c) a snake

76. Kookaburra is

- a) a bird
- b) a snake
- c) an insect

77. Jr. is a postpone added to the name of

- a) the father
- b) the son
- c) the daughter

78. Sr. is a postpone added to the name of

- a) the father
- b) the son

c) the daughter

79. Gettysburg is a place where the battle took place during

a) American Revolution

b) Civil War

c) World War I

80. Lexington is a place where the battle took place during

a) American Revolution

b) Civil War

c) World War I

81. Congress in the US consists of

a) the House of Commons and House of Lords

b) the House of Representatives and Senate

c) the Senate and the House of Lords

82. British Parliament consists of

a) the House of Commons and the House of Lords

b) the House of Representatives and the Senate

c) the Senate and the House of Lords

83. American major political parties are

a) the Conservative party and the Democratic Party

b) the Labour Party and the Conservative party

c) the Democratic Party and the Republican Party

84. British major political parties are

a) the Conservative party and the Democratic Party

b) the Labour Party and the Conservative party

c) the Democratic Party and the Republican Party

85. In Great Britain officially the head of state is

a) the monarch

b) the Prime Minister

c) the Parliament

86. Great Britain

a) adopted the constitution not long ago



- b) has a written constitution
- c) has no written constitution
- 87. Double-decker buses in London are
  - a) blue
  - b) red
  - c) orange
- 88. Thatched cottages is \_\_\_\_\_ housing in England.
  - a) a cheap
  - b) an expensive
  - c) an outdated
- 89. Toad in the Hole includes
  - a) pork sausages
  - b) pork chops
  - c) veal cutlets
- 90. Custard is served with
  - a) cakes
  - b) meat
  - c) fish
- 91. Yorkshire pudding is a part of a traditional
  - a) Sunday dinner
  - b) English breakfast
  - c) 5 o'clock
- 92. Bangers are
  - a) British sausages
  - b) Australian dessert
  - c) New Zealand fish
- 93. Chocolate limes were introduced in the 17<sup>th</sup> century from
  - a) India
  - b) the West Indies
  - c) Spain

94. Christmas performances are banned in schools in the UK as being

- a) too boring
- b) too long
- c) too religious

95. Maypole dancing is

- a) newly-born tradition
- b) a folk dance of Western Europe
- c) performed at Christmas

96. Advent calendars are used before

- a) Christmas
- b) Easter
- c) New Year

97. The most popular drink in the UK is

- a) tea
- b) coffee
- c) wine

98. Turkey Day in the USA is

- a) Christmas
- b) Thanksgiving Day
- c) New Year

99. White Christmas is associated with

- a) storm
- b) rain
- c) snow

100. A chocolate bunny is a symbol of

- a) Easter
- b) Christmas
- c) New Year.

### **Part 5. Reports**

1. National Cuisine in New Zealand.
2. National Cuisine in Canada.
3. National Cuisine in Australia.
4. Holidays in Australia.
5. Holidays in New Zealand.
6. Holidays in Canada.
7. Education in the USA.
8. Education in the UK.
9. Education in Australia, New Zealand and Canada.
10. Customs and rites (weddings, engagements, funerals) in English Speaking Countries.
11. Superstitions in English Speaking Countries.
12. Government and Law in Canada, New Zealand and Australia.
13. Mass Media in English Speaking Countries.
14. Sports and Games in the USA.
15. Sports and Games in the UK.
16. Sports and Games in Australia, New Zealand and Australia.
17. The History of the USA as a source of background vocabulary.
18. The History of the UK as a source of background vocabulary.
19. The History of Australia as a source of background vocabulary.
20. The History of Canada as a source of background vocabulary.
21. The History of New Zealand as a source of background vocabulary.

22. Flora and fauna of the USA as a source of background vocabulary.
23. Flora and fauna of Canada as a source of background vocabulary.
24. Flora and fauna of Australia as a source of background vocabulary.
25. Flora and fauna of New Zealand as a source of background vocabulary.
26. Geographical position and the peculiarities of the relief as a source of background vocabulary.
27. Geographical position and the peculiarities of the relief of the USA as a source of background vocabulary.
28. Geographical position and the peculiarities of the relief of Australia as a source of background vocabulary.
29. Geographical position and the peculiarities of the relief of New Zealand as a source of background vocabulary.
30. The peculiarities of the toponymic system in British English.
31. The peculiarities of the toponymic system in American English.
32. The peculiarities of the toponymic system in Canadian English.
33. The peculiarities of the toponymic system in Australian English.
34. The peculiarities of the toponymic system in New Zealand English.
35. The national character of the British.
36. The national character of Americans.
37. The national character of the Canadians.

### **Part 6. List of Literature Recommended**

1. A Guide to British and American Culture. – Oxford.
2. Ackroyd P. London: The Biography. – Anchor, 2003. – 848 p.
3. Bryn O' Callaghan. An Illustrated History of the USA. – Longman, 2002. – 144 p.
4. Condon J.C., Yousef F.I. An Introduction to the Intercultural Communication. Bobbs-Merrill Company, Inc. 1975.
5. Eyck T.A. Processing Information: Interpersonal and Mass Mediated Communication and the modern self // The Edge: The E-Journal of Intercultural Relations. – 1998. – Vol. 3. – Number 3. // [www.hart-li.com.biz/theedge](http://www.hart-li.com.biz/theedge)
6. Falk R. Spotlight on the USA. – Oxford University Press, 1993. – 172 p.
7. Fielder E., Jansen R., Norman-Risch M. America in Close-Up. – Longman, 2004. – 282 p.
8. Fox K. Watching the English: The Hidden Rules of English Behaviour. – Nicholas Brealey Publishing, 2008. – 432 p.
9. Fraser R. A People's History of Britain. – Chatto and Windus, London, 2003. – 829 p.
10. Freeman-Grenville G.S.P. The Book of Kings and Queens of Britain. Wordsworth Reference, 1997. – 245 p.
11. Graber D. Mass Media and American Politics. – Washington: D.C., 1984. P. 10
12. Gumperz J.J. Dialect and Conversational Influence in Urban Communication // Language in Society. – 1978. – №7 (3). – P. 393-409.
13. Hall S., Jefferson T. Resistance Through Rituals: Youth Subcultures in Post-War Britain. – Routledge, 1990. – 288 p.
14. Hill D. Scotland. – Longman, 1996. – 47 p.

15. Hindley G., Robotham T. The House of Windsor. A History. – Brompton, 1998. – 192 p.
16. Hoey B. Her Majesty Queen Elizabeth II. 50 Years. – The Pitkin Guide, 2002. – 33 p.
17. Ishii H. Cross-Cultural Communication and Computer-Supported Cooperative Work // whole Earth Review. – 1990. – №69 (Winter). – P. 48-52.
18. It is interesting to know. – Kyiv, 1986.
19. Kuklick B. A Political History of the USA: One Nation Under God. – Palgrave Macmillan, 2009. – 336 p.
20. LaGuardia D. American Voices. Culture and Community / Dolores laGuardia, Hans P. Guth. – 5th ed. – New York: McGraw-Hill / Higher Ed., 2003. – 777 p.
21. Laird E. Faces of Britain. – Longman, 1996. – 80 p.
22. Levine D., Adelman M. Beyond Language – San Diego Univ. Press, 1980.
23. Luntz F.I. What Americans Really Want...Really: The Truth About Our Hopes, Dreams, and Fears. – Hyperion, 2009. – 336 p.
24. McDowall D. An Illustrated History of Britain. – Longman, 2002. – 188 p.
25. McDowall D. Britain in Close-up. An in-depth Study of Contemporary Britain. – Longman, 2003. – 208 p.
26. Morgan K. Twentieth-Century Britain. A Very Short Introduction. – Oxford, 2000. – 128 p.
27. O'Driscoll J. Britain. – Oxford University Press, 1997. – 224 p.
28. Oxford Guide to British and American Culture for Learners of English. – Oxford University Press, 2005. – 533 p.

29. Patterson T. E. We the People: A Concise Introduction to American Politics, 3rd ed. – New York: McGraw-Hill/Higher Ed., 2000. – 525 p.

30. Points of View: readings in American government and politics / ed.: Robert E. DiClerico, Allan S. Hammock. – 11th ed. – New York: McGraw-Hill Higher Ed., 2009. – 324 p.

31. Porter R., Samovar L., Intercultural Communication – Belmont Ca., 1985.

32. Rabley S. Customs and Traditions in Britain. – Longman, 1996. – 47 p.

33. Sasek M. This is Britain. – Universe, 2008. – 62 p.

34. Satinova V.F. Read and Speak about Britain and the British. – Minsk, 1997.

35. Sheerin S., Seath J., White G. Spotlight on Britain. Second Edition. – Cornelsen, 1997. – 144 p.

36. Stevenson D. K. American life and institutions. – Washington: United States Information Agency, 1987. – 144 p.

37. Tannen D. You just don't understand: Women and men in Conversation. – N.Y.: Ballantine Books, 1990.

38. Tenson I.A., Voitova G.A. Habits and Ways in Great Britain and the United States. – Moscow: Mezhdunarodnyje Otnoshenija, 1978. – 214 p.

39. Белл Р. Социолінгвістика. Целі, методи і проблеми: Пер. с англ. – М.: Міжнародні відносини, 1980. – 318 с.

40. Борисенко Н.Д. Лінгвокраїнознавство : навчальний посібник. – Житомир: Вид-во ЖДУ, 2008. – 72 с.

41. Борисенко Н.Д. Шевчук О.О. Лінгвокраїнознавство англomовних країн: навчально-методичний посібник. – Житомир: Вид-во ЖДУ, 2010. – 161 с.

42. Борисенко Н.Д., Соловйова Л.Ф. Англомовний світ: лінгвокраїнознавчий вимір: Навчальний посібник. – Житомир: Вид-во ЖДУ, 2015. – 340 с.
43. В Великобритании принято так (об английских обычаях). – М.: 1984.
44. Вежбицкая А. Язык. Культура. Познание. – М.: Рус. Словари, 1996. – 416 с.
45. Великобритания. Лингвострановедческий словарь. – М., 1978.
46. Верещагин Е.М., Костомаров В.Г. Лингвострановедческая теория слова. – М.: Рус.яз., 1980. – 320 с.
47. Верещагин Е.М., Костомаров В.Г. Язык и культура. Лингвострановедение и преподавание русского языка как иностранного. – М.: Русский язык, 1976. – 150 с.
48. Верещагин Е.М., Костомаров В.Г. Язык и культура. Лингвострановедение в преподавании русского языка как иностранного. – М.: Русский язык, 1990. – 248 с.
49. Гак В.Г. Высказывание и ситуация // Проблемы структурной лингвистики. – М.: Высш.шк., 1972.
50. Гапонів А.Б., Возна М.О. Лінгвокраїнознавство. Англомовні країни. – Вінниця: НОВА КНИГА, 2005. – 464 с.
51. Головин В.Н. Основы культуры речи.- М.: Высш. шк., 1988.
52. Дейк Т.А. ван. Расизм и язык / пер. с англ. - М.: ИНИОН АН СССР, 1989. – 76 с
53. Елизарова Г.В. Культурологическая лингвистика. – СПб, 2000.
54. Карасик В.И. Язык социального статуса. – М.: Институт языкознания РАН, 1992. – 330 с.



55. Кошарная А.С. Миф и язык: Опыт лингвокультурологической реконструкции русской мифологической картины мира. Белгород, 2002.
56. Красных В.В. «Свой» среди «чужих»: миф или реальность? – М.: ИТДГК «Гнозис», 2003. – 375 с.
57. Леонтович О.А. Русские и американцы: парадоксы общения: Монография.- М.: Гнозис, 2005. – 352 с.
58. Олійник О. Мова моя калинова, - К. 1993.
59. Ощепкова В.В. Язык и культура Великобритании, США, Канады, Австралии, Новой Зеландии. – М./СПб: ГПОССА/КАРО, 2004. – 336 с.
60. Речевая коммуникация в политике/под. ред.. Л.В. Минаевой М.: Флинта, 2007. – 248 с.
61. Садохин А.П. Теория и практика межкультурной коммуникации. М.: ЮНИТИ-ДАНА, 2004. – 271 с.
62. Томахин Г.Д. Реалии – американизмы. – М., Высш. шк., 1988. – 239 с.

Навчальне видання

**БОРИСЕНКО Наталія Дмитрівна,  
КОДУБОВСЬКА Оксана Олександрівна**

**ЛІНГВОКРАЇНОЗНАВСТВО  
АНГЛОМОВНИХ КРАЇН:  
НАВЧАЛЬНИЙ ПОСІБНИК**

Формат 60х84/16. Ум.-друк. арк. 8,95.

Друк цифровий.

Зам. 1034

Віддруковано з готових оригінал-макетів у  
Житомирському комунально-книжково-газетного  
видавництва «Полісся» 10008, м. Житомир,  
вул. Шевченка, 18 а