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НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ ТА ПЕРЕКЛАДУ  
КАФЕДРА АНГЛІЙСЬКОЇ МОВИ ТА ПРИКЛАДНОЇ ЛІНГВІСТИКИ

**НАТАЛІЯ БОРИСЕНКО, ОКСАНА КОДУБОВСЬКА**

**«ЛІНГВОКРАЇНОЗНАВСТВО КРАЇН, МОВА ЯКИХ  
ВИВЧАЄТЬСЯ (АНГЛІЙСЬКА МОВА)»**

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## **Пояснювальна записка**

Сучасна підготовка фахівців з перекладу неможлива без глибокого розуміння культурного та лінгвокраїнознавчого контексту мов, з якими вони працюють. Ефективна міжкультурна комунікація передбачає не лише досконале володіння мовними, граматичними та стилістичними засобами, а й знання реалій, культурно-специфічної лексики, історії, географії, традицій, стереотипів і моделей поведінки носіїв іноземної та рідної мов. Саме тому вивчення лінгвокраїнознавства є невід'ємною складовою професійної освіти перекладача.

Навчальний посібник «Лінгвокраїнознавство країн, мова яких вивчається (англійська мова)» підготовлено з метою формування у здобувачів освіти лінгвокраїнознавчої компетентності, яка охоплює знання про фоніві знання, реалії, безеквівалентну та фонову лексику, їхнє значення та роль у створенні самобутнього колориту країни.

Посібник містить навчальний матеріал для семінарських занять, спрямований на ознайомлення здобувачів освіти із соціокультурними особливостями англійських країн, зокрема їхньою географією, традиціями, стереотипами, системою освіти, суспільно-політичним устроєм, культурою та побутом. Окрему увагу приділено питанням мовленнєвого етикету, національного характеру, соціальної стратифікації, а також розгляду різних типів реалій — ономастичних, географічних, освітніх, суспільно-політичних та етнографічних.

Матеріал посібника структуровано відповідно до навчальної програми вибіркової освітньої компоненти «Лінгвокраїнознавство країн, мова яких вивчається (англійська мова)», яка пропонується для вивчення здобувачами спеціальності В 11 Філологія, освітньої програми «Англійська мова та література (переклад включно)». У ньому подано тематику семінарських занять, наводиться визначення важливих термінів та понять, пропонуються практичні та проблемні завдання, рекомендації для підготовки проєктів та питання для контролю знань. Такий підхід сприятиме розвитку аналітичного мислення, міжкультурної компетентності та професійної майстерності майбутніх перекладачів.

## **Seminar 1. Country Study as a Branch of Linguistics. National Variants of the English Language**

### **Outline**

1. Country Study as a branch of Linguistics.
2. Ties of Country Study with other branches of Linguistics.
3. Terminology: presupposition, communicative competence, cultural component, background knowledge, background vocabulary.
4. Realia and their national colouring.
5. The use of the English language in the world.
6. National variants of English: British English.
7. National variants of English: American English.
8. National variants of English: Canadian English.
9. National variants of English: Australian English.
10. National variants of English: New Zealandian English.
11. Culture-specific vocabulary
12. Spheres of nationally-marked vocabulary concentration

### **Main terms and notions**

**Subject and object of Country Study** – getting acquainted with a country through its language, which codes the information about nationally, ethnically or culturally specific phenomena, including cultural, geographical, historical, social, and everyday realia.

**Cultural studies** – an interdisciplinary field of knowledge which examines how culture that includes arts, media, fiction, popular culture, and everyday practices, shapes and is shaped by social, economic, political, and historical forces; investigates how cultural meanings are created, maintained, and challenged within societies, and how culture influences power relations, identities, and social change; often analyze issues related to class, race, gender, age, and ideology, aiming at specifying how culture both reflects and influences social practice and individual experiences.

**Sociolinguistics** – a branch of Linguistics researching the relationship between society and language, investigates how social status influences the way individuals use language.

**Ethnolinguistics** – a branch of Linguistics interested in how language reflects, shapes, and maintains cultural beliefs, practices, worldviews, and social identities of different communities; how language encodes cultural knowledge, varies across different ethnic

groups, and how language use reinforces cultural boundaries and social cohesion. It also examines how language influences and is influenced by cultural change within a community.

**Ethno-psychology** – a branch that investigates how different cultural groups perceive, understand, and interpret emotions, human behavior, and mental processes, explores the cultural models, beliefs, and values that shape people's notions of personality, mental health, social relationships, and behavior within specific societies.

**Presupposition** – shared background knowledge assumed by speakers before communication begins.

**Background knowledge** – social, historical and cultural information commonly known within a community.

**Background vocabulary** – words and expressions with national or cultural connotations.

**Communicative competence** – the ability to use language appropriately and effectively in different situations.

**Cultural component** – the part of a word's meaning that reflects culturally specific information.

**Culture-specific vocabulary (nationally-marked vocabulary)** – a term in Western European and American translation studies to denote lexis that are culturally specific i.e. are present in the language of a definite country or ethnic community and lack direct correspondences in other languages, nearly the same as realia in Ukrainian translation study

**Communicative situation** – the conditions under which communication occurs, including participants, purpose and context of a conversation.

**Communicative behaviour** – verbal and non-verbal actions used during communication according to cultural norms.

**Realia** – culturally specific objects or phenomena and the words used to denote them, a term used in Ukrainian translation study due to Roksolana Petrivna Zorivchak.

**National variants of English** – country-specific forms of English with distinct linguistic features.

**International language** – a language used globally for communication between speakers of different native languages.

**Additional language** – any language learned after the first one for study, work or communication.

**Second language** – a language regularly used alongside one's native language in daily life.

**New Englishes** – postcolonial varieties of English shaped by local languages and cultures.

**Briticism** – a term used to describe a word, phrase, idiom, or linguistic feature that is characteristic of British English and often differs from American English or other varieties of English. These can include vocabulary, pronunciation, spelling, or grammatical structures that are uniquely British.

**Americanism** – a word, phrase, idiom, or linguistic feature that is characteristic of American English. These can include vocabulary, pronunciation, spelling, or grammatical differences that distinguish American English from other varieties like British English.

**Canadism** – a word, phrase, idiom, or linguistic feature that is characteristic of Canadian English. These can include vocabulary, pronunciation, spelling, or grammatical features that distinguish Canadian English from American or British English.

**Australism** – words, phrases, idioms, or linguistic features characteristic of Australian English. These can include vocabulary, pronunciation, slang, and expressions that distinguish Australian English from other varieties such as American or British English.

**New Zealandism** – words, phrases, idioms, and linguistic features characteristic of New Zealand English. These elements help distinguish New Zealand English from other varieties like British, Australian, or American English.

**Ideographic classification** – refers to categorizing words based on their semantic or conceptual features, often in terms of ideas, concepts, or functions they represent. This approach groups words according to their meaning or the ideas they express rather than their form or phonetics, aids in understanding how language encodes human experience and facilitates language learning, translation, and linguistic analysis by grouping related vocabulary based on their meanings.

## **Discussion**

- Why is background knowledge crucial for language learners and translators?

- Share examples of cultural misunderstandings due to a lack of background knowledge.
- Can you produce any examples of words or expressions that have different meanings or are used in different contexts in British English and American English? How do these words represent cultural differences?
- There are two opposite opinions concerning the role of English as a global language. The first one supports the idea that it is a positive process as it enables people from different countries to communicate freely. The second states that being a global language English becomes poorer in stylistic means and phraseology as the speakers avoid such means in order not to mislead a foreign listener. What is your attitude to both points of view?
- How does culture-specific vocabulary contribute to the richness of the English language?
- In what specific areas (food, law, education, etc.) do you notice the most significant differences in national variants of English? How do these differences reflect the cultures of the countries where the variants are spoken?

### **Case Study and Problem-Solving**

#### ***Case Study 1: Misunderstanding Realia***

An American exchange student in the UK hears the term "high street" and assumes it refers to an actual elevated road rather than the main shopping area of a town.

#### **Task:**

- Identify the cultural misunderstanding.
- Suggest ways to teach realia like "high street" to non-native speakers to prevent such confusion.

#### ***Case Study 2: National Cultural Component in Translation***

A British text mentions "cream tea," a term referring to a traditional afternoon meal featuring scones, clotted cream, jam, and tea. The translator must decide how to convey this concept to readers from a culture where such a meal doesn't exist.

#### **Task:**

- Propose strategies for translating or interpreting this culturally specific term.

- Discuss how much cultural context should be included to convey its meaning accurately.

### ***Case Study 3: Misunderstanding Vocabulary***

An American traveler visits the UK and asks for a “biscuit” in a café, expecting a sweet treat, only to be given a dry, hard item similar to what Americans would call a “cracker.”

#### **Task:**

- Identify the misunderstanding caused by culture-specific vocabulary.
- Discuss strategies for explaining such differences to non-native speakers of English.
- How can travelers be better prepared to understand the vocabulary differences between English variants?

### ***Case Study 4: New Englishes***

An English teacher from the UK is teaching students in India, and a word like “prepone” (to advance a meeting or event) is used. The teacher is unfamiliar with this word, as it does not exist in British English.

#### **Task:**

- How should the teacher handle this situation? Should they accept the word as part of the Indian variant of English?
- What other examples of New Englishes might cause confusion in an international classroom?
- Discuss the benefits and challenges of accepting New Englishes as part of global communication.

### ***Problem-Solving Activity:***

1. Provide a list of realia (e.g., village green, Thanksgiving, pub, ranch). Participants work in groups to:

- Define each term.
- Identify its cultural context and significance.
- Suggest ways to explain or translate it into another language.

2. It is reported by the native speakers of English, especially businessmen, that when starting a conversation with foreigners they purposely avoid any culture-specific language means that may make the message vague. These means include different clichés, phraseological units and idioms, sayings and proverbs, metaphors,

similes, allusions, pun, humour and the like. Can you suggest the reasons for this behavioral strategy and comment on its significance?

3. It is believed that in many cases the foreigners speaking English make mistakes which are not connected with grammar, but with what is known as traditional usage. In particular, characterising the way the Japanese speak English Steiner states that in their speech so much is correct and so little is right. What is meant by this phrase? How do our cultural characteristics influence the way we speak a foreign language? What role does the background knowledge play in this case?

### **Follow-Up Task**

Research three culturally specific words in English and their equivalents in Ukrainian, focusing on their cultural context. Find the definitions of the words in an explanatory dictionary of the English language and any online encyclopedia, compare the definitions.

### **Project Tasks**

#### ***Project 1. “English Around the World: One Language – Many Voices”***

Instructions:

1. Open Google Earth Web → Projects → New Project.
2. Add pins for 8–10 countries:
  - Native English countries: UK, USA, Canada, Australia, New Zealand
  - Official/second language: India, Nigeria, Singapore, South Africa
  - Foreign language use: Japan, Ukraine, Germany
3. For each location, include:
  - 3.1. A short description of English use (e.g., *In India, English is used in education and business, often mixed with local words like “prepone.”*)
  - 3.2. One unique word or expression (e.g., *lorry, biscuit, prepone, flat*).
  - 3.3. A cultural fact (holiday, tradition, or realia — e.g., *cream tea, pub, ranch*).
  - 3.4. A photo or video link showing the culture or setting.
4. Finish with a reflection placemark:

*“What do we learn about culture through language?”*

## **Project 2. “Lost in Translation: Understanding English Realia”**

Instructions:

1. Create a 5-slide presentation in Canva or Genially.
2. Each slide features one realia (e.g., *high street*, *cream tea*, *pub*, *Thanksgiving*, *village green*).
3. For each slide:
  - 3.1. Add a photo.
  - 3.2. Define the term.
  - 3.3. Give its cultural meaning.
  - 3.4. Suggest how to translate or explain it in another language.
4. (Optional) Add an interactive quiz: “Click to reveal meaning.”

## **Project 3. “Cultural Misunderstandings in English”**

Instructions:

1. Choose 2–3 case studies from your seminar (e.g., *biscuit vs. cookie*, *cream tea*, *prepone*).
2. In Canva or Genially, design short comic scenes or dialogue slides:
  - 2.1. Scene 1: The misunderstanding.
  - 2.2. Scene 2: The correction/explanation.
  - 2.3. Scene 3: Lesson learned.
3. Include a reflection question at the end:

“How could background knowledge prevent this?”

## **Project 4. “Culture in Words: English You Can’t Translate”**

Instructions:

1. Create a poster or 3-slide presentation.
2. Choose three culture-specific English words (e.g., *pub*, *Thanksgiving*, *ranch*).
3. For each word:
  - 3.1. Add an image.
  - 3.2. Explain its meaning and cultural background.
  - 3.3. Give equivalents or explanations in another language.
  - 3.4. Add a fun fact or a QR code with a related video link.

## **Seminar 2. Onomastic Realia**

### **Outline**

1. Proper names and their classification in linguistics.
2. Culture-specific anthroponyms or personal names and their groups: political, state, and religious leaders; cultural figures; scientists; athletes; educators; etc.

3. Specific character of British and American family and first names, nicknames and representative names.
4. Geographical or place names (toponyms) with cultural connotation: choronyms, hydronyms, agronyms,
5. dromonyms, drymonyms, etc.
6. Urbanonyms: catering establishments, city districts, streets, shops, residential houses, hotels, airports, hospitals.
7. Names of organisations: governmental and parliamentary institutions, educational institutions, cultural organisations, private and commercial companies, charities and non-profits.
8. Brand names.
9. Culturally significant names of specific events.
10. Mass media names.

### **Main terms and notions**

**Proper names** – also known as **proper nouns** comprise a specific type of noun that refer to unique, specific entities; are used to identify individual persons, places, organizations, or sometimes specific things rather than general categories, and are capitalized in writing in English, Ukrainian, and many other languages; tend to be singular, although they can sometimes appear in plural form when referring to a family; serve as labels.

**Onomastic realia** – culturally specific proper names (personal, geographic, etc.) that reflect a community's traditions, history or identity.

**Anthroponym** – a personal name belonging to an individual (e.g., given (Christian/baptised) name, surname/family name, nickname).

**Toponym** – a geographic name referring to a place (city, village, mountain, valley, etc.).

**Ergonym** – the name of an organization, institution, enterprise or social group.

**Eponym** – a word derived from the name of a person, or a person whose name becomes the name of something.

**Urbanonym** – the name of an urban object: streets, squares, districts, bridges, metro stations.

**Choronym** – the name of a large territory such as a region, country, province or continent.

**Hydronym** – the name of a body of water (river, lake, sea, ocean, stream).

**Agronym** – the name of fields, meadows, pastures or cultivated land areas.

**Dromonym** – the name of roads, routes, paths, highways and transport lines.

**Drymonym** – the name of forests, woods or forested areas.

### **Discussion**

- Can you provide examples of place names that carry deep cultural or historical connotations? How might their meanings change when translated?
- How can nicknames and representative names reveal more about a person's background, personality, or role in a story?
- Should translators leave onomastic realia untranslated, or should they try to adapt them for the target audience? Why?
- Which groups of culture-specific anthroponyms would you single out in English? Give reasons for your classification and provide examples.

### **Case Study and Problem-Solving**

#### ***Case Study 1: Misunderstanding Geographical Names***

A French tourist in the UK visits a place called "The White Cliffs of Dover" but mistakenly thinks the name refers to an actual white-painted wall or barrier instead of the natural chalk cliffs.

#### **Task:**

- Identify the misunderstanding and explain why it occurred.
- Discuss how the phrase "The White Cliffs of Dover" can be taught to non-native speakers in a way that preserves its cultural significance.
- Suggest ways to avoid such confusion in a language classroom or tourist guidebook.

#### ***Case Study 2: Misinterpreting Personal Names***

An English learner comes across the name "*John Bull*" in a British article and assumes it refers to a real person. However, it is actually a national personification of England.

#### **Task:**

1. Identify the misunderstanding.
2. Explain the symbolic and historical meaning of *John Bull* in British culture.
3. Suggest how such culture-specific personifications can be introduced to students learning English.

### **Case Study 3: Brand Names and Cultural Identity**

A student translating a British advertisement comes across the brand name “*Harrods*” and translates it simply as “a store.” The translation loses the cultural and prestige connotations associated with this name.

#### **Task:**

1. Explain what cultural information is lost in this translation.
2. Suggest a strategy to preserve the meaning and reputation of such brand names in translation.
3. Discuss other famous brand names that have strong cultural associations (e.g., *BBC*, *Rolls-Royce*, *Coca-Cola*).

#### **Problem-Solving Activity:**

- In the 1998 American romantic comedy *You’ve Got Mail*, the patriarchal lineage of the Fox family, represented by Joe Fox (Tom Hanks), his father Nelson Fox (Dabney Coleman), and his grandfather Schuyler Fox (John Randolph), is symbolically reinforced through the nomenclature of their maritime vessels: **Fox I**, **Fox II**, and **Fox III**. What do the names of the yachts mean? Which one belongs to the grandfather, the father, and the son? Which American wealthy middle and upper classes custom do the yacht names reflect?

- During the initial stages of her Hollywood career, the actress Nicole Kidman was frequently identified in the media through the possessive epithet “**Mrs. Tom Cruise.**” Within a sociological and professional context, such a designation is often characterized as reductive or even humiliating for several reasons. What are they?

- The etymology of British surnames typically falls into four primary categories: occupational, topographic, characteristic, and patronymic. Analyse the following British surnames specifying their origin: *Smith*, *White*, *Brown*, *Jones*, *Taylor*, *Andrews*, *Green*, *Hill*, *Sinclair*, *Chaucer*.

- The toponymy of the United States features a significant subset of idiosyncratic settlements whose names deviate from traditional commemorative or geographic naming conventions. These

names, often categorized as exotic or whimsical toponyms, frequently originate from local folklore, specific historical anecdotes, or the literal commercial branding of early settlers. Analyse the following names of American toponyms in this respect: *Idiotville*, *Hot Coffee and Good Food*, *Whynot*, *Superior Bottom*. Consult the reference sources and add more American and Ukrainian names to the list.

- The study of onomastic realia—proper nouns that represent specific, unique cultural or geographical entities—offers a window into the historical and symbolic landmarks of global civilization. These entities, often referred to as monumental toponyms or anthroponyms, function as cultural shorthand for specific eras, ideologies, or physical achievements. Explain what is meant by "Route 66," "Mahatma Gandhi," "Mount Fuji," "The Eiffel Tower," and "Times Square" add similar nominations.

**Task:**

In groups, participants should:

- Define each term.
- Identify its cultural, historical, and geographical significance.
- Suggest ways to explain or translate these onomastic realia for a non-native audience who might not be familiar with the culture they represent.

**Follow-Up Task**

- Choose a culturally significant proper name from your native language or another language you are familiar with (e.g., a famous historical figure, a landmark, or a place name).
- Prepare a short explanation of its meaning, cultural or historical context, and how it could be interpreted or translated for an English-speaking audience.
- Consider how this name's significance would be communicated to someone unfamiliar with its culture.

**Project Tasks**

***Project 1. "World of Names: Exploring Onomastic Realia"***

Instructions:

1. Open Google Earth Web → Projects → New Project.

2. Add pins for famous names connected to geography and culture, such as:
  - *The White Cliffs of Dover* (UK)
  - *Route 66* (USA)
  - *Times Square* (USA)
3. For each location, include:
  - 3.1. A photo or video link showing the place.
  - 3.2. A short description of its meaning and cultural/historical background.
  - 3.3. An explanation of why the name is symbolic or culturally important.
  - 3.4. A translation or interpretation strategy for non-native audiences.
4. Finish with a reflection placemark: “*What do names tell us about history and culture?*”

### **Project 2. “What’s in a Name? Famous People and Cultural Identity”**

Instructions:

1. Create a 5-slide presentation in Canva or Genially.
2. Each slide focuses on one well-known personal name (anthroponym) such as *Mahatma Gandhi*, *William Shakespeare*, *Martin Luther King Jr.*, *Elon Musk*, *Queen Elizabeth II*.
3. For each slide:
  - 3.1. Add a portrait or image of the person.
  - 3.2. Give a short biography and explain their cultural significance.
  - 3.3. Mention what their name symbolizes (e.g., *peace*, *progress*, *innovation*).
  - 3.4. Suggest how this name could be explained or translated for learners from another culture.
4. Add an interactive element, e.g., “Guess who?” quiz before revealing the person’s name.

### **Project 3. “The Language of Places: Creative Geography”**

Instructions:

1. Design a poster or 4-slide presentation about funny, symbolic, or unusual place names.
2. Include examples such as *Idiotville*, *Hot Coffee*, *Whynot*, *Superior Bottom* (USA) and add your own examples from Ukraine or Europe.

3. For each place:
  - 3.1. Add a photo or map location.
  - 3.2. Explain the origin or meaning of the name.
  - 3.3. Describe what it reflects about local humor, history, or culture.
  - 3.4. Suggest how to explain it to foreigners.
4. End with a fun quiz: *“Real or Fake? Guess which names actually exist!”*

#### **Project 4. “Cultural Code in Brand and Organization Names”**

Instructions:

1. Create a poster or short presentation (3–4 slides) about brand names and organizational names that carry cultural meanings.
2. Choose examples such as *BBC*, *NASA*, *Apple*, *McDonald’s*, *UNESCO*, *OXFORD University*.
3. For each example:
  - 3.1. Add a logo or image.
  - 3.2. Explain what the name stands for or symbolizes.
  - 3.3. Discuss why the name was chosen — what cultural or linguistic message it sends.
  - 3.4. Suggest how to translate or explain the name in another language.
4. Add a closing reflection: *“How do names create global recognition?”*

#### **Seminars 3-4. Culture-Specific Lexis Designating Geographical Relief and Natural Resources**

##### **Outline**

1. Topographical features and hydrological resources of the United Kingdom.
2. Topography and water resources of the United States and Canada.
3. Relief and hydrological characteristics of Australia and New Zealand.
4. Flora and fauna of the United Kingdom as components of the natural environment.
5. Plant and animal life in the United States and Canada.
6. Flora and fauna of Australia and New Zealand.
7. Cultivated plant species and natural resources as sources of cultural realia.

8. Geographical and natural phenomena as symbolic representations of English-Speaking countries.

### **Main terms and notions**

**Geographical realia** – culturally specific names or features of the physical landscape of a region (mountains, rivers, climate zones, etc.).

**Relief** – the variations in elevation and landform features of the Earth's surface within a particular area; describes the physical landscape's shape, height, and the differences between high and low areas.

**Natural realia** – real-world natural objects or phenomena characteristic of a particular area (climate, terrain, natural resources).

**Flora** – the plant life of a specific region or ecosystem.

**Fauna** – the animal life of a particular region or environment.

**Endemic** – native to and naturally occurring only within a specific geographic area.

**Cultivated plants** – those which are intentionally grown by people as a rule for some specific purpose such as food or decoration.

**Natural resources** – materials from nature used by people to meet basic needs and produce goods.

**Relief** – the difference in height of the surface due to which there exist mountains, valleys, hills and plateaus, etc.

**Symbol** – an object which represents something else.

**National plant (flower) and national animal** – symbols that represent the country's or regional identity, mentality, heritage, values and traditions.

**Water resources** – include the natural sources of water, comprising surface water which consists of rivers, lakes, seas and oceans and groundwater. The names of rivers and lakes may have cultural connotation, be symbols of the area and thus, present interest for country study.

**Nature reserve** – a piece of land that is protected because of its flora, fauna or physical features.

### **Discussion**

- How does the flora and fauna of English-speaking countries reflect their cultural identity?

- Can you think of any specific animals or plants that are particularly important in certain English-speaking countries? How do they influence language and culture?
- How do geographical and natural phenomena serve as national symbols in English-speaking countries?
- Why do you think people in certain areas or countries choose a plant or an animal as a symbol for their country or place? Give an example of such a symbol and justify its choice.
- Why do you think there existed a legend about a hoop snake in North American folklore, particularly among indigenous peoples and early settlers? What can you learn about this creature from the Internet?

### **Case Study and Problem-Solving**

#### ***Case Study 1: Understanding the Terminology of National Flora and Fauna***

In a conversation about the wildlife of the United States, an English speaker mentions "bison" and "buffalo" interchangeably. However, a non-American English speaker gets confused, as they only know "buffalo" as a different animal native to Africa.

##### **Task:**

- Discuss the cultural significance of bison and buffalo in North American English. Why are these animals so often discussed in this context?
- How can this confusion be avoided in cross-cultural communication?
- What strategies would you use to explain the difference and clarify the cultural context behind these terms?

#### ***Case Study 2: Geographical Features as National Symbols***

A British tourist visits the United States and refers to the "Mountains of Appalachia" when talking about the American East, but some locals correct them, calling it "the Appalachian Mountains" instead.

##### **Task:**

- Discuss why the name "Appalachian" is crucial in American English, and how geographical naming conventions influence the national identity.

- How might a non-native English speaker perceive or misinterpret geographical terms like this, and how would you explain these cultural nuances to them?

### **Case Study 3: The Red Kangaroo – An Australian Icon**

A visitor to Australia is surprised that kangaroos appear on coins and national emblems. They assume it's simply a cute animal, not realizing its symbolic and economic significance.

#### **Task:**

- Explain the role of the kangaroo as a national symbol of Australia.
- Discuss how fauna can reflect a nation's identity.

### **Case Study 4: The Lake District and Its Poetic Identity**

Many foreign tourists visiting the Lake District in the UK expect a simple scenic region but later learn of its connection to Romantic poets like Wordsworth and Coleridge.

#### **Task:**

- Discuss how geographical places become cultural realia through literature.
- Explain how "The Lake District" carries both natural and literary meaning.

### **Case Study 5: Niagara Falls – Shared or Divided?**

A European tourist visiting Niagara Falls is confused when locals discuss "the Canadian side" vs. "the American side," assuming it's one single location.

#### **Task:**

- Explain how shared geographical sites gain cultural meanings on both sides.
- Compare the symbolic roles of Niagara Falls in the US and Canada.

### **Problem-Solving Activity:**

- The concept of *outback* presents considerable difficulties for direct translation. Non-native speakers frequently interpret it as *desert* or *village*, thereby overlooking its culturally specific Australian meaning. Analyse *outback* as a form of **realia** and propose several translation equivalents in other languages that retain its semantic and cultural specificity.

- Learners often fail to distinguish between *the Highlands* and *highlands* as a common noun referring to elevated terrain. Explain the significance of capitalization in this context and examine the cultural and historical associations of *the Highlands*, including clan structures, traditional dress, and regional customs.

- Some students perceive the beaver as an arbitrary element in Canadian national imagery, without recognising its historical role in the fur trade and the colonial development of the country. Discuss the reasons why the beaver became a national symbol of **Canada**, and analyse how misinterpretation of such symbols may hinder effective intercultural learning.

- It is traditionally claimed that members of the Conservative Party in the United Kingdom wear primroses on April 19, known as Primrose Day, to commemorate *Benjamin Disraeli* a Conservative Prime Minister (1868, 1874-1880). Two competing explanations exist: one linking the tradition to Disraeli's personal fondness for primroses, and another attributing it to a wreath sent by Queen Victoria. Conduct online research to determine which account is more strongly supported by historical evidence.

- The red poppy functions as a symbol of mourning and remembrance for those who died in war, particularly since the First World War. In countries such as the **United Kingdom, Canada, Australia, and New Zealand**, it is widely worn on Remembrance Day. Examine the historical origins of this symbol and explain the cultural meanings that led to its adoption.

### **Follow-Up Task**

Research a geographical or natural phenomenon (e.g., a specific mountain, river, animal, or plant) unique to an English-speaking country and provide:

- Its name and a brief description.
- Its cultural significance or symbolic importance in that country.
- An example sentence showing its use in context.
- How this geographical or natural phenomenon might be misunderstood by someone from another English-speaking country or culture.

## Project Tasks

### ***Project 1: “Nature Speaks: National Symbols of the English-Speaking World”***

Instructions:

Create an interactive map in Google Earth Web.

- Add 8–10 placemarks representing national natural symbols: (e.g., American bald eagle, Canadian maple leaf, Australian kangaroo, New Zealand kiwi, British oak tree).
- For each:
  - Add a short description and photo.
  - Explain its cultural significance.
  - Include one interesting fact.
- End with a reflection: *“What can nature tell us about national identity?”*

### ***Project 2: “Wildlife Vocabulary in English”***

Instructions:

Create a 5-slide presentation illustrating unique fauna of English-speaking countries.

- Each slide should include:
  1. Animal name and image
  2. Description and habitat
  3. Cultural or idiomatic use (e.g., “as brave as a lion”)
  4. Example sentence
- Optional: Add a short quiz or “Guess the country” challenge.

### ***Project 3: “From Mountains to Myths: Geography as Identity”***

Instructions:

Design a poster or 3-slide mini presentation showing 3 famous natural landmarks (e.g., Grand Canyon, Uluru, Ben Nevis).

- Describe the landmark.
- Explain its cultural story or associated myth.
- Add a QR code or link to a short video.
- Conclude with: *“How do landscapes shape cultural imagination?”*

### ***Project 4: “The Eco-Language Challenge”***

Instructions:

Create a collaborative infographic (Canva or Genially) exploring environmental vocabulary and natural realia.

- Include 8–10 terms (e.g., climate change, reef, rainforest, drought).
- Add visual examples from English-speaking countries.
- Explain the meaning and give one idiom or phrase using the word.
- Finish with a reflection: *“How does language reflect our relationship with nature?”*

## **Seminar 5. Ethnographic Phenomena: Housing and Transport Outline**

1. The notion of ethnographic realia and their role in creating background vocabulary.
2. Types of dwelling in the UK: detached, semi-detached, terraced, townhouses, bedsit.
3. Types of dwelling in the USA and Canada: bungalow, ranch, conch house, Cape Cod house, colonial style houses, creole cottage, shotgun house, I-house, etc.
4. Types of dwelling in Australia and New Zealand: row home, semi-detached, terrace home or townhouse, bungalow (ranch style), Arts and Crafts Cottages, “L” Shape house, Californian Bungalow, Spanish Mission, Waterfall Front house.
5. Squatting.
6. Transport in the UK buses and coaches, single decker and double deckers; the rail network, the tube.
7. Transport in the USA and Canada.
8. Transport in Australia and New Zealand.

### **Main terms and notions**

**Detached** – a standalone house not connected to any other building.

**Semi-detached** – a house joined to another house on one side only.

**Thatched cottage** – a charming, traditional house featuring a roof made from natural materials such as straw, reed, or wheat thatch, often found in rural areas, evokes a rustic, storybook feel; main features are distinctive thatched roof with a thick, textured appearance, small, cozy structure, sometimes with a quaint chimney, stone or brick walls, often with a charming, uneven finish, small, leaded glass or

multi-pane windows, wooden door, sometimes with decorative ironwork.

**Framed cottage (Tudor style)** – a small, cozy house built with a timber or wood frame structure, evokes a charming, rustic, and inviting appearance, commonly found in rural or countryside settings; has exposed wooden beams and framing, steeply pitched roof, sometimes with dormers, small, multi-pane windows, stone or wood exterior cladding, a front porch or small entryway, quaint, asymmetrical design or simple rectangular shape.

**Georgian house** – a classic architectural style that was popular from the early 18th century to the early 19th century, named after the reigns of the British Kings George I-IV; characterized by its symmetry, proportion, and classical details; has symmetrical facade with evenly spaced windows, two or three stories, brick or stone exterior, often with a smooth finish, paneled front door centered with decorative crown or pediment, sash windows with multiple small panes, aligned vertically and horizontally, decorative crown or pediment above the door, a centered entrance.

**Terraced house** – a house that is part of a row, connected on both sides.

**Townhouse** – a tall, narrow multi-storey house attached to others.

**Row home** – also known as a **townhouse** or **terraced house**, a type of residential building that is part of a continuous row of similar homes connected side-by-side; typically share walls with neighboring units and are designed to maximize space efficiency in urban areas.

**Bedsit** – a single room used as both living and sleeping space.

**Bungalow** – a one-storey house.

**Ranch House** – a long, low, one-storey house common in the U.S.

**Conch House** – a wooden coastal house with porches and storm-resistant design.

**Cape Cod House** – a small, simple New England house with a steep roof.

**Colonial-style House** – a large, symmetrical house with two or more storeys; a style of residential architecture that originated during the colonial period in the USA from the 17th to the early 19th centuries; reflected the building traditions brought by European settlers, especially from England, the Netherlands, Spain, and France.

**Georgian Colonial** – a classic architectural style that emerged in the early 18th century, inspired by the symmetry and proportions of classical architecture from Greece and Rome; characterized by their balanced and orderly appearance, often featuring symmetrical facades with evenly spaced windows, central front door, often with decorative crown or pediment, multi-pane, double-hung sash windows with shutters, brick or wood siding, gable or hipped roofs.

**German Colonial** – a traditional architectural style that reflects the heritage and building practices of early German immigrants in America, particularly in Pennsylvania and the Midwest; developed around 1675, has steeply pitched gable roofs, half-timbering (exposed wooden beams contrasting with stucco or brick infill), symmetrical facades, small-pane, double-hung windows, brick, stone, or wood siding, a front porch or entryway with decorative woodwork.

**Dutch Colonial** – a distinctive architectural style that originated in the Netherlands and became popular in early American colonies, especially in New York, New Jersey, and Pennsylvania, has gambrel roof: a symmetrical, double-pitched roof with two slopes on each side, allowing for more attic or upper floor space, overhanging eaves with exposed rafters, symmetrical facade with central doorway, brick or wood siding, dormer windows in the roof, a small, covered front porch or entryway.

**Spanish Colonial** – an architectural style that reflects the influence of Spanish settlers and their building traditions, especially in the southwestern United States, California, Florida, and Latin America; key features include stucco exterior walls, often in earthy tones, red clay tile roofs with wide overhanging eaves, courtyards or patios, arched doorways and windows, wooden beams and ironwork accents, wrought iron details, such as railings and light fixtures, thick walls for insulation and a rustic, historic appearance.

**French Colonial** – a style that originated in the French colonies, especially in Louisiana and parts of the southeastern United States, reflects the practical and aesthetic influences of French settlers, combining European elegance with adaptations to the local climate; key features include steeply pitched or hipped roof, often with dormers, wide, expansive porches or galleries supported by columns, wood siding, often clapboard or shiplap, symmetrical facades with balanced

windows, tall, narrow windows with shutters, overhanging eaves for shade and protection from rain.

**Creole Cottage** – a one-storey house with a steep roof and wide front porch.

**Shotgun House** – a very narrow, long house with rooms in a straight line.

**Saltbox** – a traditional New England style of houses with asymmetrical roofline; has two stories in the front and a single story in the back, with a long, pitched roof that slopes down to the rear, resembling a wooden box used for salt storage; features a central chimney, wooden clapboard siding, and a cozy, rustic appearance; were popular in colonial America for their simple construction and efficient design, especially suited for cold climates

**I-House** – a rectangular two-storey house, two rooms wide and one room deep.

**Duplex** – a type of residential building that consists of two separate living units within a single structure; either side by side or one above the other and share a common wall or floor/ceiling.

**Two-family house** – a residential property designed to accommodate two separate households within one building; also commonly called a **duplex**, **two-unit home**, or **two-family dwelling**.

**Two-decker house** – a type of residential building that typically has two separate living units stacked vertically, one on top of the other; similar to a **vertical duplex** or **two-family house**, often designed to maximize space within a single structure; usually, each unit has its own entrance, either from the front, back, or side.

**Triplex** – a type of residential building that contains three separate living units within a single structure; provides multiple independent residences under one roof or within one building complex; each unit functions as an independent residence, with its own entrance, kitchen, bathrooms, and living areas; the units are usually separated by shared walls (side-by-side) or stacked vertically (one above the other).

**Fourplex** – (also known as a quadruplex), a residential building that contains four separate living units within one structure, providing multiple independent residences under one roof or within one complex; the units can be arranged side-by-side (horizontal) or stacked vertically (vertical).

**Arts and Crafts Cottage** – a charming, handcrafted-style home inspired by the Arts and Crafts movement; emphasizes craftsmanship, natural materials, and simple, functional design.

**“L” Shape house** – a home designed with two main sections forming a right angle, creating an "L" configuration. This design can provide a private courtyard or garden space inside the "L," and often offers a good separation between living areas and bedrooms or outdoor spaces.

**Californian Bungalow** – a popular architectural style that emerged in the early 20th century, characterized by its cozy, craftsman-inspired design; the house with low-pitched, gabled roof with wide eaves, overhanging eaves with exposed rafters, front porch with thick, tapered columns or piers.

**Squatting** – living in an unoccupied building or space without the legal right to do so.

**Mortgage** – a long-term loan used to buy property, with the property serving as security.

**Passenger and freight transport** – the movement of people and goods by various transportation modes.

**Bus network** – a system of bus routes that serve a city or region.

**Last minute deals** – discounted travel offers available shortly before departure.

**Rail network** – the system of railway lines connecting cities and regions.

**Commuter rail service** – trains that carry passengers between suburbs and city centers, mainly for daily work travel.

**Public transportation** – shared transport services available to the general public, such as buses, trains and trams.

**Long-distance coach** – a type of bus which is designed for long-distance travel, with amenities like reclining seats, air conditioning, and luggage storage to provide a comfortable experience

**The Tube** – the London underground which serves Greater London and neighbouring counties of Hertfordshire, Essex and Buckinghamshire.

**Urban rapid transit systems** – high-capacity, high-frequency electric rail systems operating within cities.

**GO Train in Ontario** – a regional commuter rail service connecting Toronto with surrounding cities in the Greater Toronto and Hamilton Area.

**O-Train in Ottawa** – Ottawa’s light rail transit system serving urban and suburban areas.

**The Toronto Subway** – Toronto’s rapid transit metro system consisting of underground and elevated lines.

**The Montreal Metro** – Montreal’s underground rapid transit system using rubber-tired trains.

**The Vancouver SkyTrain** – an automated, driverless rapid transit system serving Metro Vancouver.

**The Calgary C-Train** – Calgary’s light rail transit system, operating mostly on reserved tracks.

**The Edmonton Light Rail Transit** – Edmonton’s electric light rail network serving the city and surrounding districts.

### **Discussion**

- How do different types of dwellings reflect the culture and lifestyle of a country?
- What are the main differences between housing styles in the UK, USA/Canada, and Australia/New Zealand?
- How does public transport shape daily life in major English-speaking cities?
- Why is understanding housing and transport vocabulary important for translators and language learners?
- Can you think of cultural misunderstandings that might arise from differences in housing or transport terminology?

### **Case Study and Problem-Solving**

#### **Case Study 1: Misunderstanding Housing Types in the UK**

A foreign student in London is shown a *terraced house* and expects a detached villa with a garden.

#### **Task:**

- Identify the misunderstanding.
- Explain the typical characteristics of a terraced house.

#### **Case Study 2: American Housing Styles**

An exchange student from Europe sees a *shotgun house* in New Orleans and misunderstands its layout.

**Task:**

- Explain what a *shotgun house* is.
- Discuss its historical and cultural significance.
- Suggest how to explain it in a cross-cultural classroom.
- **Case Study 3: Squatting in Australia**

A news article mentions *squatting* in Sydney, confusing some readers who think it refers to an exercise.

**Task:**

- Define squatting in a housing context.
- Discuss why the term might confuse learners.
- Suggest methods to clarify its meaning culturally.

**Case Study 4: Double-Decker Buses in the UK**

A tourist in London asks for a “two-story bus” and is laughed at by locals.

**Task:**

- Explain the correct term and cultural relevance of double-decker buses.
- Suggest teaching strategies for transport realia in English classes.

**Case Study 5: Canadian Urban Transit**

A visitor in Toronto misunderstands the difference between the *GO Train* and the *Toronto Subway*.

**Task:**

- Explain the function and coverage of both systems.
- Discuss why accurate transport terminology is important for navigation.

**Problem-Solving Activity:**

- Non-native speakers often confuse bungalow, ranch house, and Cape Cod house. Define each housing type and provide images. Compare their architectural features, layout, and typical cultural context.

- Students frequently mix up commuter rail service, metro, and light rail transit. Explain the differences in usage, scale, and purpose, and provide examples of each system in English-speaking countries.

- Learners may not understand terms like mortgage and squatting in housing contexts. Define each term, explain its cultural

and legal significance, and give examples of how they are used in real-life situations.

### **Follow-Up Task**

Research a housing style or public transport system unique to an English-speaking country and provide its name and a brief description, explain its cultural or historical significance, give an example sentence showing its use in context, and describe potential misunderstandings that might arise for someone from another country.

### **Project Tasks**

#### ***Project 1: “Housing Around the English-Speaking World”***

Instructions:

1. Create a Google Earth project.
2. Add 8–10 placemarks for typical housing types in: UK, USA, Canada, Australia, New Zealand.
3. Include for each:
  - Photo or video of the house type
  - Short description and cultural background
  - Tips on explaining it to non-native speakers
4. Add a reflection: *“How do housing styles reflect lifestyle and culture?”*

#### ***Project 2: “Public Transport Systems Explained”***

Instructions:

1. Create a 5-slide presentation.
2. Each slide features a transport type (e.g., London Tube, GO Train, SkyTrain, double-decker buses).
3. Include:
  - Image and name of the system
  - Key features (coverage, capacity, uniqueness)
  - Cultural relevance or anecdote
4. Add a quiz question: *“Which city does this transport belong to?”*

#### ***Project 3: “Housing Vocabulary Infographic”***

Instructions:

1. Create a colorful infographic showing 8–10 housing types from English-speaking countries.
2. Include:
  - Pictures

- Name and definition
- Country of origin
- Key cultural facts

3. Optional: Include interactive “Guess the house type” activity.

### ***Project 4: “Transport and Culture Comparison”***

Instructions:

1. Make a poster or Genially/Canva presentation comparing public transport in 3 countries.
2. For each country, include:
  - Modes of transport
  - Typical usage (commuter, tourist, freight)
  - Fun facts or cultural relevance
3. Conclude with: *“How does transport vocabulary reveal cultural habits?”*

### **Creative Projects**

#### ***Creative Project: Two Homes, Two Cultures” – film The Holiday (2006)***

Instructions:

- Create a creative comparative project that explores cultural differences through housing, everyday routines, and lifestyle. You may design fictional diary entries, postcards, blog posts, or video messages written by the main characters while living in a foreign country. Focus on ethnographic realia related to housing, transport, domestic space, and daily habits in British and American cultures. Include screenshots from the film, short quotations, and brief cultural explanations of key vocabulary items (e.g., cottage, mansion, car culture, countryside vs city life). Optionally, create a short video tour or audio guide describing a “typical” British or American home shown in the film.
- Reflection: How do housing and everyday realia reflect cultural values and influence the characters’ perceptions of a foreign culture?

### **Seminar 6. Ethnographic Phenomena: National Cuisine Outline**

1. National cuisine in the UK: things eaten every day (ploughman’s lunch, marmalade, bacon and eggs, English breakfast, jacket potato,

chip buttie, shepherd's pie, gooseberry fool, mint sauce) and regional diversity (Lancashire hotpot, Devonshire cream, Yorkshire pudding).

2. Dishes connected with holidays in the UK: mince pies, pancakes with lemon and sugar, plum pudding, hot cross buns, haggis, bashed tatties and neeps.

3. Ceremonies connected with tea. 5 o'clock.

5. Fast food in the UK.

6. Catering establishments in the UK. The English "Pub"

7. National cuisine in the USA: things eaten every day and regional diversity.

8. Fast food in the USA.

9. Catering establishments: the USA.

10. Cuisine, fast food and catering establishments in Canada.

11. Cuisine, fast food and catering establishments to eat in Australia and New Zealand.

### **Main terms and notions**

**Ethnographic realia** – culturally specific objects, traditions and everyday items reflecting the lifestyle and material culture of an ethnic group.

**British cuisine** – food traditions of Britain, known for simple dishes, boiled vegetables and minimal use of spices, focusing more on health than strong flavour.

**Ploughman's lunch** – a traditional British cold meal consisting of cheese, bread, pickles, and sometimes cold meats or hard-boiled eggs.

**Marmalade** – a sweet, tangy spread made from citrus fruit, typically oranges, used on bread or toast.

**Bacon and eggs** – a classic breakfast dish featuring fried or scrambled eggs served with bacon strips.

**English breakfast** – a hearty meal including eggs, bacon, sausages, baked beans, tomatoes, and toast or fried bread.

**Jacket potato** – a baked potato, usually served split open with various fillings like butter, cheese, or beans.

**Chip buttie** – a sandwich made with thick-cut fries (chips) inside white bread, often with ketchup or salt.

**Shepherd's pie** – a baked dish with minced meat topped with mashed potatoes, traditionally made with lamb.

**Gooseberry fool** – a British dessert consisting of stewed gooseberries mixed with cream or custard.

**Mint sauce** – a tangy, green sauce made from chopped mint leaves, vinegar, and sugar, typically served with lamb.

**Lancashire hotpot** – a slow-cooked stew from Lancashire made with lamb, onions, and topped with sliced potatoes.

**Devonshire cream** – rich, clotted cream from Devon, often served with scones and jam.

**Yorkshire pudding** – a light, puffy baked batter made from eggs, flour, and milk, traditionally served with roast beef.

**Mince pies** – small pies filled with a mixture of dried fruits, spices, and sometimes alcohol, eaten during Christmas.

**Pancakes with lemon and sugar** – thin pancakes served with a squeeze of lemon juice and sprinkled with sugar, a traditional British treat.

**Plum pudding** – a steamed or boiled suet pudding filled with dried fruits, often served with brandy sauce during Christmas.

**Hot cross buns** – spiced sweet buns with dried fruits, marked with a cross on top, traditionally eaten on Good Friday.

**Haggis** – a savory Scottish dish made from sheep's stomach stuffed with minced offal, oats, and spices.

**Bashed tatties and neeps** – Scottish traditional dish of mashed potatoes (tatties) and mashed turnips or swedes (neeps).

**5 o'clock** – refers to the traditional British afternoon tea or social gathering held around 5 PM.

**Fish and crisps** – refers to a classic British dish consisting of battered or grilled fish served with crispy potato chips, often enjoyed as a take-away meal or casual dining, and commonly associated with seaside towns and fish-and-chip shops.

**Greggs** – famous for its sausage rolls, steak bakes, and pastries, Greggs is a popular bakery chain offering quick, affordable meals and snacks.

**Pret A Manger** – known for fresh sandwiches, salads, and coffee, Pret offers convenient, high-quality grab-and-go options.

**Wimpy** – a historic fast food chain specializing in burgers, fries, and classic American-style fast food, popular in the UK.

**Leon** – focused on healthier fast food options, Leon serves grilled meats, salads, and smoothies in a modern setting.

**American cuisine** – a mix of world cuisines found across the USA, with Mexican dishes especially popular in southern regions.

**Burrito** – a Mexican-origin dish which includes a large wheat tortilla wrapped around a filling of meat, beans, rice, cheese, and other ingredients, often served as a portable meal.

**Clam chowder** – a traditional seafood soup originating in North America, particularly associated with the northeastern United States. It is typically prepared with clams, potatoes, onions, and milk or cream, although regional variations differ in ingredients and flavour profile.

**Harsh browns** – a colloquial term for crispy, golden-brown fried potato hash browns, often served as part of breakfast dishes in diners.

**American breakfast** – a hearty morning meal featuring a combination of eggs, bacon or sausage, pancakes or toast, and sometimes hash browns or fruit, designed to provide energy for the day.

**Soul food** – a name for traditional African-American cuisine found in the Southern United States, characterized by dishes like cornbread, collard greens, fried chicken, and sweet potatoes, rich in history and cultural significance.

**Ambrosia** – a sweet dessert or salad made of fruits such as pineapple, oranges, and maraschino cherries, often mixed with coconut and whipped cream, popular in American cuisine.

**Jambalaya** – a flavorful Louisiana Creole rice dish cooked with a mix of meats like sausage, chicken, seafood, vegetables, and seasoned with spices, often considered a one-pot comfort food.

**Thanksgiving dinner** – a traditional North American feast held on the fourth Thursday of November, featuring turkey, stuffing, cranberry sauce, mashed potatoes, and various side dishes, celebrating gratitude and harvest.

**Christmas eggnog** – a rich, sweet, spiced dairy-based beverage made with milk, cream, sugar, eggs, and often flavored with nutmeg and alcohol like brandy or rum, enjoyed during the holiday season.

**Fast and junk food** – quick, convenient foods that are often high in calories, fats, and sugars, such as fries, burgers, and soda, typically consumed for their immediacy and taste rather than nutritional value.

**Couch potatoes** – informal term describing people who spend a lot of time sitting or lying on the couch watching television or engaging in sedentary activities, often leading to a sedentary lifestyle.

**Tuna sandwiches** – a simple sandwich made with canned tuna mixed with mayonnaise or other seasonings, placed between slices of bread or in a bun, commonly eaten for lunch.

**Cold cuts** – sliced cooked or cured meats such as ham, turkey, roast beef, or salami, typically served cold in sandwiches or as part of a platter.

**Deli** – a store or section that sells a variety of sliced meats, cheeses, and prepared foods, often specializing in quick, ready-to-eat meals.

**Tofu** – a versatile soy-based protein made from curdled soy milk, often used as a meat substitute in vegetarian and vegan dishes due to its ability to absorb flavors.

**Doggie bag** – a colloquial term for a container used to take leftover food home from a restaurant, allowing diners to enjoy their meal later.

**Super deluxe** – a term describing the restaurants in the USA that offer the most luxurious food and service, often at a higher price point.

**Deluxe** – an upgraded or more luxurious version of a restaurant, that provides a refined dining environment, high-quality menu options, and attentive service, typically more expensive than casual eateries but still accessible for special nights out.

**Expensive** – an American restaurant characterized by higher-than-average prices, often serving gourmet cuisine, sophisticated decor, and a focus on providing a luxurious dining experience for patrons willing to spend more.

**Moderate** – a mid-range American restaurant that balances quality and affordability, offering a variety of classic and contemporary dishes in a comfortable setting suitable for casual dining and family outings.

**Inexpensive** – a budget-friendly American eatery that emphasizes quick service, simple menus, and affordable prices, making it accessible for everyday meals and casual meetups.

**Subway** – an American-founded fast-food franchise specializing in made-to-order submarine sandwiches, salads, and wraps, popular for customizable meals.

**McDonald's** – one of the most popular fast food chains, originated in San Bernardino, California, USA (1940) best known for cheeseburgers, fries, hamburgers, and milkshakes, has a global presence, with thousands of restaurants across more than 100

countries, recognized for its quick service, consistent menu items, and iconic branding, offers breakfast items, salads, desserts, and beverages, making it a popular choice for people looking for fast, convenient food.

**Pizza Hut** – an American-founded pizza chain offering a variety of pizzas, pasta, and side dishes, with a significant presence in Australia and worldwide.

**KFC (Kentucky Fried Chicken)** – an American-founded, global fast-food chain renowned for its fried chicken, often offering fried chicken meals and sides.

**Burger King** – an American fast-food chain known for its flame-grilled burgers, fries, and onion rings, operating extensively in Australia and worldwide.

**Domino's** – an American-based pizza delivery and takeout franchise offering customizable pizzas, sides, and desserts, popular across Australia and globally.

**Canadian cuisine** – regionally diverse food combining British, American, French and various immigrant influences, often featuring baked goods, wild game and local products.

**Saskatoon berries** – small, sweet, purple berries native to Canada, often used in jams, desserts, and baking due to their rich flavor.

**Fiddleheads** – the young, coiled fronds of certain fern species harvested in spring, considered a delicacy and rich in nutrients.

**Mussels** – edible bivalve mollusks with dark shells, commonly cooked and served in various dishes such as seafood stews and pasta.

**Caribou meat** – lean, game meat obtained from caribou, a species of deer native to Arctic and Subarctic regions, valued for its flavor and nutritional content.

**Bison** – large North American bovine meat known for its rich flavor and lean quality, historically significant to Indigenous peoples and modern cuisine.

**Salmon** – a popular fatty fish found in both freshwater and saltwater environments, prized for its flavor and high omega-3 fatty acid content.

**Wild rice** – a grain-like aquatic grass native to North America, known for its chewy texture and nutty flavor, often used in pilafs and salads.

**Maple syrup** – a natural sweet syrup derived from the sap of sugar maple trees, traditionally used as a topping or sweetener in North American cuisine.

**Bannock** – a type of flatbread or quick bread, originally from Indigenous North American cuisine, often baked, fried, or cooked over an open flame.

**Habitant yellow pea soup** – a hearty, traditional Quebecois soup made from yellow split peas, flavored with ham or salted pork.

**Montreal smoked meat** – cured and smoked beef, seasoned with spices, famously served in sandwiches or as a main dish, originating from Montreal.

**Pemmican** – a high-energy food made from dried meat, fat, and berries, historically used by Indigenous peoples and explorers for sustenance in harsh conditions.

**Cheese curds** – fresh, unaged cheese with a squeaky texture when bitten into, often used in poutine or eaten as a snack.

**Moose** – a large North American cervid with lean meat, valued for its distinctive flavor and hunted sustainably in wilderness areas.

**Bear** – wild game meat from bears, traditionally hunted in northern regions and considered a delicacy in some Indigenous and rural cuisines.

**Partridge** – a small game bird hunted for sport and food, often roasted or prepared in game dishes across North America and Europe.

**Lobster** – a large marine crustacean prized for its tender, flavorful meat, often served boiled or steamed in seafood cuisine.

**Winnipeg gold-eye** – a species of freshwater fish found in Manitoba lakes, known for its mild flavor and importance in local fishing culture.

**Arctic char (fresh and saltwater fish)** – a cold-water fish related to salmon and trout, valued for its delicate flavor, available in both freshwater and saltwater varieties.

**Eulachon** – a small, oily ocean fish also known as "oolichan," traditionally harvested by Indigenous peoples of the Pacific Northwest for oil and food.

**Geoduck** – a large saltwater clam native to the Pacific Northwest, known for its long neck and prized for its sweet, tender meat.

**Smelt** – small fish that serve as an important food source for larger fish like salmon and lake trout, also eaten fried or smoked by humans.

**Poutine** – a Québécois dish consisting of crispy fries topped with cheese curds and smothered in rich gravy.

**Montreal hot dog** – a hot dog served in a bun, typically topped with mustard, relish, onions, and occasionally coleslaw or other condiments, originating from Montreal.

**Donair** – a Canadian dish similar to a kebab, made with spiced ground meat wrapped in pita bread and topped with sweet garlic sauce and vegetables.

**Tim Hortons** – famous for its coffee, Timbits (doughnut holes), and breakfast sandwiches, one of Canada's most iconic and popular fast food and coffee chains.

**Harvey's** – known for its customizable grilled hamburgers and fries, one of Canada's first burger chains emphasizing fresh, made-to-order food.

**Swiss Chalet** – specializes in rotisserie chicken, ribs, and Canadian comfort food, known for its chalet-style décor and signature Chalet Sauce.

**A&W Canada** – famous for its root beer, burgers, and natural ingredients.

**Pizza Nova** – known for its pizza and Italian-inspired menu.

**Australian cuisine** – a blend of international flavours, especially Asian, based on high-quality local produce from land and sea.

**Lamb roast** – a traditional dish where a whole leg or shoulder of lamb is seasoned, roasted until tender, and served as a centerpiece for Sunday or holiday meals in many Australian and British households.

**Lamingtons** – sponge cake squares dipped in chocolate icing and coated with desiccated coconut, considered a classic Australian sweet treat often enjoyed with tea or coffee.

**Steak and kidney pies** – a hearty savory pie filled with tender steak, kidney, vegetables, and gravy, popular as comfort food in Australia and the UK.

**The Pavlova** – a light, crispy meringue dessert topped with whipped cream and fresh fruits like strawberries and kiwi, a national favorite in Australia and New Zealand.

**Soldier's Cake** – a traditional Australian fruitcake made with dried fruits and nuts, historically associated with soldiers and celebrations, often enjoyed during holidays.

**Anzac Biscuits** – crunchy cookies made from oats, coconut, golden syrup, and butter, originally created during World War I to send to soldiers, symbolizing Australian and New Zealand resilience.

**Pumpkin Scones** – fluffy, sweet or savory scones incorporating pumpkin, a popular snack or breakfast item in Australia, often served with butter or jam.

**Damper** – a traditional Australian bread, originally baked by stockmen and settlers over an open fire, made from basic ingredients like flour and water, symbolizing pioneering spirit.

**Vegemite** – a dark, salty spread made from yeast extract, widely eaten on toast or crackers in Australia, known for its strong flavor and cultural significance.

**Violet Crumble chocolate bar** – an Australian candy bar featuring a honeycomb toffee center coated in chocolate, famous for its crisp texture and sweet taste.

**Tim Tams** – popular Australian chocolate biscuits consisting of two layers of chocolate malted biscuit separated by a creamy filling and coated in chocolate, often enjoyed as a snack or in a tea-time "Tim Tam Slam."

**Maccas** – the colloquial Australian nickname for McDonald's, a global fast-food giant famous for its burgers, fries, and McNuggets, widely enjoyed in Australia.

**Red Rooster** – an Australian fast-food chain specializing in roasted chicken, fried chicken, and related sides, often chosen for a quick, hearty meal.

**New Zealand cuisine** – cooking influenced by British, Māori, American, Asian, Mediterranean and Pacific Rim culinary traditions.

**Colonial Goose** – a traditional hearty dish from colonial New Zealand or Australia, typically involving slow-cooked goose meat seasoned with herbs and served with vegetables, reflecting early European settler cuisine.

**Boil-up** – a comforting Māori dish involving boiling pork, potatoes, yams, cabbage, and other vegetables in a large pot, often flavored with traditional seasonings and shared communally.

**Hangi** – a traditional Māori method of cooking food in an earth oven, where meat, roots, and vegetables are wrapped and slow-cooked over heated stones underground, resulting in tender, smoky-flavored dishes.

**The Edmonds Cookbook** – an iconic New Zealand cookbook first published in 1908, renowned for its extensive collection of traditional and modern recipes that have shaped Kiwi home cooking for generations.

**BurgerFuel** – known for its gourmet burgers made with fresh, locally sourced ingredients, has expanded internationally but remains rooted in New Zealand.

**Hell Pizza** – famous for its creative and sometimes provocative pizza branding and flavors, offers a variety of innovative pizza options and has a strong presence in New Zealand.

**Vaughan's** – known for classic fish and chips, though it's more of a traditional takeaway than a large chain.

**Pita Pit** – specializes in made-to-order pita sandwiches with fresh ingredients.

**Custom to bring a plate** – a common social practice in New Zealand and Australia where guests are expected to bring a dish to share at gatherings or potlucks, fostering community and hospitality.

**BYO** – an abbreviation for "Bring Your Own," often used in restaurants or social events to indicate that guests should bring their own alcohol or specific items, promoting flexibility and shared responsibility.

### **Discussion**

- Can you think of any dishes that represent the national identity of the UK or the US?
- How do religious holidays influence the types of food prepared and consumed in English-speaking countries?
- Can you give examples of dishes associated with specific geographical regions or holidays in the UK or US?
- Can you think of any stereotypes that exist regarding the eating habits of people from the UK, US, or other English-speaking countries?

### **Case Study and Problem-Solving**

### ***Case Study 1: Understanding the English Pub***

A student from a non-English-speaking country moves to the UK and is invited to meet friends at a "pub." The student has never encountered such a place and assumes it is similar to a café or restaurant.

#### **Task:**

- Discuss what makes an English pub different from a café or restaurant in other countries.
- Explain the cultural significance of the pub in British life, particularly in socializing and cultural expression.
- How would you explain the concept of a pub to someone unfamiliar with it?

### ***Case Study 2: The Cultural Significance of Tea***

An American exchange student arrives in the UK and notices that people are constantly drinking tea, especially during social gatherings. The student feels uncomfortable because they are not used to drinking tea and prefer coffee.

#### **Task:**

- Discuss the cultural importance of tea in the UK and how it is often perceived as more than just a beverage but a symbol of hospitality and social connection.
- How might the student's preference for coffee affect their ability to integrate into British society? How would you explain the cultural importance of tea in this context?

### ***Case Study 3: British Cuisine – Traditional Dishes and Holidays***

You are visiting England during the Christmas season. You notice plum pudding with holly, mince pies, and hot cross buns in bakeries. You also attend a Burns Night dinner in Scotland where haggis, neeps, and tatties are served.

#### **Task:**

- Identify the cultural significance of these dishes.
- Explain how they reflect British ethnographic realia, regional differences, and holiday traditions.
- Discuss why some dishes are associated with a specific holiday or region.

### ***Case Study 4: American Cuisine – Regional Differences and Healthy Trends***

You are a food blogger traveling across the USA. In the Southeast, you try soul food, including ambrosia and jambalaya. In the Midwest, you eat cornbread, hash browns, and steak. You notice that in urban areas, health-conscious people prefer vegetarian options and tofu.

**Task:**

- Compare the food preferences and traditions across regions.
- Analyze how historical, ethnic, and social factors shape American cuisine.
- Identify examples of ethnographic realia and background vocabulary in food culture.

**Case Study 5: Canadian, Australian, and New Zealand Cuisine – Local Ingredients and Global Influences**

You are a culinary researcher studying food in Canada, Australia, and New Zealand. You observe Canadian dishes like poutine and bannock, Australian specialties like Lamingtons and Vegemite, and New Zealand Pavlova and Māori boil-up. You note influences from immigrants, Indigenous peoples, and international trends.

**Task:**

- Examine how geography, local ingredients, and multicultural influences create national cuisine identities.
- Discuss the role of ethnographic realia, such as traditional ingredients (maple syrup, kangaroo meat, kumara) and cooking methods (hangi, barbecue).

**Problem-Solving Activity:**

- In the United Kingdom, guests are expected to inform the hostess in advance of any dietary restrictions before visiting a private household. Examine this social convention and evaluate whether it should be regarded as reasonable or potentially uncomfortable, supporting your viewpoint with appropriate arguments.

- The following enquiry was published on a website dedicated to British etiquette. Provide a reasoned response to the situation described: A correspondent asks whether it is necessary to request permission before leaving the dining table during a meal, noting that they felt offended when another guest left without doing so and were later told that such behaviour was insignificant.

- A letter from the United States was published on the site about table manners. A woman from New England described her

experience of being on a cruise with people from Europe and the United Kingdom. She reported that she was the only person on board the ship who ate with the fork in the right hand, switching hands to cut her meat. She was very much surprised to see that everyone else was eating with a fork in their left hand and the knife in their right hand. The reason for the lady's writing to the site about table manners was her strong surprise and desire to clarify what the traditional way of using a fork and a knife was. Anyhow, the site did not give the direct answer to her question with the excuse that they did not know the correct answer. How can you comment on the difference in American and British table manners, particularly the practice of switching hands when cutting food versus using knife and fork simultaneously. Explain the source of this misunderstanding, outline the principal differences between British and American dining etiquette, and assess which method appears more practical and culturally familiar, providing reasons for your conclusions.

- British dining culture generally involves the use of cutlery. From the following items—sandwiches, chicken, crisps, corn on the cob, pizza, and fruit—identify those that are typically eaten without a knife, fork, or spoon. Indicate which two items are only eaten without cutlery in informal contexts, such as barbecues.

- In the film *Pretty Woman*, the protagonist receives guidance on formal table settings. State the most widely accepted rule to follow when confronted with multiple knives and forks at a formal meal.

- In British dining practice, dessert may be served with both a spoon and a fork. Identify which utensil is optional and explain the correct hand placement when both are used.

### **Follow-Up Task**

Research a traditional dish or beverage from your country or culture. Prepare a short explanation about its cultural significance, how it is consumed, and any associated customs or ceremonies. Additionally, discuss how this dish or beverage might be interpreted or misunderstood by someone from an English-speaking country.

### **Project Tasks**

**Project 1: “Comparative Cuisine Around the English-Speaking World”**

Instructions:

1. Create a Google Earth project.
2. Add 8–10 placemarks for typical dishes or food items in: UK, USA, Canada, Australia, New Zealand.
3. For each placemark, include:
  - Photo or video of the dish
  - Short description: ingredients, preparation, and regional or holiday significance
  - Cultural notes: explain why this dish is important and what it reveals about local lifestyle and traditions
4. Add a reflection: “How do typical dishes reflect the culture, history, and lifestyle of each country?”

### ***Project 2: “Ethnographic Realia Glossary”***

Instructions:

1. Create a visual glossary using Canva or Genially.
2. Select 20–25 words or phrases for national dishes, drinks, and culinary items from at least three countries.
3. For each term, include:
  - Name of the dish or item
  - Definition (what it is)
  - Ingredients or main components
  - Cultural significance or holiday/region association
4. Use images, icons, or illustrations to make it visually engaging.
5. Add a reflection: “What do these words tell us about the culture and lifestyle of the country?”

### ***Project 3: “Recipe Analysis Report”***

Instructions:

1. Choose one traditional dish from each of the five countries: UK, USA, Canada, Australia, New Zealand.
2. For each dish, create a visual page or slide including:
  - Ingredients and preparation steps
  - History and origin
  - Social context (holidays, daily meals, regional relevance)
  - How it reflects culture, geography, and values
3. Include photos, diagrams, or videos if possible.
4. Use Canva or Genially templates to organize information clearly.
5. Add a reflection: “How does each dish tell a story about its country?”

## **Project 4: “Cultural Presentation: Cuisine as Identity”**

Instructions:

1. Prepare a 10–15 minute multimedia presentation comparing at least three countries.
2. Include:
  - Photos, videos, or illustrations of dishes, ingredients, and cooking methods
  - Examples of ethnographic realia (traditional utensils, table settings, recipes)
  - Notes on holiday foods, regional specialties, and food customs
3. Highlight similarities and differences between countries.
4. Conclude with a reflection: “How does cuisine serve as a form of cultural identity?”
5. Use Canva or Genially to make your presentation interactive and visually appealing.

### **Creative Projects**

#### ***Creative Project: “Food, Identity, and Self-Discovery” – film Julie & Julia (2009)***

Instructions:

- Create a multimedia narrative project that highlights the role of food as a cultural and personal symbol. You may write diary entries, recipe notes with cultural commentary, letters, or blog posts from the perspective of Julie, Julia Child, or people surrounding them. Focus on national cuisine, culinary terminology, food rituals, and the connection between cooking, identity, and creativity. Enrich your project with historical facts, quotations from the film, images of dishes, or short video fragments. Optionally, record a short podcast episode or video reflection where a character explains what food means to them culturally and emotionally.
- Reflection: How does food function as a marker of culture, identity, and personal transformation in the film?

## **Seminar 7. Ethnographic Realia: Holidays, Traditions and Customs**

### **Outline**

1. Religious and public holidays in the UK (Christmas Day, Boxing Day, New Year's Day, Mothering Sunday, Good Friday, Easter Monday, May Day, Spring Bank Holiday and Late Summer Bank Holiday, Guy Fawkes Night).

2. Religious, federal state and minor holidays in the USA.

3. Canadian public holidays

4. Australian national holidays.

5. New Zealand public holidays

6. Festivals and celebrations, fairs (St. Giles Fair, the Goose Fair, The Appleby Horse Fair).

7. Specific colour associations.

8. Superstitions.

### **Main terms and notion**

**Ethnographic realia** – culturally specific objects, traditions and everyday items reflecting the lifestyle and material culture of an ethnic group.

**Blue Ribbon** – a symbol of first place or superior quality awarded for excellence.

**Toffee Candy Floss** – cotton candy with a toffee flavour, typically sold at fairs and amusement events.

**Toffee Apples** – apples coated in a hard layer of toffee, traditionally eaten at fairs and seasonal festivals.

**Ferris Wheel** – a large vertical rotating wheel with passenger cabins, used as an amusement attraction providing elevated views.

**Roller Coaster** – a fast amusement-park ride featuring steep drops, sharp turns, and sudden speed changes.

**Red-Handed** – caught in the act of committing a crime or doing something wrong.

**Red Tape** – excessive or overly complicated bureaucratic procedures that delay or hinder processes.

**Red-Letter Days** – exceptionally important, happy, or memorable days.

**See Red** – to become suddenly very angry.

**Black Day** – a day marked by disaster, misfortune, or significant negative events.

**Whitewash** – to hide faults, failures, or wrongdoing by presenting something in a falsely favourable way.

**Green Fingers / Green Thumb** – a natural talent for growing plants and maintaining a garden successfully.

### **Discussion**

- What are the major religious holidays celebrated in the US? How do they vary across different communities?
- How do festivals and fairs reflect national or regional culture in both the UK and the US?
- What role do superstitions play in daily life and culture in English-speaking countries?
- Can you think of some common superstitions in the UK or the US? How do these influence behaviors or traditions?
- How do national holidays in Canada, Australia, and New Zealand reflect each country's historical development and identity?
- In what ways do colour associations (e.g., red, blue, black, green) shape idioms, symbolism, and communication in English-speaking cultures?
- How do immigrant communities in English-speaking countries preserve their traditional customs and integrate them into local cultural practices?
- What challenges arise when translating ethnographic realia from English into other languages, and how can translators overcome them?

### **Case Study and Problem-Solving**

#### ***Case Study 1: Misunderstanding a British Holiday***

An American student studying in the UK is invited to participate in a celebration for "Guy Fawkes Night." The student is unfamiliar with the holiday and assumes it is a celebration of the failed attempt to assassinate a monarch.

#### **Task:**

- Discuss the cultural significance of Guy Fawkes Night in the UK and how it is often misunderstood by people from other countries.

- Suggest ways to explain the history of this holiday to someone unfamiliar with it, especially its connection to British history and modern celebrations.

### ***Case Study 2: Thanksgiving in the US***

A British exchange student is invited to a Thanksgiving dinner in the US and is unsure of the proper etiquette or expectations for the holiday. The student is aware of the tradition but lacks deeper knowledge about the customs involved.

#### **Task:**

- Discuss the cultural meaning of Thanksgiving in the US and its connection to history, family, and national identity.
- Suggest ways to make the British student feel more comfortable during the celebration, emphasizing the significance of family gatherings, food, and the customs involved.

### ***Case Study 3: Translating Holiday Realia***

A translator working on a UK magazine article encounters the terms “*Boxing Day sales*,” “*Pancake Day*,” and “*Mothering Sunday*.” The target audience has no cultural background in British traditions.

**Task:** Decide how to translate these items: keep the original names, provide descriptive translation, or add explanations. Justify your choice.

### ***Case Study 4: Cultural Misunderstanding at a Festival***

An American tourist visits Guy Fawkes Night in the UK and is surprised to see bonfires and burning effigies. She assumes it is a Halloween extension and posts misleading photos online.

**Task:** Identify the cultural elements she misunderstood. Propose strategies for cultural education and preventing misinterpretation.

### ***Case Study 5: Colour Symbolism in Advertising***

A British company uses a green logo for a gardening product in the US market. However, they also use the phrase “*green fingers*”, which American customers interpret literally because they know only “*green thumb*.”

**Task:** Analyse the problem. Suggest culturally appropriate modifications for marketing materials.

### **Problem-Solving Activity:**

- You are translating a Canadian text that mentions “*Victoria Day*” and “*First Nations powwow*.” How would you render them for an international audience unfamiliar with Canadian history?
- In a textbook for English learners, you must explain “*St Patrick’s Day*,” “*ANZAC Day*,” and “*Thanksgiving*.” Decide whether to: give direct equivalents in the students’ culture, provide descriptions, or keep the original terms. Explain your reasoning.
- A student misinterprets the idiom “*knock on wood*” as a literal action required for good luck. How would you teach superstition, its meaning, and its use in context to avoid confusion?
- Your class reads a story where a character experiences a “black day,” but learners think it simply means the weather was gloomy. Develop a strategy to teach culturally-bound colour idioms effectively.
- You need to write an article comparing St Giles Fair (UK) and a typical US state fair. What cultural elements should you highlight? How would you ensure that international readers understand the differences without oversimplifying?

### **Follow-Up Task**

Research a holiday or tradition unique to your country or region. Provide a brief explanation of its historical origins, cultural significance, and how it is celebrated today. Discuss how this holiday might be understood or misunderstood by someone from an English-speaking country and suggest ways to bridge this cultural gap.

### **Project Tasks**

#### ***Project Task 1: Comparative Holiday Calendar***

Instructions:

1. Create a visual or digital comparative calendar showing major holidays in:
  - UK
  - USA
  - Canada
  - Australia
  - New Zealand
2. Include for each holiday:
  - Holiday names

- Dates
  - Cultural meanings
  - Key traditions
  - Images or symbols
3. Add a short paragraph analysing similarities and differences between the countries.

### ***Project Task 2: Ethnographic Realia Glossary***

Instructions:

1. Compile a mini-glossary (20–25 items) of ethnographic realia related to:
  - Customs
  - Traditions
  - Festivals
  - Colour idioms
2. For each entry, provide:
  - Term
  - Short definition
  - Cultural background
  - Possible translation strategies
  - An example sentence

### ***Project Task 3: Festival Case Study Presentation***

Instructions:

1. Choose one festival or fair, e.g.:
  - St Giles Fair
  - Goose Fair
  - Appleby Horse Fair
  - Guy Fawkes Night
  - Thanksgiving
  - ANZAC Day
2. Prepare a 5–7 minute presentation including:
  - Historical origins
  - Key traditions and practices
  - Modern adaptations
  - Cultural significance
  - Comparison with a similar event in another English-speaking country

### ***Project Task 4: Colour Symbolism in English-Speaking Cultures***

Instructions:

1. Create a multimedia or poster project on colour associations in:
  - UK
  - USA
2. Include:
  - Colour idioms (e.g., red tape, see red, blue ribbon, black day)
  - Symbolism in advertising, holidays, and traditions
  - Cultural differences between regions
  - Visual examples and short explanations

### ***Project Task 5: Superstition Mapping***

Instructions:

1. Develop a “superstition map” of English-speaking countries.
2. Your project should include:
  - 10–15 common superstitions (e.g., knocking on wood, black cats, breaking mirrors, number 13)
  - Regional variations (UK vs US vs Canada, etc.)
  - Explanations of origins
  - How these beliefs influence behaviour today
  - Comparison with similar or contrasting superstitions in your own culture

## **Seminar 8. Ethnographic Realia: Communicative Behaviour and Etiquette.**

### **Outline**

1. Patterns of verbal interaction in English-speaking cultures.
2. Norms and conventions governing polite speech.
3. Classification of communicative contexts and situations.
4. Systems and conventions of addressing interlocutors.
5. Communicative practices in relation to political correctness.
6. Non-verbal communication practices in English-speaking societies.

### **Main terms and notions**

**Communicative Behaviour** — the way people use language and accompanying actions to interact, exchange information, and achieve communicative goals. It includes verbal choices, tone, style, and culturally appropriate patterns of interaction.

**Speech Etiquette** — a system of polite and socially accepted rules that regulate speech behaviour in different communicative situations. Speech etiquette reflects social norms, values, and power relations within a culture.

**Nationally Marked Character of Speech Etiquette** — culturally specific features of polite speech that are characteristic of a particular nation or linguistic community. These features influence forms of address, greetings, requests, and expressions of respect.

**Nonverbal Behaviour** — communication without spoken words, including gestures, facial expressions, posture, body movement, and eye contact. Nonverbal behaviour often complements or modifies verbal messages and varies across cultures.

**Direct Address** — a communicative strategy in which a speaker refers to the interlocutor by name, title, or role. Direct address can signal respect, familiarity, authority, or social distance depending on the context.

**Political Correctness** — the practice of using language that avoids offending, excluding, or discriminating against individuals or social groups. Political correctness aims to promote equality, respect, and inclusivity in public and interpersonal communication.

### **Discussion**

- How is speech behaviour influenced by cultural norms in different English-speaking countries (e.g., the UK, US, Australia)?
- How does speech etiquette reflect the cultural values of a society, such as politeness, respect, or hierarchy?
- What role does political correctness play in communicative behaviour in English-speaking societies?
- How is non-verbal behaviour (such as gestures, eye contact, personal space) perceived in English-speaking cultures?

### **Case Study and Problem-Solving**

#### ***Case Study 1: Misunderstanding Speech Etiquette***

A British student studying in the US is invited to a formal dinner. They address the host using only their first name, but the host responds with a slightly uncomfortable look, as they expected to be addressed more formally (e.g., "Mr. Smith").

#### **Task:**

- Identify the misunderstanding in terms of speech etiquette.
- Discuss how speech etiquette can differ across English-speaking countries.
- Suggest ways to explain this difference to the British student and offer guidance on addressing people in formal settings in the US.

### **Case Study 2: Non-Verbal Communication and Personal Space**

An American tourist in the UK approaches a local to ask for directions and stands too close to the person, making them uncomfortable. The tourist is unaware that the personal space expectations in the UK may be different from those in the US.

#### **Task:**

- Analyze the role of personal space in non-verbal communication in the UK and US.
- Discuss the cultural norms regarding personal space and how they influence communication.
- Suggest ways to educate non-native speakers on understanding and respecting personal space in English-speaking countries.

#### **Problem-Solving Activity:**

- Researchers studying cultural variation in speech behaviour argue that clear contrasts can be identified between Ukrainian and American communication styles. Ukrainians are often described as *patient, emotional, cooperative, and rather pessimistic*, whereas Americans are seen as *tolerant, rational, competitive, and optimistic*. Support or challenge these contrasts by giving examples from your own personal experience.
- Analyse the following examples of politically correct vocabulary and explain their meaning. For each item, provide the earlier, non-politically correct equivalent that was commonly used in the past: *vertically challenged, horizontally challenged, chairperson, flight attendant, senior citizen, and server*.
- Decide which sentence is more typical of Present-Day English and explain why: *Everyone should take his pencil* or *Everyone should take their pencil*.
- Consider the title of the book *Man Made Language* (1980) by Dale Spender. The book explores how language reflects gender

inequality and often prioritises men over women. Explain how the title itself expresses the author's political and social views on language and gender.

### **Follow-Up Task**

Research a specific aspect of speech behaviour or speech etiquette in a particular English-speaking country (e.g., US, UK, Australia). Prepare a brief report that includes examples of speech behaviour, forms of address, or non-verbal communication, and explain how this may differ from your own culture. Provide suggestions for navigating these differences when communicating with native speakers.

### **Project Tasks**

#### ***Project 1. "Speech Etiquette Across English-Speaking Cultures"***

Instructions:

1. Open Google Earth Web → Projects → New Project.
2. Add pins for 6–8 English-speaking regions (UK, USA, Canada, Australia, New Zealand, Ireland, South Africa).
3. For each location, include:
  - A short description of typical speech etiquette (e.g., small talk, politeness formulas, indirectness).
  - One culturally specific phrase (e.g., "How are you?" as a greeting, "Cheers" in the UK, "No worries" in Australia).
  - A notable cultural behaviour (e.g., queuing culture, friendly greetings, conversation distance).
  - A photo or video link showing communication or everyday interaction.
4. Add a final placemark:  
"How does etiquette shape communication?"

#### ***Project 2. "Forms of Address: A Global Comparison"***

Instructions:

1. Use Google Slides or Canva → create a 10-slide presentation.
2. Choose 1 country (UK, USA, Australia etc.).
3. For each country, include:
  - Forms of address (Mr/Mrs, first names, honorifics like *sir*, *madam*).
  - Rules of politeness in greetings and introductions.
  - Direct vs. indirect communication examples.

- A real-life scenario (e.g., meeting a teacher, greeting a stranger, talking to a manager).
4. Conclude with a slide:
    - “Why do forms of address matter in intercultural communication?”

### **Project 3. “Nonverbal Behaviour in the English-Speaking World”**

Instructions:

1. Open Google Earth Web → Projects → New Project.
2. Add pins for 6–7 locations (London, New York, Toronto, Sydney, Dublin, Cape Town).
3. For each location, describe:
  - Common nonverbal behaviours (eye contact, handshake norms, personal space, gestures).
  - A gesture or behaviour that differs from other cultures (e.g., Americans smile more; British avoid too much touching).
  - A cultural object or setting connected to communication (pub, café, school).
  - A photo/video link showing people interacting.
4. Add a final placemark:
  - “How can body language create misunderstandings?”

### **Project 4. “Political Correctness and Inclusive Language”**

Instructions:

1. Create a poster or infographic in Canva titled “*Words Matter: Inclusive Communication*”.
2. Include three sections:
  - Examples of politically correct phrases vs non-PC phrases (e.g., *firefighter* instead of *fireman*).
  - How inclusive language protects people from stereotypes and offense.
  - Short explanations of Direct Address, Communicative Behaviour, and Nonverbal Behaviour related to inclusion.
3. Add three real-life situations (school, workplace, online communication) and show:
  - A “non-inclusive” version.
  - A corrected, polite version.
4. End with a reflection box:
  - “Why is inclusive language important today?”

## **Seminar 9. National Character and Stereotypes.**

### **Outline**

1. National stereotypes and the perceived character of the British: traditional views of reserve, politeness, humour, and social norms in the United Kingdom.

2. Stereotypical images of Americans and the American national character: individualism, optimism, competitiveness, and communication style in the United States.

3. Stereotypical perceptions of Canadians, Australians, and New Zealanders: national traits, values, and behavioural patterns in Canada, Australia, and New Zealand.

4. Manners and patterns of social behaviour in Great Britain and the United States: politeness strategies, social distance, and everyday interaction.

5. Charitable traditions and voluntary activity in English-speaking societies: the social role of charity and civic engagement.

6. Family life and family celebrations: values, traditions, and cultural practices.

7. Fashion and dress codes: differences between formal and informal styles and their social meanings.

8. Attitudes to time and punctuality: cultural expectations and norms.

9. Interpersonal relations: friendship, professional relationships.

### **Main terms and notions**

**Stereotypes** — simplified and generalized beliefs about a group of people that often ignore individual differences and complexity. Stereotypes are usually formed through social experience, media representation, or cultural tradition and may lead to biased attitudes or discrimination.

**Stereotypical Perception** — the tendency to perceive and judge people according to fixed stereotypes rather than their personal qualities. This type of perception reduces individuality and reinforces social prejudice.

**Routine Behaviour** — everyday actions and patterns of conduct that people perform regularly and often automatically. Routine behaviour helps structure daily life but may also reflect cultural and social norms.

**Charity** — the act of helping people in need through financial donations, volunteering, or providing emotional and social support. Charity is often motivated by moral values, social responsibility, or religious beliefs.

**Nuclear Family** — a family structure consisting of two parents and their children living together in one household. This model is common in many modern societies and is often contrasted with extended family systems.

**Extended Family** — a broader family unit that includes relatives such as grandparents, aunts, uncles, and cousins. Extended families often provide stronger social support and shared responsibilities.

**Formal Dress** — clothing worn for official, ceremonial, or special occasions, such as business meetings, weddings, or formal events. Formal dress often signals social status, professionalism, or respect for social norms.

**Informal Dress** — casual and comfortable clothing worn in everyday, non-official situations, such as leisure activities or home life. Informal dress reflects personal style and relaxed social interaction.

## **Discussion**

- How are charitable activities and organizations perceived in the UK and the USA?
- How does the approach to charity differ in these two countries? What role do charities play in the social and cultural fabric of these nations?
- How is punctuality viewed in the UK compared to the USA? Is being on time seen as equally important in both cultures?

## **Case Study and Problem-Solving**

### ***Case Study 1: Family Life and Celebrations***

An American student spends Christmas with a British family for the first time. The student is surprised to see that the family gathers for a large meal at noon, while in the US, Christmas dinner is typically served in the evening. The British family also exchanges gifts the day before Christmas, while the American family does so in the morning.

#### **Task:**

- Identify the cultural differences in family celebrations.

- Discuss how these differences might affect the student's understanding and experience of the holiday.
- Propose ways to help non-native speakers or visitors navigate these cultural differences in family life and celebrations.

### ***Case Study 2: Punctuality in Business Settings***

A British business professional arrives five minutes early for a meeting with an American colleague. The American professional arrives exactly on time. In the UK, arriving early is considered a sign of respect, while in the USA, being on time is often seen as sufficient.

#### **Task:**

- Analyze the impact of differing attitudes towards punctuality on professional relationships.
- Discuss the potential misunderstandings that could arise from these cultural differences.
- Suggest strategies for improving cross-cultural understanding of punctuality in business settings.

### ***Case Study 3: Stereotypes about the British***

A Canadian student attends a meeting at a British university. The student expects the British staff to be very formal, reserved, and overly polite, following the common stereotype. However, the staff quickly engage in friendly conversation, use humor, and share personal stories, surprising the student.

#### **Task:**

1. Identify which stereotypes about the British were confirmed and which were challenged.
2. Discuss how stereotypes can affect a visitor's expectations and interactions.
3. Suggest strategies for students or travelers to approach cultural encounters without relying solely on stereotypes.

### ***Case Study 4: Stereotypical Perception of Americans, Canadians, Australians, and New Zealanders***

A British teacher travels to North America and Oceania for a teaching exchange. She expects Americans to be loud, very outgoing, and overly patriotic. She assumes Canadians will be extremely polite and apologetic, Australians very relaxed, and New Zealanders modest and nature-oriented. During the trip, she notices that some Americans are quiet and reserved in certain situations, some Canadians are

assertive in business, some Australians are formal in professional settings, and some New Zealanders are outspoken.

**Task:**

1. Compare the teacher's expectations with the reality she observes.
2. Discuss how relying on stereotypical perceptions might lead to misunderstandings.
3. Propose ways to prepare for intercultural communication while respecting cultural diversity.

**Problem-Solving Activity:**

- The British and Americans frequently use expressions such as "*Drop in any time*" or "*Come and see me soon.*" Should these statements be interpreted as real invitations, and if not, what communicative function do they actually serve?
  - People from our culture often remark that it is difficult to accept the fact that an American may call someone a friend one day and then show little interest the next. What cultural or communicative factors explain this type of behaviour?
  - In an American soap opera, a young woman explains to a new acquaintance that they come from different social backgrounds, mentioning that people in her milieu drink beer and eat tuna sandwiches. What kind of "background" does she mean? Can a person's social status really be identified through indicators such as food, beverages, or clothing? What other markers might also signal social position?
  - In a well-known parenting book, the American paediatrician Benjamin Spock advises that once a baby reaches three months of age, it should sleep in a separate room and be brought out only for feeding to avoid jealousy from siblings. What seems surprising about this recommendation? Which core concept of American culture is reflected in this advice?
  - A group of international students attending a workshop in London expect British participants to behave in a highly formal and restrained manner. However, during discussions they observe joking, smiling, and open expression of opinions, which contradicts their preconceived ideas about British reserve. How can you comment on this contradiction in the expectations and real behaviour?

- A British manager enters an online meeting with colleagues from the United States, Canada, Australia, and New Zealand, expecting each group to behave according to common stereotypes that Americans are sure to dominate the conversation, Canadians will apologize too often, Australians are going to be casual and New Zealanders – very modest. The actual interaction, however, reveals diverse communication styles, demonstrating that stereotypical expectations often fail to reflect real behaviour. How can you comment on the fact that stereotypes fail us and the real situation might make us change our attitude to the representatives of other nations?

### **Follow-Up Task**

Research the customs surrounding family celebrations (e.g., holidays, birthdays) in a different English-speaking country that you are not familiar with (e.g., Canada, Australia, New Zealand). Prepare a brief report highlighting key differences in how families celebrate and what cultural values are reflected in those practices.

### **Project Tasks**

#### ***Project 1. “National Stereotypes and Characters”***

Instructions:

1. Open Google Slides or Canva.
2. Choose 4–6 countries (e.g., UK, USA, Canada, Australia, Japan, Germany).
3. For each country, include:
  - 3.1. Common stereotypes about the people (e.g., British are polite, Americans are friendly).
  - 3.2. How accurate these stereotypes are — give examples or stories.
  - 3.3. One national character trait (e.g., Canadian politeness, Australian humor).
  - 3.4. An image or short video illustrating the stereotype or national character.
4. Add a reflection: “How can stereotypes help or mislead us about other cultures?”

#### ***Project 2. “Manners Around the World”***

Instructions:

1. Create a table or interactive map (Padlet or Google Sheets).
2. Compare 5 countries in terms of manners and etiquette.

3. For each country, describe:
  - 3.1. Typical greetings (handshake, bow, cheek kiss).
  - 3.2. Table manners or eating etiquette.
  - 3.3. Politeness expressions (please, thank you, excuse me).
  - 3.4. Cultural dos and don'ts (e.g., tipping, punctuality, small talk).
    4. Include photos, gifs, or videos illustrating manners.
    5. Reflect: "How do manners reflect a country's culture?"

### ***Project 3. "Family Life and Celebrations Worldwide"***

Instructions:

1. Choose 3–4 countries.
2. For each country, describe:
  - 2.1. Typical family structure (nuclear, extended).
  - 2.2. Important family celebrations (birthdays, weddings, holidays).
  - 2.3. Traditions or rituals during celebrations (food, dress, customs).
  - 2.4. One image, video, or infographic showing family life.
3. Reflection: "What do family traditions tell us about national character?"

### ***Project 4. "Fashion, Dress, and Social Behaviour"***

Instructions:

1. Select 2 countries (UK, USA, etc.).
2. For each country, describe:
  - 2.1. Typical formal dress for special occasions.
  - 2.2. Typical informal dress for everyday life.
  - 2.3. How dress reflects social norms or culture.
  - 2.4. Punctuality or social behaviour connected to dress or context (e.g., business meetings, parties).
3. Add photos, fashion ads, or short clips.
4. Reflection: "How does clothing express cultural identity?"

## **Seminar 10. Society Stratification in the English-Speaking Countries**

### **Outline**

1. Social status in English-speaking societies: the structure of social classes and hierarchical divisions within society.
2. Occupation as an indicator of social status: the role of professional activity in determining an individual's social position.

3. Pronunciation as a social marker: how accent and speech patterns signal social background and class affiliation.

4. The role of the Royal Family in the social hierarchy of the United Kingdom.

5. The system of titles and nobility in the United Kingdom and its significance in the traditional class structure.

6. Historical attitudes toward African Americans in the United States and their impact on social stratification.

7. Historical treatment of Indigenous peoples in the United States and Canada, and its role in shaping social relations and inequalities.

### **Main terms and notions**

**Peer** – a member of the British nobility entitled to hold a hereditary or life title and traditionally having the right to sit in the House of Lords. Peers form the core of the British aristocratic system and play a symbolic role in maintaining social hierarchy.

**Life peerage** – a noble title granted for a person's lifetime that cannot be inherited and is usually awarded for political, academic, or social service. Life peers are appointed to the House of Lords and reflect a more merit-based approach to nobility.

**Hereditary peer** – a noble whose title is passed down from generation to generation, traditionally through the male line. Hereditary peers historically formed the backbone of the British ruling elite and aristocratic privilege.

**Aristocracy** – the highest social class, traditionally made up of people with noble titles and inherited wealth. The aristocracy has historically exercised political, economic, and cultural influence in British society.

**Upper class** – the highest social class, often associated with wealth, power, elite education, and noble background. Membership in the upper class is frequently marked by distinctive cultural practices, accents, and social networks.

**Middle class** – a social class between the upper and working classes, including professionals, managers, academics, and business owners. The middle class is commonly associated with social mobility, education, and economic stability.

**Working class** – a social class consisting mainly of people employed in manual, industrial, or low-paid service work. This class

has traditionally faced economic insecurity and limited access to power and education.

**Blue-collar** – relating to jobs that involve manual labor or physical work, typically performed by members of the working class. The term emphasizes practical skills rather than formal education.

**White-collar** – relating to office, professional, or administrative work, usually associated with higher levels of education and social status. White-collar employment is often linked to the middle and upper classes.

**Sir** – a title used by a man who has been knighted in the British honours system as recognition for public service or achievement. The title does not confer noble rank but carries significant social prestige.

**Lady** – a title for a woman of noble rank or the wife of a knight or peer. The term also functions as a marker of social status and respect within British society.

**Dame** – the female equivalent of a knight, awarded for outstanding service in fields such as arts, science, or public life. Like “Sir,” it signals honor rather than hereditary nobility.

**Duke** – the highest-ranking noble title in the British peerage system, traditionally associated with great land ownership and political influence.

**Marquess** – a noble rank below duke and above earl, historically responsible for governing border territories. The title reflects both military and administrative authority.

**Earl** – a noble rank below marquess and above viscount, roughly equivalent to a count in other European aristocratic systems.

**Viscount** – a noble rank below earl and above baron, often associated with administrative or judicial functions in historical contexts.

**Baron** – the lowest rank of the British peerage, yet still a significant marker of aristocratic status and privilege.

**Prestige** – the respect, admiration, and social value associated with high status, authority, or achievement. Prestige often functions as a form of symbolic capital in social hierarchies.

**Social mobility** – the ability of individuals or groups to move up or down the social hierarchy. It is commonly influenced by education, economic opportunities, and social networks.

**Discrimination** – unfair or unequal treatment of individuals or groups based on characteristics such as race, gender, class, or accent. Discrimination reinforces social inequality and limits mobility.

**Segregation** – the enforced or systematic separation of social groups, especially on the basis of race or social class. Segregation may be legal, institutional, or informal.

**Civil rights** – the rights of individuals to equal treatment, legal protection, and freedom from discrimination under the law. Civil rights movements aim to reduce inequality and social exclusion.

**RP (Received Pronunciation)** – a standard accent of British English traditionally associated with education, authority, and high social status. RP has often functioned as a social marker rather than a regional accent.

**Social marker** – a characteristic such as accent, dress, vocabulary, or behavior that signals a person's social status, group affiliation, or level of education.

### **Discussion**

- What are some common titles used in the UK (e.g., Sir, Lord, Lady, Mr., Mrs.)? How do these titles reflect the social hierarchy and traditions in British society?
- Are there differences in how titles are used in the UK compared to other English-speaking countries?
- Why does social stratification remain a central feature of English-speaking societies?
- Can pronunciation be considered as influential a status marker as education or wealth? Why or why not?
- How do traditional institutions like the British monarchy influence modern perceptions of status?

### **Case Study and Problem-Solving**

#### ***Case Study 1: Social Class Indicators in Modern Britain***

A young professional from Manchester moves to London for work. Despite having a high salary, he notices that his colleagues treat him differently because of his Northern accent. Some assume he had a “working-class background,” while others make jokes about regional speech.

#### **Task:**

1. What status markers influence the perception of this person?
2. Is the reaction of colleagues based on stereotypes or real social differences?
3. How can pronunciation function as a barrier to social mobility?

***Case Study 2: The Role of Occupation in Social Status (USA)***

A nurse practitioner working in a small American town earns more than many local business owners. However, townspeople still view those with private businesses as “more successful” and “higher status” than healthcare workers.

**Task:**

1. Why does occupation sometimes matter more than income?
2. What cultural beliefs shape attitudes toward business vs. professional jobs?
3. How does this reflect American ideas of the “self-made person”?

***Case Study 3: Nobility and Titles in Modern UK Society***

A young woman discovers that her family line includes a distant relative who once held the title of “baronet.” She wonders whether this gives her any status advantages today.

**Task:**

1. Do old titles still influence social standing?
2. How has the meaning of “nobility” changed in the 21st century?
3. What is the difference between hereditary titles and life peerage?

***Case Study 4: Racial Inequality and Historical Memory (USA)***

A history teacher decides to include more materials about segregation and civil rights in the school curriculum. Some parents complain that this “creates unnecessary tension,” while others support the idea, saying it helps students understand modern inequalities.

**Task:**

1. Why is discussing the history of African Americans important for understanding social stratification today?
2. What social tensions are visible in the parents’ reactions?
3. How can education influence modern intergroup relations?

## **Problem-Solving Activity**

- In different English-speaking countries, social markers such as occupation, education, accent, and income play varying roles in determining status. Which of these markers are considered the most important in each society? Can pronunciation still limit career opportunities, and can you provide examples? Finally, what measures could societies take to reduce social inequality caused by differences in language and speech?

- Social mobility is often constrained by multiple barriers. What factors prevent people from moving between social classes? What types of government or community programs could be implemented to support upward mobility? Additionally, how can access to quality education be improved to give individuals better opportunities for social advancement?

- The Royal Family continues to influence social structure in the UK. Does their presence reinforce social inequality, or does it help preserve cultural heritage? How would abolishing the monarchy affect the country's social hierarchy? Why do many people still attach importance to noble titles despite changes in modern society?

- Racial inequalities in the USA are rooted in historical and social contexts. What policies could help reduce these disparities? How can schools promote positive intergroup relations and reduce prejudice among students? What role does the media play in shaping public perceptions of African Americans, and how might it contribute to or challenge existing stereotypes?

## **Project Tasks**

### ***Project 1: Social Status in English-Speaking Countries***

Instructions:

Select 2–3 English-speaking countries (e.g., UK, USA, Australia, Canada). For each country:

- Identify the main social classes and layers (upper, middle, working class, etc.).
- Describe how social status is expressed in daily life, education, and professional opportunities.
- Examine historical and modern factors that maintain or change social hierarchies.

- Reflection: “How does social status shape opportunities and behavior in different English-speaking countries?”

### ***Project 2: Occupation as a Status Marker***

Instructions:

Select 2–3 countries. For each country:

- Identify occupations that are considered prestigious or low-status.
- Examine how occupation reflects education, wealth, and social influence.
- Provide examples of professions that have changed in status over time.
- Reflection: “How does occupation influence social mobility and perception of status?”

### ***Project 3: Pronunciation as a Status Marker***

Instructions:

Select 1–2 countries (e.g., UK, USA, Australia). For each country:

- Identify accents associated with prestige, education, or regional identity.
- Analyze how pronunciation can affect professional or social opportunities.
- Provide examples from media, literature, or real-life situations illustrating accent bias.
- Reflection: “How does pronunciation serve as a marker of social status and influence mobility?”

### ***Project 4: The Royal Family in the UK***

Instructions:

Focus on the UK. For this project:

- Explore the historical role of the monarchy in shaping social identity and hierarchy.
- Examine modern roles of the Royal Family, including charity work, public events, and media coverage.
- Discuss whether the monarchy preserves social inequality or serves as a cultural unifier.
- Reflection: “What is the impact of the Royal Family on British social structure and identity?”

### ***Project 5: Titles and Nobility in the UK***

Instructions:

Focus on historical and modern nobility. For this project:

- Identify different types of titles (e.g., duke, baron, lord, life peer) and their social significance.
- Explore the privileges and responsibilities associated with nobility.
- Examine how titles influence social perception and opportunities today.
- Reflection: “How do titles and nobility maintain social distinctions in contemporary Britain?”

***Project 6: The Attitude to Afro-Americans in the History of the USA***

Instructions:

Focus on racial attitudes and social inequality in the USA. For this project:

- Trace historical attitudes toward African Americans, including slavery, segregation, and civil rights movements.
- Examine how race affected social status, occupation, and access to education.
- Explore the ongoing impact of historical discrimination on contemporary society.
- Reflection: “How has historical treatment of African Americans shaped social hierarchy and equality in the USA?”

**Creative Projects**

***Creative Project: “Voices of Change” – film “The Help” (2011)***

Instructions:

- Create a multimedia storytelling project where you give voice to characters who are “behind the scenes” in the film. You can write diary entries, letters, or social media posts from the perspective of maids, family members, or civil rights activists. Incorporate historical facts, quotes from the film, and images or short video clips. You may also create a short audio podcast or video dramatization where these characters share their experiences and reflections on race, social status, and courage.

- Reflection: How does telling the story from a personal perspective deepen understanding of social inequality and empathy?

***Creative Project: “Math Heroes Reimagined” – film “Hidden Figures” (2016)***

Instructions:

Design a creative exhibition or interactive project that celebrates the contributions of the women in *Hidden Figures*. You can:

- Create illustrated profiles or comic strips for each main character showing challenges, achievements, and personal growth.
- Build a “NASA mission board” showing how their calculations impacted space missions, combining historical facts with imaginative storytelling.
- Develop a short animated clip or stop-motion video that demonstrates one of their mathematical contributions in a visually engaging way.
- Reflection: How can creative interpretation of historical achievements inspire awareness of gender and racial equality in STEM today?

***Creative Project: “Voices of the Upstairs and Downstairs” – film Downton Abbey (2019)***

Instructions:

- Create a multimedia storytelling project that presents the film’s events from the perspectives of characters belonging to different social classes. You may write diary entries, letters, internal monologues, or short social media–style posts on behalf of aristocrats, servants, or members of the royal entourage. Focus on how surnames, titles, forms of address, and speech etiquette reflect social hierarchy and power relations. Support your project with historical background, quotations from the film, and visual materials (images or short video clips). Optionally, record a short audio diary or video monologue where a character reflects on class boundaries, duty, and social expectations.
- Reflection: How does presenting the story through voices of different social classes help to understand social stratification and the role of language in maintaining or challenging hierarchy?

**Seminars 11-12. Education Systems in the English-Speaking World  
Outline**

1. Secondary education in the United Kingdom: the structure of state education, the academic year, the national curriculum, school holidays, semester organization, final examinations, and the role of the sixth form.

2. Types of secondary schools in the United Kingdom: grammar schools, secondary modern schools, and comprehensive schools, as well as the function of the eleven-plus examination in student selection.

3. Private education and public schools in the United Kingdom: their historical development, traditions, and contemporary role within the educational system.

4. Higher education in the United Kingdom: the significance and historical background of University of Oxford and University of Cambridge (commonly referred to as “Oxbridge”).

5. Higher education in the United Kingdom: the historical development and academic traditions of the Old Scottish Universities.

6. The expansion of higher education in the 19th century in the United Kingdom: early nineteenth-century universities and the emergence of the older civic or “red-brick” universities.

7. Modern developments in higher education in the United Kingdom: the establishment of newer civic universities and the role of The Open University.

8. Elementary and secondary education in the United States: institutional structure, levels of schooling, subject areas, grading systems, and assessment procedures.

9. Types of secondary schools in the United States: public high schools, charter schools, magnet schools, private schools, and parochial institutions.

10. Higher education in the United States: academic degrees, the role of community colleges, and prominent federal universities.

11. The Ivy League universities: their historical background, prestige, and role within the higher education system of the United States.

12. The education system in Canada.

13. The education system in Australia.

14. The education system in New Zealand.

### **Main terms and notions**

**Comprehensive school (UK)** – a state secondary school in Great Britain that accepts pupils of all abilities.

**Grammar school (UK)** – a selective secondary school in Great Britain where students are admitted based on academic ability.

**Public school (UK)** – a private, fee-paying secondary school, often a boarding school, with long traditions (e.g., Eton, Harrow).

**Public school (USA)** – a state-funded school that provides free education to local students.

**High school (USA)** – a secondary school for students usually aged 14–18, covering grades 9–12.

**College (UK/USA)** –

UK: can refer to institutions offering further education or part of a university.

USA: higher education institution offering undergraduate degrees.

**University (UK/USA)** – an institution of higher education offering undergraduate and postgraduate degrees and conducting research.

**Bachelor's degree** – the first academic degree awarded after completing undergraduate studies.

**Master's degree** – an advanced academic degree completed after a bachelor's degree, often involving coursework or research.

**Doctorate (PhD)** – the highest academic degree, awarded for original research.

**GCSE (UK)** – national examinations taken by students in England and Wales at about **age 16**.

**A-levels (UK)** – advanced school examinations required for university entry, usually at age 18.

**SAT / ACT (USA)** – standardized tests used for college/university admission in the USA.

**Semester system (UK/USA)** – an academic year divided into two main teaching periods.

**School uniform (UK/USA)** – a standard set of clothes worn by students; common in the UK, optional in many US schools.

**Graduation ceremony (UK/USA)** – a formal event where students receive their diplomas or degrees.

### **Discussion**

- What are the main differences between comprehensive schools, grammar schools, and independent schools in the UK?
- How do British public schools influence the country's educational system, culture, and values?

- How do university admissions work in the UK? What are the challenges faced by international students applying to British universities?
- How does the American high school system differ from the British system in terms of structure, exams, and overall experience?
- How do American universities differ in terms of structure, tuition, and diversity compared to those in the UK?
- What are the advantages and challenges of attending an Ivy League university versus a public university in the USA?

### **Case Study and Problem-Solving**

#### ***Case Study 1: UK School Qualifications and University Admissions***

An international student from India is preparing to study at a British university. They are confused about how the GCSE and A-level systems affect university admissions.

##### **Task:**

- Explain the significance of GCSEs and A-levels in the UK university admissions process.
- Discuss how this might be confusing for students from different educational systems and how they can overcome this challenge.

#### ***Case Study 2: Public and Private Higher Education in the UK***

A student from the USA is deciding between a public university and a private Ivy League university in the UK. They are concerned about the cost and value of the degree.

##### **Task:**

- Compare the advantages and disadvantages of attending a public university versus a private one in the UK, taking into account factors such as cost, reputation, and resources.
- Suggest strategies for the student to make a more informed decision based on their academic goals and financial situation.

#### **Problem-Solving Activity**

- Education systems in English-speaking countries vary in structure, accessibility, and social significance. Which factors—such as school type, examination results, and family background—most strongly influence educational success in the UK and the USA? Can

attending elite schools or prestigious universities still limit or enhance career opportunities, and can you provide examples?

- How do differences in funding, location, and school traditions affect equality of access to quality education? What measures could governments or communities implement to reduce educational disparities and provide more opportunities for all students?

- Furthermore, consider the role of public schools in the UK versus public schools in the USA. How do historical traditions, tuition fees, and social prestige affect students' future prospects? Can reforms in school systems help bridge social and economic gaps, or do existing structures reinforce inequality?

### **Follow-Up Task:**

Research the school system in your own country (or another country you are familiar with). Compare it with either the British or American education system.

Provide a detailed analysis of the similarities and differences in terms of secondary education, higher education, and university admissions.

### **Project Tasks**

#### ***Project 1: Secondary Education in Great Britain***

Instructions:

- Investigate the structure of secondary education in the UK, including comprehensive schools, grammar schools, and academies.
- Examine the role of GCSE and A-level exams in determining students' educational paths.
- Explore how school type and exam results influence social mobility and career opportunities.
- Reflection: "How does the British secondary education system affect equality of opportunity and social advancement?"

#### ***Project 2: Public Schools in the UK***

Instructions:

- Analyze the historical and social significance of elite public schools (e.g., Eton, Harrow).
- Explore how tuition, boarding traditions, and social networks affect students' future prospects.

- Compare public school traditions to other types of schools in the UK.
- Reflection: “In what ways do public schools reinforce or challenge social inequality in British society?”

### ***Project 3: Higher Education in Great Britain***

Instructions:

- Study the structure of higher education, including universities, colleges, and the Russell Group.
- Examine the impact of degree choice, university prestige, and funding on career opportunities.
- Consider access barriers for students from different social or economic backgrounds.
- Reflection: “How does access to higher education influence social mobility in the UK?”

### ***Project 4: Secondary Education in the USA***

Instructions:

- Investigate the US high school system, including public vs private schools, standardized tests (SAT/ACT), and extracurricular opportunities.
- Explore the role of school funding, location, and social factors in educational outcomes.
- Examine how differences in school quality affect college admission and future careers.
- Reflection: “How do social and economic factors shape educational opportunities in American high schools?”

### ***Project 5: Higher Education in the USA***

Instructions:

- Study the structure of higher education in the USA: community colleges, liberal arts colleges, universities, and Ivy League schools.
- Examine how tuition costs, scholarships, and prestige influence access and career prospects.
- Explore historical and contemporary barriers for underrepresented groups in higher education.
- Reflection: “How does the American higher education system contribute to social mobility or reinforce inequality?”

## **Seminar 13. Political and Social Life**

### **Outline**

1. The role and constitutional functions of the Crown in the UK.
2. The structure and functions of the Parliament of the United Kingdom.
3. The organization and responsibilities of His Majesty's Government.
4. Political parties and the electoral system in the United Kingdom.
5. The constitutional framework of the United States.
6. The legislative branch of government in the United States: the structure and functions of the United States Congress.
7. The executive branch of government in the United States: the powers and responsibilities of the President and the federal government.
8. The judicial branch in the United States: the organization and role of the court system.
9. Political parties in the United States and their role in the political process.
10. Political system in Canada.
11. Political life of Australia.
12. The system of government in New Zealand.

### **Main terms and notions**

**The Crown** – a legal and constitutional concept that represents the state and its sovereign authority, not just the King as a person, the source of executive authority, represents the continuity of the state, exists independently of the individual monarch, Government power is exercised in the name of the Crown

**Charles III** – the King of the United Kingdom and Head of State, and he is the human embodiment of the Crown, full name Charles Philip Arthur George, born 14 November 1948, became king on 8 September 2022, after the death of Queen Elizabeth II, his official title: King of the United Kingdom and 14 other Commonwealth realms.

**The reigning monarch in the UK** – Head of State, embodies the Crown, the legal authority of the state, ensures continuity of government; appoints the Prime Minister and ministers, judges, bishops, ambassadors, and senior officials (*on advice*); gives Royal

Assent to Acts of Parliament (required for a bill to become law), formally summons, prorogues, and dissolves Parliament. The role is largely constitutional, ceremonial, and symbolic, with powers exercised according to law and convention, usually on the advice of the elected government. Executive power is exercised in the monarch's name, the Government acts as "His Majesty's Government".

**The Parliament** – the supreme legislative authority in the UK, makes laws, authorises taxation and public spending, and holds the government to account, consists of the Crown, house of commons and House of Lords.

**The House of Lords** – the upper house, unelected chamber, comprising appointed, hereditary, and bishop members; reviews and suggests amendments to legislation proposed by the Commons.

**The House of Commons** – the lower house, members (MPs) are elected by the public during general elections; the party with the most seats usually forms the government.

**Westminster** – stands for the UK Parliament, as Parliament meets in the Palace of Westminster; the term is used especially when contrasting Parliament with devolved governments (Scotland, Wales, Northern Ireland), local authorities, foreign legislatures.

**His Majesty's Opposition** – (often shortened to the Official Opposition) is the largest political party in the House of Commons that is not in government; the term emphasizes loyal opposition; criticises government policy, holds ministers to account, debates legislation and propose amendments, presents itself as a government-in-waiting, is led by the Leader of the Opposition, forms a Shadow Cabinet with Shadow ministers who "mirror" government ministers, receives public funding (Short Money) to support parliamentary work.

**Shadow Cabinet** – the senior leadership team of His Majesty's Opposition in the UK Parliament; scrutinises government policy, criticises and challenges ministers, develops alternative policies, prepares to form a government if the opposition wins an election.

**Back benches** – (or backbenchers) are Members of Parliament (MPs) who do not hold senior government or opposition leadership positions; the term comes from the physical seating in the House of Commons where ministers and shadow ministers sit on the front benches and other MPs sit behind them on the back benches.

**Lords Spiritual** – members of the House of Lords in the UK Parliament who are senior bishops of the Church of England, they include Archbishops of Canterbury and York, Bishops of London, Durham, and Winchester, 21 longest-serving other diocesan bishops of the Church of England, typically 26 bishops at any one time.

**Lord Chancellor** – one of the oldest and most senior offices in the United Kingdom, combining legal, political, and constitutional functions; traditionally a cabinet minister (usually Secretary of State for Justice), keeper of the Great Seal of the Realm.

**MP** – stands for **Member of Parliament** in the United Kingdom; refers specifically to someone elected to the House of Commons, the lower house of the UK Parliament

**Constituencies** – a geographical area that elects a Member of Parliament (MP) to the House of Commons, each constituency represents the people living within its boundaries

**First-past-the-post (FPTP)** – the electoral system used in UK general elections to choose Members of Parliament (MPs) for each constituency where the candidate with the most votes wins; simple and fast to count the votes, single-member constituencies mean each MP represents a specific area, plurality wins: you don't need over 50% of votes to win, promotes strong, stable governments (usually one party wins a majority in Parliament).

**Whitehall** – the UK government administration, often used metonymically to refer to the civil service and central government.

**The Prime Minister** – the head of government, usually the leader of the political party that has the most seats in the House of Commons. The Prime Minister leads the Cabinet and makes policy decisions.

**The Cabinet** – composed of senior government ministers chosen by the Prime Minister, responsible for government departments and policy implementation.

**Civil Service** – the professional body of government employees who support the government of the day and implement public policy.

**Civil servant** – an individual employee of the Civil Service in the UK, working for the government to implement policies, administer public services, and provide advice to ministers.

**The Cabinet Office** – a central department of the UK government that supports the Prime Minister and the Cabinet in running the country effectively.

**Downing Street, 10** – the official residence and executive office of the Prime Minister of the United Kingdom in Whitehall, London.

**Political Parties in the UK** – the main parties include the Conservative Party, Labour Party, Liberal Democrats, and others, the party with the majority in the Commons forms the government

**Conservative Party (Tories)** – one of the two major political parties in the United Kingdom, center-right, conservative, liberal-conservative.

**Labour Party** – one of the two major political parties in the United Kingdom, traditionally associated with centre-left politics and representing workers, trade unions, and social justice.

**Independence Party** – very influential during the Brexit referendum (2016), advocating strongly for leaving the European Union, its popularity has waned since Brexit was achieved but still maintains support among voters who favor strict immigration controls and Euroscepticism

**Supreme Court of the United Kingdom** – handles the most important legal cases, especially those involving the interpretation of the law, constitutional issues, or human rights

**Court of Appeal Civil Division** – reviews decisions from High Court and other civil courts.

**Court of Appeal Criminal Division** – reviews criminal cases from Crown Court

**High Court of Justice** – divided into three divisions: King's Bench Division handles civil disputes, commercial cases, and judicial review; Chancery Division deals with business law, trusts, estates, and intellectual property; Family Division manages complex family law cases.

**Crown Prosecution Service** – the public body in England and Wales responsible for prosecuting criminal cases investigated by the police.

**Magistrates' Courts ('courts of first instance')** – the lowest level of criminal court in England and Wales, dealing primarily with less serious offences and some preliminary matters for more serious cases.

**Justices of the Peace** – volunteer magistrates in England and Wales who hear minor criminal cases and perform local judicial duties in Magistrates' Courts.

**Solicitor** – a legal professional in the UK who gives legal advice, prepares cases, and represents clients in lower courts, while instructing barristers for higher court advocacy.

**Barrister** – a UK legal professional who specializes in courtroom advocacy, representing clients in higher courts, and providing expert legal opinions, usually instructed by solicitors.

**President** – head of state and government in the USA, elected every four years through an electoral college system.

**Vice President** – assists the US President and succeeds in case of the President's death or incapacity.

**Cabinet** – composed of the heads of federal departments who advise the President of the USA.

**Congress** – the bicameral federal legislature of the USA, consisting of the Senate and the House of Representatives, responsible for making laws, controlling federal spending, and overseeing the executive branch.

**Senate** – the upper chamber of Congress in the USA, composed of two senators from each state, responsible for approving treaties, confirming presidential appointments, and participating in the legislative process.

**House of Representatives** – the lower chamber of Congress in the USA, with members elected based on state population to introduce and vote on legislation, particularly tax and spending bills.

The **federal system of the USA** divides power between the national (federal) government and the state governments, each with its own constitutional authority.

The **federal government of the USA** is the national authority that governs the country, consisting of the executive, legislative, and judicial branches with powers defined by the Constitution.

**State governments in the USA** are regional governments with their own constitutions that exercise powers such as education, policing, and local law, alongside the federal government.

**Supreme Court** – the highest court in the USA, with nine Justices appointed for life.

**Federal Courts** – interpret the Constitution, reviews laws, and decides cases involving federal law and disputes between states. Include Courts of Appeal and District Courts.

**Federal appellate courts** – review decisions made by lower federal courts to ensure proper application of the law.

**Federal district courts** – serve as trial courts where federal cases are initially heard and decided.

**State courts** – handle a wide range of civil and criminal cases at the state level, including family law, property disputes, and minor criminal offenses.

**Electoral System in the USA** – Presidents are elected through the Electoral College; Senators and Representatives are elected directly by voters; state and local governments also have their own electoral processes.

**Democratic Party** – one of the oldest political parties in the US, generally associated with liberal and progressive policies; supports social equality, environmental protection, healthcare expansion, and workers' rights with such notable figures as Franklin D. Roosevelt, John F. Kennedy, Barack Obama, Joe Biden.

**Republican Party** – known as the GOP (Grand Old Party); typically associated with conservative policies; advocates for limited government, free-market capitalism, strong national defense, and traditional social values with such notable figures as Abraham Lincoln, Ronald Reagan, George W. Bush, Donald Trump.

**The Commonwealth** (officially **the Commonwealth of Nations**) – a voluntary association of independent countries, most of which were formerly part of the British Empire, that cooperate on political, economic, cultural, and educational matters.

**The political system of Canada** – a parliamentary democracy and a constitutional monarchy with the Monarch of the UK which combines a parliamentary system with a constitutional framework that recognizes the monarch as the ceremonial head of state.

The **federal system of Canada** divides powers between the federal government and the provincial governments, with responsibilities set out in the Constitution.

**Governor General of Canada** – the monarch's representative, performing constitutional, ceremonial, and formal duties such as giving Royal Assent, appointing the Prime Minister, and representing the Canadian state.

**The federal Parliament in Canada** – the legislative authority and consists of two chambers.

**House of Commons** (Canada) – the lower house, with Members of Parliament (MPs) elected by the people in general elections, usually every four years.

**Senate** (Canada) – the upper house, with Senators appointed by the Prime Minister and serving until age 75.

**Prime Minister** (Canada) – the head of government, usually the leader of the political party with the most seats in the House of Commons.

**Cabinet** (Canada) – composed of ministers chosen by the Prime Minister, responsible for government departments and policy decisions.

The **Supreme Court of Canada** – the highest court in the Canadian judicial system.

**Federal courts in Canada** – deal with cases involving federal law, such as immigration, citizenship, federal agencies, and intellectual property, with decisions subject to appeal to the Supreme Court of Canada.

**The Canadian Tax Court** – specializes in hearing disputes related to federal tax matters.

**The Court of Queen's Bench** – handle serious civil and criminal cases within their jurisdictions.

**Superior Courts in Canada** – the highest trial courts at the provincial or territorial level, dealing with complex civil and criminal cases.

**Magistrate or Provincial Courts** – handle minor criminal offenses, traffic violations, and small civil claims within their respective regions.

**Liberal Party** (Canada) – one of Canada's oldest and most prominent parties; generally associated with centrist to center-left policies; supports social programs, multiculturalism, and a mixed economy with such notable figures as Wilfrid Laurier, Pierre Trudeau, Justin Trudeau.

**Conservative Party** (Canada) – the main right-leaning party, advocates for fiscal conservatism, smaller government, and traditional values, supports free market policies and strong national defense with such notable figures as John A. Macdonald, Stephen Harper.

**New Democratic Party (NDP)** (Canada) – a center-left to left-wing party, focuses on social justice, workers' rights, healthcare, and environmental issues, supports expanding public services and

progressive policies with such notable figures as Tommy Douglas, Jack Layton, Jagmeet Singh.

**Bloc Québécois** (Canada) – a federal party that primarily advocates for Quebec nationalism and sovereignty, focuses on protecting Quebec's interests and promoting French language and culture, only runs candidates in Quebec.

**Green Party** (Canada) – emphasizes environmental sustainability, climate action, and social justice, supports policies aimed at ecological responsibility and grassroots democracy.

**The political system of Australia** – a federal parliamentary democracy and constitutional monarchy, combines a parliamentary system with a constitutional framework that recognizes the monarch of the UK as the ceremonial head of state.

**Federal System** (Australia) – a federation with powers divided between the federal government and six states plus two territories, states and territories have their own governments, legislatures, and responsibilities (e.g., health, education).

**The Governor-General** – represents the monarch in Australia and performs ceremonial duties.

**The federal Parliament** (Australia) – the legislative authority and consists of two chambers.

**House of Representatives** (Australia) – the lower house, members are elected by the people in federal elections, usually every three years.

**Senate** (Australia) – the upper house, with Senators representing states and territories, elected through proportional representation.

**Prime Minister** (Australia) – the head of government, usually the leader of the political party with the majority in the House of Representatives.

**Cabinet** (Australia) – composed of ministers appointed by the Prime Minister, responsible for government departments and policy.

**The High Court of Australia** – the highest court and final court of appeal.

**The Federal Court of Australia** – primarily handles matters related to federal law, including trade practices, intellectual property, and immigration.

**The Family Court of Australia** – specializes in resolving complex family law issues such as divorce, child custody, and property disputes.

**The Supreme Court** in each Australian state or territory – the highest court within that jurisdiction, handling serious civil and criminal cases.

**The District Court** in each state or territory – hears more serious civil and criminal cases that are intermediate in severity.

**The Magistrates' Court** – the lowest court, dealing with minor criminal offenses, small civil claims, and preliminary hearings.

**The Australian Labor Party (ALP)** – a center-left party representing workers and advocating for social justice and equality.

**The Liberal Party of Australia** – a center-right party promoting free-market policies, individual responsibility, and national security.

**The National Party of Australia** – traditionally aligned with the Liberal Party, focuses on representing rural and regional Australians' interests.

**The Australian Greens** – a left-wing party emphasizing environmental sustainability, social justice, and grassroots democracy.

**New Zealand's political system** – a parliamentary democracy with a constitutional monarchy, combines a parliamentary government structure with a constitutional framework that recognizes the monarch of the UK as the ceremonial head of state.

**The head of state in New Zealand** – the monarch of the United Kingdom (currently King Charles III), the monarch's role is mostly ceremonial.

**The Governor-General** – acts as the monarch's representative in New Zealand and performs ceremonial and constitutional duties exercised on the advice of the Prime Minister and Cabinet.

**The Parliament of New Zealand** – unicameral (one chamber), **the House of Representatives**, members are elected using a mixed-member proportional (MMP) voting system, general elections are held approximately every three years.

**The Prime Minister** – the head of government, chosen from the majority party or coalition in Parliament, responsible for running the country.

**Cabinet** – composed of ministers appointed by the Prime Minister, responsible for government departments and policy decisions.

**The Supreme Court** – the highest court.

**The Court of Appeal** – the highest appellate court in New Zealand, hearing appeals on significant legal issues from lower courts.

**The High Court** – deals with serious civil and criminal cases, as well as appeals from lower courts and some original jurisdiction matters.

**The District Court** – the primary court for hearing less serious criminal and civil cases, including minor offenses and family disputes.

**The Family Court** – specializes in resolving family-related issues such as divorce, child custody, and adoption.

**The New Zealand Labour Party** – a center-left party advocating for social equality, workers' rights, and social welfare.

**The New Zealand National Party** – a center-right party promoting economic growth, individual responsibility, and free-market policies.

**The Green Party of Aotearoa New Zealand** – focuses on environmental sustainability, social justice, and indigenous rights.

**New Zealand First** – a populist party emphasizing nationalism, immigration control, and policies to benefit regional New Zealand.

### **Discussion**

- What is the role of the Crown in modern British politics: real power or symbolic authority?
- How does the British Parliament differ from the US Congress?
- Why is the Prime Minister usually more powerful than the British monarch?
- What are the advantages and disadvantages of the first-past-the-post electoral system?
- How does His Majesty's Opposition contribute to democracy in the UK?
- In what ways does pronounced party discipline differ between the UK and the USA?
- How does the separation of powers function in the US political system?
- Why is the Supreme Court so influential in the USA?
- Compare the role of the Governor-General in Canada, Australia, and New Zealand.
- How do political parties reflect national political culture in different English-speaking countries?

### **Case Study and Problem-Solving**

### ***Case Study 1: A Hung Parliament in the UK***

After a general election, no single party gains an overall majority in the House of Commons, meaning that no party can pass legislation without support from others. This situation is known as a hung parliament. In such cases, parties may negotiate to form coalitions or agreements to enable a stable government. The uncertainty can affect decision-making and political stability until a government is successfully formed.

#### **Task:**

- Define the term clearly, and give an example of how it occurs in the UK parliamentary system. Mention why it is significant for the functioning of the government.
- Discuss options such as coalition governments, confidence-and-supply agreements, or minority governments. Explain how parties negotiate, what compromises they might make, and how a working majority is established.
- Explain the constitutional role of the monarch in inviting a party leader to form a government. Mention that the monarch acts on the advice of political leaders and ensures that a government with parliamentary support is in place, without intervening in politics directly.

### ***Case Study 2: Judicial Review and the Power of the US Supreme Court***

In a significant decision, the US Supreme Court declares a federal law unconstitutional, demonstrating its authority to check the actions of Congress and the President. Judicial review allows the Court to evaluate whether legislation or executive actions comply with the Constitution. This power can overturn laws that conflict with constitutional principles, ensuring that government actions respect the framework of American democracy. While it reinforces the rule of law, it can also generate controversy when the Court overturns popular or politically significant legislation.

#### **Task:**

Define judicial review and its role in checking laws and government actions.

- Explain why overturning laws can lead to debate or disagreement.

- Describe how judicial review ensures laws and government actions follow the Constitution and protect citizens' rights.

### ***Case Study 3: The Role and Function of the Shadow Cabinet in the UK***

When the UK government proposes a major reform in healthcare, the Shadow Cabinet examines and critiques the policy, offering alternative solutions. Members of the Shadow Cabinet are senior opposition politicians who "shadow" specific government ministers. They hold the government accountable by questioning decisions, highlighting weaknesses, and communicating alternative policies to the public. This process helps voters understand different options and maintains healthy political debate in Parliament.

#### **Task:**

- Describe how members monitor, critique, and propose alternatives to government decisions.
- Explain how the Shadow Cabinet ensures accountability, debate, and transparency in government actions.

### ***Case Study 4: Indigenous and Minority Representation in Canadian Politics***

A political debate arises in Canada over the representation of Indigenous peoples and other minority groups in Parliament. Canada's political system includes measures such as reserved seats, proportional representation, and consultation mechanisms to ensure that minority voices are heard. This debate highlights ongoing challenges in achieving equality, inclusion, and fair participation in government decision-making. Comparing such approaches with other countries can show different ways to protect minority rights in democratic systems.

#### **Task:**

- Explain the measures used to ensure fair representation and inclusion of minority groups in Parliament.
- Highlight similarities and differences in how minority rights have been protected or limited in the US political system.

#### **Problem-Solving Activity:**

Identify a current or hypothetical political problem within either the UK or US political system (for example, executive overreach, low voter turnout, party polarization, or judicial activism). Analyze the

causes of this problem and explain which political institutions are involved. Propose one or two possible solutions or reforms, showing how they could improve the functioning of the political system and strengthen democratic principles.

### **Follow-Up Task:**

Research the political system of your own country (or another country you are familiar with) and compare it with either the political system of the United Kingdom or the United States. Describe the structure of government, including the legislative, executive, and judicial branches, the role of the head of state and head of government, and the electoral system. Highlight the main similarities and differences, using specific examples. Conclude with a brief reflection on which system appears more effective in ensuring democratic governance and political stability.

### **Project Tasks**

#### ***Project 1. The Political System of the United Kingdom***

Instructions:

- Investigate the structure of the UK political system, focusing on the Crown, Parliament, and His Majesty's Government.
- Explain the roles of the House of Commons and the House of Lords.
- Analyze the function of the Prime Minister and the Cabinet in decision-making.
- Reflection: "To what extent is the British monarchy symbolic rather than political?"

#### ***Project 2. Parliament vs Congress: A Comparative Study***

Instructions:

- Compare the British Parliament and the US Congress.
- Examine their structure (bicameralism), powers, and legislative processes.
- Analyze how political parties influence law-making in both systems.
- Reflection: "Which legislative system allows for greater political accountability?"

#### ***Project 3. Political Parties and Electoral Systems***

Instructions:

- Study the main political parties in the UK or the USA.
- Examine how the electoral system (FPTP or Electoral College) shapes political competition.
- Explain how elections affect government formation and political stability.
- Reflection: “Do electoral systems strengthen or limit democratic representation?”

#### ***Project 4. The Role of the Courts in Politics***

Instructions:

- Investigate the judicial system of the UK or the USA.
- Examine the role of the Supreme Court in interpreting laws and the constitution.
- Analyze one famous court case that influenced political life.
- Reflection: “Should courts have the power to influence political decisions?”

#### ***Project 5. Executive Power in Democratic Systems***

Instructions:

- Analyze the role of the Prime Minister (UK) or the President (USA).
- Examine limits on executive power (Parliament, Congress, courts).
- Compare formal powers with real political influence.
- Reflection: “Is strong executive power a threat or a necessity in modern democracies?”

### **Seminar 14. Cultural Life**

#### **Outline**

1. Religion and its role in the life of the UK and the USA.
2. The theatre and cinema in the UK. Prominent figures and events.
3. British and American music.
4. Broadway and American theatre.
5. Hollywood.
6. Cultural life in Canada.
7. Cultural life in Australia.
8. Cultural life in New Zealand.

#### **Main terms and notions**

**The Protestant Church of England** – also known as the Church of England, the established Anglican church that separated from the

Roman Catholic Church during the English Reformation and maintains a Protestant doctrine.

**The Archbishop of England** – a title that does not exist; however, the most prominent religious leader in England is the Archbishop of Canterbury, who is the spiritual leader of the Church of England and the worldwide Anglican Communion.

**Diocese** – a district or region under the supervision of a bishop in the Christian Church, including the Church of England, and typically includes multiple parishes or congregations.

**Parish** – a local church community or district served by a parish church, often representing a specific geographical area.

**General Synod** – the legislative and governing body of the Church of England, responsible for making decisions on church doctrine, worship, and policy.

**The Church of Ireland** – an autonomous Anglican church in Ireland, part of the Anglican Communion, and recognized as the state church in Northern Ireland.

**The Scottish Episcopal Church** – an autonomous Anglican church in Scotland, part of the Anglican Communion, with its own liturgy and governance, and distinct from the Church of Scotland.

**The Church in Wales** – an Anglican church that was disestablished from the Church of England in 1920, a self-governing church within the Anglican Communion, serving the country of Wales with its own bishops, clergy, and liturgical practices.

**Methodists** – members of the Methodist Church, a Protestant Christian denomination that originated in the 18th century under the leadership of John Wesley and his brother Charles Wesley, emphasize personal faith, social justice, and living a holy life, part of the broader Anglican and Protestant traditions.

**Baptists** – members of a Christian denomination that emphasizes believers' baptism by full immersion, which is typically administered after a person makes a personal confession of faith, believe in the autonomy of local churches, meaning each congregation is self-governing and independent, stress the importance of religious freedom, the authority of the Bible, and the separation of church and state.

**United reformers** – originated in the United Kingdom through the union of several Reformed churches, including the Congregational Church and the Presbyterian Church, in 1972, emphasize Reformed

theology, which includes beliefs in God's sovereignty, the authority of the Bible, and the importance of grace and faith in salvation.

**Salvation Army members** – adherents of a Christian denomination that emphasizes evangelism, social service, and the importance of a personal relationship with Jesus Christ, often identifiable by their distinctive uniform and outreach work in communities.

**Mormons** – members of the Church of Jesus Christ of Latter-day Saints (LDS), a Christian denomination that originated in the 19th century and emphasizes the Book of Mormon as an additional scripture, along with the Bible, and practices such as baptism for the dead and temple worship.

**the Bible Belt** – a region in the southern United States where there is a high concentration of conservative Protestant churches and individuals, often characterized by strong Christian values and a strong emphasis on evangelism and biblical literalism.

**Royal Opera House (Covent Garden)** – the most prestigious opera house in the UK, home to The Royal Opera and The Royal Ballet.

**London Coliseum** – the largest theatre in London and the main venue of the English National Opera.

**Sadler's Wells Theatre** – internationally renowned for opera, ballet, and contemporary dance (historically important for opera).

**Royal Albert Hall** – not an opera house exclusively, but famous for major opera performances and classical concerts.

**The Globe Theatre** – a renowned cultural and historical landmark located in London, England, was built in 1599 on the south bank of the River Thames in London. It was a popular venue for William Shakespeare's plays and other theatrical performances, destroyed by a fire during a performance of Shakespeare's play "Henry VIII" in 1613, a modern reconstruction of the Globe Theatre was built in 1997 on the same site as the original, using traditional techniques and materials.

**Royal National Theatre** – a world-renowned theatre company located in London, founded in 1963 by Lord George Curzon and Laurence Olivier, has a strong commitment to new writing and has supported the work of many emerging playwrights, has three main venues: the Olivier Theatre, the Lyttelton Theatre, and the Dorfman Theatre.

**Royal Court Theatre** – a renowned theatre company based in London, founded in 1870 by Ellen Terry and Frank Marshall, has a long history of producing innovative and provocative productions, often focusing on contemporary themes and issues.

**The Young Vic** – The Young Vic is a theatre company based in London, England, that specializes in producing contemporary and classical plays, as well as opera and dance.

**The Old Vic** – The Old Vic is a theatre company based in London, England, that has hosted a wide range of productions, from classical plays to modern musicals, and has been a hub for artistic innovation and experimentation.

**West End** – London's famous theatre district, equivalent to Broadway, home to blockbuster musicals and plays like *Les Misérables*, *The Phantom of the Opera*, and *Hamilton*.

**Broadway** – the heart of the American theatre industry, renowned worldwide for its high-quality productions, iconic musicals, and rich history, located in New York City, represents the pinnacle of commercial theatre in the United States and is a major cultural and entertainment hub.

**The Gershwin Theatre** – located in the heart of Times Square, the Gershwin Theatre is one of the largest Broadway theatres, seating over 1,900 people and hosting hit shows like *Wicked*.

**The Majestic Theatre** – has a long history, dating back to 1927, and has been a popular venue for musicals, dramas, and comedies, known for its ornate Beaux-Arts architecture, the Majestic Theatre is home to the long-running musical *The Phantom of the Opera*.

**The Palace Theatre** – is a historic Broadway theater with a rich history dating back to 1913, a major venue for musicals, dramas, and comedies, hosting numerous productions, including the hit musicals *Cats* and *Les Misérables*.

**The St. James Theatre** – a 599-seat theatre is known for its unique design and has hosted critically acclaimed productions like *The Real Thing* and *Old Times*.

**The Richard Rodgers Theatre** – a Broadway theatre located in the heart of Manhattan, known for its stunning architecture and rich history, the home of the hit musical *Hamilton*, which won 11 Tony Awards and has been running continuously since its opening in 2015,

has a seating capacity of 1,319 and features a unique design with a large orchestra pit and a beautiful balcony.

**Metropolitan Opera House in New York** – one of the world’s most famous theatres, renowned for grand opera productions and international artistic standards.

**Stratford Festival Theatre (Ontario)** – world-famous for its Shakespeare productions and international prestige.

**Royal Alexandra Theatre (Toronto)** – one of the oldest operating theatres in North America and a major venue for Broadway-style shows.

**National Arts Centre (Ottawa)** – Canada’s leading performing arts institution, representing theatre, music, and dance nationwide.

**Elgin and Winter Garden Theatre Centre (Toronto)** – a unique historic double-decker theatre and an architectural landmark.

The **Four Seasons Centre for the Performing Arts in Toronto** – the home of the Canadian Opera Company and is internationally known for high-quality opera and ballet productions.

**Sydney Opera House (Sydney)** – Australia’s most iconic cultural landmark and one of the world’s most famous opera houses.

**Arts Centre Melbourne – State Theatre** – a major venue for opera and large-scale musical productions.

**Queensland Performing Arts Centre (Brisbane)** – home to Opera Queensland and major touring opera productions.

**Capitol Theatre (Sydney)** – best known for large international musicals and Broadway-style shows.

**Princess Theatre (Melbourne)** – historic theatre famous for musicals, opera, and drama.

**Belvoir St Theatre (Sydney)** – renowned for contemporary Australian drama.

**Adelaide Festival Theatre** – a central venue for opera, theatre, and festivals.

**Auckland Theatre Company at ASB Waterfront Theatre (Auckland)** – a leading venue for opera, drama, and contemporary productions.

**Aotea Centre (Auckland)** – home to the New Zealand Opera and the Auckland Philharmonia.

**Michael Fowler Centre (Wellington)** – Wellington’s main concert and opera venue, known for excellent acoustics.

**The Civic Theatre (Auckland)** – a historic atmospheric theatre famous for musicals, opera, and large-scale shows.

**Royal New Zealand Ballet & St James Theatre (Wellington)** – an iconic theatre hosting ballet, opera, drama, and musicals.

**Court Theatre (Christchurch)** – the country's leading professional theatre for drama and new New Zealand works.

**Hollywood** – the world's most famous center of the film industry, located in Los Angeles, California. It has become synonymous with filmmaking, celebrity culture, and cinematic innovation, shaping global entertainment for over a century.

**Universal Pictures** – a major American film production company and distributor, with a rich history dating back to 1912, is best known for producing iconic films such as Jaws, E.T. the Extra-Terrestrial, and Jurassic Park, and has a diverse range of franchises including Fast and Furious, The Bourne Series, and Despicable Me.

**Warner Bros.** – a leading American film studio and television production company, with a history spanning over 100 years, has produced a wide range of successful films and television shows, including the Harry Potter series, The Lord of the Rings trilogy, The Matrix series, and the popular TV show Friends.

**Paramount Pictures** – a major American film production company and distributor, with a history dating back to 1912, has produced many iconic films, including the Star Trek series, Transformers, Indiana Jones, and Mission Impossible, and has a diverse range of franchises including Avatar, Star Trek, and Transformers.

**20th Century Studios** – a leading American film and television studio, with a history dating back to 1935, best known for producing iconic films such as Star Wars, Avatar, and Indiana Jones, and has a diverse range of franchises including the X-Men series, the Deadpool series, and the Alien series.

**Columbia Pictures** – a major American film production company and distributor, with a history dating back to 1918, has produced many iconic films, including Ghostbusters, Spider-Man, and Men in Black, and has a diverse range of franchises including the Spider-Man series, the Men in Black series, and the Ghostbusters series.

**Disney (Walt Disney Studios)** – a leading American film and television studio, with a history dating back to 1923, best known for

producing iconic films such as Snow White and the Seven Dwarfs, Bambi, and The Lion King, and has a diverse range of franchises including Star Wars, Marvel, and Pixar.

**The British Invasion (1960s)** – a wave of British bands gaining international fame

**The Beatles** – a British rock band that is widely considered one of the most influential and successful bands in the history of popular music. Formed in Liverpool in 1960, the band was a key part of the British Invasion of the 1960s and is often credited with transforming the music scene in the United States.

**The Rolling Stones** – known as "The World's Greatest Rock and Roll Band", a British rock band that has been one of the most influential and successful bands in the history of popular music

**Blues (late 1800s - early 1900s)** – a genre of music, originated in the Deep South; evolved from African-American work songs, field hollers, and spirituals. Enslaved Africans in the southern United States sang these songs to express their emotions, tell stories, and communicate with each other. After the Civil War, African-American musicians began to develop a new style of music that blended these traditional forms with European-American musical influences; influential artists include B.B. King and Muddy Waters.

**Jazz (early 1900s)** – a genre of music that originated in the late 19th and early 20th centuries in the southern United States, particularly in New Orleans, Louisiana; known for its spontaneous improvisations, where musicians create melodies and solos on the spot, uses complex, syncopated rhythms, which add a sense of tension and release to the music, features multiple rhythms played simultaneously, creating a rich, layered sound; legends include Louis Armstrong, Duke Ellington, and Ella Fitzgerald.

**Country** – a genre of music that originated in the southern United States in the early 20th century, influenced by folk, blues, and Appalachian string band traditions, often tells stories of love, heartache, and everyday life, typically uses simple harmonies and chord progressions, features acoustic instruments like guitars, fiddles, and pedal steel guitars.

**Folk** – a genre of music that originated in the early 20th century in the Appalachian region, features fiddle, banjo, and guitar playing, often with a strong emphasis on storytelling, has had a profound

influence on American music, with artists like Robert Johnson, Son House, and Muddy Waters.

**Rock & Roll** – a genre that revolutionized popular music, originated in the United States in the late 1940s and early 1950s, evolved from a combination of blues, country, gospel, and rhythm and blues (R&B) music, pioneered by Elvis Presley, Chuck Berry, Little Richard.

**Soul** – a genre that originated in the United States in the 1950s and 1960s, characterized by its emotional intensity, powerful vocals, and a mix of rhythm and blues, gospel, and jazz influences,

**R&B (Rhythm and Blues)** – a genre that originated in the United States in the 1940s and 1950s, characterized by its strong emphasis on rhythm, blues, and soulful vocals, emerged from the blues tradition, with artists like B.B. King, T-Bone Walker, and Muddy Waters laying the groundwork, Billboard magazine introduced the Rhythm and Blues chart in 1942, recognizing the genre's growing popularity.

**Hip-Hop** – a cultural movement that originated in the 1970s in the Bronx, New York, known for its energetic beats, rhythmic speech, and socially conscious lyrics, often explores themes of social justice, identity, and personal expression

**Rap** – a style of music that originated in the 1970s, characterized by its rhythmic speech and lyrical flow, known for its fast-paced delivery, complex rhyme schemes, and often, a strong emphasis on storytelling, often associated with Hip-Hop culture.

**The British Museum (London)** – houses one of the world's greatest collections of human history and culture, highlights include the Rosetta Stone and the Elgin Marbles.

**The National Gallery (London)** – displays masterpieces of Western European painting from the 13th to the 19th century, famous for works by Van Gogh, Turner, and Leonardo da Vinci.

**Tate Modern (London)** – one of the world's leading modern art museums, located in a former power station, features international contemporary art and large-scale installations.

**Victoria and Albert Museum (London)** – dedicated to art, design, fashion, and decorative arts, collections span over 5,000 years of creativity.

**Natural History Museum (London)** – known for its dinosaur skeletons and scientific collections. It explores the natural world through science and education.

**The Metropolitan Museum of Art (New York)** – the largest art museum in the USA, its collection covers art from ancient civilizations to modern times.

**Smithsonian National Museum of Natural History (Washington, D.C.)** – one of the most visited museums in the world, focuses on nature, science, and human origins.

**Museum of Modern Art – MoMA (New York)** – a leading institution for modern and contemporary art, includes famous works by Picasso, Warhol, and Monet.

**The Getty Center (Los Angeles)** – known for its architecture, gardens, and art collections, specializes in European paintings, sculpture, and photography.

**American Museum of Natural History (New York)** – famous for its space and dinosaur exhibitions, plays a major role in scientific research and education.

**Royal Ontario Museum (Toronto)** – Canada's largest museum, combining natural history and world cultures, is known for dinosaurs and global artifacts.

**National Gallery of Canada (Ottawa)** – home to the country's most important collection of Canadian art, also displays major international works.

**Canadian Museum of History (Gatineau)** – explores Canada's history and identity, its architecture and First Nations exhibitions are especially notable.

**Montreal Museum of Fine Arts** – one of the most visited museums in Canada, combines fine art, decorative art, and contemporary exhibitions.

**Vancouver Art Gallery** – the largest art museum in Western Canada, especially known for Indigenous and Pacific Northwest art.

**Australian Museum (Sydney)** – the oldest museum in Australia, focused on natural history and Indigenous cultures, plays a key educational role.

**National Gallery of Australia (Canberra)** – houses the largest collection of Australian and Aboriginal art, also features major international works.

**Melbourne Museum** – covers history, science, and culture, includes exhibitions on Australia’s environment and society.

**Art Gallery of New South Wales (Sydney)** – one of Australia’s leading art institutions, known for both classical and contemporary collections.

**Queensland Museum (Brisbane)** – focused on natural history and science, highlights Queensland’s biodiversity and cultural heritage.

**Te Papa Tongarewa (Wellington)** – New Zealand’s national museum, combining history, culture, and nature, strongly represents Māori heritage.

**Auckland War Memorial Museum** – known for its Māori and Pacific collections, also commemorates New Zealand’s military history.

**Canterbury Museum (Christchurch)** – famous for its Antarctic and natural history exhibits, reflects the region’s colonial and Indigenous past.

**Otago Museum (Dunedin)** – a science-focused museum with interactive exhibits, features strong cultural and natural history collections.

**Govett-Brewster Art Gallery (New Plymouth)** – renowned for contemporary and experimental art. It is internationally known for the Len Lye Centre.

### **Discussion**

- What role does religion play in modern cultural life in the UK and the USA?
- How does the influence of the Church of England differ from religious influence in the USA, especially in the Bible Belt?
- Why did the British Invasion of the 1960s have such a strong impact on global music culture?
- How do British and American music traditions reflect national identity and social change?
- In what ways do Broadway and the West End represent national cultural values?
- How has Hollywood shaped global perceptions of American culture?
- Compare cultural life in Canada, Australia, and New Zealand with that of the UK and the USA.

- Is popular culture more influential today than traditional forms of high culture (theatre, classical music)? Why or why not?

### **Case Study and Problem-Solving**

#### ***Case Study 1. Religion as Cultural Tradition in Modern Britain***

An American exchange student attending a university in the UK is surprised by the strong presence of religious traditions in public ceremonies and historic institutions.

##### **Task:**

- Explain the role of the Church of England in British cultural life.
- Discuss why religion may appear less visible in everyday life but remain culturally significant in the UK.

#### ***Case Study 2. British Music and American Cultural Dominance***

A young British musician is trying to gain international recognition but feels overshadowed by American music trends and the global dominance of US artists.

##### **Task:**

- Explain the impact of American popular music on global culture.
- Discuss how British music movements, such as the British Invasion, challenged this dominance.

#### ***Case Study 3. West End and Broadway: Theatre as a Reflection of National Culture***

A theatre tourist visiting both London and New York notices differences between productions in the West End and on Broadway.

##### **Task:**

- Compare the cultural roles of the West End and Broadway.
- Explain how national culture influences theatrical traditions and audience expectations.

##### **Problem-Solving Activity:**

Cultural authorities in one English-speaking country are concerned about the loss of national cultural identity due to globalization and the dominance of American popular culture. Students identify the main causes of this problem and propose cultural strategies (festivals, funding, education, promotion of local artists) that

could support national culture while remaining open to global influences.

### **Follow-Up Task**

Research the cultural life of your own country (or another country you are familiar with) and compare it with the cultural life of either the United Kingdom or the United States. Focus on religion, music, theatre, cinema, and major cultural institutions. Highlight similarities and differences in cultural traditions, public participation, and global influence. Conclude by reflecting on how culture shapes national identity in a globalized world.

### **Project Tasks**

#### ***Project 1. Religion and Cultural Life in English-Speaking Countries***

Instructions:

- Investigate the role of religion in the cultural life of the UK or the USA.
- Examine major religious institutions and movements (e.g., the Church of England or the Bible Belt).
- Analyze how religion influences traditions, holidays, and social values.
- Reflection: “Is religion today more a cultural tradition or a social force?”

#### ***Project 2. British and American Music Traditions***

Instructions:

- Explore the development of British or American music, focusing on key genres and artists.
- Explain how music reflects historical and social change.
- Analyze the global influence of British or American music.
- Reflection: “Why does music often become a symbol of national identity?”

#### ***Project 3. Theatre and National Culture***

Instructions:

- Investigate the history and cultural significance of the West End or Broadway.
- Examine famous theatres and landmark productions.
- Analyze the role of theatre in modern cultural life.

- Reflection: “Why does live theatre remain important in the digital age?”

#### ***Project 4. Hollywood and Global Cinema***

Instructions:

- Research the development of Hollywood as a global film center.
- Examine major studios and film genres.
- Analyze how Hollywood films shape international perceptions of culture.
- Reflection: “Does Hollywood promote cultural diversity or cultural uniformity?”

#### ***Project 5. Cultural Life in Canada, Australia, or New Zealand***

Instructions:

- Choose one country: Canada, Australia, or New Zealand.
- Investigate its cultural life, including music, cinema, theatre, and religious traditions.
- Compare its cultural identity with that of the UK or the USA.
- Reflection: “How do smaller English-speaking countries preserve their cultural uniqueness?”

### **Seminar 15. Mass Media Outline**

1. British newspapers: dailies, weeklies, quality and popular papers.
2. The BBC: history, structure, influence.
3. American newspapers, magazines and periodicals.
4. Radio and television in the USA.
5. Mass media in Canada.
6. Mass media in Australia.
7. Mass media in New Zealand.

#### **Main terms and notions**

**Populars** – popular newspapers are tabloids that focus on sensational stories, celebrities, crime, and human interest, using simple language and large headlines.

**Qualities** – quality newspapers focus on serious journalism, politics, economics, and international news with formal language. Quality newspapers focus on serious journalism, politics, economics, and international news with formal language.

**Tabloid** – a newspaper format characterized by compact size, large headlines, and sensational content.

**Fleet Street** – a London street historically associated with the British national press.

**Freebies** – free newspapers or magazines, often funded by advertising.

**Weeklies** – publications issued once a week, often focusing on analysis or entertainment.

#### *British Media*

**Daily Mirror** – a left-leaning British tabloid known for celebrity news, human-interest stories, and support for the Labour Party.

**Daily Star** – a British tabloid focusing heavily on entertainment, gossip, and sensational headlines.

**The Sun** – the UK's best-known tabloid, famous for sensationalism, political influence, and strong opinions.

**Daily Express** – a right-leaning popular newspaper focusing on politics, royal news, and dramatic headlines.

**Daily Mail** – a middle-market tabloid combining celebrity news with conservative political views and strong opinions.

**The Financial Times** – an international quality newspaper specializing in business, finance, and economics.

**The Daily Telegraph** – a conservative quality newspaper known for politics, business, and traditional values.

**The Guardian** – a liberal quality newspaper focusing on social issues, investigative journalism, and global news.

**The Independent** – originally a quality newspaper with no political affiliation; now mainly a digital news outlet.

**The Times** – a prestigious British quality newspaper offering authoritative coverage of politics, culture, and international affairs.

**National Sundays** – Sunday newspapers in the UK, often longer and more analytical than weekday editions.

**News of the World** – former tabloid Sunday newspaper closed in 2011 after a phone-hacking scandal.

**Sunday Express** – a conservative Sunday tabloid focusing on politics and lifestyle.

**Sunday Mirror** – the Sunday edition of the Daily Mirror, focusing on popular news and investigations.

**Mail on Sunday** – Sunday edition of the Daily Mail, mixing celebrity news with political commentary.

**People** – a Sunday tabloid focused on celebrity news and human-interest stories.

**The Sunday Telegraph** – a conservative quality Sunday newspaper with in-depth political and international coverage.

**The Observer** – the world's oldest Sunday newspaper and the Sunday sister paper of The Guardian, known for liberal journalism.

**The Sunday Times** – a leading quality Sunday newspaper offering investigations, business, and culture coverage.

**The Independent on Sunday** – former Sunday edition of The Independent, closed in 2016.

**BBC1** – the main BBC channel, offering news, drama, entertainment, and major national events.

**BBC2** – a BBC channel focused on documentaries, culture, education, and serious programming.

**ITV (Independent Television)** – a commercial television network providing entertainment, drama, and news.

**Channel 4** – a publicly owned but commercially funded channel known for innovative and alternative programming.

#### *American Media*

**The Wall Street Journal** – a leading US newspaper focused on business, finance, and economics.

**Daily News** – a New York-based tabloid known for crime stories, local news, and bold headlines.

**USA Today** – a national newspaper known for short articles, color graphics, and accessible style.

**Los Angeles Times** – a major West Coast quality newspaper covering US and international news.

**The New York Times** – one of the world's most influential newspapers, known for investigative and international journalism.

**The Washington Post** – a leading political newspaper with strong investigative reporting.

**The Chicago Tribune** – a major regional newspaper known for political reporting and commentary.

**The New York Post** – a conservative tabloid famous for sensational headlines and celebrity news.

**Big Networks** – the major American TV channels.

**ABC (American Broadcasting Company)** – major commercial network with news, dramas, and entertainment.

**CBS (Columbia Broadcasting System)** – known for news, crime dramas, and long-running TV shows.

**NBC (National Broadcasting Company)** – famous for news, late-night shows, and popular series.

**FOX** – focuses on entertainment, reality shows, and sports broadcasting.

**PBS (Public Broadcasting Service)** – publicly funded, known for educational, cultural, and documentary programming.

*Canadian Media*

**The Globe and Mail** – Canada’s most prominent national newspaper, based in Toronto, strongly focused on business and politics.

**National Post** – known for national coverage of events with conservative editorial leaning.

**Toronto Star** – Canada’s largest daily paper; liberal-leaning, community and human-interest coverage.

**Montreal Gazette** – English-language paper serving Quebec.

**CBC / Radio-Canada** — National public broadcaster, has English and French services.

**CTV** – Canada’s largest private TV network (owned by Bell Media).

**Global Television Network** – Second-largest private network (owned by Corus Entertainment).

**Citytv** – Urban-focused network based in several major cities.

**TVA** – Leading French-language network in Quebec.

*Australian Media*

**The Australian** – national daily by News Corp; conservative editorial approach.

**The Sydney Morning Herald (SMH)** – major metropolitan paper, centrist-liberal leanings.

**The Age (Melbourne)** – one of Australia’s most respected papers; centrist-liberal.

**The Daily Telegraph** – a popular tabloid.

**Herald Sun** – a popular tabloid.

**ABC (Australian Broadcasting Corporation)** – public broadcaster, independent and national.

**SBS (Special Broadcasting Service)** – public multicultural and multilingual network.

**Seven Network** – major commercial network, popular for news and sports.

**Nine Network** – large private broadcaster, also produces national news and entertainment.

**Network 10** – commercial TV network popular with younger audiences.

**Sky News Australia** – 24-hour cable news channel, conservative-leaning.

*New Zealand Media*

**The New Zealand Herald** – the largest daily; based in Auckland, moderate editorial stance.

**Otago Daily Times** – the oldest surviving independent paper in NZ.

**Stuff.co.nz** – major online news platform, formerly part of Fairfax Media.

**NZME (New Zealand Media and Entertainment)** – publishes NZ Herald and operates radio stations.

**TVNZ (Television New Zealand)** – state-owned broadcaster with channels like TVNZ 1 and TVNZ 2.

**Three (Newshub)** – privately owned network (recently acquired by Warner Bros. Discovery).

**Prime TV** – general entertainment and news (owned by Sky Network Television).

**Māori Television** – focuses on Māori culture, language, and current affairs.

**Sky News New Zealand** – subscription TV news network.

### **Discussion**

- What is the difference between quality newspapers and popular (tabloid) papers in the UK and the USA?
- How does the BBC differ from commercial television channels in terms of goals and funding?
- To what extent do newspapers and television shape public opinion?
- Is media neutrality possible in the modern information environment?

- How has digital media changed traditional newspapers and broadcasting?
- Compare the role of national newspapers in the UK and the USA.
- How does mass media reflect cultural and political values in different English-speaking countries?
- Should the government regulate mass media, or should the press remain completely free?

### **Case Study and Problem-Solving**

#### ***Case Study 1. Quality Press and Tabloids in the British Media System***

An international student arriving in the UK is confused by the wide range of British newspapers and does not understand the difference between quality papers and tabloids.

##### **Task:**

- Explain the difference between quality newspapers and popular (tabloid) papers in the UK.
- Give examples and discuss how newspaper type influences the way news is presented and perceived.

#### ***Case Study 2. The BBC and the Question of Media Impartiality***

A media studies student is researching the role of the BBC and questions whether it can remain neutral in modern political and social debates.

##### **Task:**

- Explain the history, structure, and public role of the BBC.
- Discuss the importance of public broadcasting and the challenges of maintaining impartiality.

#### ***Case Study 3. Quality and Popular Newspapers in the United States***

A reader who regularly follows American news notices strong differences between newspapers such as *The New York Times* and *The New York Post*.

##### **Task:**

- Compare quality and popular newspapers in the USA.
- Explain how political orientation, audience, and format shape American media content.

### **Problem-Solving Activity:**

A decline in newspaper readership has led to financial difficulties for traditional print media in many English-speaking countries.

Students must analyze the reasons for this decline, including the rise of digital media and changes in audience habits. Based on this analysis, they should propose strategies that newspapers could use to remain relevant, such as digital subscriptions, multimedia content, or stronger investigative journalism.

### **Follow-Up Task:**

Research the mass media system of your own country (or another country you are familiar with) and compare it with the mass media system of either the United Kingdom or the United States. Focus on newspapers, television, radio, and public broadcasting. Identify key similarities and differences in media structure, ownership, and influence on society. Conclude by reflecting on the role of mass media in shaping public opinion and democratic processes.

### **Project Tasks**

#### ***Project 1. British Newspapers and the Press Tradition***

Instructions:

- Investigate the British newspaper system, focusing on daily and Sunday papers.
- Explain the difference between quality papers and tabloids.
- Analyze the role of Fleet Street in the history of British journalism.
- Reflection: “How does the British press influence public opinion?”

#### ***Project 2. The BBC as a Public Broadcaster***

Instructions:

- Research the history and structure of the BBC.
- Examine the functions of BBC1, BBC2, and public service broadcasting.
- Analyze the influence of the BBC on British society and culture.
- Reflection: “Is the BBC still a model of impartial journalism?”

#### ***Project 3. American Newspapers and Media Diversity***

Instructions:

- Investigate major American newspapers and periodicals.

- Compare national and regional papers in terms of content and political orientation.
- Analyze how media competition affects journalistic standards.
- Reflection: “Does media diversity strengthen or weaken democracy?”

#### ***Project 4. Television and Radio in the USA***

Instructions:

- Study the development of radio and television in the USA.
- Examine the role of commercial broadcasting.
- Analyze how television shapes public opinion and political communication.
- Reflection: “Has television replaced newspapers as the main source of news?”

#### ***Project 5. Mass Media in Canada, Australia, or New Zealand***

Instructions:

- Choose one country: Canada, Australia, or New Zealand.
- Investigate its mass media system, including press, radio, and television.
- Compare its media landscape with that of the UK or the USA.
- Reflection: “How does national media reflect cultural identity?”

### **Creative Projects**

#### ***Creative Project: “Speaking Truth to Power” – film *The Post* (2017)***

Instructions:

- Create a multimedia storytelling project that explores the theme of freedom of the press and moral responsibility in *The Post*. Choose one or more perspectives that are not always in the spotlight, such as journalists, editors, government officials, family members, or ordinary citizens reacting to the publication of the Pentagon Papers.

You may present the story in the form of diary entries, internal memos, letters, imagined interviews, newspaper editorials, or modern-style social media posts. Incorporate historical facts, key moments from the film, quotations, headlines, and visual materials (images, newspaper layouts, short video or audio fragments). Optionally, create a short podcast episode or video dramatization in which the chosen characters reflect on truth, risk, censorship, and democratic values.

- Reflection: How does presenting the events from a personal or alternative perspective help us better understand the role of the

media, ethical decision-making, and the importance of free speech in a democratic society?

## **SELF-CONTROL QUESTIONS**

- Explain what country study investigates.
- What is called cultural connotation?
- What vocabulary is called cultural connotative?
- What is the main task of country study?
- Name the spheres of background vocabulary concentration.
- Explain what a translator needs to know about background knowledge and background vocabulary.
- Dwell upon the links of country study with other branches of Linguistics.
- Dwell upon the history of country study.
- Name the scholars who contributed to the development of country study.
- Explain what kind of words belong to Americanisms.
- Explain what kind of words belong to Britishisms.
- Explain what kind of words belong to Canadianisms.
- Explain what kind of words belong to Australianisms.
- Explain what kind of words belong to New Zealandisms.
- Name different accents in British English.
- Name national variants of the English language.
- Name the layers of background vocabulary.
- Dwell upon the links of country study and methods of teaching English.
- Comment on the use of titles in the United Kingdom.
- Give examples of Federal holidays in the USA.
- Name the most important British holidays.
- Explain why British holidays are called Bank holidays.
- Which British holidays are movable?
- What holidays are meant by minor ones.
- What holidays are celebrated in Canada?
- What influence did Canada undergo as a result of the presence of the Ukrainian diaspora?
- What does the term nationally marked character of speech etiquette imply?
- What types of communicative situations can be distinguished in English-speaking cultures?

- What role does political correctness play in modern English communication?
- Give examples of politically correct language in contemporary English.
- What is a stereotype, and how does it differ from individual perception?
- What is meant by stereotypical perception?
- What stereotypes exist about Canadians, Australians, and New Zealanders?
- How do routine behaviour patterns reflect national character?
- What role does charity play in English-speaking societies?
- Compare the concepts of nuclear family and extended family.
- How do formal and informal dress function as cultural markers?
- Why is punctuality considered an important cultural value in English-speaking countries?
- What is social stratification, and how is it manifested in English-speaking societies?
- What social classes are traditionally distinguished in the UK?
- How can occupation function as a social status marker?
- Why is pronunciation considered a powerful social marker in the UK?
- What is RP (Received Pronunciation), and what social meanings does it carry?
- What is the difference between hereditary peerage and life peerage?
- Name and describe the main titles of British nobility.
- How does the British aristocracy differ from the upper class in general?
- What forms of discrimination have existed in the history of the USA?
- How are social mobility and prestige connected in modern societies?
- Describe the structure of secondary education in Great Britain.
- What is the role of the national curriculum in the UK?
- What types of secondary schools exist in Great Britain?
- What is the eleven-plus exam, and what is its purpose?
- What is meant by a public school in the UK and in the USA?

- Explain the difference between GCSEs and A-levels.
- Describe the structure of secondary education in the USA.
- What types of high schools exist in the USA?
- What is the Ivy League, and why is it culturally significant?
- Compare higher education systems in the UK, the USA, Canada, and Australia.
- What does the concept of the Crown represent in the UK political system?
- What are the main functions of the reigning monarch?
- Describe the structure and role of the UK Parliament.
- What is the difference between the House of Commons and the House of Lords?
- Who forms His Majesty's Government, and how is it created?
- What is His Majesty's Opposition, and what role does it play?
- Describe the political system of the USA.
- What are the main functions of the legislative, executive, and judicial branches in the USA?
- Compare the political systems of the UK, Canada, and Australia.
- What is the Commonwealth of Nations, and what is its significance today?
- What role does religion play in the cultural life of the UK and the USA?
- What are the main Protestant denominations in English-speaking countries?
- What is the cultural importance of the Church of England?
- Describe the role of theatre in British cultural life.
- Compare West End theatre and Broadway.
- What is the cultural significance of Hollywood?
- What musical genres originated in the USA?
- What was the British Invasion, and why was it important?
- Name major museums in the UK and the USA and describe their role.
- Compare cultural life in the UK, Canada, Australia, and New Zealand.
- What types of newspapers exist in Great Britain?
- What is the difference between quality papers and popular papers?

- What role did Fleet Street play in British journalism?
- Describe the structure and influence of the BBC.
- What are the main characteristics of American newspapers?
- What are the “Big Networks” in the USA?
- Compare public broadcasting in the UK, the USA, and Canada.
- What are the main features of Australian mass media?
- How does mass media reflect national values and stereotypes?
- What challenges does modern mass media face in English-speaking countries?

## **TOPICS FOR PROJECTS**

1. The Evolution of British Etiquette: A Comparison of Victorian and Modern Standards
2. The British Education System: A Comparative Analysis of Private vs. State Schools
3. The Changing Face of British Society: An Examination of Immigration and Multiculturalism in the UK
4. Country Studies: A Comprehensive Guide to Understanding Nations Through Language and Culture.
5. Language and Identity: Exploring Nationally-Marked Vocabulary Across English-Speaking Countries.
6. Proper Names as Cultural Markers: Analyzing Toponyms and Anthroponyms in British and American English.
7. The Natural World in Language: How Geography, Flora, and Fauna Influence Vocabulary in English-Speaking Countries.
8. Ethnographic Realia: Cultural Artifacts and Their Representation in Language and Literature.
9. Taste of Culture: The Relationship Between National Cuisine and Language in English-Speaking Countries.
10. Breaking the Mold: Examining Cultural Stereotypes in English-Speaking Countries Through Language and Media.
11. Language and Social Hierarchies: How English Reflects Social Status in Different Cultures.
12. The Role of Titles in British Society: History, Usage, and Cultural Significance.
13. Cultural Continuity: Exploring Customs and Traditions in English-Speaking Countries.
14. Mind Your Manners: A Comparative Study of Behavior and Etiquette in English-Speaking Countries.
15. From Classroom to Culture: The Educational Systems in English-Speaking Countries.
16. Language and Society: Understanding Social Structures in English-Speaking Countries.
17. How National Dishes Reflect the Identity of English-Speaking Nations.
18. From Humor to Misunderstanding: The Role of Stereotypes in Cross-Cultural Communication.

19. The Role of Education in Shaping Socioeconomic Status in the UK and USA.
20. Decoding Hierarchies: The Evolution of Social Status and Titles in British History.
21. Cultural Etiquette: Understanding Unspoken Rules in English-Speaking Countries.
22. How Social Changes Shape the Evolution of English Vocabulary.

## List of Literature Recommended

Борисенко Н. Д., Садловська О.С. Відтворення англомовних реалій в українському кіноперекладі Вісник Житомирського державного університету імені Івана Франка. Філологічні науки. 2018. № 1. С. 48–52.

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Навчальне видання

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ВИВЧАЄТЬСЯ (АНГЛІЙСЬКА МОВА)  
НАВЧАЛЬНИЙ ПОСІБНИК**