

GEOGRAPHY, NATURE AND NATIONAL SYMBOLS OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

OBJECTIVES

This unit provides factual information and assignments on the geography, nature and culture of Great Britain. It also sheds light on the history of the country through the history of its place-names.

IN THIS SESSION, YOU WILL LEARN

- about the origin of the place-names in the UK;
- what national symbols and floral emblems are used in the UK;
- about education in Britain;
- leisure and community life in Britain

OUTLINE

- Geography of the UK.
- National symbols and emblems.
- British public schools.
- English pubs.



RECOMMENDED READING

Textbooks

Башманівський О. Л., Вигівський В. Л., Моркотун С. Б. Лінгвокраїнознавство. Житомир : Вид-во ЖДУ ім. І. Франка, 2018. С. 17-19, 37-39.

Гапонів О. Б., Возна М. О. Лінгвокраїнознавство. Англomовні країни : підручник. Вид. 2-ге. Вінниця : Нова Книга, 2018. С. 19-215. URL : <http://www.tnu.in.ua/study/refs/d179/file1321664.html> (дата звернення: 12.03. 2020).

Dictionaries

Online Etymology Dictionary. Douglas Harper, 2001-2021. URL : <http://ewave-atlas.org/languages> (дата звернення: 13.04. 2020).

Internet Resources

Crystal D. How to Talk Like Shakespeare. URL : <https://www.youtube.com/watch?v=5lOFAzt8fMg> (дата звернення: 15.04. 2021).

Window on Britain. An introduction to Britain (a video course). URL : <https://www.youtube.com/watch?v=Q7Aq50-fuZg> (дата звернення: 15.04.2021).



COMMENTARIES

The word **Scotland** /'skɒtlənd/ was the name for the Scots, who settled there from Ireland between the 5th century and the 6th century. Their name *Scots* is of unknown origin. In Old English the plural form *Scottas* “inhabitants of Ireland, Irishmen” was a borrowing from Late Latin *Scotti* (c 400). *Scotti* might have been borrowed into Latin from Celtic /'kɛltɪk/. Although the name answered to no known tribal name, until the 10th century *Scotia* /'skɒʃjə/ denoted “Ireland”, and *Scotti* were the inhabitants of *Scotia*.

Latin *Scotia* began to appear in the 9th century as the name for the region, replacing older *Caledonia* /'kæli'dæʊniə/, also named for the inhabitants at the time, whose name likewise is of unknown origin.

The union of the lands of modern Scotland began in 843, when Kenneth I MacAlpin, king of the Scots, became also king of the Picts and, within a few years, joined *Pict-land* to *Scot-land* to form the kingdom of Alba /'albə/. By 1034, by inheritance and warfare, the Scots had secured hegemony over the territory of modern mainland Scotland. In the 14th century *Scotland* came to be the name for the whole land, and all its inhabitants were called *Scots*, whatever their origin.

Edinburgh /'ɛdɪnbərə, -brə/ “the capital of Scotland” is Scottish Gaelic /'geɪlɪk, 'gæl-/ *Duneideann* /dʌn'eiðɪn/. King *Edwin* of Northumbria is often credited as the source of the name. Yet, the Celtic name *Din Eidyn* literally “fort on a slope” seems much older. Later the first element was trimmed off and substituted with Old English *-burh* “fort”. *Dunedin* /dʌn'eiðɪn/ in New Zealand represents an attempt at the original form.

In **Wales** /weɪlz/, the Welsh use *Cymru/Cymry* /'kəm.ri/ “comrade, or friend” refer to themselves whereas the Welshmen living in England are often nicknamed *Taffies*. This may come from the River *Taff*, which runs through the capital Cardiff. Or it may come from *Dafydd*, a corruption of the Welsh form of *David*, representing a supposed Welsh pronunciation of the given name coined during the wartime in order to dehumanise the Welsh by ascribing a singular name to them all (Cf. such historic English pejoratives as *Paddy* and *Jock*).

Different forms of the Old English word *Wielisc* (*Wylisc* (West Saxon), *Welisc*, *Wælic* (Anglian and Kentish)) were used in the meaning of “foreign;

British (not Anglo-Saxon), Welsh; not free, servile”. They are derived from *Wealh, Walh* “Celt, Briton, Welshman, non-Germanic foreigner”.

Cardiff /'kɑ:ɹɪf/ “the capital of Wales” is from Welsh *Caerdyf* (Modern Welsh *Caerdydd* /kair'di:ð/), which is made up of Welsh *caer-* “fort” + *-Taf* “River Taff” to mean “fortified city on the River Taff”.

Not until the 10th century AD was there a king of all **Ireland** /'aɪələnd/ (*ard ri Eireann* /'e:riənn/). A division of the country into five groups of *tuatha* /tu'aθə/, known as *the Five Fifths* (*Cuig Cuigi* /'ku:ʒə/), occurred about the beginning of the Christian era. One of these was **Ulster** /'ʌlstə/ (*Ulaidh* /'u:lʲəi /), the name by which Northern Ireland is often referred to.

Belfast /'belfɑ:st, bəl'fɑ:st/, the capital of Northern Ireland, is Irish *Beal Feirste*. The city’s name is derived from the Gaelic *Béal Feirste* /'be:l 'ferstə/ “Mouth of the Sandbank”, or “Crossing of the River”.

Eire /'e:riə/ stands for **Ireland**, the country occupying most of the island of Ireland. It was established as the *Irish Free State* in 1922. Although the new constitution did not proclaim an independent republic in 1937, it replaced the title of *the Irish Free State* with the word *Eire* (Ireland) which is derived from the old Irish word *Eriu*, which is the name of the matron goddess of Ireland. The poetic name for Ireland is *the Emerald Isle* for the colour of its fresh bright green grass.

The name of the capital of Ireland **Dublin** /'dʌblɪn/ developed from Irish *Dubh Linn* /du lin/, or Norse *Dyfflin* (“black pool”) and is also called *Baile Atha Cliath* /blia:'kliəθ/ (“Town of the Ford of the Hurdle).

Assignment 1. Fill in the fact file:

The United Kingdom of Great Britain And Northern Ireland

washed by	
the most important river/s	
the largest lake/s	
the longest mountain range/s	
the highest peak	
the key representatives of flora	
the key representatives of fauna	
natural disasters	

Assignment 2. What historical and cultural forces motivated the following place-names, their poetic and jocular equivalents?

Scotland, Caledonia; Edinburgh, Edin, The Burgh; England, Albion; London, Cockney (East End); Northern Ireland, the North; Belfast, Mouth of the Sandbanks; Ireland, the Emerald Isle.

Assignment 3. Answer the following questions:

- What is the Union Jack?
- What is the Welsh Dragon?
- What crosses are included into the Union Jack?
- What floral emblems are the UK countries represented by? What events contributed to their choice?

Assignment 4. Read the lyrics of the anthem and do the following tasks:

God Save the Queen (standard version)

God save our gracious Queen!	O Lord our God arise,
Long live our noble Queen!	Scatter her enemies,
God save the Queen!	And make them fall:
Send her victorious,	Confound their politics,
Happy and glorious,	Frustrate their knavish tricks,
Long to reign over us:	On Thee our hopes we fix:
God save the Queen!	God save us all.

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

• In what countries is the song performed as the national and/or royal anthem?

• Why are there two alternatives of the song? What nouns and pronouns are replaced with their equivalents?

• Which members of the Royal Family are saluted with the entire anthem? Which of them receive just the first several bars?

• What is the meaning of *knavish*?

• What are the words *gracious*, *noble*, *victorious*, and *glorious* associated with? What concept do they manifest?

- How can you explain the use of capitalization (*God, Lord, Queen, Thee*)?
- Consult *Online Etymology Dictionary* (<http://www.etymonline.com/>) and find out what etymons the archaic forms *Thee* and *Thy* are derived from? What is their function in the song?

- What effect is achieved by the repetition “*O Lord our God*”?
- What structure is used in the lines “*God save the Queen! / Send her victorious, / Happy and glorious, / Long to reign over us*”? Is it an example of the imperative clause or the Present Subjunctive? May the structure be considered analogous to ‘*Let the king live long!*’ or ‘*May the king live long!*’? What pragmatic function is realized by the use of that structure –

- (a) a command or request;
- (b) (an unreal) wish or something imaginative and desired;
- (c) an emotional attitude to real facts;
- (d) a strong volition of the speaker?

- Discuss the form and function of the imperative “*God save our gracious Queen!*”. Is the addressee (*God*) identified by a subject or a vocative? What can you say about its position in the structure? Does the word occur in a fixed initial position or can it be movable? What effect is achieved by that?

- Does the song sound like a pray (‘solemn appeal to deity’)?
- What does the national anthem ‘*God Save the Queen*’ imply about the national character and values of the British people?

Assignment 5. Linguistics Expert David Crystal is talking about Shakespeare’s accent: *How to Talk Like Shakespeare* at <https://www.youtube.com/watch?v=5lOFAzt8fMg>.

What did English sound like in Shakespeare’s day? Was it different from today’s BBC accent? What are the differences between Early Modern English accent and the English accent of today. Find out more in *Shakespeare: Original pronunciation* at <https://www.youtube.com/watch?v=gPlpphT7n9s>

Assignment 6. Read the quotes, compare and contrast the views about public schools in Britain:

- I went to boarding school, and then I went to Oxford, and I know how easy it is for certain groups of people to become wholly insulated from ordinary life. – *Mark Haddon, an English novelist* (Brainy Quotes);

- Older boys were allowed to beat younger ones at my 15th-century English boarding school, and every boy had to run a five-mile annual steeplechase through the sludge and rain of an October day, as horses do. We wrote poems in dead languages and recited the Lord's Prayer in Latin every Sunday night. – *Pico Iyer, a British-born essayist and novelist of Indian origin* (Brainy Quotes);

- I deliberately went to boarding school. It was my choice. My mum was abroad and I wanted to wean myself off being dependent. It was a very important time for me to be able to create my own individual, independent life; just as a way of growing up. – *Alice Englert, an Australian-born actress* (Brainy Quotes).

Assignment 7. Give comments on the importance of British pubs today:

One of my beliefs is that there are certain institutions within a community which stand for the spirit and heart of that community, there's the church, the local football team, the local pub and the theatre. – *David Soul, an American-British actor and singer* (Brainy Quotes).

Assignment 8. Read the following extract discussing the small talk etiquette of everyday communication. Note differences and similarities in the British, American, Australian, and Ukrainian cultures. Write a summary in English (approx. 230-250 words) contrasting and comparing the small talk etiquette in the English-speaking and Ukrainian-speaking cultures.

Source: Козлова Т.О., Деревянко Ю.В. Етикетні ситуації повсякденного спілкування в англійськомовній та українськомовній культурах : монографія. Запоріжжя : Статус, 2020. С. 113-117.

Світська бесіда (англ. *small talk, chitchat*) – відпрацьована й формалізована, беззмістовна розмова, комунікативна важливість якої полягає в заповненні пауз <...>, створенні доброзичливої атмосфери між мовцями, продовженні спілкування.

Для британського етикету світська бесіда є вкрай важливим етапом ситуації «Вітання». За свідченням носіїв культури, вона забезпечує безперервність бесіди (“*When I see small talk done by experts, I think, yeah, that’s how it’s supposed to be. It’s supposed to establish a rhythm*”), збереження особистої зони комунікантів (“*Make for closeness. Give me a place where I can give of myself without risking too much, and give the other guy a chance to do the same*” <...>), а також щирість розмови, ступінь якої визначається безпосередньо учасниками конкретної ситуації (“*And if you’re tired and ill,*

do you want someone to tell you their troubles? You need a space and time to read the other person and see if they want to dive into the deep end of the emotional pool with you, or if they just can't be bothered today" <...>).

Представники американської культури визначають світську бесіду як щось беззмістовне (*"At the end of the day, it's just a small game that both parties know they're playing not because they enjoy it, but because they feel that it's polite, so they play it for the sake of playing" <...>).* При цьому обов'язковість світської бесіди вбачається як прояв ввічливості, дотримання дистанції, вияв поваги й демонстрація принагідних рис мовця: *"If we know each other for a prolonged period of time and we engage in small talk every time we cross paths, with no further conversation, I can probably deduce that you're either a) very polite, b) don't really want to know me or the converse, don't open up to people <...> small talk can show as well: noticing how well one speaks, how fluid their tone is, how charismatic they are in terms of ability to give small talk the appearance of something bigger" <...>.*

В австралійській культурі світська бесіда створює можливість нових знайомств і сприяє досягненню невимушеної атмосфери спілкування (*"People don't understand the importance of small talk in the smooth operation of getting to know new acquaintances" <...>),* а також подоланню незручності й ніяковості (*"or to overcome awkwardness" <...>).*

Вирази, що вживаються у світській бесіді (*How are you getting on?, How are you keeping?, How's life?, How're things?, How's the family?, What's new?, Are you well?, Lovely day, isn't it?*), є семантично спустошеними, тому що адресант лише виявляє знак уваги, при цьому він не зацікавлений у щирій відповіді на питання. Позитивна відповідь (*Fine, Well, Great, I'm all right, I'm very well, I'm very well indeed*), незалежно від реального стану справ, притаманна переважно австралійській та американській культурам. Тим часом британський етикет допускає відтінок песимізму (*OK, So-so, Not bad, Could be better, Could be worse, You do not want to know*), очевидно, як непряме заохочення до розмови, оскільки передбачуваними стимулами подовження бесіди є такі: *Why?, What's up?, What's wrong?, What's the matter?, What's happened? Really?* *"Hello, how are you?" he asked. "Not well I am afraid," she answered. "What's wrong?" He asked feeling alarmed now. "I miss you. And I need to see you, Tom. May I come to your place today?" <...>.*

Як слушно зазначає М. М. Жовнір, в українському етикеті світська бесіда є «запорукою успішності спілкування, у якому проявляються щирий, а не зовнішній, формальний інтерес і позитивний настрій» <...>. Уживані

фатичні фрази лише надають природності спільному перебуванню з людиною в єдиному комунікативному просторі. Фатичні формули можуть стосуватися справ адресата (*Що нового? Як справи? Як живеться?*), здоров'я (*Як здоров'я? Як почуваетесь?*), сімейних справ (*Як чоловік (дружина)? Як діти?*), походження (*Звідки ви родом?*), інтересів чи хоббі (*Чи любите Ви поезію? Хто Ваш улюблений письменник?*). Зазначені питання передбачають відповіді й стимулюють зустрічні питання: *“Доброго ранку, синку. Як спалося? – Гаразд, мамо. Спальня так вдало розміщена: вікна у садок, на басейн. Звідти приємна свіжість плинє – гарно. А як ви почуваетесь, мамо? – Зараз уже добре. Бо ти приїхав. То й здоров'я ліпшим зробилося. Я так рада, що ти вдома. – Я теж. Що тут нового, мамо? – Потихеньку. Краще ти розповідай. Як живеться в місті?” <...>*

Етикет вимагає від британців шукати обхідні шляхи в спілкуванні, даючи партнеру з комунікації право на конфіденційність. Цим пояснюється уникнення прямих питань (*Where do you live? What do you do?*) та їх субституція загальними зауваженнями (*“Rush hour – it's nightmare”*) і можливим додатковим питанням деталізуючого характеру (*“Do you drive to work?”*). Адресант сподівається отримати підказку (*“clue”*), наприклад, щодо проживання та роботи адресата <...>.

Отже, у спілкуванні незнайомих у 40% випадків фатичного спілкування між британцями спостерігається «гра в здогадки» (*guessing game*), 20% ставлять прямі питання та 40% оминають обговорення особистої інформації. Тим часом австралійці (80%) та американці (70%) ставлять прямі особисті питання – *Where do you live?, Do you like your job?, Are you a student?, Date anyone special?* <..>.

Кожна лінгвокультура має набір тем, дозволених для обговорення в світській бесіді. Затвердження загальної платформи взаємодії комунікантів, тобто спільних із партнером з комунікації знань, думок, поглядів, дозволяє досягти максимальної ефективності контакту. У зв'язку з цим з'ясовано теми, які дозволяють швидше налагодити контакт між мовцями.

Погода є головною темою фатичного спілкування в британському етикеті, але трапляється також і в інших англійськомовних культурах. Слід зауважити, що в 90% випадків британці обговорюють погоду без нарікань (*“Lovely day, isn't it? – Yes, indeed. I love rainy weather. – Me too. But yesterday when it was sunny – marvelous! – Agree!” <...>*), тим часом американці (30%) та австралійці (20%) децю об'єктивніші та правдивіші

у вираженні своїх поглядів та емоцій (“So damn hot! – Yeah, I feel boiling! – Hate it!” <...>).

Спортивні події в американській культурі обговорюються в 40% етикетних ситуацій <...>, а в британській (5%) <...> та австралійській (5%) культурах <...> ця тема менш популярна.

Теми, що стосуються їжі, хобі, подорожей, відпочинку, спільних знайомих, рідних схвалюються в усіх англійськомовних культурах <..>.

Політика та подробиці сімейного життя вважаються провокативними темами й спроба їх обговорення під час світської бесіди сприймається як порушення етикетних норм <...>.

Аналіз прикладів показав, що британці схильні (95% прикладів) до розгортання світської бесіди, яке здійснюється такими способами: уживання повних форм (**I am** so happy you came! vs. **I'm**) <...> розгортання відповідей на питання та тривалість бесіди (4 – 16 реплік). Форма світської бесіди дозволяє зробити висновок про її обов'язковість у британській культурі незалежно від комунікативних умов.

В американській культурі спостерігається тенденція до компактності світської бесіди: у 70% проаналізованих прикладів трапляються скорочення (**You're** here? замість **You are** here? < > ; лаконічність відповідей (“**Bixley** brought us here” <...>); помірна тривалість світської бесіди (3 – 11 реплік).

В австралійській культурі тенденція до скорочення світської бесіди є ще виразнішою, ніж в американській. У 80% проаналізованих ситуацій «Вітання» уживається еліпсис реплік ([**It**]Can't be!) та деліція відповідей (**What's** news? – Talk about business.). Успішність фатичного спілкування в австралійській культурі досягається не стільки за допомогою світської бесіди, скільки через експресивність виразів: “**G'day, you old bastard. How the hell** are you going?” <...>.

В українськомовному етикеті схвалюється розмова про подорожі, спільних знайомих тощо в 80% контекстів <...>. Природа та довкілля обговорюються в 70% випадків <...>. Мистецтво (музику, поезію, книги, театр) українці обговорюють у 30% контекстів <...>. Розмови про рідних та близьких відбуваються в 20% випадків <...>.

За результатами дослідження, українці займають позицію між британцями та австралійцями й виявляються гнучкішими щодо фази фатичного спілкування. Світська бесіда може розгортатися (60%

проаналізованих прикладів) за допомогою розлогіх відповідей та тривалості фатичної фази комунікації (приблизно 5 – 19 реплік).

У 40% проаналізованих прикладів спостерігається компактність світської бесіди. Фатичні фрази подекуди залишаються без відповідей. В інших випадках після вітальної формули одразу переходять до справ <...>, що не сприймається комунікантами як порушення етикету. Отже, в українському етикеті фатичне спілкування схвалюється й підтримується, проте не вважається необхідним.

Отже, світська бесіда є важливою частиною [комунікації]. Її призначення – забезпечити безперервність та/чи невимушеність спілкування. Актуалізація ситуації «Вітання» в досліджуваних культурах має як свої особливості, так і відмінності, які є виразними в процесі міжкультурної комунікації.



SELF-STUDY INSTRUCTIONS AND ASSIGNMENTS



COMMENTARIES

In what follows you will find interpretation of concepts relating to the issues of education, work and leisure in Britain.

PUBLIC / INDEPENDENT / PRIVATE and STATE SCHOOLS

Public school got its name since originally students could enter the school from anywhere in England and not just from the immediate neighbourhood.

It is an **independent** (i.e. fee-paying) school for students aged 11 (or 13) to 18. Most public schools are in fact **private schools**, although the term is not generally used to avoid confusion. The term **private school** is applied to an independent (fee-paying) school, as distinct from a **state** (non-fee-paying) **school**.

Many public schools are long-established and gained the reputation for their high academic standards, as well as their exclusiveness and snobbery. The boys' schools include such well-known schools as *Eton*, *Harrow*, *Westminster*, and *Winchester*. Among leading girls' public schools are *Roedean* and *Cheltenham Ladies' College* (*Cheltenham*).

Although only a small percentage of Englishmen are educated at boarding school, a disproportionately large number have become famous: *Churchill*, a statesman (*Harrow*); *Evelyn Waugh*, a novelist (*Lancing*); *Laurence Olivier*, an actor (*St. Edwards*); *Prince Charles* (*Gordonstoun*), to name but few.

RUGBY

Rugby is a leading public school in the town of the same name in Warwickshire. It was founded in 1567, and currently has about 720 students. It was at Rugby that the game of **rugby football** (a form of football different from association football) was first played in 1823.

Public school life tends to be dominated by sport games: boys at St. Edward's enjoy a hearty game of *Rugby*, whereas Etonians play even more violent *Wall Game*.

“DO YOU REMEBER BELK?”

In public school system as well as in the army it is traditional to address people by their surnames – *John Belk* or *Mr. Belk*. Even young boys attending prep schools, should obey this rule. The idea being this is the habit would get young boys away from their mothers. Since they enter the prep school, boys will have to get used to calling their best and close friends by the last name. This tradition will survive through their life long.

FAMILY NAMES

Family names came into use in the later Middle Ages (beginning roughly in the 11th century); the process was completed by the end of the 16th century. The use of family names seems to have originated in aristocratic families and in big cities, where they developed from original individual surnames when the latter became hereditary. Whereas a surname varies from father to son, and can even be changed within the life span of a person. A hereditary surname that develops into a family name better preserves the continuation of the family, be it for prestige or for the easier handling of official property records and other matters.

Family names frequently developed (via surnames) from hypocoristic forms of given names:

e.g., from *Henry* came *Harry, Harris, Hal, Halkin*;

from *Gilbert* came *Gibbs, Gibbons, Gibbin, Gipps, Gilbye, Gilpin*;

from *Gregory* there developed *Gregg, Grigg, Greggs, Griggs, Greig*.

Other sources of family names are original nicknames – *Biggs, Little, Grant* (grand, large), *Greathead, Cruikshank, Beaver, Hogg, Partridge*; occupations – *Archer, Clark, Clerk, Clarkson* (son of a clerk), *Bond, Bonds, Bound, Bundy* (bondman); and place-names – *Wallace* (man from Wales), *Allington, Murray, Hards, Whitney* (places in England), *Fields, Holmes, Brookes, Woods* (from microtoponyms).

A great number of family names come from patronymic surnames; in *English*, they are usually formed by the suffixation of **-son**. Patronymic surnames can be formed from the father's given name or from any of its variants. Therefore, there is not only the form *Richardson*, but also *Dickson*, *Dixon*, *Dickinson*; and *Henryson*, *Harrison*, *Henderson*; *Gilbertson*, *Gibson*; and *Gregson*, *Grigson*.

Some English patronymics, particularly in old families, are formed with a prefixed **Fitz-** (e.g., *Fitzgerald*), which goes back to Norman French *fis* “son”.

In contradistinction to English, the *Scottish* patronymics are formed by a prefixed **Mac** or **Mc** (*McGregor*), which is Celtic “son” but later developed into Old Irish.

The *Irish* patronymics are composed with **O'** (*O'Toole*, *O'Brien*) originating from Old Irish and indicating a person of Irish descent, or **Mc** or **Mac**, and the *Welsh* with **P-** (*Powell* “son of *Howel*”).

OLD SCHOOL TIE

The term **old school tie** is sometimes disapproving in Britain. It is used to refer to an informal system in which upper class men educated at the same school help each other with jobs, contracts, etc. in their adult lives.

e.g. People say that the bank is run out in **the old school tie** system.

THE OLD BOY NETWORK

The phrase is used synonymously with **old school tie**. **Old boy / girl** is informal for “a former pupil of a school”:

e.g. We have an Old Girls' Reunion every five years.

DIFFERENT SYSTEMS – DIFFERENT TERMS: BrE vs AmE

Difference in the organization of education in Britain and America leads to different terms.

One crucial word, **school**, is used overlapping but different ways. A place of education for young children is a **school** in both varieties. But a **public school** in GB is in fact a private school; it is a fee-paying school not controlled by the local authorities. The free local authority school in America is a public school.

The American **grade school** has a BE near-equivalent of **elementary school**.

But whereas an American can say: “Stanford is a pretty good school”, the word ‘**school**’ in BE is never used to refer to a university or college of higher education. An American **high school student graduates**; a British **secondary school pupil** (never student) **leaves school**. To **graduate** is possible only from a university, polytechnic or college education in British usage; graduating entails taking a degree.

British universities have 3 **terms**; American universities have 2 **semesters** (or in some recent cases, 4 **quarters**). A British university student takes 3 years, in the typical case, to get his degree. These are known as the **first**, **second** and the **final** years. An American university student typically takes 4 years, known as **freshman**, **sophomore**, **junior** and **senior** years.

While he is studying, the American **majors** in particular subject, but also takes **electives**; the British student usually takes a **main** and a **subsidiary** subjects. The British term **honours degree** signifies that the student **specializes** in one main subject, perhaps with one subsidiary. The American student **earns credits** for successfully completing a number of self-contained courses of study, the **credits** eventually reaching the **total** needed for him to receive a degree. There is no counterpart to the credit system in British high education at present.

The British student who has already taken a degree (usually a **B.A.** or **B.Sc.**, except in Scottish universities) is a **post-graduate**; the American equivalent is a **graduate**.

In American universities these who teach are known as **the faculty**; in Britain they are **the staff**, possibly dignified as **the academic staff**.

BE has no equivalent to AE **co-ed** a girl student, nor is there any BE equivalent of the American **sorority** or **fraternity**, i.e. nation-wide university clubs or associations with restricted membership.

PUBLIC HOUSE

A traditional British tavern is better known as a **pub** which is just a shortening for “**public house**”.

A **pub** is an establishment where alcoholic and non-alcoholic drinks and, usually, snacks or meals are sold. The pub is often a building of “character” or even historic interest. In short, that’s a British feature. For many people it is a kind of club. As a rule most pubs are (**tied houses**) owned by a particular brewery, but some are (**free houses**) not.

Inside the building, there is often both a **public bar** and a **lounge bar**, and possibly also a **saloon bar** and a **private bar**.

There is an alternative term for a pub – **inn**, which is usually a small hotel. The term is often occurring in the name of the house, as the “*New Inn*”, the “*Market Inn*”. The term suggests an old or historic building with ‘character’. There is always an **inn sign**, a painted signboard outside a pub illustrating its name.

“A PINT OF BITTER!”

“A pint of bitter!” is common in a pub. A **pint** [paint] is an old liquid measure equal to 0.568 litres. It is still used for selling milk and beer. **Pinta** is the corruption of ‘pint of’, used colloquially for ‘a pint of milk’. When you order a beer in an English pub you ask either for **a pint** or **a half (half a pint)**.

There are several different types of beer – traditional English beer, called ‘**bitter**’, is dark brown in colour and not drunk cold. The cold yellow beer drunk in many other countries is called ‘**lager**’ in Britain.

LAST ORDERS, PLEASE!

Ten minutes before a pub stops serving drinks, the barman shouts ‘**Last orders!**’ Many people buy another drink then.



Assignment 1. Listen, study and make a PPP on the topic: **THE OLD**

SCHOOL: THE ENGLISH PUBLIC SCHOOL TODAY

Speaker:	Standard English
Basil Morgan:	Standard English
Geoff Fraude:	Standard English
Rebecca Castle:	Standard English
Robert Winter:	Standard English
Malcolm Oxley:	Standard English

BL. 1. *Answer these questions:*

- What do you know about British schools?
- How different are they from those in Ukraine?
- What sector is more popular in Britain: state or independent?
- Are preps and public schools in British private sector?

BL. 2. *This list of proper names (given in the order of appearance on the tape) will render you good service:*

- | | | |
|---------------------------|-----------------------|-----------------------|
| • Roger Cooper; | • Battle of Waterloo; | • Sir Robert Walpole; |
| • George Orwell; | • Everest; | • Sir Alec; |
| • “1984”; | • Belk; | • Douglas-Home; |
| • Imperial Indian Police; | • The First XV; | • The City; |
| • Rugby; | • Eton; | • Uppingham; |

BL. 3. *You will come across these words in the story. Learn how to pronounce them correctly. Look them up.*

Preparatory; Empire; hierarchical; hierarchy; superior; career; contemporaries.

L. 1. *Listen and answer the last question from BL. 1. Did you know the right answer?*

L. 2. *Listen again and try to get a few details about British public schools. Use the tips:*

1. What did Mr. Cooper reply to how he had survived the ordeal, a five-year sentence for espionage? (Tips : *to serve; the ranks; to be at home; a prison*);

2. Which was one of the most disturbing customs that survived until the 1960s? (Tips: *to administer; corporal; to punish*);

3. What was another characteristic of the spartan life-style? (Tip : *obsession*);

4. It is no coincidence that the most manly of sports was named after the public school at which it was invented. What was it?

5. What is the cost of a year tuition at public school?

6. Are the pupils of a higher standard than you would find in a state school? (Tip: *overall*);

7. What is the advantage of being in mixed education in a boarding school? (Tips : *to toughen up; to face; opportunity; to lay down; to motivate*);

8. What is the most important tie?

9. In which spheres that almost masonic network of contacts is still going particularly strong?

10. What is the main advantage of boarding school education according to Belk, a former master?

L. 3. *Find the right name for:*

- the place where most pupils in fact had been sent away from home to;
- the system of connections among school educated people.

L. 4. *Listen again and choose the right answer:*

1. The public schools were designed for:

- A. the upper classes;
- B. middle classes;
- C. the poor.

2. Many of the public schools are:
 - A. modern foundations;
 - B. a Victorian phenomenon;
 - C. medieval foundations.
3. Corporal punishment was the prerogative of:
 - A. senior boys; C. masters;
 - B. prefects; D. the dormitory
4. In most public schools, athletic excellence was valued that of an academic nature.
 - A. below;
 - B. above
5. The most radical changes to have hit boarding schools in the last 20 years are:
 - A. mothers are seen as important clients;
 - B. the arrival of female pupils;
 - C. pupils are allowed to dress casually (in the evenings and at the weekends);
 - D. you may even drink at the school bar.

L. 5. Insert the missing words:

1. Britain's public schools have been described as "one of the most in the world".
2. Children would at public schools
3. The 'public school' is a misnomer, for these institutions are
4. Public schools' heyday with that of the British Empire.
5. Although the were, the living conditions were deliberately
6. The masters' was limited to the classroom and the game field.
7. The classic and to express emotion, as well as 'the stiff upper lip', are all thought to be the natural of spending one's in a where was non-existent.
8. If you have been at school with someone whom you know very well, you know his and and whether he's someone you can or whether you know something about his and so on.

L. 6. Support or challenge. Stand your point of view, paying your attention to the underlined parts:

1. The idea was that this experience would prepare young men for the hardships of the colonies.

2. Although sports were originally encouraged as a means of suppressing lust in an all-male community, they also became an integral part of the ‘character-building’ process. In England it is generally believed that the battle of Waterloo was won on the playing fields of Eton.
3. There is an element of enjoying being spartan, it may be something particularly to do with the British character.
4. It has often been observed that the public schools have played a large part in molding the British character.
5. It is part of the education, really because, sport again, broadens the mind, really. If you can play a good team sport, then what it does for you, as a person, it is really sort of amazing.
6. For long it has been thought to be part of the English disease: beating children. And although it’s not common nowadays, it still exists and is certainly, legally, still acceptable.
7. Although only 7% of the population are educated in the so-called ‘independent’ sector, it has always been the most privileged 7 %.
8. Englishmen who have been to the same school are notorious for helping each other in their careers: the term ‘old school tie’ has become a byword for this almost masonic network of contacts which has traditionally dominated British public life.

L. 7. *What do they mean by saying the following:*

- public school/ public life;
- misnomer;
- formative years;
- corporal punishment;
- barbaric rituals;
- dormitory;
- educational background;
- banging of the pipes down in the changing rooms...;
- stiff upper lip;
- tough education system
- hierarchical rules/ hierarchy of ties;
- deplorable system.



Assignment 2. Listen, study and make a PPP on the topic: ***LAST ORDERS***

(English pubs).

Presenter: Standard English

John Wells: Standard English

BL. 1. Traditionally, British ‘out of hours’ are associated with pubs. What are the essential attributes of a pub? Do the things below go together with a pub or are they symbols of some other leisure activities in Britain?

A pint; bitter; darts; a publican; relaxed socialising; Last orders, please!

BL 2. Read the six things about English pubs. What did you know before?

- pubs in England cannot open before 11.00 in the morning and have to close at 11.00 in the evening;
- people under 18 years old are not allowed to drink any alcoholic drinks in pubs;
- there are no waiters, the customers go to the bar and order their drinks themselves;
- the most common drink is beer;
- many pubs sell meals such as chicken and chips, but often only at lunch time;
- most people eat crisps and peanuts with their drinks.

BL. 3. Compare English pubs and bars or taverns in Ukraine. Are the things (BL. 2.) the same?

L. 1. According to the recent study of British city centres, traditional pubs are being transformed into characterless taverns. Listen to “Last Orders”, focus on the innovations replacing pubs’ traditions. Fill in the table:

	PUBS	TRENDY BARS
style	traditional	market oriented
targeted at the clientele	community centres
drinks	bitter; a wide choice of national brands
games	darts; dominoes
room design	walled lounges; snug rooms
general atmosphere	relaxed socialising

L. 2. Listen for more details. Find out what the following things have to do with British pubs:

- the Big Six;
- tied houses;
- drink/driving laws;
- the vulnerable areas.

- rich man's table;

L. 3. *Why did it happen?*

- In 1989 the government passed a law requiring the big brewers to drop their ties with a number of pubs – 11.000 in all – by November 1992.
- A number of pubs are closing and will close.
- Some 3.000 angry publicans protested at the Conservative Party conference in 1991.

L. 4. *Listen again and choose the right answer to fit the statement:*

1. As the price of beer in a pub is controlled much more by the overheads of the pub rather than by the wholesale price of beer, prices ...
 - A. will not change.
 - B. will rise.
 - C. will go down.
2. The overheads of a pub, really, are to do with heating, lighting, local taxes, labour. So the price of beer to the consumer through the pub is going to ...
 - A. drop.
 - B. be driven upwards.
 - C. remain unchanged.
3. Some disillusioned pub owners, especially in rural areas, have decided...
 - A. to shed their traditional image and become more market oriented.
 - B. to join the “tied houses” chain.
 - C. that it simply doesn't pay to run a pub and closed their doors.

R. 1. *Dwell upon the title “LAST ORDERS!” Is it “closure” or just “closing time” that makes the pub-goers to hurry up with their last orders?*