

Державний вищий навчальний заклад
“Запорізький національний університет”
Міністерства освіти і науки України

Т.О. Козлова

**ЛІНГВОКРАЇНОЗНАВСТВО: ІСТОРІЯ ТА КУЛЬТУРА
АНГЛОМОВНИХ КРАЇН**

Навчальний посібник
для студентів 3 – 4 курсів факультету іноземної філології

Затверджено
вченою радою ЗНУ
Протокол № від

ЗАПОРІЖЖЯ
2013

УДК: 802.0(075.8):316
ББК: Ш 143.21-923.8.
К 592

Козлова Т.О. Лінгвокраїнознавство: історія та культура англомовних країн. Навчальний посібник для студентів 3 – 4 курсів факультету іноземної філології – Запоріжжя: ЗНУ, 2010. – 83 с.

Навчальний посібник містить теоретичний матеріал та комплекс практичних завдань з лінгвокраїнознавства. Рекомендований студентам 3 – 4 курсів денної та заочної форм навчання.

Рецензент:
Відповідальний за випуск:

к.п.н., доцент Н.О. Надточій
к.ф.н., доцент Т.О. Козлова

CONTENTS

ПЕРЕДМОВА	4
DIFFERENT ENGLISHES	6
THE ENGLISH-SPEAKING COUNTRIES	11
LANGUAGE CORNER: The names of the English-speaking countries and their etymology	14
LISTENING & REPORTING	22
Focus on Chart	22
The Rock. Ayers Rock & the Aborigines	25
In Cajun Country	29
New Orleans: The Show Goes On	35
Los Angeles. Home of Bizarre	41
Selling Shakespeare	47
Border Patrol	52
Beyond the Fringe	56
The Old School: The English Public School Today	59
American Campus	64
Last Orders	67
A Sign of the Times	70
SUMMING UP TASKS	75
INDEX OF TERMS, PROPER NAMES AND REGIONALISMS	76
RECOMMENDED LITERATURE	81
REFERENCES	82

ПЕРЕДМОВА

Мета посібника – розширити та поглибити знання студентів з дисципліни лінгвокраїнознавство, ознайомити з різними аспектами соціального буття в англomовних країнах та особливостями вимови в різних регіональних і соціальних варіантах англійської мови.

Посібник містить теоретичний матеріал з проблем типології регіональних та соціальних форм існування англійської мови, відомості про англomовні країни та лінгвокультурологічний коментар.

В 11 підрозділах представлені комплекси вправ та завдань, які пропонуються студентам для самостійного або аудиторного виконання. Завдання орієнтовані на розвиток таких найважливіших для сучасної міжкультурної комунікації навичок як аудіювання та мовлення. В дотекстових (**BEFORE LISTENING – BL**) і текстових (**LISTENING – L**) завданнях презентовано та контекстуалізовано культурологічну інформацію. Завдання **REPORTING – R** націлені на закріплення матеріалу підрозділу. Кожен з підрозділів містить лінгвокультурологічний коментар (*LANGUAGE CORNER; IT'S INTERESTING TO KNOW*).

And who in time knowes whither we may vent
 The treasure of our tongue, to what strange shores
 This gaine of our best glorie shal be sent,
 T'inrich vnknowing Nations with our stores?
 What worlds in' yet vnformed Occident
 May come refin'd with th' accents that are ours?

Samuel Daniel, Musophilus, 1599

English, when first recorded in the eighth century, was already a fissiparous language. It will continue to divide and subdivide, and to exhibit a thousand different faces in the centuries ahead. <...> The multifarious forms of English spoken within the British Isles and by native speakers abroad will continue to reshape and restyle themselves in the future. And they will become more and more at variance with the emerging Englishes of Europe and of the rest of the world. The English language is like a fleet of juggernaut trucks that goes on regardless. No form of linguistic engineering and no amount of linguistic legislation will prevent the cycles of change that lie ahead. But English as it is spoken and written by native speakers looks like remaining a communicative force, however slightly or severely beyond the grasp of foreigners, and changed in whatever agreeable or disagreeable manner, for many centuries to come.

Robert Burchfield, The English Language, 1985.

DIFFERENT ENGLISHES

- The role of the English language
- Different Englishes
- Regional and social varieties
- Mainland English vs. overseas varieties

ENGLISH IS:

- the second most widely spoken language after Chinese;
- one of the 6 languages used by the UNO;
- the language of international air traffic, world publishing, science and technology, conferencing, computer storage;
- widely used among the international political, business, academic communities;
- spoken on a regular basis in more than 60 different countries.

ENGLISH IN NUMBERS

USERS	NUMBER OF SPEAKERS
worldwide	1.000 mln – 1.500 mln (by conservative & liberal estimate)
mother tongue	400 mln
second language	400 mln
fluent speakers	150 mln
with some degree of competence	600 mln – 750 mln
learners (in 2000)	1000 mln

THE HISTORY OF ENGLISH

English is a Germanic language which developed in England as a consequence of the Anglo-Saxon invasions of the 5th century. Accordingly, the form of this period is referred to as *Anglo-Saxon*.

However, the oldest extant form is found in the 7th century's texts (Beowulf¹ is the chief example of the period). This is generally known as *Old English*, inflecting language which preserves many Germanic features.

The period from the 11th to the 14th centuries saw the emergence of English modified. In *Middle English* word order came to replace inflections. There were recurring waves of borrowing from Latin and French. The work of Chaucer² preserves literary excellence of the period.

In the later 15th century, as the process of standardization hastened through printing, English gained its recognizable modern form (*Modern English*). The peak of literary activity is commemorated in the Authorized Version of the Bible³ and Shakespeare's heritage.

Literary achievements and a post-Renaissance era with its highly diversified language in the 18th century (*Post Colonial English*) motivated the concern to codify vocabulary and grammar (Johnson Dictionary)⁴.

NOTES: ¹*Beowulf* is a heroic poem, the highest achievement of Old English literature and the earliest European vernacular epic. Preserved in a single manuscript (*Cotton Vitellius A XV*) from c. 1000, it deals with events of the early 6th century and is believed to have been composed between 700 and 750. It did not appear in print until 1815. Although originally untitled, it was later named after the Scandinavian hero Beowulf, whose exploits and character provide its connecting theme. There is no evidence of a historical Beowulf, but some characters, sites, and events in the poem can be historically verified. ²*Geoffrey Chaucer (1340? – 1400)* is an English poet regarded as the greatest literary figure of medieval England. His work *Canterbury Tales* made him famous. ³*Authorized Version of the Bible* is also called *King James Version*, English translation of the Bible published in 1611 under the auspices of James I of England. Of 54 scholars approved by James, 47 laboured in six groups at three locations for seven years, utilizing previous English translations and texts in the original languages. The resulting translation had a marked influence on English style and was generally accepted as the standard English Bible for more than three centuries. ⁴*Samuel Johnson's Dictionary* is *A Dictionary of the English Language* was published in two volumes in 1755, six years later than planned but remarkably quickly for so extensive an undertaking. There had been earlier English dictionaries, but none on the scale of Johnson's. His definitions were a great improvement over those of his predecessors, and his illustrations from writers since the Elizabethan Age form an anthology and established a

canon. His preface boldly asserts that the “*chief glory of every people arises from its authors*”.

MANY ENGLISHES

The overseas expansion of English led to the rise of new varieties. Viewed as a single system, Englishes are of a wide range representing the diversity of form and function.

Standard/ Queen’s/ BBC/ Oxford/ sometimes *British* English is used as a standard (a prestige variety of language used within a speech community, providing an institutionalized norm) throughout the English-speaking world. Since the 1960s, particular attention has been paid to the emergence of differing *national standards* in areas where large numbers of people speak English as a first or second language (the USA, Canada, Australia, New Zealand, South Africa)

RP (Received Pronunciation) is the regionally neutral, educationally prestigious *accent* in British English. When this accent displays features of regional influence it is known as *Modified RP*.

Non- standard/ substandard varieties are linguistic forms or dialects that do not conform to the norm.

Native varieties of English are used as a mother tongue. Native English-speaking areas are shown on the map below.

Non-native varieties have emerged in speech communities where most of the speakers do not have English as their mother tongue (in India, Singapore, Africa).

Official/ national language is the chief language of a nation state and also the country’s official language which is used in such public domains as the law courts, government, and broadcasting (Great Britain, the USA, Australia); several English-speaking countries have two official languages – Canada (+ French), South African Republic (+Afrikaans).

It’s worth mentioning that in nations such as Britain, the USA, Australia, New Zealand, English would be the *national* language as well as the *official* language, although this may not always be overtly stated. The difference between *national* and *official* language is usually of no significance in these countries. In New Nations, this is different. The term *national language* is one that has connotations of belonging to a nation, of ethnic and/or cultural identity. A national language is usually a local language spoken as a native language by at least some of the population of a nation, for example Malay (Bahasa Malaysia) in Malaysia and kiSwahili

in Kenya and Tanzania. An official language is generally used for government administration and the Higher Courts of Law, in the media and as one of the languages of education, at least of secondary and higher education.

Social/ Typological varieties/ New Englishes are national varieties which have emerged around the globe, especially since the 1960s in those countries which opted to make English an official language upon independence. The term is really applicable only when there has been considerable linguistic development away from the traditional standards of British and American English. With some degree of local standardization, as has happened in India, Ghana, Singapore and in countries where English is used as a second language. *New Englishes* is also sometimes applied to the first-language situations (Canada, Australia, New Zealand, and South Africa), as well as where creole or pidgin Englishes are important (the Caribbean, Papua New Guinea).

English based (*Expanded*) *pidgin/ trade language* is the form with a markedly reduced grammatical structure, lexicon and stylistic range. The native language of no one, it emerges when members of two mutually unintelligible speech communities attempt to communicate (Tok Pisin, Bislama or Beach-la-Mar, Sango, etc).

English based *Creole* is a kind of pidgin which has become the mother tongue of a speech community (Black English Vernacular or African-American Vernacular English).

Lingua-franca ("Frankish tongue") is English used as an auxiliary language to permit routine communication between frontiers among groups of people who speak different native languages.

Mainland English comprises varieties spoken in the British Isles: in England (*English English*), Wales (*Welsh English*), Scotland (*Scottish English*, with its prestigious dialect *Scottish Standard English*), also in Ireland, or Eire (*Irish English*, or *Common Anglo-Irish*), in the Isle of Man, Cornwall, in the Northern Isles – the Orkney and Shetland Isles.

Overseas English is the system of varieties spoken beyond the realm of the British Isles.

NHE (Northern Hemisphere English) and *SHE (Southern Hemisphere English)* are distinct phonologically. The former is spoken in the north of Britain, northern states of America, and in some areas resembling SHE – Ireland, Wales, New England and New York. SHE is to be found in the southern parts of England, the USA, in the Caribbean, and

in the countries of the Southern Hemisphere – Australia, New Zealand, South Africa.

Main varieties of English differ in pronunciation, intonation, spelling, vocabulary and sometimes even grammar.

There are accents of American English which are closer to RP than to mid-western US English), but it shows the two main types of pronunciation: an *English type* (English English, Welsh English, South African English, Australian English, New Zealand English) and an *American type* (US English, Canadian English), with Irish English falling somewhere between the two and Scottish English being somewhat by itself.

* * *

The following examples, all of them are versions from Luke 8:22, are admittedly extreme, and suggest debate about whether all of these varieties current today will be accepted as equally “English”:

1. One day Jesus jelled into a boat with his mushes, and rokkered to them, “Let’s jell over the pani” (*Anglo-Romani as spoken by Travellers in Britain*).

2. And it cam, that on ane o’ the days, he gaed intil a boat, he and his disciples, and he said till them, ”Lat us gang ower till the other side o’ the Loch!” (*Lowland Scots*).

3. Long wanpela de Jisas i goap long wanpela bot wantaim ol disaipel bilong en. Na em i tokim ol. “Yumi go long hapsait bilong raumwara” (*the Tok Pisin of Papua New Guinea*).

Source: English as a World Language/ Ed. by R. W. Bailey & M. Görlah, 1982, P. 3.

The examples above would not be easily qualified as English if submitted to a general test of reading comprehension. Yet both historical and structural reasons argue that they are all closely related to the English of the wider international community in both vocabulary and syntactic patterns.

THE ENGLISH-SPEAKING COUNTRIES

The United Kingdom of Great Britain and Northern Ireland (London)

official language: **English**
official regional languages: Welsh (Wales), Scottish Gaelic (Scotland), Manx (the Isle of Man), French (c. 15.000 speakers in Jersey and Guernsey)
immigrant languages: over 100, spoken by c. 2 mln people

Ireland (Dublin)

official language: **Irish Gaelic, English**

The United States of America (Washington)

union language: **English**
official regional languages: French (Cajun) in Louisiana, Spanish in New Mexico
indigenous languages: c. 170 Indian languages
immigrant languages: over 350 languages: English (c. 226mln), Spanish (c. 23mln), Arabic (c.3mln), French (c. 1.7mln), Chinese (c. 1.6mln), Italian (c. 1.3mln), varieties of German – Hutterite, Mennonite, Pennsylvanian (c. 1.5mln)

Canada (Ottawa)

official language: **English, French**
official regional languages: French (Québec)
indigenous languages: Over 70 Amerindian languages, spoken by 100.000 – 150.000
immigrant languages: mostly European, including three varieties of German associated with religious settlement (Hutterite, Mennonite, Pennsylvanian)

The Commonwealth of Australia (Canberra)

- official language:* ***English, spoken by 95 %***
indigenous languages: Aboriginal languages, spoken by less than 1%
immigrant languages: over 100 (Italian, Chinese, Arabic, Greek, German, Vietnamese)

New Zealand (Wellington)

- official language:* ***English, spoken by c. 90%***
indigenous languages: Maori, used by c. 2%
immigrant languages: Chinese, Hindi, and several from the Pacific islands, such as Samoan (c.50.000), Fijian, Niuean, Rarotongan, Tongan

South Africa (Cape Town)

- official language:* ***11 languages were recognized in the new constitution formulated in 1993: Afrikaans, English, Ndebele, Sesotho sa Leboa, Setshoso, Swati, Xitsonga, Setswana, Yshivenda, Xhosa, and Zulu***
indigenous languages: major linguistic groups: *Nguni* (Ndebele, Swazi, Xhosa, and Zulu), *Sotho-Tswana* (Sotho, Pedi, and Tswana), *Tsonga*, or Shangaan, and *Venda*, *Khoisan* (Bushman and Hottentot), relatively closely interrelated *Bantu* languages.
immigrant languages: about 20 African and various European languages

Bermuda (Hamilton)

- (British self-governing colony c. 300 coral islands in the South Atlantic Ocean, lying south-east of Cape Hatteras)
official language: ***English***
widely spoken languages: local dialects showing creole influence

Bahamas, also Bahama islands (Nassau)

(an island country in the Atlantic Ocean)

*official language:****English****widely spoken**languages:*

English based Bahamas creole, used by over 85% of population

Jamaica (Kingston)

(an island country in the Caribbean Sea south of Cuba)

*official language:****English****widely spoken**languages:*

English based Jamaican creole (Patwa), used by 90% of population and gaining its prestige

Liberia (Monrovia)*official language:****English****indigenous languages:*

c. 30 local languages (Kru, Kpele)

*widely spoken**languages:*

Liberian English (English based pidgin)

Colony of the Falkland Islands

(British self-governing colony in the South Atlantic Ocean, lying about 300 miles - 480 km- north-east of the southern tip of South America, and a similar distance east of the Strait of Magellan)

*official language:****English, and it is the only language in the islands******Guyana (Georgetown)***

(A country north-east of South America on the Atlantic Ocean)

*official language:****English****indigenous languages:*

c. 10 Amerindian languages

*widely spoken**languages:*

Guyanese (English-based creole), spoken by over 85%

immigrant languages:

Hindi, creole Dutch

Britain

Britain and the *British* are often called *Brythonic*, from Welsh *Brython* "Briton". The Brythonic is one of two groups of the modern Celtic languages, the other being Goidelic. The Brythonic languages are or were spoken on the island of Great Britain and consist of Welsh, Cornish, and Breton (see *Module 2 At the Dawn of Time*).

United Kingdom, Great Britain, England

The names *United Kingdom*, *Great Britain*, and *England* are often confused, even by U.K. inhabitants. *England* is just one country within the kingdom. *Great Britain* comprises England, Wales, and Scotland, while the *United Kingdom* also includes Northern Ireland (although the name Britain is sometimes used to refer to the United Kingdom as a whole). Wales and England were unified politically, administratively, and legally by the acts of union of 1536 and 1542. In 1707 Scotland joined England and Wales in forming a single parliament for Great Britain, although the three countries had previously shared a monarch.

The Angles are a member of a Germanic people, which, together with the Jutes and Saxons, invaded England in the 5th century AD. The Angles gave their name to *England*, as well as to the word *Englisc*, used even by Saxon writers to denote their vernacular tongue.

London

Although excavations west of *London* have revealed the remains of circular huts dating from before 2000 BC, the history of the city begins effectively with the Romans. *London* is believed to have taken its name from the site of a Roman outpost. Beginning their occupation of Britain under Emperor Claudius in AD 43, the Roman armies soon gained control of much of the southeast of Britain. At a point just north of the marshy valley of the Thames, where two low hills were sited, they established *Londinium*, with a bridge giving access from land to the south. The first definite mention of *London* refers to the year AD 60 and occurs in the work of the Roman historian Tacitus, who wrote of a celebrated centre of commerce filled with traders.

Scotland, Edinburgh

Scot is any member of an ancient Gaelic-speaking people of northern Ireland who settled in Scotland sometime in the 5th century AD. Originally (until the 10th century) *Scotia* denoted *Ireland*, and the inhabitants of *Scotia* were *Scotti*. The area of Argyll and Bute, where the migrant Scots settled, became known as the kingdom of *Dalriada*, the counterpart to *Dalriada* in Ireland. St. Columba inaugurated Christianity among them and helped raise Aidan to the kingship of Scottish *Dalriada* in 574. The Scots then expanded eastward into what came to be known as *the Forest of Atholl* and *Strath Earn* (*valley of the River Earn*) and northward into the area of *Elgin*. The union of the lands of modern Scotland began in 843, when Kenneth I MacAlpin, king of the Scots (*Dalriada*), became also king of the Picts and, within a few years, joined *Pict-land* to *Scot-land* to form the kingdom of *Alba*. By 1034, by inheritance and warfare, the Scots had secured hegemony over not only *Alba* but also *Lothian*, *Cumbria*, and *Strathclyde*--roughly the territory of modern mainland Scotland. In 1305 the kingdom was divided into *Scotland*, *Lothian*, and *Galloway*; in the 14th century ***Scotland*** came to be the name for the whole land, and all its inhabitants were called ***Scots***, whatever their origin. ***Eginburgh*** is the capital of Scotland [Scottish Gaelic *Duneideann*].

Wales, Cardiff

The French name for ***Wales*** is the *Pays de Galles* (the "Region of Wales"), and in many ways *Wales* as a whole can be regarded as a natural or geographical region, in the fullest sense of the word *pays*. The Welsh call themselves *Cymru*, and themselves *Cymry*, a word which has the same root as 'comrader' ("comrade, or friend"). ***Cardiff*** is the capital of *Wales* [Welsh *Caerdydd*]. The Welshmen living in England are often nicknamed ***Taffy***. This may come from the River *Taff*, which runs through the capital *Cardiff*, or may come from *Dafydd*, the Welsh form of *David*.

Ireland, Ulster, Belfast

Not until the 10th century AD was there a king of all ***Ireland*** (*ard ri Eireann*). A division of the country into five groups of *tuatha*, known as *the Five Fifths* (*Cuig Cuigi*), occurred about the beginning of the Christian era. One of these was ***Ulster*** (*Ulaidh*), the name by which Northern

Ireland is often referred to. **Belfast**, the capital of Northern Ireland, is Irish *Beal Feirste*. The city's name is derived from the Gaelic *Beal Feirste* "Mouth of the Sandbank", or "Crossing of the River".

Ireland, Eire, Dublin

Eire stands for *Ireland*, the country occupying most of the island of Ireland. It was established as the *Irish Free State* in 1922. Ireland became *Eire* in 1937 when De Valera introduced proposals for a new constitution. The power of the crown was ended, and the office of governor-general was replaced by that of a president elected by national suffrage. The first president was Douglas Hyde, a Celtic scholar who had been associated with the Gaelic revival since 1890. The new constitution did not proclaim an independent republic, but it replaced the title of the Irish Free State with the word *Eire* (Ireland). The poets put it in some different way when they call Ireland ***the Emerald Isle*** for the colour of its fresh bright green grass.

The name of the capital of Ireland ***Dublin*** derives from Irish *Dubh Linn*, or Norse *Dyfflin* ("black pool") and is also called *Baile Atha Cliath* ("Town of the Ford of the Hurdle")

America, Washington

The name ***America*** is derived from that of the Italian explorer and friend of Christopher Columbus, *Amerigo Vespucci*, who made several voyages to the Western Hemisphere and, perhaps more important, described his travels there in letters to friends in Italy. One of these letters, published in 1504, used the term *Mundus Novus* ("New World") in referring to South America. The letter circulated from hand to hand, and a copy reached the German cartographer Martin Waldseemuller, who was apparently unaware of Columbus' voyage of 1498, during which he had discovered the continent of South America. Waldseemuller included some of Vespucci's writings in his *Cosmographiae introductio* (1507; *Introduction to Cosmography*) and observed that "another fourth part [of the inhabited earth] had been discovered by Americus Vespuccius", and he suggested that the new land be called ***America***, in recognition of that explorer's voyages. Waldseemuller's book was widely read, and the new appellation was eventually universally accepted.

The capital city ***Washington*** took its name from *the Farther of the Country*, George *Washington* (b. Feb. 22, 1732, d. Dec. 14, 1799). He was the American general and commander in chief of the colonial armies in

the American Revolution (1775-83) and subsequently the first president of the United States (1789-97).

Descriptions of life in early Washington reveal many of the shortcomings resulting from establishment of a capital city by fiat amid what was essentially a wilderness. What was conceived as a "*city of magnificent distances*" or, in Washington's words, "*the Emporium of the West*" was referred to by various statesmen and congressmen as "*wilderness city*", "*Capital of Miserable Huts*", "*A Mud-hole Equal to the Great Serbonian Bog*", and similar epithets.

Canada, Ottawa

The name *Canada*, which is the official name of the country, is spelled the same in the country's two official languages, English and French. The word *Canada* is a derivation of the Huron-Iroquois *kanata*, meaning "a village or settlement". The explorer Jacques Cartier used the name *Canada* to refer to the area around the settlement which is now Quebec city. Later, *Canada* was used as a synonym for *New France*, which included all the French possessions along the St. Lawrence River and the Great Lakes. After the British conquest of New France, the name *Quebec* was used for a while instead of Canada. The name *Canada* was restored after 1791, when Britain divided Quebec into the provinces of Upper and Lower Canada. In 1867 the British North America Act created a confederation of colonies called *the Dominion of Canada*. The word Dominion fell into disuse, but the name *Canada* has stood the test of time.

In 1800 an American, Philemon Wright, had begun timbering across the *Ottawa* River in what became the *city of Hull*. During the War of 1812 between Britain and the United States, the Rideau provided the British with a safe shipping route from the Ottawa River to Kingston, on Lake Ontario, thus spurring settlement of *Ottawa*. It was hastened by the arrival in 1826 of Lieutenant Colonel John By of the Royal Engineers to work on canalizing the river, and the town became *Bytown*. Ottawa might still be a modest city had not political quarrels between Quebec city and Toronto and between Montreal and Kingston induced leaders to call upon Queen Victoria to designate a capital for United Canada. In 1855 *Bytown* was incorporated and rechristened *Ottawa*, named for the *Ottawa* Indians.

Australia, Canberra

Why is Australia called *Australia*? From the early 16th century, European philosophers and mapmakers assumed a great southern

continent existed south of Asia. They called this hypothetical place *Terra Australis*, Latin for “southern land”.

The first European contact with Australia was in the early seventeenth century, when Dutch explorers touched on parts of the Australian continent. As a result of their explorations, that part of the mainland lying west of the meridian which passes through Torres Strait was named *Nova Hollandia* (Latin for “New Holland”).

In April 1770 Captain James Cook and the crew of the *Endeavour* reached the southern land. Cook entered the word *Australia* (misspelt thus) in his journal the following August. However he did so only in reference to an earlier seeker of the southern land, the Portuguese-born navigator Pedro Fernandez de Quiros, who in 1606 had named the New Hebrides *Australis de Spiritu Santo*. Cook says:

The Islands discover'd by Quiros call'd by him Australia del Espiritu Santo lays in this parallel but how far to the East is hard to say.

Cook himself called the new continent *New Holland*, a name that acknowledges the early Dutch exploration; the eastern coast he claimed for Britain and called *New South Wales*. The first written record of *Australia* (an anglicised form of *Terra Australis*) as a name for the known continent did not occur until 1794. George Shaw in his *Zoology of New Holland* refers to:

the vast Island or rather Continent of Australia, Australasia, or New Holland, which has so lately attracted ... particular attention.

It was Matthew Flinders, English navigator (and the first person to circumnavigate and map Australia's coastline), who first expressed a strong preference for the name *Australia*. He gave his reasons in 1805:

It is necessary, however, to geographical propriety, that the whole body of land should be designated under one general name; on this account, and under the circumstances of the discovery of the different parts, it seems best to refer back to the original Terra Australis, or Australia; which being descriptive of its situation, having antiquity to recommend it, and no reference to either of the two claiming nations, is perhaps the least objectionable that could have been chosen; for it is little to be apprehended, that any considerable body of land, in a more southern situation, will be hereafter discovered.

To these geographical, historical and political reasons for preferring the name, he adds in his 1814 account of his voyages that **Australia** is

'agreeable to the ear, and an assimilation to the names of the other great portions of the earth'.

Australia was championed too by Lachlan Macquarie, Governor of New South Wales from 1810, who was aware of Flinders' preference and popularised the name by using it in official dispatches to London. He writes in 1817 of:

the Continent of Australia, which I hope will be the Name given to this country in future, instead of the very erroneous and misapplied name, hitherto given it, of 'New Holland', which properly speaking only applies to a part of this immense Continent.

With Macquarie's kickstart **Australia** eventually proved to be the popular choice. Although the name **New Holland** continued alongside it for some time, by 1861 William Westgarth noted that

'the old term New Holland may now be regarded as supplanted by that happier and fitter one of Australia'.

(Source: Australian National Dictionary Centre)

Australia has been called "**the Oldest Continent**", "**the Last of Lands**", and "**the Last Frontier**". These descriptions typify the fascination with Australia overseas since World War II, but they are somewhat unsatisfactory.

A small squatters' settlement of stockmen called *Canberry*, or *Canbury* (a derivation of an Aboriginal term meaning "meeting place"), was made there as early as 1824. By 1836 the name had evolved to **Canberra**.

New Zealand, Wellington

The Polynesian navigator Kupe discovered **New Zealand** in 950 A.D. He named it **Aotearoa** (Maori for "the Land of Long White Cloud"). The Maori remained isolated in New Zealand until the arrival of European explorers, the first of whom was the Dutchman Abel Janszoon Tasman (1642). They had no name for themselves but eventually adopted the name **Maori** (meaning "normal") to distinguish themselves from the Europeans, who, after the voyages of the Englishman Capt. James Cook (1769-77), began to come with greater frequency. Tasman sailed from Batavia) modern-day Jakarta, Indonesia), sailed up the west coast of New

Zealand but didn't stay long after his only attempt at landing resulted in several of his crew being killed and eaten. He christened the land *Niuew Zeeland*, after the Netherlands' province of Zeeland, and the European powers now knew of Aotearoa's existence.

The settlement, which was named in 1840 in recognition of the aid given the company by the 1st Duke of *Wellington*, became the capital of New Zealand. The city's nickname is *Windy Wellington*, as it really gets windy, particularly as winter starts to come.

Africa, Cape Town

In antiquity, the Greeks are said to have called the continent *Libya* and the Romans to have called it *Africa*, perhaps from the Latin *aprica* ("sunny") or the Greek *aphrike* ("without cold"). The name *Africa*, however, was chiefly applied to the northern coast of the continent, which was, in effect, regarded as a southern extension of Europe. The Romans, who for a time ruled the North African coast, are also said to have called the area south of their settlements *Afriga*, or *the Land of the Afrigs* - the name of a Berber community south of Carthage.

Because it was the site of the first European settlement in South Africa, *Cape Town* is known as the country's "mother city". The importation of slaves, the introduction of political exiles from the Dutch East Indies, and marriage and cohabitation with indigenous Khoikhoi (whom the Dutch called *Hottentots*) increased the population, but at the beginning of the 18th century the town, known as *De Kaap* ("The Cape"), still consisted of only 200 houses. Its growth was accelerated by rising international tensions and growing appreciation of the strategic importance of the Cape. During the Seven Years' War (1756-63), in which the major European powers were involved, many French and British ships called at the port, which from 1773 onward was referred to by British visitors as *Cape Town* (Afrikaans: *Kaapstad*). During the U.S. War of Independence, which exacerbated tensions between rival European powers, a British fleet sought in 1781 to occupy the Cape, which directors of the English East India Company described as "the Gibraltar of India".

The Bermudas

In 1511 an island named *Bermudas* was depicted on a map in Spain. The Spanish navigator Fernandez de Oviedo sailed close to the islands in 1515 and attributed their discovery to his countryman Juan *Bermudez*, possibly as early as 1503. A century later, about 150 British

travellers were blown off course by a hurricane and shipwrecked (1609-10) at Bermuda, which they named *the Somers Isles*. News of these events inspired Shakespeare's writing of *The Tempest* (1611-12); in the play *Ariel* makes reference to "the still-vex'd *Bermoothes*". Bermuda was included (1612) in the third charter of the Virginia Company, and 60 English settlers were sent to colonize the islands. Indian and African slaves were transported to Bermuda by 1617, and soon the slave population outnumbered the white settlers.

The Bahamas

It is widely held that on Oct. 12, 1492, Christopher Columbus first landed on an island called by its native inhabitants *Guanahani*, which he renamed *San Salvador*. Its actual identity is still in dispute, but some scholars believe it is the place known today as Watling Island, while some others claim the first landfall to have been at Samana Cay, or Cat Island. Columbus explored the island and others nearby and then sailed to Cuba and Hispaniola. The natives of the Bahamas, whom Columbus called *Lucayans*, were *Arawak* Indians.

The Falklands

The English captain John Strong made the first recorded landing in the *Falklands*, in 1690, and named the sound between the two main islands after Viscount *Falkland*, a British naval official. The name was later applied to the whole island group. In South America the islands are generally known as *Islas Malvinas*, after the port of St. *Malo* from which early French navigators had explored islands.

Jamaica

Christopher Columbus, who first sighted the island of *Jamaica* in 1494, called it *Santiago*, but the original Amerindian name of Jamaica, or *Xaymaca*, has persisted. Columbus considered it to be "*the fairest isle that eyes have beheld*", and many travellers still regard it as one of the most beautiful islands in the Caribbean.

Guyana

Christopher Columbus sighted the Guyana coast in 1498, and Spain subsequently claimed, but largely avoided, the area between the Orinoco and Amazon deltas, a region long known as *the Wild Coast*. On May 26, 1966 the colony took independence under its new name, *Guyana*.

LISTENING & REPORTING

FOCUS ON CHART

title	annotation	regional and cultural themes	accent
The Rock. Ayers Rock & the Aborigines	A red mountain in the center of Australia, Ayers Rock is more than a popular tourist attraction. For the Aborigines it is a sacred site, for the “white” Australians - a national symbol. For both, it is the source of controversy. A compromise has been reached – but at whose expense?	<i>Australia: Alice Springs</i> geography; traditions: Aborigines, land rights, Aboriginal culture	Standard English; Standard Australian
In Cajun Country	They speak a mix of English and French and have suffered much prejudice. Yet the Cajuns in Louisiana celebrate life. Their music and cuisine reflect this <i>joie de vivre</i> .	<i>USA: Louisiana</i> history, culture & traditions: Francophone descendants in the USA	Standard English; Standard American; Cajun accent
New Orleans: The Show Goes On	The home of soulful saxophones and swinging clarinets. New Orleans is an entertaining U.S. city. Its permissive society lead to the birth of jazz, a spiritual yet sensual sound synonymous among southern blacks with sex and death.	<i>USA: New Orleans, Louisiana</i> places, society: Black Americans, music and culture	Standard English; Standard American; New Orleans/ York accent; Black American

<p>Los Angeles. Home of Bizarre</p>	<p>Though famous for its laid-back lifestyle, Los Angeles offers more than relaxation to the adventurous at heart. In this massive metropolis you can also find the best in American eccentricity.</p>	<p><i>USA: Los Angeles, California;</i> places and curiosities: American out of hours, places of interest, bizarre industry</p>	<p>Standard English; Standard American</p>
<p>Selling Shakespeare</p>	<p>On a map of England, Stratford-upon-Avon may seem like an ordinary market town. But as the birthplace of Shakespeare, it is the site of a thriving “Shakespeare” industry.</p>	<p><i>Great Britain: Stratford-upon-Avon, Yorkshire, England</i> places and culture: Shakespearean heritage, places of interest, theatrical life</p>	<p>Standard English; Yorkshire accent</p>
<p>Border Patrol</p>	<p>The 1,933-mile U.S.-Mexican border is a dangerous crossing point for illegal aliens and drug traffickers. A Border Patrol monitors this spot, but fatalities are on the rise.</p>	<p><i>USA: Nogales, Arizona</i> politics, society: immigration law, Mexican Americans, standard of life</p>	<p>Standard English; Standard American</p>
<p>Beyond the Fringe</p>	<p>Elections usually mean boring campaign speeches. But not in England where the Official Monster Raving Loony party was out on the campaign trail.</p>	<p><i>Great Britain;</i> politics: parliamentary elections; fringe parties; rights and demands</p>	<p>Standard English; Cockney accent</p>

<p>The Old School: The English Public School Today</p>	<p>Fierce discipline and an obsession with sport characterize the British public school system. But does this costly spartan institution have its merits? For those students strong enough to endure its rigors, the “good life” awaits them.</p>	<p>Great Britain; education: private sector institutions in England, students’ life</p>	<p>Standard English</p>
<p>American Campus</p>	<p>High educational standards, multiculturalism and new brand equipment make American campus popular world-wide</p>	<p>USA; education: American universities, degrees and programs, campus life</p>	<p>Standard American</p>
<p>Last Orders</p>	<p>“Pass a pint of bitter!” used to be typical pub talk. But now the British pub is a fading national symbol. Policy changes and demands of yuppie culture have caused the taps to run dry.</p>	<p>Great Britain; society and culture: British out of hours; community life; British pubs</p>	<p>Standard English</p>
<p>A Sign of the Times</p>	<p>Courteous: Is this an appropriate adjective to describe the British people? Not any more, says the founder of Polite Society, a non-profit organization that hopes to promote more civility in everyday British life.</p>	<p>Great Britain; society and culture: British everyday life; manners</p>	<p>Standard English</p>

I. THE ROCK
AYERS ROCK AND THE ABORIGINES

Speaker: Standard English
 Terry Piper: Standard Australian
 David Long: Standard Australian
 ♪ Music: courtesy of M. Cradick & G. Wiggins.



BL. 1. *What do you know about Australia? Complete the Fact File below:*

Geographical position:	the S----- Hemisphere
Official name of the state:	the C----- of Australia
Capital:	C-----
Natural disasters:	d-----
Native people:	A-----
?	-----

BL. 2. Which of the following do you associate with Australian land, people and culture?

Boomerang, kangaroo, the tyranny of distance, Maori, volcanoes, bushmen.

BL. 3. *Look through this list of proper names (those are given as they appear on the tape):*

Ayers Rock;	Graham Anderson;	Bob Hawke;
Australia;	Yurala Resort;	Terry Piper;
Northern Territory;	Alice Springs;	David Long
The Olgas;	William Gosse;	Uluru;

L. 1. *Listen to the story about the Rock. Stand your point of view on the problem:*

As demands for the return of Uluru to Aboriginal ownership grew, at whose expense a compromise has been reached?

L. 2. *Listen to the story again and answer the questions:*

- Where does Ayers Rock lie?
- What made Graham Anderson famous?
- What was the first discovery of the Ayers Rock?
- What is the spiritual core of the Aboriginal culture based on?

- Why did the decision of the government to return Uluru National Park to its traditional Aboriginal owner trigger months of debate and negotiation over how to make it work?
- How important was the decision for the Aboriginal people in this area?

L. 3. *Are the statements true or false? Find the evidence and make any necessary corrections.*

- Climbing up Ayers Rock's summit is little worth the effort: Australia's Northern Territory stretches in all directions as far as the eye can see, until it merges with the heat haze on the horizon.
- The number of visitors to Ayers Rock has doubled since the mid-'80s and now stands at over 300.000 a year.
- The land was not leased back for 99 years to the government who didn't agree to pay the traditional owners an annual rent plus a percentage of the Park entrance fees.
- The Land Council is fighting a new Sacred Sites Law introduced in 1989, because it gives the government the power to override the Aboriginal custodians and even order a sacred site to be destroyed.
- That's certainly not a big problem, trying to educate non-Aboriginals into the ways of Aboriginal people and their culture.

L. 4. *What is meant by the following:*

The Outback, the Olgas, the Yulara Resort, Uluru, Tjukurpa, Dreamtime, Aboriginal law, sacred site/area, (Central) Arrente?

L. 5. *Listen for the details and fill in the blanks:*

For many Australians, a [to Ayers Rock] at some time in their lives is almost obligatory. For overseas tourists, the Rock is an not to be missed.

The monolith, estimated to be years old and covering , really change at sunrise and sunset. The changes are caused by the low angle of the sun's , particles in the air, prevailing conditions and even The Rock's distinctive colour results from its content that literally in the presence of water and oxygen.

The high climb to the summit takes about At the base of the Rock there are numerous to those who have attempting to climb. The first dirt from the nearest town of Alice Springs was built in the ; dusty and rutted , it was

impassable when it Not surprisingly, between 1931 and 1941 only were recorded on the summit of the Rock.

But long before the road was built and long before the Rock was even the Aborigines were there. About before, in fact.

As the number of tourists grew, the Aborigines found their more and more threatened by people who blundered into them.

The traditional owners had been fighting round 1958 when it became a and then in 1985 it went back to Aboriginal land.

The handing back of this area has been an in encouraging other sacred areas to be returned to their owners around Australia. Returning Ayers Rock was just one case in the land rights issue, albeit the most publicized one. Each requires months of field work and anthropological to complete.

Why not introduce some into the schools? At the end of the day it's education that will help people understand each other in

R. 1. *Consider the points:*

- The Chairman of the Central Land Council in Alice Springs David Long states his always being optimistic for the future. Though, he mentions: "I've been here all my life, as I say, and things take a hell of a bloody long time to change!" Do you agree with him?
- Do you think Australian politicians that control the whole operation are really just so far against it and so arrogant to the facts?
- From where you stand, what should be done to improve the life standards of Aborigines and to help their culture survive?

R. 2. *Make up a list of key words and phrases to cover the story of the Rock. Prepare a report (10 min).*



LANGUAGE CORNER

ABORIGINE(S), ABORIGINAL

Many Aborigines dislike the terms *Aborigine* and *Aboriginal* since these terms have been foisted on them, and they carry a lot of negative cultural baggage. Not surprisingly, they have looked for alternative words, and instead of *Aborigine* they prefer to use a self-name, i.e. the word for a "person" from a local language.

Among the non-Aboriginal Australians the term *Aboriginal* is used rather within the combination *Aboriginal people*. Actually, the majority prefer to say *Aborigine* instead. It is worth mentioning that *colored* is

euphemistically used for *negro* by Americans, and the plural form *colored people* normally stands for *negroes*. In contrast to *negroes*, the term *Aborigines* is not pejorative while *Abo* and even *A* are derogative.

DREAMTIME.

Dreamtime is the translation of Aboriginal words *Tjukurpa* and *alcheringa* used by the tribes in Alice Springs. In Aboriginal belief, it is a collection of events beyond living memory which shaped the physical, spiritual, and moral world; an era in which it occurred. It reflects an Aboriginal's consciousness of the enduring nature of the era. *Dreaming* spiritually identifies an individual with a place, species of plant or animal, etc.

Alcheringa, or also *alchuringa* is used by the Aranda. It is a compound with *aljerre* "dream" and ablative suffix *-nge* "from". In what the natives call the *alcheringa* or *dream times* mythical ancestors lived. All the Aboriginal ceremonies are concerned with it. They keep the tribe's *churinga* stones, the head of the sacred pole decorated with bird's down and hair alleged to have belonged to the tribe's *Alchuringa* ancestor, *bull-roarers* and other sacred objects.

BLOODY.

The word *bloody* (adjective and adverb) is used as in general English but from its frequency and ubiquity often thought of as characteristically Australian in the meaning of "an intensive", ranging in force from "mildly irritating" to "execrable" or an intensive "extremely, very". The Bulletin (Sydney 1894, 18 August, 22) calls it *the (great) Australian adjective* simply because it is more used and used more exclusively by Australians than by any other allegedly civilised nation. See the examples:

...he doesn't want to go to *bloody* Hall's Creek after all and go home. (Ansell & Percy. *To Fight Wild*, p. 16);

One of the blokes said to me, "Y' gonna havanutha cuppa, digger?" And I said, "*Blood* oath, mate!" (K. Denton. *Walk around my Cluttered Mind*, p. 5);

Know what happens when y' cross a black crow with a white rooster? Y' get a magpie. That's why we got so *bloody* many magpies in Australia and parts elsewhere. (R.J.Merrit. *Cake Man* [1978], p. 16)

SOURCE: CAND, pp. 16; 53.

(THE) OUTBACK.

Outback is now usually one word, but formerly often was two or hyphenated. Formed elliptically by “*out in(to) the back country*”, it denotes “sparsely inhabited country which is remote from a major centre of population”. In the collocation **great (Australian) outback**, the **outback** is perceived in a romanticized literary depiction of life there:

He describes **the Great Outback** or Heart as a place where ‘the drover is driven and the shearer is shorn’ (*Bulletin Sydney*, 1972, 30 Sept., 40/3);

‘Near enough’ is the national philosophy: a deliberate cult of antifiness, of **outbackmanship**. (Texas Q., p. 62).

SOURCE: CAND, pp. 384, 385.

WHITE AUSTRALIAN.

White Australian or **white man** is the specific use of **white** “a person of race distinguished by a light complexion” to designate “a person of British or European descent; such people collectively”. **White** “of exemplary character” is used elsewhere but recorded earliest in Australia:

...he was the **whitest man** on the farm...(J.Bonwick. *Bushrangers* [1856], p. 94);

White settlement, white cattle and sheep have destroyed many of the traditional food sources. (*Canberra Times*, 1986, 15 March, 2/4).

SOURCE: CAND, p. 628.

Apart from “a person of white descent”, **white Australian** is used to designate “a supporter of a **white Australia policy**, which is a policy, restricting immigration into Australia to white people.

SOURCE: CAND, p. 63

2. IN CAJUN COUNTRY

Presenter: Standard English

Curtis Allemond: Cajun accent

Tony Latiolais: Cajun accent

David Barry: Standard American

James Dorton: Standard American

♪ Music: Quand J’etais Pauvre by Dewey Balfa, from “La Musique Chez Mulate’s, Le Restaurant Cajun”.



BL. 1. *Have you ever heard of the Cajun country and its people? What do you know about them?*

*What do you expect to learn about them from the story:
history, cuisine, traditions, language?*

BL. 2. *As the Cajuns are Francophones, you'll come across a few phrases in French. Here they are:*

joie de vivre	joy of life;
le Grand Dérangement	great rearrangement;
américain	American;
fils de putain anglais	the damn English;
laissez les bons temps rouler	literally: let the good time rule.

BL. 3. *Here is the list of words associated with the Cajun way of life and history. Find out the meaning and learn how to pronounce them correctly:*

Cajun	Louisiana
erie swampland	blackened redfish
insular habitant	jambalaya
Francophone	gourmet
Creoles	chank-a-chank
Nova Scotia	endearing qualities
Acadia	the Atchafalaya Basin
sanctuary	

L. 1. *Listen to the story. Were your predictions right (BL. 1.)?*

L. 2. *Listen again and check if you do pronounce the keywords (BL. 3) correctly.*

L. 3. *Answer the following, using the given hints:*

- Who are the Cajuns?

Francophone/ Louisiana/ white/ former/ Nova Scotia/ 17th century;

- What are the two fundamental aspects of life in Louisiana?

Visible element of culture/ preserving the language/ to celebrate love of life;

- What are those qualities that set the Cajuns apart (according to Tony Latiolais)?

Sense/ honesty/ word/ country people/ to like changes/ to keep the things the same way.

L. 4. What is meant by:

Acadia
 Acadians
 coon ass

CODOFIL
 Acadiana
 the damn English?

L. 5. Listen again and fill in the Cajun's History Fact File.

when	where	what
.....	from France to	immigration
18 th c.	Acadia	The Britishand these French Catholics were
18th c.	Louisiana which was then a and later colony	looking for sanctuary
1920s	Louisiana	The arrival of industry; English school became
1950s	USA	The Cajuns would go out of state, like and; the Anglophones would beon the Cajuns and make of them
1960s	Louisiana	The negative perception of the Cajuns has undergone; an offshoot of the rights
1968	CODOFIL was founded; the Cajun language has been
The end of the 20 th c.	The Cajun country (Acadiana)	In spite of the cultural the younger generation don't speak; Acadiana is also atfor considerable ecological to the area

L. 6. A). *Read this piece of article and render it in English:*

Каджуны изначально именовались *аккадийцами* или *кадийцами*. Правомерность термина *каджуны* вызывает некоторые споры. *Аккадийцы* и *кадийцы* приняты как адекватные самими носителями диалекта.

По истечении войны с французами и индейцами (1756–63 гг.) каджуны были высланы с ранее занимаемых территорий в Канаде. Языковая ситуация и демократичность французского режима в Луизиане (США) способствовали тому, что значительная часть аккадийцев мигрировала на юг.

За более чем двухвековую историю язык каджунов претерпел значительные трансформации, которые привели к формированию бидиалектной ситуации в Луизиане: каджуны владеют и оперируют диалектом французского языка, а также определенной разновидностью американского варианта английского языка.

Диалект каджунов имеет ряд фонетических особенностей: личное местоимение *I* произносится как [ah] “*Ah like you*”; звук [d]-на месте сочетания *th* (*de car, dose apples*); дифтонгизация отдельных звуков, например [ō]>[oi] (*call [coil], all [oil]*).

Основная часть лексики французского происхождения в каджунском диалекте тематически охватывает названия социально-бытовых явлений (элементы интерьера, одежду, профессиональные занятия). Английские единицы используются для наименования объектов флоры, фауны, ландшафта, а также некоторых реалий повседневной жизни (*see the examples in LANGUAGE CORNER*).

SOURCE: Medvedev.

L. 6. B). *Curtis Allemond and Tony Latiolais are Cajun accent speakers. Find some evidence for the peculiarities of Cajun accent.*

R. 1. *Make up a list of key-words and phrases to cover the story about Cajuns. Prepare a report on the Cajun country (10 min) focusing on:*

- history;
- cultural values;
- prejudice;
- language

LANGUAGE CORNER



CAJUN

Cajun [ˈkɑːjʊn], also **Cajan** is the alteration of *Acadian*. The word meaning “a Louisianan descended from French-speaking immigrants from Acadia” was first registered in 1868. A **Cajun** is a descendant of French Canadians whom the British, in the 18th century, drove from the captured French colony of Acadia (now Nova Scotia and adjacent areas) and who settled in the fertile bayou lands of southern Louisiana. The Cajuns today form small, compact, self-contained communities and speak their own patois, a combination of archaic French forms with idioms taken from their English, Spanish, German, American Indian, and black neighbours. They variously raise cattle, corn (maize), yams, sugarcane, and cotton, and a few still perform much of their own spinning, weaving, and other home crafts. Their separateness, though often their own preference, is also the result of the prejudice of the non-Cajuns against them.

ACADIA, ACADIAN

Acadia [əˈkeɪdiː ə], French **Acadie**, North American Atlantic seaboard possessions of France in the 17th and 18th centuries. Centred in what is now Nova Scotia, **Acadia** was probably intended to include the other present Maritime Provinces of Canada as well as parts of Maine [U.S.] and Quebec.

The first organized French settlement in **Acadia** was founded in 1604 on an island in Passamaquoddy Bay, on the present U.S.-Canadian border, by Pierre de Monts and Samuel de Champlain. In 1605 the colony was moved to Port Royal (now Annapolis Royal, Nova Scotia), and that settlement became the centre of Acadia's future.

Because the French claimed for **Acadia** lands that had also been claimed by England, the colony was continually contested by both nations. In 1613 Port Royal was destroyed, and its inhabitants were dispersed by an English military expedition from Virginia.

In 1621 King James I of England (VI of Scotland) awarded the lands of **Acadia** to Sir William Alexander for the purpose of founding the colony of Nova Scotia. In 1632 his son King Charles I ceded **Acadia** back to France, and, under the Company of New France, a renewed period of French colonization followed. A bitter struggle for power broke out in

1636 between two of the leading French officials of the colony - a struggle that eventually resulted in a local civil war. **Acadia** was under English rule from 1654 to 1670 and then reverted again to French rule and remained under French control for the next 40 years.

On Oct. 16, 1710, Port Royal was captured by the British. The Treaty of Utrecht (1713) gave Nova Scotia to Great Britain but left Cape Breton Island and Ile St. Jean (from 1799 Prince Edward Island) with France. In 1755 many French-speaking Acadians were deported by the British because of the imminence of war with France, the question of Acadian neutrality, and the possibility of revolt. Several thousand of them eventually settled in French-ruled Louisiana, where their descendants became known as **Cajuns**.

At the conclusion of the French and Indian Wars in 1763, Ile St. Jean and Cape Breton Island also formally came under British rule; the province of New Brunswick was separated from Nova Scotia in 1784.

The meaning of **Acadian** “a native or inhabitant of Acadia” was introduced into the English lexicon in 1705, since then it has undergone some narrowing and become more specialized – “a descendant of the French-speaking inhabitants of Acadia expelled after the French loss of the colony after 1755”.

LOUISIANA CREOLE

It is a language spoken in Louisiana by persons of mixed French, African, and Indian descent. Louisiana Creole, which is closely related to Haitian Creole, should not be confused with either Louisiana provincial standard French, spoken by the descendants of the French upper classes in and around New Orleans, nor with the language of the Cajuns. Both of the latter are dialects of French, with some archaic or provincial features, whereas Louisiana Creole is a creole language based on French.

CAJUN vocabulary

- un buotac* – a rocking chair;
- un garde-manger* – a box for keeping foodstuffs;
- les capuchons* – a sort of hat, which is an item of traditional costume;
- un garde-soleil* – a bonnet for sun;
- un coup de main* – team-work assembling;
- une ramasserie* – when harvest gathered collectively;
- car porch* – a car tent;
- guff* – a large body of water;
- joint* – giant, monstrous;

loan motor – a lawn-mower;
boudin – a sort of sausage;
shoepick – a large fish, inhabiting marshes.

RURAL SPEECH

Anywheres is a non-standard form of ‘*anywhere*’, which is typical of American rural speech. **That’s how come** corresponds to *that is why*. **We’d knock off ... and rattle it** is an expressive of ‘*we get together for a piece of chat*’.

COON ASS

Coon ass is a derogatory term for ‘*an ignorant*’, the combination of usually offensive shortening **coon** (<**raccoon**) “black, dark; and hence, dirty” and vulgar **ass** “a stupid, obstinate, or perverse person”.

BLACKENED REDFISH, JAMBALAYA

Cajuns is a nation boasting their gastronomic delicacies. Their style of cooking is characterised by the use of hot seasonings (as cayenne pepper). Such Dainty Davies as **blackened redfish** “smoked salmon” and **jambalaya** “a sort of fish soup” originated among the Cajuns and gained international recognition, thanks to the success of Cajun gourmets

3. NEW ORLEANS THE SHOW GOES ON

Speaker:	Standard English
Danny Barker:	New Orleans/ New York accent
Kalamu Ya Salaam:	Standard American
Philip Frazier:	Black American
Bruce Raeburn:	Standard American

♪ Music: “Do Watcha Wanna” by *The Rebirth Bras Band*.



BL. 1. *What makes American places famous? What memories and associations do they bring? What are the merits and demerits that go together with their names? Match the American place names in A with the corresponding curiosities in B:*

A	B
Las Vegas	Al Capone; first skyscraper.
Chicago	Entertainment; casino.
Washington	French style city; the White House
New York	Hollywood movie stars; fast cars.

California, Statue of Liberty; The City That Never Sleeps; The Big
LA Apple.

BL. 2. Look at the cultural clues below. Are they true for New Orleans?

- | | |
|----------------------|-------------------------------|
| -soulful saxophones; | -birth of jazz; |
| -swinging clarinets; | -spiritual yet sensual sound; |
| -entertaining city; | -southern blacks; |
| -permissive society; | -sex and death |

BL. 3. This list of proper names (given in the order of appearance on the tape) will render you good service:

David Duke	Mardi Gras
Nazi	Rio
Ku Klux Klan	Danny Baker
Mississippi	French Quarter
Jelly Roll Morton	Armstrong Park
Buddy Bolden	Nick La Rocca Park
Louis Armstrong	New Orleans Rhythm Kings
Dixieland	Nashville
Louisiana	Wynton Marsa
Rebirth Brass band	St. Patrick's Day
Philip Frazier	St. Joseph's Day
Royal Sonesta Hotel	Grade Seven hurricane
Bourbon Street	Storyville District

L. 1. Listen to the story *New Orleans*. Go back to **BL. 2**. Provide some evidence for New Orleans' cultural clues.

MODEL: 1. Music is still everywhere - *soulful saxophones, swinging clarinets* and Dixieland pianos play round the clock in the bars and cafes and on street corners.

2. No wonder _____
_____ *entertaining places*

_____ of sheer revelry.

3. Why jazz developed _____
_____.

but *the permissiveness of its society* _____

helped.

4. ... in New Orleans' large black community. It _____ that *jazz*

music was born.

5. This juxtaposition of *the spiritual and the sensual* is _____

_____, is
sublimely sinful.

L. 2. Look at the list below. These are the markers of jazz community's life. Explain what they mean (according to the story):

legends; saxophones; clarinets; Dixieland pianos; banjos; jazz fraternity; traditional jazz; brass band; a son of New Orleans; sub-teens; sophisticated jadedness; housing project; rougher neighbourhoods; fascinating ritual; the dualism of deterioration; crack epidemic; the visceral sensibilities; Afrocentric world; lip service.

L. 3. Think over the following. Pick up the answers, which fit best:

- Jazz and New Orleans are
 - A. synonymous;
 - B. incompatible.
- This is a lively city at the mouth of the
 - A. Missouri;
 - B. Mississippi.
- The etymology of the word 'jazz' comes from
 - A. an African tribal language;
 - B. originally a New Orleans slang term for 'sex'.
- Jazz, in the musical sense of the word, plays a major role in the New Orleans economy, because band are employed
 - A. to lure customers to the bars and restaurants of the French Quarter;
 - B. to entice tourists to New Orleans.
- The city authorities do not present jazz like they should, because
 - A. it's black music and some people in the power structure a sort of restrict how far you go with this;
 - B. they can allow very little financial support to the jazz fraternity.

- The band can easily be mistaken for a street gang as
 - A. they often play in their baseball caps, T-shirts and coloured scarves;
 - B. they are on crack;
 - C. they all live in a housing project.

-The population of New Orleans has always lived very close to death for that reason because

- A. plaques, hurricanes, tornadoes, natural disasters go hand-in-hand with the history of New Orleans;
- B. a lot of people who were in the field of jazz have passed away; a lot of youthful people at the time was getting killed over drugs.

R. 1. *Here is the patchwork of popular perceptions about New Orleans and its inhabitants. Do you support the ideas?*

1. Speak Up speaker:

“These are relatively good times for jazz musicians... Interest in traditional jazz has mushroomed and many contemporary performers have reaped the rewards.”

2. Speak Up speaker:

“Jazz is alive and well in new Orleans”.

Kalamu Ya Salaam, writer and head of Bright Moments, a music & P.R. company:

“No, I would say, it’s alive and kicking.”

3. Speak Up speaker:

“For all New Orleans’ jollity, death is a recurrent theme. The city is one of the poorest and most violent in America.”

4. Bruce Raeburn, curator of the Tulane University Jazz Archive:

“It’s an old world city...”

“This sort of celebration of life, I think, is our way of dealing with the omnipresence of death and the potential for disaster at all time, which keeps changing. It is used to be natural, now it’s more social...”

“Most of us would probably prefer a Grade Seven hurricane to walking through one of these projects while a crack deal’s down, but the danger is part of allure, I think.”

“... what you might call the visceral sensibilities of New Orleans are always well-fed: it’s a bodily city, if you like, and yet there’s a spiritual aura, too.”

5. Kalamu Ya Salaam, writer and head of Bright Moments, a music & P.R. company:

“... that’s always been an element of what we do as a people, that the separation of the sacred and the secular is an artificial separation and most of our people, subconsciously and unconsciously, do not relate to that artificial separation.... because religion, the spiritual side of things... goes throughout everything, and, vice versa, the celebration of the physical goes throughout everything also. So it’s one or the other, I mean, jazz would not be jazz if it was one or the other and what makes the music so vital is it’s all of it. It’s all there.”

R. 2. *Study the vocabulary notes below:*

<i>soulful –</i>	sentimental;
<i>round the clock -</i>	all hours;
<i>sheer revelry -</i>	pure festivities;
<i>to entice -</i>	to tempt;
<i>to mushroom -</i>	to spread quickly;
<i>to reap -</i>	to harvest;
<i>alive and well -</i>	flourishing;
<i>alive and kicking –</i>	in the prime of life;
<i>jadedness -</i>	the state of being exhausted;
<i>housing project -</i>	housing at moderate price;
<i>rough neighborhood -</i>	slums;
<i>crack deal -</i>	a deal involving drugs sales;
<i>allure –</i>	fascination;
<i>sinful -</i>	scandalous;
<i>brothel –</i>	a house of prostitution;
<i>gospel -</i>	a type of ardently religious jazz music, esp. songs, originating amongst the black population of the southern U.S.;
<i>lip service -</i>	insincere praise or worship;
<i>lyric –</i>	a verse; couplet

R. 3. *Make up another list of additional vocabulary to cover the story about New Orleans. Prepare a report (10 min). Dwell upon the points:*

- All That Jazz.
- The Musical Renaissance.
- Death in New Orleans.

LANGUAGE CORNER



BLACK AMERICAN/ BLACK ENGLISH

In linguistic usage **Black English** refers to the entire range of varieties of English spoken by American Black people of any educational or social level. The reference to the nonstandard varieties of English spoken by lower-class black people in urban communities is made by **African-American Vernacular English (AAVE)**, **Black English Vernacular (BEV)**, **Afro-American English**, **Black English** and a variety of other labels with varying degrees of acceptability. Among its distinctive features are the lack of a final *-s* in the 3rd person singular present tense (e.g. *she walk*), no use of forms of *be* when used as a linking verb (e.g. *They real fine*), and the use of *be* to mark habitual meaning (e.g. *Sometime they be walking round here*). The linguistic origins of **AAVE** are controversial. According to one view, **AAVE** originates in the creole English used by the first blacks in America, now much influenced by contact with standard English. An alternative view argues that **AAVE** features can also be found in white dialects (esp. those in the south), suggesting an origin in white English. The variety then became distinctive when blacks moved north to the cities, and found their southern features perceived as a marker of ethnic identity.

GOSPEL MUSIC

Gospel is a form of black American music derived from church worship services and from spiritual and blues singing. Gospel music spread through song publishing, concerts, recordings, and radio and television broadcasts of religious services from the Great Depression days of the 1930s.

The immediate impetus for gospel music seems to have been the rise of Pentecostal churches at the end of the 19th century. Pentecostal shouting is related to speaking in tongues and to circle dances of African origin. Recordings of Pentecostal preachers' sermons were immensely popular among American blacks in the 1920s, and recordings of them along with their choral and instrumental accompaniment and congregational participation persisted, so that ultimately gospel reached the white audience as well. The voice of the black gospel preacher was affected by black secular performers, and vice versa. Taking the scriptural direction "Let everything that breathes praise the Lord" (Psalms, 150), Pentecostal churches welcomed timbrels, pianos, organs, banjos, guitars,

other stringed instruments, and some brass into their services. Choirs often featured the extremes of female vocal range in antiphonal counterpoint with the preacher's sermon. Improvised recitative passages, melismatic singing, and extravagant expressivity also characterize gospel music.

Other forms of gospel music have included the singing and acoustic guitar playing of itinerant street preachers; individual secular performers, sometimes accompanied by bands; and harmonizing male quartets, usually singing a cappella, whose acts included dance routines and stylized costumes.

Among the most prominent of gospel music composers and practitioners were Thomas A. Dorsey; the Reverend C.A. Tindley; the Reverend C.L. Franklin of Detroit, who issued more than 70 albums of his sermons and choir after World War II; blind Reverend Gary Davis, a wandering preacher and guitar soloist; Sister Rosetta Tharpe, whose guitar and vocal performances took gospel into nightclubs and concert theatres in the 1930s; Roberta Martin, a gospel pianist based in Chicago with a choir and a school of gospel singing; and Mahalia Jackson who toured internationally and was often broadcast on television and radio.

4. LOS ANGELES ***HOME OF BIZARRE***

Speaker:	Standard English
Steve Harvey:	Standard American
Billy Shire:	Standard American
Tracy Parsons:	Standard American

BL. 1. *You can see many odd things in Los Angeles, say*

- a massive shopping cart forming part of a St. Patrick's Day parade along Hollywood Boulevard;
- Hollywood Boulevard is also home to Frederick's of Hollywood, the world's first "Lingerie Museum";
- bikers on Venice Beach, another center for LA eccentricity;
- "Oddball Olympics", Soap Plant where everything and everybody is bizarre;

- affluent Beverly Hills also has unusual institutions. Critter Caterers, for example, specializes in expensive food, clothes and perfume... for cats and dogs.

Which of those above do you find most cranky? Which ones would you enjoy in your native place?

BL. 2. *Needles to say Los Angeles has enjoyed a reputation for eccentricity. And it is apparent from these two statements:*

“Here is the world’s prize collection of cranks, semi-cranks, placid creatures whose bovine expression shows that each of them is studying, without much hope of success, to be a high-grade moron, angry or ecstatic exponents of food fads, sun-bathing, ancient Greek costumes, diaphragm breathing and the imminent second coming Christ.”

Bruce Bliven, 1935.

“The USA would be better off if that big, sprawling, incoherent, shapeless, slobbering civic idiot in the family of American communities, the city of Los Angeles, could be declared incompetent and placed in charge of a guardian like an individual mental defective.”

Westbrook Pegler, 1938.

What makes LA an American specialty? Express your attitude towards the ideas. Do you share Westbrook’s point of view?

Bernard Russel
Southern California
West Coast
Steve Harvey
Milton Berle
Hollywood
Melrose
“Wacko
“Soap Plant”
Billy Shire
“La Luz de Jesus”
“Artichoke Queen of Light”

“Tortures and Torments of the Christian Martyrs”
Zsa Zsa (Gabor)
Beverly Hills
Venice Beach
Skateboard Mama
Critter Caterers
Tracy Parsons
Chanel
“The Inn of the Seventh Ray”
Topanga Canyon
“New Age Lasagna”

L. 1. LA COCKTAIL

The beach, music, death, Hollywood and the automobile are all essential ingredients in the LA cocktail.

Listen to the story. Add more bizarre “receipts”. To do it, arrange the following “ingredients” according to such categories:

1. **ASSOCIATE WITH LA COCKTAIL**
2. **MELROSE COCKTAIL**
3. **HOLLYWOOD BOULEVARD WEIRDOES COCKTAIL**
4. **BEVERLY HILLS COCKTAIL**
5. **UNUSUAL FADS COCKTAIL**
6. **DOGS AND GOURMETS COCKTAIL**
7. **LA INN COCKTAIL**
8. **‘50S & ‘60S COCKTAIL**
 - a) freeways; traffic jams; driver rehearsing by playing a trumpet;
 - b) art gallery; macabre religious artifacts; lulus
 - c) zoo; an 80-year old woman in hot pants; roller skates zooming down the sidewalk; lingerie temple;
 - d) a character in a turban; TV commercials; playing a guitar while roller-skating; a 60-year old woman on the skateboarder; a character carrying a giant cross; taking a snake for a walk;
 - e) hippie culture; sophisticated dog care; beatniks;
 - f) 30 flavors of home-baked dog biscuit; picnic tables; Chanel collars; leashes; reindeer ears; bandannas; wedding dresses; tuxedos; sequined outfits; baby dolls; baseball hats; cowboy hats; guns in holsters; swimsuits;
 - g) artichoke; lasagna; esoteric vibrational value; experimentation;
 - h) resolutions, playing of bongo drums; demonstrations; protesters; banding together; odds.

MODEL: ASSOCIATE WITH LA COCKTAIL:

Freeways; traffic jams; driver rehearsing by playing a trumpet.

L. 2. *Use the receipts from L. 1. And cook your cocktails. To do it, get ready with short summaries on those eight categories.*

L. 3. *Dwell upon the following:*

According to the philosopher Bernard Russell, the eccentric things in LA represent “the ultimate segregation of the unfit”. LA’s nicknames also testify to the popular notion that most Southern Californian minds have been added by too much sun, surf and sand. Why do you think this important conurbation has such an unfortunate image?

LA's

NICKNAMES: Cuckooland

Lalaland

Lotusland

Moronia

The City of the Second Chance

L. 4. Listen and say:

What does Steve Harvey, Staff Writer for 'Los Angeles Times', consider on the roots of LA's bizarre?

L. 5. Support or challenge the following statements:

- The presence of the film industry is a recurrent theme in LA.
- In such sprawling, automobile-oriented place as Los Angeles, the visitor doesn't have to look quite hard for strange street behaviour.
- Hollywood is home to some decidedly eccentric stories.
- Melrose is not the only place to go if you're looking for weirdoes.
- Not all of Los Angeles's eccentricity is a leftover of the 1960s hippie culture.
- Beverly Hills is the wealthy city-state, where dogs play an important role in the life of the community.
- The desire to elevate one's dog to human status is seen as a consequence of both loneliness and affluence.

R. 1. Make sure you understand and pronounce the following words correctly:

Los Angeles	weirdo	critter	sequined	wackiness
bizarre	turban	boutique	affluence	bandanna
eccentric	luxury	hound	canyon	beatnik
lingerie	gourmet	leash	artichoke	moron
brassiere	outfit	tuxedo	lasagne	survey
				bongo

R. 2. Before you make a detailed report, make up a summary of it. Pick up 10 citations which you would find pretty fitting for your "Tour LA" advert:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

- 8. _____
- 9. _____
- 10. _____

L.A.LAUGHS

We recommend the following:

Critter Caterers

453 North Beverly Drive

Forest Lawn Memorial Park

Glendale

(the cemetery of the stars)

Frederick's of Hollywood

6608 Hollywood Boulevard

Graveline Tour

Tel: 213-876-4286

(A guided tour, in a chauffeur-driven hearse, of the more gruesome aspects of Hollywood history)

Hollywood Boulevard

The Inn of the Seventh Ray

128 Old Topanga Canyon Road

Soap Plant

7400 Melrose

Venice Beach

R. 3. *Prepare for a guided tour "L. A. LAUGHS". Use the advert on the left as a starting hint.*



BEVERLY HILLS

Beverly Hills is a city, western Los Angeles county, California, U.S., completely surrounded by the city of Los Angeles. The site originated in the 19th century as the Rancho Rodeo de las Aguas. In 1906 it was organized as a residential area called **Beverly**; in 1912 the Beverly Hills

Hotel was erected, and in 1914, with a population of about 500, the town was incorporated.

In 1919 the film stars Mary Pickford and Douglas Fairbanks built their estate, Pickfair, which began the fashion among Hollywood celebrities and executives to build lavish homes in Beverly Hills.

The city is transected east-west by three main boulevards: north of Sunset Boulevard are foothills containing the Beverly Hills Hotel (with its famous Polo Lounge and pink bungalows) and luxurious mansions among the winding drives; south of Sunset Boulevard are the flatlands, containing other expensive homes and, between Santa Monica Boulevard and Wilshire Boulevard, many chic shops, boutiques, and department stores; the most exclusive of these are on the old Rodeo Drive and the newer Two Rodeo Drive, a multilevel shopping street in mock Mediterranean style. There is also some light manufacturing south of Wilshire. The area of Beverly Hills - 5.7 square miles (14.8 square km) overall - contains seven parks and is profusely planted in trees, shrubbery, and lawns. The city is bordered to the southwest by the studios of Twentieth Century-Fox, whose lots, however, have now been largely converted into Century City, a shopping mall, office-building centre, and theatre complex. The population is about 34,000 people.

AMERICAN VS BRITISH

The story *Los Angeles: Home of Bizarre* abounds with Americanisms - words and phrases, grammar structures which are characteristic of American English. A few examples with their British equivalents are provided: *guy* - chap; *sidewalk* - pavement; *critter* - pet; *tuxedo* - smoking; *automobile* - car; *store* - shop; *movie* - film; *freeway* - highway, motorway; *I guess* - I think; *I just received* a press release - I've just received...; *what have you* - what not, etc.

5. SELLING SHAKESPEARE

Speaker:	Standard English
Chris Tower:	Standard English
Mart Baker:	Standard English
David Bradley:	Standard English
Pam Harris:	Standard English
David Atkinson:	Standard English



BL. 1. According to *Ben Johnson*, “*Shakespeare used to boast that he never blotted out a line in his life*”. Yet, without a doubt, William Shakespeare has enjoyed superstar status. *John Aubrey* was pretty far-seeing to predict that Shakespeare would remain popular “*as long as English tongue is understood*”.

Those were his plays and sonnets that made Shakespeare’s fame survive until today. Owing to the great master of drama, Shakespeare-related sites consistently attract people from all over the world.

SHAKESPEARE QUIZ

What do you know about W. Shakespeare? How well are you aware of the things linked to him? Match the pieces of Shakespearean memorabilia (A) with the information under B.

A	B
Francis Bacon	died
The Globe	his play
Laurence Olivier	largest theatre company in the world
The Royal Shakespeare Company	member of the RSC
1616	place of birth
36	plays he wrote
Stratford-upon-Avon	ruling dynasty
Henry IV	Shakespeare’s Theatre
Tudor	to whom the authorship is sometimes attributed

BL. 2. *Study this list of proper names before you listen to the story:*

The Midlands;	Richard Burton;	The Jew of
The Bahamas;	Peter O'Toole;	Malta;
Swahili;	Laurence Olivier;	John Aubrey;
Serbo-Croat;	The Swan Theatre;	Brief Lives;
Warwickshire;	The Other Place;	Ben Johnson;
Chris Tower;	David Bradley;	The Dirty Duck
The Stratford	The Avon;	pub;
Herald;	Volpone;	Pam Harris;
Mary Arden;	The Alchemist;	David Atkinson;
Anne Hathaway;	John Webster;	Shakespeare
Hall's Croft;	The Duchess of Malfi;	Birthplace Trust;
Susanna;	The White Devil;	Shakespeare
Thomas Nash;	Christopher Marlowe;	Theme Park;
Mary Baker;	Dr. Faustus;	Romeo and Juliet
The Cotswolds;		

L. 1. *If you were unlucky with SHAKESPEARE QUIZ in BL. 1., listen to the story "Selling Shakespeare" and complete the task.*

L. 2. *Listen and say what they mean by saying:*

- the best of the bestselling authors;
- major and not so major languages;
- a physical link with the past;
- continuing debate;
- tourists' silly questions;
- a cosmopolitan atmosphere;
- "All the world's a stage";
- RSC;
- unique Stratfordian institution;
- impatient members of the cast.

L. 3. *Points 1 – 8 can serve as the subtitles to "Selling Shakespeare". Listen to the story again. Using the key words, give short summaries to cover each of the points:*

1. THE BEST OF THE BESTSELLING AUTHORS: hometown; a tax exile; exotic location; royalties; multimillionaire; major language; Swahili and Serbo-Croat.

2. MAKE THE PAST COME ALIVE: impact; tourism industry; to pull the tourists; 2.5 million tourists; overseas; physical link; to trace back historically; physical contact; to give a link.

3. DID HE, OR DIDN'T HE? Continuing debate; Francis Bacon; attributed to; to assign; original author; to cut ice; to doubt Shakespeare's authenticity.

4. STRATFORD ALARMED: apart from; to be congested with; coachloads; day-trippers; local residents; to make concessions to; plethora of gift-shops; cosmopolitan atmosphere; inactive; to blow horns; pedestrians; holiday atmosphere.

5. "ALL THE WORLD'S STAGE": RSC; theatre-company; illustrious names; an integral part; absolutely vital.

6. TALENTED COMPETITION: to enjoy superstar status; contemporaries; cynical explanation; shortage, professional jealousy; to handle mores hominum (the ways of mankind); to reach the heights; access to emotions; the beauty and ugliness of life.

7. STRATFORDIAN THEATRICAL TRADITIONS: unique institution; conveniently located; equidistant from; to flock; curtain call;

8. to make a quick getaway; to line with; ghosts and memories; people long gone.

9. A WELL-OILED MARKETING MACHINE: to promote; a famous resident; the latest trend; to be herded; wildly attractive; to regard oneself; education business; authentic; to build upon the experience; to trade on the basis of Shakespeare.

R. 1. *State your point of view:*

Do you agree upon that selling Shakespeare is a serious business? What kind of business is it? What is actually sold: Shakespeare's plays, Shakespeare's properties, Shakespeare's fame?

R. 2. *Prepare for a guided walking tour around Stratford. Tell what you know about Shakespearean memorabilia.*

IT'S INTERESTING TO KNOW



SHAKESPEARE WINS?

Many people have always thought that the world knowledge evidenced in the Shakespeare opus¹ is incompatible with the provincial background of the actor called William Shakespeare. There has also been a strong body of opinion in favour of the philosopher and protoscientist Francis Bacon² as the

actual playwright. The Bacon/ Shakespeare controversy has remained an unsettled debate until today.

Though, T.C. Mendenhall, the American geophysicist, attempted to end this dispute once and for all. He laboriously counted the lengths of about 40.000 words in Shakespeare's plays and then calculated their relative frequency. He also compared the proportions with the results of his analysis of some of Bacon's writings. T.C. Mendenhall's findings are represented in the table below:

word length	word frequency (% of the total)	
	in Shakespeare's plays	in Bacon's writings
three-letter words	about 45 %	very similar
words of four letters	about 48 %	35 %
five letters	35 %	20 %
six letters	25 %	very similar
words containing more than six letters	Conversely, compared with Shakespeare, Bacon consistently used more.*	

**the statistical data is not presented in the source.*

What can be concluded is that Bacon did not write Shakespeare.

Or did he?! Plays are written to be spoken, in which case one might expect fewer long words than in philosophical writing. But can anyone for that matter really be put through a word test? The debate continues.

How then do we ascertain the true authorship? Nowadays, with the aid of computers, we can perform sophisticated linguistic analysis by taking into consideration word length, vocabulary and even grammatical structure – in other terms, we use stylometrics or stylostatics³.

Whatever words and syntax are in a writer's repertoire they tend to be used in the same frequencies in all that writer's work and the proportions will be unique to that writer. In this way it was proved that a newly-discovered Elizabethan sonnet was in fact the work of Shakespeare (or at least came from the same hand as all the other sonnets attributed to Shakespeare).

¹ An outstanding piece of literature, an opus magnum.

² First Baron Verulam and Viscount Saint Albans. 1561 – 1626. English philosopher and essayist who proposed a theory of scientific

knowledge based on observation and experiment that came to be known as the inductive method.

³ The quantification of stylistic patterns.

LANGUAGE CORNER

O'TOOLE: 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*").

6. **BORDER PATROL**

Speaker: Standard English
Sgt. B.P. Schneider: Standard American



B.L. 1. *Answer this:*

- Is there any difference between 'immigrant' and 'emigrant'?
- Is immigration/ emigration an urgent problem in your country?
- What are the far-reaching consequences of immigration from Ukraine?

B.L. 2. *What do you think makes people immigrate? Arrange the list of reasons in order of their importance:*

- | | |
|-----------------------|------------------------------|
| - business; new job; | - force major circumstances, |
| - family reunion; | natural disasters; |
| - smuggling; | - ecology (pollution); |
| - drug deals; | - wars; |
| - economic disparity; | - change of atmosphere; |
| | - other (specify) |

B.L. 3. *Which of the following fit the immigrant category?*

A refugee; a drug runner; an illegal alien; a visiting scientist; an exchange student; a deportee; an expatriate; a permanent resident; a drug trafficker.

BL. 4. *Read the story which sheds light upon the situation on the U.S.-Mexican border. Fill in the blanks with the words following the story:*

The figure of over a million illegal aliens ...1... along the 1,933-mile U.S.-Mexican border is certain to rise. Many of them will be caught crossing a 17-mile "hot" section of ...2... south of San Diego.

Over one billion dollars worth of drugs, mostly ...3... and ...4..., were seized in Border Patrol operations. Firearms are frequently used to protect the drugs and ...5... arrest.

There was a brief ...6... in border crossings following the introduction of the law in 1986 that punished employers who ...7...hired illegal aliens. But the numbers have risen again since ...8... in the law were discovered. All a Mexican immigrant needs to get a legal job is a U.S. ...9... and a ...10... . Those are notoriously simple ...11... .A whole ...12... industry has grown up to produce these ...13... documents.

As long as the economic ...14... between North and Central America remains at its present level *, the U.S. will continue to be an attractive option. In the past, most illegals were ...15... who returned to Mexico with their savings. The Border Patrol is now intercepting more ...16... , which suggests that their stay is more than just temporary.

*Mexicans can earn in a week what they would make in a year at home.

apprehended	driver's license	resist
bogus	to fake	seasonal workers
borderline	garage	social security number
cocaine	knowingly	women and children
disparity	loopholes	
downturn	marijuana	

BL. 5. Read this list of proper names before you listen to the story:

Sgt. Schneider	South America
The Southern Pacific Police	Columbia
Morley Avenue	Bolivia
Course Street	Peru
Nogales	The Berlin Wall
Mexico	Arizona
The Central Americas	Colonia Buenos Aires

L. 1. Justine Radcliffe travelled to Arizona and the border town Nogales to spend a day with the Border Patrol unit stationed there. He accompanied shift sergeant B.P. Schneider on his afternoon rounds, which began at the rail yard.

Listen to their conversation and note down the 7 questions Sgt. Schneider was asked.

L. 2. Listen again to sum up Sgt. Schneider's answers. Use the given key words:

1. To be grown; to tranship;
2. A brand new pistol; to become common; to get ripped off; to better one's life; the standard of living; an anti-social person; to harm smb. physically; narcotics;
3. A guide; to charge people; to cross through; to own the hole;
4. To flank out of town; to find ways; to circumvent; a democracy;
5. To get along; a ball park figure; to get a criminal type; an offender;
6. Amount; evidence; alien smuggling; to have smth. beaten into one's head; to convict; to threaten; to get caught by immigration;
7. The port of entry; a wanted felon; to interrogate smb.; to pull a gun on smb.; to hold smb. hostage; justifiable; to be wanted for; to make a desperate attempt.

R. 1. Write an article for the local paper. Report on the situation on the U.S.-Mexican border.

LANGUAGE CORNER

DOWNTOWN



Downtown/ or **down town** is used in the U.S. in the following meanings: n. The lower part or the business centre of a city or town. – adv. To, onward. Or in the downtown area. – adj. Of, relating to, or located downtown. **Uptown/** or **up town** is opposite in meaning and used to refer to residential area.

-ANs, -OIDs AND OTHERS: ETHNIC GROUPS AND RACES

Although current usage confines the term ethnic to the descendants of the newest immigrants, its proper, more comprehensive meaning applies to all groups unified by their cultural heritage and by their experience in the New World.

The term **Caucasian** refers to Anthropology, though it is no longer in scientific use. Racial classification traditionally distinguishes **Caucasians**, or rarely **Caucasoids** by very light to brown skin pigmentation and straight to wavy or curly hair including peoples indigenous to Europe, northern Africa, western Asia, and India.

Hispanics. The USA is a multicultural country, nations from all over the world have contributed their cultural background to the American heritage.

Persons with Spanish surnames make up more than 7% of the U.S. population, but they hardly form a coherent group. The majority are of Mexican origin, some are descendants of ancestors who had lived in areas once part of Mexico - Texas, Arizona, New Mexico, and California - others, legal and illegal migrants from across the loosely guarded border. The greater opportunities and higher living standards of the northern republic continue to attract people who despair of rising above their poverty at home.

Arizona is one of the U.S. states where Anglo community coexists with Hispanics.

Until the last half of the 19th century, except for very small and scattered groups of indigenous Indians, almost all of central and northern Arizona remained uninhabited. Most of the Spanish occupation of the state was tentative at best and remained confined to a few intermittently occupied missions, presidios, and ranches in the Santa Cruz valley, south of Tucson. In fact, few enduring remnants of Spanish occupation existed in the region after 1859. Not until the 20th century did the number of Hispanic residents in Arizona soar.

Today most Arizonans of Hispanic heritage are Mexicans or descendants of Mexicans who have arrived since 1900. Relations between **Mexicans** and **Anglos** (the Hispanic term for English-speaking whites) have at times been strained in Arizona, but in general the two ethnic groups have a history of cordiality that has often been absent in other border states. While some communities have Mexican barrios (ethnic quarters, often characterized by severe poverty), most Mexican-Americans live in a variety of neighborhoods and participate fully in Arizona's business, political, and social life. Inter-marriage with Anglos is common. Although Mexican food, building styles, home furnishings, clothing, social customs, and music have been incorporated into the Arizona life-style, the great majority of people have been affected by Mexican culture in only a superficial way. If anything, the Mexican-American population has been attracted to mainstream American culture.

Anglo community. Anglo community whose native tongue is English constitutes about 30 % of population of Nogales, a US-Mexican border town in Arizona.

Mexican-American. Mexican-Americans – about 70 % in Nogales – are US residents of Mexican descent.

7. **BEYOND THE FRINGE**

Interviewer: Standard English
Screaming Lord Sutch: Cockney accent



BL. 1. Read the list of words. What topic or theme might they go with? Look them up in the dictionary.

To vote; the House of Commons; SDP; candidates; supporters; by-election; fringe parties; ballot paper; constituency; polling station.

BL. 2. Find the words (in B) which mean the following (in A):

A	B
a government which is made up of more than one party;	constituency
an area in Britain which sends one representative to the House of Commons;	polling station
how many MPs there are in the House of Commons;	first-past-the-post
the name given to most other European voting systems;	proportional representation
the name given to the British voting system;	coalition
the place where people go if they want to vote in an election;	650

BL. 3. Consider this:

When Solon, the chief magistrate of Athens, introduced democracy in 592 B. C., everybody thought it was a neat idea. Voting was a whole better than being dictated to. And yet, if the ancient Athenians had had television, radio, daily papers, they might have thought twice. Democracy, is all well and good, but, faced with the endless party political broadcasts, the televised debates, the analysis of election prospects and politicians' popularity, its attraction can wane considerably.

Is it true about your country? Do you think broadcasts, debates and propaganda are all necessary attributes of an election campaign?

BL. 4. You might be amazed to learn that Britain is unique in the number of fringe and eccentric parties that bid for power at an election.

Read this piece of information about the election fever in Britain. Arrange the passages in the logical order. The first one is given to you:

1 – C; 2 - ...; 3 - ...; 4 - ...; 5 -

- A.** Thanks to the law dating back almost 100 years, anybody can stand for election. Up until 1982 it cost just £150 to register. Although, it has now been raised to £500, this is still no disincentive. The money is just a deposit: if a candidate gets more than 5% of the voters, he or she is reimbursed.
- B.** And yet it need not be this way. How much more enjoyable it would be if we had seen a political broadcast by the party which we have all been in at some time – the Fancy Dress Party. Or perhaps a televised debate between Feudal Party and the Rainbow Alliance. Surely modern-minded voters would have welcomed more coverage of the Computer Democrats.
- C.** In Britain, the election campaigns seem to go on forever. The decisive question is not so much whether to vote Labor, Conservative or Liberal Democratic, but whether one can stay awake through it all.
- D.** Problems do arise, however. With frivolous, mischievous and just plain crazy candidates, the serious politicians can find themselves in trouble. One is reminded of when the former President of the European Commission and the leader of the Social Democratic Party (SDP), Roy Jenkins, was fighting for his constituency in 1982. Another man, a fringe candidate, for the seat, changed his name to “Roy Harold Jenkins” as well. SDP supporters all marched up and down in front of the polling station wearing sandwich boards announcing, “THE REAL ROY IS NUMBER 5”.
- E.** The polices of most fringe groups are often no more eccentric than those of the major parties. Cynthia Payne, the London “madam” whose career as a brothel keeper was immortalized in the film *Personal Services*, used to be the leader of the Corrective Party, which campaigns for the reform of pornography and prostitution laws. And what be more innocent than the Wine Connoisseur Party? Britain might be a happier place if people drank more wine.
- L. 1.** Listen to the interview with Screaming Lord Sutch, the leader of the Monster Raving Loony Party, the biggest and most famous alternative party in Britain. He was asked 4 questions. Sum up his answers.
1. What would Britain be like if it was governed by the Monster Raving Loonies?

- the Channel Tunnel; Guernsey; Jersey; tax haven (“fiscal paradise”); bank vaults; stashed.
- 2. Does support for the Loony Party go right across the nation?
 - the Loch Ness monster; the bays.
- 3. You are accused of being frivolous, but are you frivolous?
 - to stand for Parliament; straight suits; a collar; to break the mould.
- 4. If you ever get elected to the House, would you wear your latex and your whacky suits?
 - throughout one’s career; to put one’s hand up to speak; to quieten down.

R. 1. *Decide whether you favor the Monster Raving Loonies or not. Specify why. Rely upon the interview and the Party’s Resume below.*

THE PARTY

OFFICIAL NAME:

The Official Monster Raving Loony Party

POLICIES taken up by the government and made into law:

- the right to vote at 18;
- all-day licensing for pubs;
- allowing commercial radio stations

POLICIES to come to pass:

- joggers would be strapped to a conveyor belt to generate electricity;
- metric time (10 hours a day)

ACHIEVEMENTS:

In 1990 defeated the SDP in a by-election. The Loonies polled 418 votes to the paltry 155 registered by the SDP.

THE LEADER

NAME: Lord Sutch

WAR CRY: Don’t be stupid, be a smarty, come and join the Loony Party!

CAREER: pop star

EXPERIENCE:

stood for the power in 30 election, for 29 years

REFERENCES:

The Guinness Book of Records

PERSONAL PREFERENCES:

I wouldn’t stay at 10 Downing Street, it’s much too far from the shops!

R. 2. Lord Sutch insists that “if smile was a vote, we would win every time”. *Do you think smiles have much to do with the real world of politics?*



LANGUAGE CORNER

LOCH NESS

Loch Ness is probably the best known British lake, because of the *Loch Ness monster* which may live in the deep water. It is a long lake in the northern Scotland, where it forms part of the Caledonian Canal. It extends for 23 miles (36 km), and in places is over 7000 feet (213 metres) in depth. ‘*Loch*’ is the Scottish word for “lake”.

The Loch Ness monster is a large prehistoric creature said to be living in the deep waters of Loch Ness, Scotland, but as yet, in spite of various ‘sightings’, not scientifically proved to exist. The by-name is **Nessie**.

LOONY

The Loony Left is a term used in the late 1980s for the extremist members or groupings of the Labor Party, whose campaigns and activities were regarded as damaging to the party by the majority, who supported the more moderate policies of Neil Kinnock. **Loony** is a colloquial form of **lunatic**, in the sense “crazy; irresponsible”.

8. 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 this:

- 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. *Study this list of proper names before you listen to the story:*

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

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 to the story. 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 hints:*

1. What did Mr. Cooper reply to how he had survived the ordeal, a five-year sentence for espionage?

- to serve; the ranks; to be at home; a prison.

2. Which was one of the most disturbing customs that survived until the 1960s?

- to administer; corporal; to punish.

3. What was another characteristic of the spartan life-style?

- 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?

- overall.

7. What is the advantage of being in mixed education in a boarding school?

- 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 it:

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

L. 4. Listen to the story 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;
 - B. prefects;
 - C. masters;
 - 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:*

- 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.

R. 1. *Prepare a report on British public schools (10 min), specify major advantages and disadvantages of being in the privileged sector of education in Britain.*



LANGUAGE CORNER

PUBLIC/INDEPENDENT/PRIVATE/ 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 REMEMBER 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.

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.

SOURCE: OLDE.

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.

SOURCE: OLDE.

8. **AMERICAN CAMPUS**

Interviewer: Standard English

Dolly Weston: Standard American



BL. 1. *Do you know anything about American Universities?*

What are the most famous of them? Which one(s) do you find appealing to study at?

BL. 2. For an overseas student it is essential to integrate with Americans. Knowing the American academic terminology is one step to it.

Read the text below. It will help you to learn how to survive on an American campus. All you need to do is to fill in the blanks with the

appropriate words. Probably you will have to start with consulting a dictionary.

alumni
 campus
 class
 credits
 faculty advisers
 fall semester
 falling grade
 fraternities
 freshman
 grading
 homecoming
 homecoming game
 homecoming
 royalty
 junior
 major
 minor
 passing grade
 registration week
 rushing
 semester
 senior
 sophomore
 sororities
 spring semester
 summer term
 undergraduate

Surviving on an American ...1... means you must be able to understand terminology. A student in his or her first or second year is called a ...2... or a ...3... student. A ...4... student is in his or her third year, and a ...5... is in his or her final degree year. These four years comprise ...6... studies, in which the student will choose a ...7... and sometimes ...8... specialization.

A ...9... can mean course or subject and not just lesson, depending on the context of conversation.

Your diploma is obtained by required number of ...10... and your ...11... is awarded by A, B, C, or D for ...12... and F for a ...13... .

College life is divided into ...14... : the ...15... from the end of August to the beginning of the Christmas holidays, and the ...16... from mid-January to the beginning of May. The University continues to function at a slower pace during the ...17..., which stretches over June and July for the summer session. ...18... marks the new university year in which students choose their new courses with the help of their teachers (...19...). ...20..., a few weeks later gives the parents and old students (...21...) the chance to visit the university. It is also a weekend of great festivities in which, a king and a queen is chosen (...22...), games and a ball are the ...23... (baseball match).

You might also come across select social clubs (...24... and ...25...) in which originally the children of rich parents seek the privacy of their peers. One can join by cooperation after a probationary period (...26...).

BL. 3. Study this list of proper names before you listen to the story:

Dolly Weston	MBA
U.C. Berkley	Minnesota
U.C.L.A. (Los Angeles)	California
George Town in Washington	

L. 1. What are the 4 questions that Dolly Weston was asked?

1. _____?
2. _____?
3. _____?
4. _____?

L. 2. Listen to the interview again and try to catch the key words which might help to answer the questions.

R. 1. Tell your group-mates about American Universities.



LANGUAGE CORNER

DIFFERENT SYSTEMS – DIFFERENT TERMS: BE vs AE **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.

10. LAST ORDERS

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.*

- 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 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.

What did you know before you read this?

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 the story “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. *Now, listen for more details. Find out what the following things have to do with British pubs:*

- the Big Six;
- drink/driving laws;
- tied houses;
- 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?

R. 2. What sort of socialising would you prefer: a traditional public house or a modern wine bar? Justify your choice.

R. 3. What would you say in the following situation?

You’ve just returned from England. Tell your friends about the pubs (10 min.). Was it what you really expected to see? What was surprising?

LANGUAGE CORNER

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.

II.A SIGN OF THE TIMES

Presenter: Standard English
Ian Gregory: Standard English



BL. 1. *When was the last time you:*

- a. stopped to have a friendly chat with your neighbour;
- b. paused to open the door for someone;
- c. gave your seat on the bus to an elderly person?

If you have to stop to think, then it was too long ago!!! The world would be a better place if we all did it every day!

BL. 2. The Reverend Jan Gregory, the affable founder of the Polite Society in Britain, points out that:

- an estimated 47 % of all road accidents can be traced back to some act of discourtesy;
- 20 % of people in hospitals are there because of some emotional or spiritual complaint related to the unkindness of others;
- our society is full of rude, inconsiderate and selfish people who wouldn't give you the time of the day even if your life depended on it;
- the national character has declined and the British are so soured-faced;
- there is a sort of element of greed in the society and so the people are pushing and showing in order to get their bit of what they see to be the good life.

Did you know about it? Do you share the Reverend Gregory's opinion? Is he absolutely right? Or isn't it just the way of the world?

**IT'S INTERESTING TO
KNOW
NATIONAL COURTESY
DAY**

To spread the good word, the Polite Society in Britain hit on the idea of having a National Courtesy Day. British heavyweight boxer Frank Bruno opened the first "Think of Someone to Thank" day. Then the theme was "Lower the Volume – Raise the Tone", which was run in harmonious conjunction with the Noise Abatement Society. Later it was the turn of "Be a Better Neighbour" to encourage people to be more social.

Such publicity always brings the Polite Society valuable new members, but it has not yet attracted corporate sponsors which are needed to make any lasting impact.

BL. 3. Look through this list of proper names.

Jan Gregory

The Congregational Church

Malaysia

Margaret Thatcher (Thatcherite years)

Mr Major

Mr Kinnock

L. 1. Listen to "A Sign of the Times" and complete the passage dealing with the origins of the polite Society.

The Polite Society was founded in ...1... . The first few members in the ...2... ...3... were just ...4... about the general deterioration in ...5... . They'd met two people who had returned from teaching in Malaysia and just didn't ...6... Britain from the country they'd left a few years before because everyone was ...7... ...8... so quickly.

That triggered the idea of the Polite Society to set up.

L. 2. *Here are a few quotations from the interview with Rev. Ian Gregory. What does he mean by saying that:*

- “The British character has begun to deteriorate as rapidly as this”;
- “There’s nothing that legislation can do about this”;
- “Let’s all be nicer to one another”;
- “It’s not a wet character”;
- “We’re still in many ways Neanderthal in terms of relationship”.

L. 3. *Can you answer these questions:*

- If indeed standards of courtesy have declined, what are the reasons for it?
- Would this new acquisitiveness have anything to do with the Thatcherite years?
- Did the Society appeal to the government for sponsorship? Was there any reply?

R. 1. *Choose between A and B stand your point of view on the following:*

A	B
<p>Courtesy is just at the periphery of real life. So we might not bother. The Polite Society is a bunch of eccentric cranks.</p>	<p>Promoting politeness is the first item on the agenda. The fact that the Polite Society hasn’t had any financial input is an alarming sign of spiritual poverty.</p>

R. 3. *Speak on the following point (10 min):*

“Courteous: is this an appropriate adjective to describe the British people?”



LANGUAGE CORNER

CONGREGATIONAL CHURCH

Congregational Church of England and Wales is a national organisation of Congregational churches, established in 1832 and known until 1965 as the Congregational Union of England and Wales. It developed from the activities of English Christians of the late 16th and 17th centuries who wished to separate from the Church of England and form independent churches. A group of these Separatists (Independents) left England for Holland and subsequently some of them, the Pilgrims, settled in Plymouth, Mass., in 1620. In England the Independents had their greatest influence during the time of the

Commonwealth (1649-60), when Oliver Cromwell, an **Independent**, was lord protector. The Independents were eventually called Congregationalists. They survived various periods of persecution and became an influential religious minority in England and Wales. They established several academies and colleges and were active in the ecumenical movement. Merger in 1972 with the Presbyterian Church formed the United Reformed Church of England and Wales. A minority of members refused to join the union.

Independent also called Separatist, any of the English Christians in the 16th and 17th centuries who wished to separate from the Church of England and form independent local churches. They were eventually called

Congregationalists. Independents were most influential politically in England during the time of the Commonwealth (1649-60) under Oliver Cromwell, the lord protector, who was himself an Independent. Subsequently, they survived repression and gradually became an important religious minority in England. One group of Separatists left England for Holland in 1608, and in 1620 some of them, the Pilgrims, settled at Plymouth, Mass. The Plymouth Separatists co-operated with the Puritans (non-separating Independents) who settled Massachusetts Bay (1630). In England the Puritans had hoped to purify the Church of England, but in New England they accepted the congregational form of church government in which each local church was independent. Thus, the churches of the Separatists and the Puritans became the Congregationalists of the United States. A fundamental belief of the Independents was the idea of the gathered church, which was in contrast to the territorial basis of the Church of England whereby everyone in a certain area was assigned to the parish church. Independents believed that the foundation of the church was God's Spirit, not man or the state. Those who were definitely Christian believers, therefore, should seek out other Christians and gather together to make up a particular church. This belief was the basis for the autonomous local church of the Independents, which became a principal tenet of Congregationalism.

REVEREND

Reverend is the ordinary English prefix of written address to the names of ministers of most Christian denominations. In the 15th century it was used as a general term of respectful address, but it has been habitually used as a title prefixed to the names of ordained clergymen since the 17th century. In the Church of England and in most other denominations in

English-speaking countries, prefects apostolic who are not in episcopal orders (e.g., deans, provosts, cathedral canons, rectors of seminaries and colleges, and priors and prioresses) are addressed as “**very reverend**”. Bishops, abbots, abbesses, and vicars-general are addressed as “**right reverend**”, and archbishops and (in Roman Catholicism) cardinals are addressed as “**most reverend**”. The moderator of the Church of Scotland is also styled “**right reverend**”. Carthusians use the title “**reverend**” only for their prior-general; all other Carthusian priests are styled “**venerable father**”.

SUMMING UP TASKS

Say a few words about:

1. The role of the English language.
2. The Varieties of English.
3. Native Varieties of English.
4. People in America (Mexican Americans, Cajuns, Black Americans).
5. Holidays and traditions in the English-speaking countries (British pubs, Polite Society...)
6. People in Australia and New Zealand (the Ayers Rock).
7. British and American Universities.
8. American culture: New Orleans.
9. The history of English names.

Comment on the following:

1. A pint; bitter; public house.
2. Aborigine, Aboriginal.
3. Aotearoa.
4. Beverly Hills; downtown.
5. Black American Dialect..
6. Cajun; Mexican-American, Hispanic.
7. Dreamtime, alcheringa.
8. Gospel music.
9. Louisiana Creole; rural speech.
10. Old school tie.
11. Rugby.
12. The Anglican Church; the Congregational Church; Reverend.
13. The great Australian adjective.
14. The outback; the bush.
15. White Australia, Caucasian.

INDEX OF TERMS, PROPER NAMES AND REGIONALISMS

- (Central) Arrernte 26
 A 28
 A Mud-hole Equal to the Great
 Serbonian Bog 17
 a pint of bitter 70
 Abo 28
 Aboriginal 25, 27
 Aboriginal law 26
 Aborigine(s) 27
 academic staff 67
 Acadia 30, 33
 Africa 20
 African-American Vernacular
 English (AAVE) 9, 40
 Afriga 20
 Afro-American English 40
 alcheringa 28
 Alice springs 25
 alumni 65
 America 16
 American English 9, 10
 American revolution 17
 Anglo 55
 Anglo Community 55
 Anglo-Romani 10
 Anglo-Saxon 6
 Anglo-Saxon invasion 6
 Aotearoa 19
 Australia 17
 Australian English 10
 authorized version of the Bible 7
 Ayers rock 25
 BA 67
 Bahamas 13
 BBC English 8
 Beach-la-Mar 9
 Belfast 15, 16
 Beowulf 6
 Bermuda/s 12, 20
 Beverly Hills 46
 Bislama 9
 Black American English 40
 Black English 40
 Black English Vernacular (BEV) 9,
 40
 bloody 28
 Britain 14
 British English 8, 9
 Brythonic 14
 BSc 67
 bull-roarer(s) 28
 Bytown 17
 cajun 30, 33
 campus 64, 65
 Canada 11, 17
 Canadian English 10
 Canberra 12, 17, 19
 Canterbury Tales 7
 Cape Town 12, 20
 Capital of Miserable Huts 17
 Cardiff 15
 Caucasian 54
 Chaucer, Geoffrey 7
 Cheltenham 63
 churinga 28
 City of Hull 17
 city of magnificent distances 17
 class 65
 Cockney 56
 co-ed 67

- Colony of the Falkland Islands 13
 Columbus, Christopher 21
 Common Anglo-Irish 9
 Congregational Church 72
 Cook, James 18
 Cornwall 9
 Credit/s 65, 67
 creole 9
 Cymru 15
 David 15
 De Kaap 20
 Dominion of Canada 17
 dormitory 61
 downtown 54
 dreaming 28
 dreamtime 26, 28
 Dublin 11,16
 Edinburgh 15
 Eire 9, 16
 elective(s) 67
 Emperor Claudius 14
 England 14
 English 14
 English English 9
 Eton 63
 faculty 67
 faculty advisers 65
 Falklands 21
 fall semester 65
 falling grade 65
 family name 51
 final year 67
 first year 67
 Flinders, Matthew 18
 Francophone 30
 Frankish tongue 9
 fraternities 65
 fraternity 67
 free house 69
 freshman 65, 67
 Georgetown 13
 Germanic language 6
 gospel 40
 gospel music 40
 grade school 66
 grading 65
 graduate 67
 Guyana 13, 21
 half a pint 70
 Hamilton 12
 Harrow 63
 high school 66
 Hispanics 54
 Home of Bizzare 46
 homecoming 65
 homecoming game 65
 homecoming royalty 65
 honours degree 67
 Hottentots 20
 independent school 63
 inn 70
 international language 6
 Ireland 11, 15, 16
 Irish English 9
 Irish Free State 16
 Irish Gaelic 11
 Islas Malvinas 21
 Jamaica 13, 21
 jambalaya 35
 James I of England 7
 jazz 36
 junior 65, 67
 King James Version of the Bible 7
 Kingston 13
 Kupe 19
 lager 70

- Last orders! 70
 Liberia 13
 Libya 20
 lingua-franca 9
 Loch Ness 59
 Londinium 14
 London 11, 14
 Loony 59
 Los Angeles 41
 Louisiana creole 34
 lounge bar 70
 Lowland Scots 10
 lunatic 59
 Macquarie, Lachlan 18
 main subject 67
 mainland Englishes 6
 major 65
 Maori 19
 master 61
 Mexican 55
 Mexican-American 55
 Middle English 7
 minor 65
 Monrovia 13
 mother tongue 6
 Mundus Novus 16
 Nassau 13
 national language 8
 Nessie 59
 New Englishes 9
 New France 17
 New Holland 19
 New Orleans 35
 New World 16
 New Zealand 12, 19
 New Zealand English 10
 Niue Zealand 20
 non-native variety 8
 nonstandard English 8
 Northern Hemisphere English 9
 Northern Ireland 16
 Nova Hollandia 18
 Nova Scotia 30
 official language 8
 Old English 6
 old school tie 64
 Ottawa 11, 17
 outbackmanship 29
 overseas English 6, 9
 Oviedo de, Fernandez 20
 Oxford English 8
 passing grade 65
 Pays de Galles 15
 pidgin 9
 post colonial English 7
 post-graduate 67
 prefect 61
 private school 63
 pub 68
 public bar 70
 public house 69
 public school 59
 pupil 66
 quarter 66
 Québec 11
 Queen's English 8
 regional variety 6
 registration week 65
 reverend 74
 Roedean 63
 RP (received pronunciation) 8
 Rugby 63
 rural speech 35
 rushing 65
 sacred site/area 26
 saloon bar 70

- Samuel Johnson's dictionary 7
 San Salvador 21
 Santiago 21
 school 66
 Scotia 15
 Scotland 15
 Scots 15
 Scotti 15
 Scottish English 9
 Scottish Standard English 9
 second language 6
 second year 67
 secondary school 66
 semester 65, 66
 senior 65,67
 senior boy 61
 Shakespeare, William 7, 47
 social variety 6, 9
 sophomore 65, 67
 sorority 65, 67
 South Africa 12
 South African English 10
 Southern Hemisphere English 9
 spoken variety 6
 spring semester 65
 standard English 8
 standardization 7
 state school 63
 Stratford-upon-Avon 47
 student 66
 subsidiary subject 67
 substandard English 8
 summer term 65
 Tacitus 14
 Tasman, Abel 19
 term 66
 Terra Australia 18
 the Commonwealth of Australia 12
 the Emporium of the west 17
 The Endeavour 18
 the English-speaking world 8
 the Father of the Country 16
 the Globe 47
 the great Australian adjective 28
 the Great Outback 29
 the Independents 73
 the Isle of Man 9
 the Land of Long White Cloud 19
 the Land of the Afrigs 20
 the Last Frontier 19
 the Last of Lands 19
 the Loony Left 59
 the Northern Isles 9
 the old boy network 64
 the Oldest Continent 19
 the Olgas 25, 26
 the Orkney Isles 9
 the Outback 26, 29
 the Picts 15
 the Romans 14
 the Royal Shakespeare Company 47
 the Shetland Isles 9
 the Somers Isles 21
 the Thames 14
 the United Kingdom of Great Britain and Northern Ireland 11
 the Unites States of America 11
 the Wild Coast 21
 tied house 69
 Tjukurpa 26, 28
 to earn credits 67
 to graduate 66
 to leave school 66
 Tok Pisin 9
 Torre Strait 18

total 67
typological variety 9
Ulster 15
Uluru 25, 26
undergraduate 65
US English 10
vernacular 7
Vespucci, Amerigo 16
Wales 15
Washington 11, 16
Washington, George 16
Wellington 12, 19, 20
Welsh English 9
Westminster 63
white Australia policy 29
white Australian 29
wilderness city 17
Winchester 63
Windy City 20
Xaymaca 21

RECOMMENDED LITERATURE

1. Ощепкова В.В. Язык и культура Великобритании, США, Канады, Австралии, Новой Зеландии. – М., СПб.: ГЛОССА; КАРО, 2006. – 336 с.
2. Рыбкина Е.А. Новая Зеландия. – СПб: Каро, 2001. – 187 с.
3. Farrel M. British Life and Institutions – Chancerel, 2000. – 143 p.
4. Timanovskaya N. English-Speaking Countries. – Тула: Автограф, 1998. – 382 с.

FURTHER READING

1. Химунина Т.М. В Великобритании принято так. – М: Просвещение, 1984. – 239 с.
2. Леонович О.А. В мире английских имен. – М.: Изд-во Астрель, 2002. – 160 с.
3. Миньяр-Белоручева А.П. Соединенные Штаты Америки. – М.: Просвещение, 1996. – 87 с.
4. Ощепкова В.В. The USA. – М.: Лист, 1997. – 168 с.
5. Ощепкова В.В. Britain in Brief. – М.: Лист, 1999. – 220 с.
6. Турышев И.П. Искусство США: Живопись. Скульптура. – М.: Просвещение, 1986. – 160 с.
7. Halliday F.E. England. A Concise History. – London: Hudson, 1999. – 240 p.
8. Room A. An A to Z of British Life. – Oxford OUP, 1990. – 480 p.

REFERENCES

1. Study Special: A Word with Dolly Weston (American Campus)// Speak Up. – 1991, October. - #53.
2. (AHID) – The American Heritage Illustrated College Dictionary. – 3-d ed. – Boston, N.Y.: Houghton Mifflin Company, 1993. – 1630 p.
3. Ashman T. Beyond the Fringe// Speak Up. – 1992, June. – #61. – P. 16-17.
4. (CAND) - The Concise Australian National Dictionary/ ed. by J. Hughes, Melbourne: Oxford University Press, 1992. – 662 p.
5. Crystal D. The Penguin Dictionary of Language (articles: Black American, Stylistics). – L., N.Y. etc.: Penguin Books, 1999.–390 p.
6. Encyclopaedia Britannica. Deluxe Edition: 3CD (articles: Acadia, Arizona: the people, Cajun, Congregational Church of England and Wales, Family names, Independent, Louisiana creole, Reverend, The ethnics, The Hispanics). – 2001.
7. In the pub// S. Cunningham, P. Moor. Everyday listening and speaking. Making Headway. – OUP, 1996. – P. 34-36.
8. (OLDE): Oxford Learner’s Dictionary of English Idioms/ ed. By H. Warren. – Oxford: OUP, 1999. – 334 p.
9. Ratcliffe J. The Rock. Ayers Rock and the Aborigines// Speak Up. – 1992, February. - #57. – P. 28-31.
10. Ratcliffe J. On the Border// Speak Up. – 1992, June. – #61. – P. 18-21.
11. Ratcliffe J. Last Orders// Speak Up. – 1992, June. - #61. – P. 22-23.
12. Ratcliffe J. A Sign of the Times// Speak Up. – 1992, March. - #58. – P. 24-25.
13. Room A. An A to Z of British Life (articles: Loch Ness, Loony left, Private school, Public school, Rugby). – OUP, 1990. – 480 p.
14. Selling Shakespeare (the author is N/G)// Speak Up. – 1992, May. – #60. – P. 14-18.
15. Worden M. In Cajun Country// Speak Up. – 1992, June. - #61. – P. 12-15.
16. Worden M. New Orleans: The Show Must Go On// Speak Up. – 1992, March. - #58. – P. 14-18.
17. Worden M. Los Angeles: Home of the Bizarre// Speak Up. – 1991, November. - #54. – P. 14-19.

18. Worden M. The Old School// Speak Up. – 1992, June. - #57. – P. 21-25.
19. (Medvedev) – Медведев Г.И. Каджунский диалект в полиэтнической Луизиане: миф или реальность// Языковое разнообразие как фактор межкультурного взаимопонимания и демократической стабильности. Мат–лы Межд. научн. конф.: В 2 ч. – Ч. 1. – Минск: МГЛУ, 2001. – С. 37-39.

Навчальне видання
(англійською мовою)

Козлова Тетяна Олегівна

**ЛІНГВОКРАЇНОЗНАВСТВО: ІСТОРІЯ ТА КУЛЬТУРА
АНГЛОМОВНИХ КРАЇН**

Навчальний посібник
для студентів 3 – 4 курсів факультету іноземної філології

Рецензент
Відповідальний за випуск
Коректор

к.п.н., доцент Н.О. Надточій
к.ф.н., доцент Т.О. Козлова
к.ф.н., доцент Т.О. Козлова