

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное бюджетное образовательное  
учреждение высшего профессионального образования  
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

*Кафедра лингвистики и перевода*

# **ВЕЛИКОБРИТАНИЯ: СТРАНА И ОБРАЗ ЖИЗНИ**

Практикум  
по переводу первого (второго) иностранного языка



Пермь 2016

УДК 81'25

ББК 81.07

*Составитель:* канд. филол. наук, доцент **Ю. Н. Пинягин**

**Великобритания:** страна и образ жизни [Электронный ресурс]: практикум по переводу первого (второго) иностранного языка / сост. Ю. Н. Пинягин; Перм. гос. нац. исслед. ун-т. – Электрон. дан. – Пермь, 2016. – 0,5 Мб. – *Систем. требования:* процессор Intel Pentium, 1,3 ГГц; 40 Мб HDD; 256 Мб RAM; операц. система Windows 98 и выше; рекомендуемое разрешение 1024x576; подключение к сети Интернет.

Цель издания – выработка у студентов навыков и приемов перевода научно-популярных текстов, содержащих лингвокультурную информацию.

Предназначено для студентов 2–4 курсов факультета современных иностранных языков и литератур направления «Лингвистика» и специальности «Перевод и переводоведение», а также для студентов историко-политологического факультета направления «Международные отношения» по дисциплинам «Практический курс перевода первого (второго) иностранного языка», «Практикум по переводу первого (второго) иностранного языка», «Теория и практика перевода».

*Издается по решению методической комиссии  
факультета современных иностранных языков и литератур  
Пермского государственного национального исследовательского университета*

© Пинягин Ю. Н., составление, 2016

## СОДЕРЖАНИЕ

Введение.....	4
Методическая записка для преподавателей.....	5
Методическая записка для студентов.....	5
Часть 1.	
Who are the British? .....	7
How was the UK formed?.....	9
Robin Hood.....	11
British unity in diversity.....	13
Multiracial Britain.....	15
Languages, accents and dialects.....	18
The love of nature.....	21
Часть 2.	
A portrait of London.....	25
The West End.....	31
Stratford-upon-Avon.....	34
The Swan of Avon.....	36
Liverpool and the Beatles.....	37
The most beautiful corner of England.....	38
Let's save our heritage.....	39
Religion.....	40
The class system.....	41
Family life.....	45
Holidays.....	46
Turning work into play.....	48
Eccentricity.....	49
Fashion outdated.....	50
Food and drink.....	52
Sport.....	56
Festivals.....	58
The English character.....	61
Приложение.....	
Ключи.....	70
Список словарей и справочных изданий.....	76

## ВВЕДЕНИЕ

Данное пособие может быть использовано на занятиях по дисциплинам «Практический курс перевода первого (второго) иностранного языка», «Практикум по переводу первого (второго) иностранного языка», «Теория и практика перевода» для студентов 2–4 курсов направления «Лингвистика» и специальности «Перевод и переводоведение», а также для студентов историко-политологического факультета направления «Международные отношения».

**Целью** данного учебного практикума является выработка у студентов навыков и приемов перевода научно-популярных текстов, содержащих лингвокультурную информацию, что предполагает активное использование студентами лингвострановедческих и англо-русских словарей и, как следствие, выработку навыков быстрого и точного нахождения необходимой информации. Это позволит студентам выработать как *базовые*, так и, частично, *специальные* составляющие переводческой компетенции, под которой понимается совокупность знаний, умений и навыков, позволяющих переводчику успешно решать профессиональные задачи.

К базовым составляющим переводческой компетенции относятся знания, умения и навыки, в той или иной мере необходимые переводчику во всех видах перевода независимо от жанра.

К специальным составляющим переводческой компетенции относятся ее части, необходимые при переводе текстов определенного жанра и стиля: научно-технических, деловых, художественных, лингвокультурных и т.д.

Из этих составляющих переводческой компетенции в рамках учебной программы практического курса перевода может в *основных чертах* быть сформирован комплекс только базовых составляющих. В части специальных составляющих ожидается формирование у студентов **первичных навыков** перевода лингвокультурных текстов.

В результате такого сочетания усилий преподавателей и студентов в ходе итогового контроля в конце учебного года студенты должны продемонстрировать наличие знаний и умений базовых и специальных составляющих переводческой компетенции.

При использовании пособия для обучения навыкам перевода по второму иностранному языку к вышеупомянутым целям прибавляется еще одна – более глубокое овладение лексикой и грамматикой английского языка. Эта цель в определенной мере реализуется в пособии через систему упражнений.

## МЕТОДИЧЕСКАЯ ЗАПИСКА ДЛЯ ПРЕПОДАВАТЕЛЕЙ

Практикум состоит из двух частей, приложения, списка словарей и справочных изданий. В *первой части* содержатся задания и упражнения на решение конкретных переводческих проблем: способов передачи имен собственных, географических названий, реалий, стилистической корректировки предложенных вариантов перевода отдельных частей текста оригинала и т.д. Эти задания должны постепенно ввести студентов в круг проблем практики перевода и нацелить их на выполнение комплексного предпереводческого анализа текста. Они имеют обучающий характер, т.к. сравнение оригинала и перевода позволяет студентам сделать самостоятельные выводы относительно принципов перевода. Незаменимую роль на аудиторных занятиях играет и комментарий преподавателя, который должен не только одобрить или по критиковать предложенные студентами варианты перевода, но и объяснить *логику* нахождения правильного решения конкретной переводческой трудности.

Во *второй части* практикума предлагаются тексты без заданий и упражнений, т.к. после большой аналитической работы в аудитории студенты должны уже самостоятельно уметь находить и решать типовые переводческие трудности. Данная часть содержит тексты разной степени сложности, но объединенные одной тематикой, что позволяет преподавателю варьировать выбор домашнего задания в зависимости от мотивировки и уровня владения студентами иностранным языком.

В *приложении* содержатся задания для самостоятельной работы с ключами. Они позволяют студентам проверить свои знания и выработать лингвистическую догадку, которая так необходима переводчику.

## МЕТОДИЧЕСКАЯ ЗАПИСКА ДЛЯ СТУДЕНТОВ

Для выработки прочных профессиональных навыков перевода в ходе самостоятельной работы с пособием вам необходимо следовать следующим рекомендациям.

1. Внимательно прочитайте текст с начала до конца «под переводческим углом зрения», т.е. определите его тип, доминанту, сложность и насыщенность лингвострановедческой информацией.
2. Выпишите все незнакомые вам слова, пользуясь как переводными, так и лингвострановедческими словарями. Особое внимание обратите на явные и скрытые реалии.
3. Выполните задания и упражнения после текста. Они помогут Вам избежать ошибок в собственном переводе и покажут, что перево-

дческая деятельность не всегда зависит только от хороших лексикографических источников.

4. Переведите текст полностью, отложите перевод в сторону на несколько дней, чтобы произошло своеобразное «отчуждение». Оно необходимо для следующей стадии работы над переводом.
5. Важнейшим стратегическим принципом переводчика является критическое отношение к своим действиям, поэтому заключительным этапом работы над текстом перевода является стилистическая правка. Внимательно прочитайте текст перевода и попытайтесь найти в нем типичные переводческие недостатки: смысловые повторы, фактологические неточности, стилистические шероховатости и т.д. Откорректируйте свой перевод в соответствии с нормами русского языка и доминанты перевода данного типа текста.

## ЧАСТЬ 1.

### ***WHO ARE THE BRITISH?***

#### **Why British not English?**

Many foreigners say ‘England’ and ‘English’ when they mean ‘Britain’, or ‘UK’, and ‘British’. This is very annoying for the 5 million people who live in Scotland, the 2.8 million in Wales and 1.5 million in Northern Ireland who are certainly *not* English. (46 million people live in England.) However, the people from Scotland, Wales, Northern Ireland and England are all British. So what is the difference between the names ‘Great Britain’ and ‘the United Kingdom’ – and what about ‘the British Isles’?

#### **The United Kingdom**

This is an abbreviation of ‘the United Kingdom of Great Britain and Northern Ireland’. It is often further abbreviated to ‘UK’, and is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). Several islands off the British coast are also part of the United Kingdom (for example, the Isle of Wight, the Orkneys, Hebrides and Shetlands, and the Isles of Scilly), although the Channel Islands and the Isle of Man are not. However, all these islands do recognize the Queen.

#### **Great Britain**

This is the name of the island which is made up of England, Scotland and Wales and so, strictly speaking, it does not include Northern Ireland. The origin of the word ‘Great’ is a reference to size, because in many European languages the words for Britain and Brittany in France are the same. In fact, it was the French who first talked about *Grande Bretagne*! In everyday speech ‘Britain’ is used to mean the United Kingdom.

## **The British Isles**

This is the geographical name that refers to all the islands off the north west coast of the European continent: Great Britain, the whole of Ireland (Northern and Southern), the Channel Islands and the Isle of Man. But it is important to remember that Southern Ireland – that is the Republic of Ireland (also called ‘Eire’) – is completely independent.

So you can see that ‘The United Kingdom’ is the correct name to use if you are referring to the country in a political rather than in a geographical way. ‘British’ refers to people from the UK, Great Britain or the British Isles in general.

### **Задания и упражнения**

1. Как лексически компенсировать средствами русского языка курсив оригинала: This is very annoying for the 5 million people who live in Scotland, the 2.8 million in Wales and 1.5 million in Northern Ireland who are certainly *not* English?
2. С помощью лексикографических источников установите исторические связи слов современных английских и французских слов: *brits*, *Britain*, *Brittany*, *Grande Bretagne*.
3. Найдите в тексте перевода данного абзаца правомерно сделанные дополнения, а также ошибки и стилистические погрешности, объясните их причины, дайте свой вариант перевода.

## **The United Kingdom**

This is an abbreviation of ‘the United Kingdom of Great Britain and Northern

Ireland’. It is often further abbreviated to ‘UK’, and is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). Several islands off the British coast are also part of the United Kingdom (for example, the Isle of



Wight, the Orkneys, Hebrides and Shetlands, and the Isles of Scilly), although the Channel Islands and the Isle of Man are not. However, all these islands do recognize the Queen.

### ***Объединённое королевство.***

Это аббревиатура официального названия страны – Соединённое Королевство Великобритании и Северной Ирландии. В повседневной речи британцев она усекается (сокращается) до «UK» - «ЮКЕЙ» и является политическим *именем* страны, *сделанной* из Англии, Шотландии, Уэльса и Северной Ирландии, которую иногда ещё называют *Ульстер*. Несколько *островов британского побережья* также являются частью Соединённого Королевства, например, остров *Вайт*, *Оркниз*, *Хебридиз* и *Шетландз* и острова Силли, хотя Нормандские острова (Джерси и Гернси) и остров *Ман* в него не входят. Тем не менее, все эти острова *узнают* Королеву.

### ***HOW WAS THE UNITED KINGDOM FORMED?***

This took centuries, and a lot of armed struggle was involved. In the 15<sup>th</sup> century, a Welsh prince, Henry Tudor, became King Henry VII of England. Then his son, King Henry VIII, united England and Wales under one Parliament in 1536.

In Scotland the similar thing happened. The King of Scotland inherited the crown of England and Wales in 1603, so he became King James I of England and Wales and King James VI of Scotland. The Parliaments of England, Wales and Scotland were united a century later in 1707.

The Scottish and Welsh are proud and independent people. In recent years there have been attempts at devolution in the two countries, particularly in Scotland where the Scottish Nationalist Party was very strong for a while. The people complained that they were dominated by England, and

particularly by London. In a referendum of 1978 the Welsh rejected devolution and in 1979 the Scots did the same. But by the end of the century both nations got self-government – Scottish Parliament and National Assembly for Wales.

The whole of Ireland was united with Great Britain from 1801 up until 1922. In that year the independent Republic of Ireland was formed in the South, while Northern Ireland became part of the United Kingdom of Great Britain and Northern Ireland. The story of this particular union is long and complicated, but Northern Ireland has also got at last Home Rule.

### **The Union Jack**

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St George, the patron saint of England. The white diagonal cross (with the arms going into the corners) is the cross of St Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St Patrick, the patron saint of Ireland. St David is the patron saint of Wales.



### **Invasion**

What makes the Scottish, Welsh, English and Northern Irish different from each other? About 2,000 years ago the British Isles were inhabited by the Celts who originally came from continental Europe. During the next 1,000 years there were many invasions. The Romans came from Italy in AD 43 and, in calling the country ‘Britannia’, gave Britain its name. The Angles

and Saxons came from Germany, Denmark and the Netherlands in the 5<sup>th</sup> century, and England gets its name from this invasion (Angle – land). The Vikings arrived from Denmark and Norway throughout the 9<sup>th</sup> century, and in 1066 (the one date in history which every British school-child knows) the Normans invaded from France. These invasions drove the Celts into what is now Wales and Scotland, and they remained, of course, in Ireland. The English, on the other hand, are the descendants of all the invaders, but are more Anglo-Saxon than anything else.

These various origins explain many of the differences to be found between England, Wales, Scotland and Ireland – differences in education, religion and the legal systems, but most obviously, in language.

### **Задания и упражнения**

1. Сравните оригинал и перевод с точки зрения передачи имен собственных:

King Henry VII – король *Генри VII*

King James I – король *Джеймс I*

St Andrew – *Сент Эндрю*

St David – Святой Давид

2. Переведите и объясните смысл данных слов:

Self – government, devolution, national, nationalist, Home Rule, referendum.

### ***ROBIN HOOD***

Robin Hood did exist. There is no question of that. The problem to be sorted out is: Which of the scores of Robin Hoods, Robin Hoodes and Robin Hodes who lived in and around Sherwood Forest in the Middle Ages was really the world's most famous outlaw?

The mysteries which shroud his life and the heroic nature of his personality and deeds made him an obvious candidate for immortality. Seven centuries on, he is still alive and well in a vast inheritance of medieval ballads, May games, broadside ballads, garlands, Victorian penny-comics and 20<sup>th</sup> century Hollywood movies.

He is still as brave and sharp witted as when he robbed the rich, outfoxed the Sheriff of Nottingham and incited revolt against unjust laws.

His brilliance with a longbow is his one consistently outstanding characteristic. The rest, including his appearance, has been changed to suit the imaginations of succeeding generations.

The outlaw portrayed by Sir Walter Scott in his novel “Ivanhoe” – a bearded figure clad in Lincoln green – is still the favourite stereotype even though the Robin Hood statue below Nottingham Castle is more accurate.

There are almost as many theories about Robin Hood as there were medieval characters of that name. One researcher found six in a forty year span from Edward I to Edward III.

Some link him with Richard I. Others say he was born about 1160 in ‘Locksley town in merry Nottinghamshire’ wherever that is and that he died at Kirkstall Priory, Yorkshire. This later school of thought also has it that he was allowed to bleed to death and that he shot his last arrow to mark his burial spot.

Another group says Robin Hood came from nobility and was really the Earl of Huntingdon while other researchers place his roots firmly among yeoman stock.

Whatever the truth, real outlaws whose exploits echo Robin Hood’s abounded in medieval times. Their crimes ranged from infringement of the forest laws and theft, to violence and political offences. The royal forests

harboured scores of such characters, many of them engaged in the popular pursuit of highway robbery.

All criminal suspects who could not be apprehended were outlawed. This meant that they lost all legal rights and could be killed without penalty.

The legendary exploits of Robin Hood and his Merry Men were readily matched, in an admitted more sinister manner, by the activities of the outlaw gangs which comprised the medieval mafia. The most vivid accounts cover the period 1270 to 1340.

It was inevitable when the royal taxes became excessive and the Sheriffs were harsh and corrupt that outlaws would receive undue public sympathy. The rich were robbed because they offered the ripest pickings rather than any sense of social justice. Indeed there are no records of handouts to the poor.

The legend of Robin Hood was well established in rhymes and verses by the time of Richard II and when the Middle Ages came to a close his exploits were famed in all levels of society.

Surviving ballads are the product of a mainly oral tradition so their sources have probably been lost beyond recall. But as they were a form of popular history, a device for remembering things as well as entertainment, it is likely that the story of Robin Hood is not entirely fictional.

Unless some researcher has an enormous stroke of luck, it is likely that the truth of Robin Hood will never be known. But his legend will live on as long as people love a good story.

### ***BRITISH UNITY IN DIVERSITY***

What is Britishness? Is it more than the sum of its parts – or less? Many Scots and not a few Welsh believe that Britishness is no more than a dis-

guised version of Englishness. I have just visited three towns with the same name – one each in Scotland, Wales and England – to try to discover whether there is an overarching sense of identity that it still makes sense to call British.

Nobody in Newport, Shropshire, had a problem with Britishness. In Newport, Gwent, some of the Welsh felt British, though others preferred to call themselves European. But it was in Newport – on – Tay, near Dundee, that we found the greatest reluctance to sign up to a common identity of Britishness.

Here is Billy Kay, a local writer: ‘The British identity that I’m supposed to feel part as I see as being first of all an imperial identity through the Empire and then an identity which has been forced by the idea of people coming together to fight two world wars. I don’t think that’s a healthy identity to carry into the 21<sup>st</sup> century.’

This is a common complaint – that Britishness is something from the past that has little relevance today. When the Act of Union was signed in 1707, people had to be persuaded to attach an extra loyalty to their long-standing allegiance to region or nation.

Successive governments used the common religion of Protestantism as a propaganda weapon to encourage the English, Scottish and Welsh to unite around a common flag – and against Catholic enemies.

The Empire – which was always the British, not the English Empire – was also a unifying force. It drew heavily on the experience of the Scots and Welsh as doctors, traders, explorers and administrators.

Then there was the monarchy. Queen Victoria perhaps perfected the art of being monarch to all of Britain and the Empire. Meanwhile, successive wars have brought Britons together in defence of the Empire and the Union.

It was the Battle of Britain, not the Battle of England, that took place over the Channel and southern counties.

But history is history: the Empire has gone, the Church no longer binds us, the Armed Forces are shrinking and the monarchy is troubled. Some people feel that the glue of nationhood had dried up. Alex Salmon, leader of the Scottish nationalists, no longer wants to be attached to what he sees as a Britain in decline. He looks to Europe as Scotland's new stage.

So do a surprising number in Newport, Gwent. Alan Richards, a sales director, has found that doing business with Europe has changed his outlook. 'I see our future very much as being linked to Europe as a whole: that includes England. I see England merely as part of Europe.'

(The Times)

### **Задания и упражнения**

1. Какие импликации есть в этих географических названиях и как они должны быть эксплицированы при переводе?

Newport, Shropshire; Gwent; Newport – on – Tay, near Dundee.

2. Используя различные лексикографические источники, попытайтесь найти наиболее приемлемые варианты передачи данных слов и словосочетаний:

Britishness, Englishness, identity, identity of Britishness, British identity, imperial identity, a healthy identity, Battle of Britain, Scottish nationalist.

### ***MULTIRACIAL BRITAIN***

Recently, there have been many waves of immigration into Britain and movements within the UK. For example, many people from Wales, Scotland and Ireland have settled in England; and Jews, Russians, Germans, and Poles have come to Britain (particularly London) during political changes in the rest of Europe.

Commonwealth citizens were allowed free entry into Britain until 1962. Before the Second World War these immigrants were mostly people from Canada, Australia, New Zealand and South Africa. In the 1950s, people from the West Indies, India, Pakistan, Bangladesh and Hong Kong were encouraged to come and work in Britain. Today, 2 million British people are of West Indian or Asian origin and over 50 per cent of them were born in Britain.

The new immigrant communities are concentrated in the following towns and cities: London, Slough, Leicester, Wolverhampton, Birmingham, Luton, Bradford, Coventry, Bedford, Reading and Sandwell. The main languages of the Asian immigrants are Urdu, Hindi, Bengali, Punjabi and Cantonese (Chinese). Nowadays the policy is to encourage these communities to continue speaking their own languages as well as English. The children of immigrants are often taught their own languages in school, and there are special newspapers, magazines, and radio and television programmes for the Asian community. The West Indians, of course, arrive speaking English, but they do have their own culture which they wish to keep alive. They also have their own newspapers, and radio and television programmes.

The latest wave of immigration has of course caused problems. There is certainly racial tension and racial prejudice in Britain today. In spite of laws passed to protect them, there is still discrimination against Asian and black people, many of whom are unemployed or in low-paid jobs. However, the atmosphere is improving and the different races are slowly learning to trust one another. In a wide educational programme white school-children, teachers, policemen and social workers are learning about problems and customs of their new neighbours. There are many areas in Britain now where racial harmony is a reality.



British culture is being enriched through its contact with other cultures. For example, the British are becoming more adventurous in their cooking and eating habits, and Chinese, Indian and Pakistani restaurants are very popular. Another example can be found in the pop music scene where West Indian reggae music has become very influential.

### **Задания и упражнения**

1. Переведите эти географические названия на русский язык:

Chester, Manchester, Leicester, Gloucester, Reading, Wolverhampton, Sandwell, Bradford, River Avon, Aylesbury, Bath, Bournemouth, Castle Ashby, Dartmoor, Derby, Eynsham, Henley – on – Thames, Inveraray, Ipswich, Kew, King's Cross Station, Kingston upon Thames, Lake District, Land's End, Loch Lomond, Loch Ness, Newcastle upon Tyne, Northampton, Norwich, Nottingham, Perth, Plymouth, Rhondda Valley, Peterborough, Salisbury, Shrewsbury, Stirling, Tunbridge Wells, Truro, Wiltshire, Watford, West Sussex, White Cliffs of Dover, Winchester, Windsor.

2. С помощью лингвострановедческих словарей прокомментируйте и объясните логику передачи фонетического содержания буквы **J** в следующих словах и словосочетаниях; дайте их лингвострановедческую интерпретацию:

Jarrow – Ярроу, Jodrell Bank – обсерватория Джодрелл Бэнк, Jutes – юты, Jaguar – Ягуар, jam-session – джем-сешн, Jesus College – Колледж Иисуса, Jane Eyre – Джейн Эйр, Jack the Ripper – Джек Потрошитель, Jacobean style – якобитский стиль, Jockey Club – Жокей клуб, John Barleycorn – Джон Ячменное Зерно, John Bull – Джон Булль, Jury – жюри.

## ***LANGUAGES, ACCENTS AND DIALECTS***

### **Language**

The Celts spoke Celtic which survives today in the form of Welsh, Scottish Gaelic and Irish Gaelic. Less than a quarter of all Welsh people (600,000, out of 2,800,000) speak Welsh. Scottish Gaelic and Irish Gaelic are still spoken, although they have suffered more than Welsh from the spread of English. However, all three languages are now officially encouraged and taught in schools.

English developed from Anglo-Saxon and is a Germanic language. However, all invading peoples, particularly the Norman French, influenced the English language and you can find many words in English which are French in origin. Nowadays all Welsh, Scottish and Irish people speak English (even if they speak their own languages as well), but all the countries have their own special accents and dialects, and their people are easily recognizable as soon as they speak. Occasionally, people from the four countries in the UK have difficulty in understanding one another because of these different accents. A southern English accent is generally accepted to be the most easily understood, and is the accent usually taught to foreigners.

### ***Spoken in the UK***

Walk through any big British town and you can hear languages as diverse as Cantonese, Spanish, Urdu and Greek. But there are also a number of indigenous, or native, languages spoken within the UK.

According to the 1991 census, 527,510 people said they spoke Welsh. It is increasingly used in schools and by some local authorities. Public pressure has led to more public services in Welsh. A Welsh television channel, S4C, began broadcasting in 1983 and there are radio stations and newspapers.

In some areas, the use of English in schools and in the media has contributed to the decline of minority languages. There were about 69,000 speakers of Gaelic in Scotland in 1991, according to that year's census. The language, especially strong in the Outer Hebrides, is used in some schools but speakers have limited legal rights. It is not used in the courts, and it plays no part in the national government.

The Scots language, which is different from Scottish Gaelic, is so close a relative of English that is often regarded as simply a northern dialect. It is spoken in the central belt of Scotland and the Lowlands. It was the everyday language here from the 14<sup>th</sup> century until the late 17<sup>th</sup> century. The upper classes slowly turned to English, influenced by the Union of the Crowns of England and Scotland in 1603. Most Scots speak a mixture of Scots and English, but English is the language of education and the government.

There has been a Scots revival in recent years: the New Testament in Scots was published in 1985, and Scots is used in parts of the Scottish press.

There are speakers of the Irish Gaelic in the Northern Ireland, but it has no official status there. Other native languages in Britain include Cornish in Cornwall and Manx Gaelic on the Isle of Man. The last native speaker of Cornish died in 1777 and the last speaker of Manx in 1974. There have been recent revivals, although the languages have no legal status.

(The Guardian)

### ***Well-spoken Employees Wanted***

It's no good just walking in and saying 'Gissa job' in thick Scouse, Brummie, or Glaswegian. If you want employment, get a 'proper accent' or you won't get past the first interview.

Don't be too posh, though – Oxford accents are off-putting and sounding like the Queen you will only irritate your prospective employer, especially if you are a man.

The accent that will launch you on a glittering career is received pronunciation, or RP. This will give you the impression that you are confident, intelligent and ambitious.

The ideal voice for getting that job is similar to a BBC announcer's voice, because 'It's pleasant to listen to', according to research by David Davey, a chartered psychologist specializing in executive assessment. The comparison did not please the BBC whose spokesman said: 'The BBC accent doesn't exist any more. We have an equal opportunities policy and any accent is acceptable provided that it is clearly understood.'

Standard accents are important in jobs that involve contacts with customers with a wide range of accents, Mr Davey writes in the Institute of Personnel Management's journal, *Personnel Plus*. 'But for a research position, intelligence, education and experience would heavily outweigh even the worst Cockney or Scouse accent.'

There is a consolation for those burdened with a strong accent: they are seen as friendlier, more generous, more honest and as having a better sense of humour than the RP brigade.

Mr Davey says that most educated Scottish accents are rated highly, although below RP, of course. 'Educated' Welsh and Irish accents also score quite highly as do the mellower examples of English provincial brogues, such as those from Yorkshire and Tyneside. American, Australian, South-African, Indian and West Indian accents might benefit from a certain 'classless' factor but all fail to challenge the supremacy of standard pronunciation.

RP women are thought to be more confident than women with 'non-standard accents', and they are also rated more highly in adventurousness, independence and femininity.

(The Observer)

### **Задания и упражнения**

1. Сравните названия стран Европы с названиями их жителей и языков, на которых они говорят.
2. Найдите в лингвострановедческом и англо-русском словарях названия данных языков и диалектов и расскажите об ареалах их распространения: Celtic, Welsh, Scottish Gaelic, Irish Gaelic, Germanic languages, French, Cantonese, Spanish, Urdu, Greek, Scots language, Cornish language, Manx Gaelic, Scouse, Brummie, Glaswegian, provincial brogue.

### ***THE LOVE OF NATURE***

Внимательно прочитайте текст *The Love of Nature*, сравните его с предложенным переводом и прокомментируйте этот текст под «переводческим углом зрения», т.е. определите степень необходимости и качества произведенных с текстом лексико-грамматических трансформаций.

Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has almost none of the negative associations which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning a living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a 'village green'. Nearby, there would be a pond with ducks on it. Nowadays such a village is not actually very common, but it is a stereotypical picture that is well-known to the British.

Some history connected with the building of the Channel tunnel provides an instructive example of the British attitude. While the 'chunnel' was being built, there were also plans to build new high-speed rail links on either side of it. But what route would these new railways lines take? On the French side of the tunnel, communities battled with each other to get the new line built through their towns. It would be good for local business. But on the English side, the opposite occurred. Nobody wanted the rail link near them! Communities battled with each other to get the new line built somewhere else. Never mind about business, they wanted to preserve their peace and quiet.

Perhaps this love of the countryside is another aspect of British conservatism. The countryside represents stability. Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and privilege to be able to go 'into the country' whenever they want to. Large areas of the country are official 'national parks' where almost no building is allowed.

Even if they cannot get into the countryside, many British people still spend a lot of their time with 'nature'. They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlucky people who do not have a garden can participate. Each local authority owns several areas of land which it rents very cheaply to these people in small parcels. On these 'allotments', people grow mainly vegetables.

### ***ЛЮБОВЬ К ПРИРОДЕ***

Большинство британцев живет в больших и маленьких городах, но их идеалом остается сельская местность. Она, по их мнению, лишена каких-либо негативных ассоциаций, которые ощущаются в других странах: некомфортность быта, отсутствие хорошего образования, без-

работица и бедность. Для британцев сельская местность ассоциируется с тишиной и покоем, красивой природой, хорошим здоровьем и отсутствием преступности. Большинство из них хотели бы жить в деревне, если бы только они были уверены, что найдут там способ зарабатывать себе на жизнь. В идеале такая деревенька должна состоять из домиков, покрытых соломой, сосредоточенных вокруг большой зеленой лужайки для игры в крикет, а рядом бы располагался прудик с утками. Такие деревни сегодня встречаются не часто, но эта типичная картина хорошо знакома каждому британцу.

События, связанные со строительством туннеля под Ла-Маншем, дают поучительный пример отношения британцев к природе. Во время проектирования Евротуннеля появились планы строительства новых скоростных железных дорог в качестве продолжения туннеля на территории Британии и Франции. Возник вопрос: где их строить? Во Франции местные общины боролись между собой за то, чтобы дорога прошла именно через их городки. Ведь это бы так поддержало местный бизнес! Но в Англии все было наоборот: никто не хотел, чтобы железная дорога проходила рядом с их домами. Там общины боролись за то, чтобы дорога прошла где угодно, но только не через них. Бог с ним, с бизнесом, главное, чтобы сохранились тишина и покой!

Возможно эта любовь к природе только еще одна черта британского консерватизма: деревня – это символ стабильности. Жители больших и маленьких городов проявляют живой интерес к сельской местности. Британцы считают своим правом и привилегией иметь возможность «поехать на природу», когда они захотят это сделать. Большие территории в сельской местности являются официальными «национальными парками», где практически ничего нельзя строить.

Если даже люди не могут поехать в сельскую местность, британцы все равно проводят много времени, «общаясь с природой» – они выращивают цветы. Садоводство – одно из самых популярных хобби в стране. Даже те немногие люди, у которых нет своего сада, могут удовлетворить эту страсть. Каждый местный муниципалитет владеет землей, которая в виде очень маленьких наделов сдается в аренду желающим работать на ней. На этих «участках», как их называют в Британии, люди выращивают в основном овощи.



## ЧАСТЬ 2

### *A PORTRAIT OF LONDON*

#### **London facts and figures**

London has a population of about 6, 75 million, including substantial ethnic minority groups, and is the largest city in Britain. London is the seat of central government and is one of the world's leading commercial and cultural centres.

London – the area administrated by the London borough councils and the Corporation of London covers 1, 580 sq km (610 sq miles). The population has declined from about 8 million at the beginning of the 1960s because of the pattern of migration from inner city areas to outer suburbs. However, the rate of decline decreased markedly during the 1980s.

London has an excessive public transportation network, which is being further improved through substantial investment and new construction. Problems of inner city decline in certain parts of the capital are being addressed by comprehensive urban regeneration schemes.

#### **Sightseeing**

Perhaps the best way to get acquainted with the city when you first arrive is to take a guided bus tour. The Original London Transport Sightseeing Tour 'London Plus', for example, provides open-top double-decker buses, so that you can be sure of a good view. Tours run at frequent intervals throughout the day, offering the opportunity to get on and off as often as you like at more than thirty different places.

Highlights of your tour will include famous sights such as 'Big Ben' and the magnificent Houses of Parliament beside the river Thames; Downing Street, the official home of the British Prime Minister; and the Tower of London. One of the river's most famous landmarks is Tower Bridge.

Daily displays of pomp and pageantry are also an important part of the London scene; watch the daily spectacle of Changing the Guard outside Buckingham Palace and at Horse Guards, Whitehall. Highlights of the ceremonial year are Trooping the Colour, held to celebrate the Queen's official birthday in June, the Royal Tournament and the State Openings of Parliament in June and November.

### **The Growth of London**

Archaeological evidence indicates that London was an active centre in Roman times. By the Middle Ages, when London became the political and commercial capital of England, it was one of the principal cities in Europe. The original commercial nucleus of the City of London (only a mile square – 2,6 sq km – referred to simply as 'the City') was adjoined by the City of Westminster (to the West), where the political centre established by the monarchy was supplemented by the administrative offices of Parliament and Whitehall.

London's expansion accelerated during the Industrial Revolution of the late – eighteenth and nineteenth centuries, by the end of which it had developed into the largest city in the world. During the twentieth century, population growth has been concentrated in the outer suburbs, in the surrounding areas known as the 'home counties' and in 12 new towns around London. These new towns, out of a total of 32 in Britain as a whole, were created after 1945 within a radius of 129 km of London to relieve the density of population and the capital's housing shortage. To restrict the sprawl of built-up areas, London pioneered the concept of a 'green belt' around the city, where the land is left open and free from further large-scale building development.

## **Modern London**

Like most of the world's greatest cities, London is a place of change and innovation. See the remarkable 'inside out' Lloyd's of London building in the heart of the city's financial district – designed with its pipes and lifts on the outside!

The Docklands Light Railway provides unrivalled views of the developments in Docklands. You can also reach the area by a high speed river bus service, which runs from Chelsea Harbour and Charing Cross Pier on the Embankment. Getting around Britain's capital needn't be a complicated matter! London's famous red double-decker buses will get you almost anywhere. When you are in a hurry, however, use the Underground 'tube' trains instead.

Another way of seeing some of London's sights is by river. A journey on the Thames, by pleasure boat or river bus, gives a completely new perspective on the capital. Many guided walking tours are operated by various companies throughout the year. Discover the London of Shakespeare and Dickens, or follow the trail of Ghosts and Ghouls.

## **Museums and galleries**

London is packed with fine museums and galleries, many of which have changing programmes of temporary exhibitions throughout the year, so there's always something different to see.

The art collections at the National Gallery, the National Portrait Gallery and the Tate Gallery are admired throughout the world, and, in a compact area of South Kensington you will find the Victoria & Albert, National History and Science Museums. The British Museum is London's largest and needs more than one visit to do it justice.

The Museum of the Moving Image brings to life the glamorous story of film and television – here you can fly like Superman, take a starring part in western, and even operate the cameras!

Bring your camera along to Madame Tussaud's famous waxworks where you can spot personalities from the international world of entertainment, sport and politics.

### **Shopping**

Oxford Street is the main shopping district with over half a dozen major department stores, and dozens of smaller retailers offering great bargains. Knightsbridge is dominated by Harrods, the largest department store in Europe – no matter what you are searching for, you are bound to find it here!

Other fashionable shopping areas include the King's Road in Chelsea, Kensington High Street, and Whiteley's in Bayswater – a famous old department store whose interior has been transformed into an exciting new shopping centre.

London also has many street markets which are great for bargain hunting or just browsing around. Covent Garden used to be the site of an old flower, fruit and vegetable market. Nowadays it is a buzzing area, packed with trendy shops, market stalls, bistros and wine bars which will keep you amused for hours. At Camden Lock and Portobello Road you will find anything from second-hand bric-a-brac to designer clothes; Camden Passage in Islington specializes in antiques.

### **London's villages**

Each area of London has its own special atmosphere and many places retain the character and charm of small villages. Discover Hampstead to the north of the city, which, with its exclusive shops, pavement cafes and fine Georgian houses, is a sought – after residential district. The wide open

spaces of Hampstead Heath are great for walking, and Parliament Hill provides one of the best views over London. Get to know the Thames – side village of Richmond to the west, where you can linger in antique shops, walk along the river or explore the beautifully wild landscape of Richmond Park. Also in the area are the Royal Botanic Gardens at Kew, and Henry VIII's magnificent Tudor palace of Hampton Court.

### **Arts and entertainment**

London is one of the world's leading centres for theatre. There are about 100 theatres in the capital. These include the three auditoriums of the Royal Theatre on the South Bank of the Thames and the two auditoriums in the London base of the Royal Shakespeare Company at the Barbican Centre. In 1989 the partial remains of two Elizabethan theatres – the Rose Theatre, where most of Christopher Marlowe's plays were performed, and the Globe Theatre where William Shakespeare acted – were excavated on the South Bank. The Globe has since been listed as an ancient monument.

London plays host to five of the world's finest orchestras and has three main concert halls – the Royal Festival Hall, the Barbican Hall, and the Royal Albert Hall – setting for the unique Henry Wood Promenade concerts each summer.

The city's two main rock concert venues are the Hammersmith Apollo and Wembley Arena. However, there are many small clubs where you can see the stars of tomorrow perform. Ballet and opera lovers can enjoy world-class performances at the Royal Opera House in Covent Garden (also home of the Royal Ballet) and at the London Coliseum, St Martin's Lane, base of the English National Opera.

### **Eating and drinking**

When it comes to food and drink you are really spoilt for choice in Britain's capital. To sample the atmosphere of traditional London, and to

meet a few Londoners at leisure, then pay a visit to one of the many pubs – there are literally thousands to choose from. Several are worth a visit for their historical value, such as the 17<sup>th</sup>-century Lamb and Flag in Covent Garden, and Ye Olde Cheshire Cheese on Fleet Street, popular with lawyers and journalists.

### **Business and finance**

The City of London is an international finance centre providing a wide range of specialized services. Historically the industry has been located in the ‘Square Mile’ of the ‘The City’. This remains broadly the case, even though the markets for financial services have grown and diversified. ‘The City’ has the greatest concentration of banks in the world and the world’s biggest insurance industry. It has the world’s highest turnover of foreign exchange dealings and is the centre of the eurocurrency market. The European Bank for Reconstruction and Development is established in London.

Tourism generates a significant proportion of London’s income. In 2005 over 17.7 million overseas tourists visited Britain, of whom nearly 9.9 million spent time in London.

### **Ethnic diversity**

London is among the most multi-racial cities in the world and is estimated that some 160 languages and dialects are spoken by the children in London’s schools. There is a corresponding religious diversity in the capital. Afro-Caribbians and Indians, numbering 288,000 and 333,000 respectively, form the largest ethnic minority communities in the capital. Other substantial minorities include Pakistanis, Bangladeshis, Chinese, Africans and Arabs. Ethnic minority newspapers, in both English and ethnic languages, are well established in London and cultural activities are expanding.

## **Recreation**

London has many parks, gardens and open spaces. The most notable are the Royal Parks in central London: St. James's Park and Green Park. Hampstead Heath and Richmond Park constitute two of the larger open spaces and the Royal Botanic Gardens at Kew in west London are renowned for their plant collections and research. Many parks provide sports facilities such as tennis courts and football pitches. Rowing events are held on the River Thames and the annual London Marathon attracts thousands of runners every year.

## ***THE WEST END***

The West End is the name given to the area of central London north from The Mall to Oxford Street. It includes Trafalgar Square, the main shopping areas of Oxford Street, Regent Street and Bond Street, and the entertainment centres of Soho, Piccadilly Circus, Leicester Square and Shaftesbury Avenue. Its name is associated with glamour and bright lights.

### **Trafalgar Square**

Trafalgar Square was built early in the last century to commemorate the Battle of Trafalgar. Admiral Lord Nelson's statue stands on top of column in the middle of Trafalgar Square. The square makes a good place for people to meet – coaches pick up parties of visitors, marchers unite for protest meetings, and at Christmas time carol singers gather round a huge Christmas tree which is sent to Britain from Norway every year. Behind Nelson's Column is the National Gallery, an art gallery in which you can find many old masters.

## **Shopping**

Most of London's big department stores are in Oxford Street and Regent Street. They are always crowded, but at sale times, in January and July, there are so many people that it is difficult to move and it's safer to go in the direction of the majority! These days it is often difficult to distinguish the goods in one large store from those in another. If you are looking for something 'different' (but cannot afford the prices of Bond Street) it is certainly worth going to New Covent Garden. This used to be England's biggest fruit and vegetable market, but a few years ago, the market was moved to a new site on the other side of the River Thames. The old market, now called 'New Covent Garden', was restored and converted into a shopping centre. There are now more than forty shops of many different kinds, and there are several places to eat and drink. The opening hours are different from most other shops: they open at 10 a.m. and close at 8 p.m., whereas most shops open from 9 a.m. to 5.30 p.m. As well as shopping, there is entertainment with lunch-time theatre groups and classical, jazz, folk and pop music.

## **Entertainment**

Piccadilly Circus is the centre of night life in the West End. It is usually top of everyone's list of things to see in London, because it is well known. It is actually quite small, and most people are rather disappointed when they see it for the first time because they had imagined it would be much bigger! To the north of Piccadilly Circus is Soho, which has been the foreign quarter of London since the 17<sup>th</sup> century. Now it has restaurants offering food from a variety of different countries, especially Chinese and Italian ones, as well as 'adult' entertainment.

London is famous for its live theatre, and there are over thirty theatres within a square mile. Naturally there is a great variety of shows to choose



from: ‘whodunnits’, opera, musicals, drama, comedies and so on. If you want to know what is on in London, the best place to look is in a newspaper.

Every day when people in the UK and overseas switch on their radio to listen to BBC radio news, they can hear one of the most famous sounds in London. On the hour the bells of Big Ben ring loud and clear. Many people think that Big Ben is the clock of the whole tower next to the Houses of Parliament. In fact, it is the largest of the five bells at the top of the tower. Parliament itself is in Westminster, a part of London that has long been connected with royalty and government. King Edward the Confessor first decided to build a palace beside the River Thames in the 11<sup>th</sup> century. His successors extended the palace and made it their main residence. Gradually, Westminster became the centre of government and justice. At first, Parliament was organized by the monarch as a way of governing the country. He or she called different groups together: the Lords represented the Church and aristocracy whilst the Commons were used by the rich land-owners to put forward the views and interests of their own town or village. Over the centuries power gradually passed from the monarch to Parliament but not without a few problems!

During the reign of James I, for example, Guy Fawkes tried to blow up Parliament. James’ son, Charles I, thought that he could rule the country without the help of Parliament, but these dreams led to his death. He tried to make parliament do what he wanted, but after years of quarrelling he finally lost his patience. One day he burst into the House of Commons with several hundred men and tried to arrest its leaders. They had already escaped. But the struggle between king and parliament was not finished and the country was thrown into a civil war, which only stopped when Charles was finally beheaded in 1649.

The Queen still opens the new session of Parliament each autumn by reading ‘the Queen’s Speech’, which describes the main policies of the Government. However, this takes place in the House of Lords and she is not allowed to enter the House of Commons. This tradition goes back to the time of Charles I, more than three hundred years ago, and reminds everybody that the monarch must not try to govern the country.

The Houses of Parliament were rebuilt in 1835 after being completely destroyed by fire. In addition, the House of Commons needed more repairs after being bombed during the Second World War. Parliament is in session every afternoon and evening except Friday and the weekend, and if you are lucky you might be able to watch a debate from the public gallery.

### **Westminster Abbey**

Opposite the Houses of Parliament stands Westminster Abbey. A church has stood here since Saxon times when, in the year 750 AD, a Benedictine Abbey was founded. It was known as West Monastery (Westminster), from its position 3 miles (five kilometres) west of London’s centre. From Norman times British monarchs have been crowned there and since the 13<sup>th</sup> century they have been buried there. Many other famous people are also buried in Westminster Abbey including statesmen, musicians and writers. In Poet’s Corner can be found statues and the tombs of poets such as T.S. Eliot.

### ***STRATFORD - UPON - AVON***

Stratford – upon – Avon is an unremarkable market town but for one little detail: in 1564, the wife of a local merchant, John Shakespeare, gave birth to William Shakespeare, probably the greatest writer ever to use the English language...

There was no theatre in Stratford in Shakespeare's day – it was not until 1769 that Stratford organized any event in honour of him, and that was a festival put together by London – based actor – manager David Garrick, which featured no dramatic performances at all. From then on, the idea of building a permanent home in which to perform Shakespeare's works gained momentum, and the feasibility of building a theatre in backwater Stratford grew immensely with the advent of better roads and the railways. The first memorial Theatre was opened in 1879, on land donated by local beer magnate Charles Flower, who also funded the project.

After a fire in 1926 the competition held for a replacement was won by the only woman applicant, Elisabeth Scott. Her theatre, overlooking a beautiful scene of lush meadows and willow trees on the northern banks of the Avon, is today the Main House, presenting a constant diet of Shakespeare's works.

As the Royal Shakespeare Company works on a repertory system, you could stay in Stratford for a few days and see four or five different plays. During the day you can inspect the Royal Shakespeare Company's trove of theatrical memorabilia at the RSC Collection, or go on a backstage tour.

In Stratford you can also visit the Shakespeare Centre and birthplace Museum; Holy Trinity Church, which contains Shakespeare's tomb; Hall's Croft, the former home of Shakespeare's older daughter, Susanna, and doctor husband, the beautiful gardens and foundations of New Place (Shakespeare's last residence, demolished in 1759); Anne Hathaway's Cottage, the home of the woman who in 1582 became Shakespeare's wife; Mary Arden's House, an Elizabethan country farm, formerly the home of Shakespeare's mother; and the Shakespeare Countryside Museum.

(Britain, The Rough Guide)

## ***THE SWAN OF AVON***

In April 1564 a son was born to John and Mary Shakespeare at Henley Street, Stratford – upon – Avon. His mother was the daughter of Robert Arden, an important farmer in Warwickshire. His father was a rich citizen whose business was making and selling leather gloves.

The parents did not guess that their son, William, was going to be such an important figure in English poetry and drama, and that his plays would still be acted four hundred years later – not only in England, but all over the world!

While still a teenager of nineteen, William married Anne Hathaway, a farmer's daughter some years older than himself. We don't know how he earned his living during these early years. He may have helped his father in the family business or he may have been a country schoolmaster for a time. During these years his three children were born: Susannah, the eldest, then twins – a son, Hamnet (not Hamlet!), and another girl, Judith. In 1587 Shakespeare went to work in London, leaving Anne and the children at home. One story says this is because he killed some deer belonged to a rich landowner nearby, and that he had to run away from the law.

Shakespeare soon began to act and to write plays. By 1592 he was an important member of a well-known acting company, and in 1599 the famous Globe Theatre was built on the south bank of the river Thames. It was in this theatre that most of his plays were performed and, like all Elizabethan theatres, it was a round building with a stage in the centre open to the sky. If it rained, the actors got wet! If the weather was too bad, there was no performance.

By 1603, the year when Queen Elizabeth I died, Shakespeare was already the leading poet and dramatist of his time. He continued to write for the next ten years, but in 1613 he finally stopped writing and went to live in

Stratford where he died in 1616. He is buried in Holy Trinity Church, Stratford – upon – Avon.

Ben Jonson, who lived from 1572 to 1637, and who was also a famous writer of plays, called Shakespeare ‘Sweet swan of Avon’. Shakespeare has been known as the ‘Swan of Avon’ ever since.

### ***LIVERPOOL AND THE BEATLES***

On Wednesday 24<sup>th</sup> October 1962, *Love Me Do*, entered the British Top Thirty. It was the first single by an unknown group from Liverpool called the Beatles. It was a first of a number of big hits that would make John Lennon, Paul McCartney, George Harrison and Ringo Starr the most successful pop group the world has ever known.

However, the road to success was not always easy. John and Paul had spent many afternoons listening to American stars like Chuck Berry and Elvis Presley before they were able to write the famous Lennon and McCartney songs.

Although the long evenings spent playing in hot nightclubs in Liverpool and Hamburg in Germany had not earned them much money, they found the experience very useful when playing to huge audiences later on.

Not only their style of singing new and exiting, but their unusual haircuts – Beatle ‘mops’! – and crazy sense of humour immediately became the latest fashion.

One of the most important people at the start of their careers was Brian Epstein, a Liverpoolian record-dealer. He managed to change four ordinary working-class lads into international superstars. George Martin, their record producer, encouraged them to introduce all kinds of unusual instruments on

their records and combined popular and classical styles in a new and original way.

During the 1960s the Beatles were always in the news headlines; films, world tours and sometimes scandal. John once suggested that the Beatles were better known than Jesus Christ. This caused hundreds of young Americans to burn their Beatle records. In addition some people thought there were hidden messages about drugs in some of the songs.

After a decade of successful music and films, the Beatles finally decided to break up in the early seventies, after public disagreements about money and personalities.

Although many fans hoped there would be a reunion throughout the 1970s, this became impossible with the tragic murder of John Lennon in New York in 1980.

The surviving Beatles are still deeply involved in music and film projects, but many fans still long for music of the 60s.

### ***THE MOST BEAUTIFUL CORNER OF ENGLAND***

The Lake District is the central mountainous area of Cumbria in the Northwest and has some of England's most beautiful scenery. Several other names are used to describe this area, for example, Lakeland, and the English Lakes. Since the Lake District is a National Park, there is special control over building, to make sure that the beauty of countryside is not spoiled. Nearly one quarter of the Lake District National Park is owned by the National Trust.

The National Trust is a charity, which means it is financed by ordinary people who pay to become members. It is *not* financed or run by the government.

The Trust was set up in 1895 by three people who thought that industrialization could spoil the countryside and ancient buildings of England and Wales.

Today the Trust is the third largest landowner in the country. It owns about 586,000 acres (almost 2,400 sq. km.) of land. Its properties include famous gardens, whole villages, farms, wind – and water – mills, lakes and hills, abbeys, prehistoric and Roman antiquities (including part of Hadrian's Wall), important bird sanctuaries such as Lindisfarne Island in Northumberland, and examples of industrial archaeology. The aim of the Trust is to conserve all these things for our enjoyment.

### ***LET'S SAVE OUR HERITAGE***

*The issue of how our heritage is to survive ever greater inundations of tourists becomes more and more pressing.*

The inundation is happening here and now. London has run out of hotel rooms. Heathrow has run out of tarmac. Think of the impact made already, and multiply all that by 10: that gives some indication of the mighty tide of tourism we will face in the early years of the 21<sup>st</sup> century.

They will flock through Leicester Square and Piccadilly Circus, and the effect will be merely decorative. But they will also go to the National Gallery, Victoria and Albert Museum, Stratford-on-Avon and Stonehenge. A minority – but a stunning number of people all the same – will go to the Lake District, too.

But this is not just a problem for the future. Under the press of numbers, many tourist experiences are already being destroyed. Everyone gets to see the picture, the monument, the palace – but no one gets to see it properly. Everyone goes to Venice, but all you can think about while you are there are jams of people seeing it with you.

The result is the progressive closing-off of sensitive sites. No one today can climb the tower of Pisa, walk among the columns of Parthenon, or explore freely the colleges of Oxford. To our children, such experiences will be as mythic and improbable as driving on traffic-free roads or looking round unlocked country churches. The danger is that more and more of the planet's cherished places will suffer the same fate: disappearing under immense crowds, than being 'rescued' with the result that no one is able to enjoy them at all.

Allowing the tourist market to take its course unimpeded makes no more sense than allowing loggers to have their way in Amazonia. For any particular moment, the natural or man made, there is an optimum number of people who can enjoy it to the full at any given time. *Mona Lisa*, 5; Stonehenge, 50; Venice, perhaps, 10,000. The task ahead for those who administer such places is devising ways that will permit access to the right sorts of numbers, so that each person who pays his entrance fee will be confident that he will be able to enjoy it to the full, in the same way that he enjoys the theatre or cinema, confident of having a seat with a view.

The challenge of the future will be to allow all who want it, the most intimate possible contact with our heritage, while making sure that future generations will be able to enjoy it in the same way. Those twin goals will be impossible without a widespread and intelligently administered form of time ticketing.

(The Guardian)

## ***RELIGION***

Throughout British history religion has been closely connected with kings, queens and politics. England was a Roman Catholic country until 1534. Why did this change?



### **When a king and a pope quarreled...**

In 1525 King Henry VIII decided to divorce his queen, Catherine of Aragon who, at the age of forty, was five years older than Henry. Also, she had only given him a daughter, and Henry wanted a son. He fell in love with Anne Boleyn who was younger, but when Henry asked the Pope for permission to divorce Catherine, he refused. Henry was so angry with the Pope that he ended all contact between England and Rome, divorced Catherine without the Pope's permission and married Anne Boleyn. In 1534 Parliament named Henry head of the Church of England. This was the beginning of the Anglican Church. This quarrel with Rome was political, not religious. The Anglican Church did not start as a Protestant Church and Henry certainly did not regard himself as a Protestant. In fact, the Pope had given Henry the title of 'Defender of the Faith' in 1521 for words he wrote attacking Martin Luther, the German Protestant. (British kings and queens still have this title, and you can see the letters FID DEF or F.D. on British coins today.) However the Protestant movement in Europe was growing very strong at this time. When Henry quarreled with Rome and ordered the Bible to be translated into English, the way was opened for Protestantism to spread in England. Over the next years many people changed to this new religion.

### ***THE CLASS SYSTEM***

"We are by our occupations, education, and habits of life, divided into different species, which regard one another, for the most part with scorn and malignity," wrote the 18<sup>th</sup>-century man of letters, Dr Johnson.

Every country in the world has a class system. But in some way, for some reason, the question of class seems to have a special meaning for the

British. This is reflected in their image abroad. Hollywood films have featured lots of upper-class Englishmen, always snobbish and usually cruel or stupid. The whole world knows the stereotype of the English gentleman or lord, often with a monocle and tweed jacket, sipping whisky and reading *The Times*. Our class-ridden reputation goes back a long way: in 1755 a French traveler named Jean Rouquet wrote: “The Englishman always has in his hands an accurate pair of scales in which he scrupulously weighs up the birth and rank and wealth of the people he meets”.

The British themselves are obsessed with the issue: it is at the centre of countless novels, plays and films, and the topic comes up again and again in the news media. A vast proportion of British humour is based on the interaction between upper and working classes. Public figures occasionally state that the class system is at the root of the country’s problems, or alternatively that the class system is dead.

The strangest feature of class in Britain is that it is not entirely dependent on money. It seems that you can in certain circumstances be high class and poor, or low class and rich. This is an important clue to the conundrum: the system must be based on something historical which does not exactly match present conditions. And that is precisely which Britain has: the royal family and all the dukes, earls and barons are a relic of feudalism. Although these vestiges of the old aristocracy add up to very small numbers of the population, they set the tone for the rest of the class structure. At least 200 years ago, the commercial middle class triumphed over the old land-owning nobles (and Napoleon called the British, “a nation of shopkeepers”), but in terms of style and attitude the victory has been the other way round.

A note of caution here: official statistics, of course, treat class as a strictly economic distinction. Government figures have mostly been based

on a six-point scale of employment types, very similar to the one below, which is used by market-researchers and advertisers.

<b>A</b> Upper middle class (e.g. top managers, doctors and lawyers)
<b>B</b> Middle class (e.g. middle managers, teachers)
<b>C1</b> Lower middle class (e.g. office workers)
<b>C2</b> Skilled working class (e.g. electricians, car mechanics)
<b>D</b> Unskilled working class (e.g. farm or building labourers)
<b>E</b> Residual (e.g. unemployed)

Marketing people are the ultimate experts in questions of class – they have to make sure that advertisements for Mercedes cars and Rolex watches go in newspapers read by the As and Bs, and advertisements for cut-price cigarettes and car batteries appear where they will be seen by the C2s, Ds and Es.

However, unlike government statisticians, but in common with the rest of the British public, marketing people know that there are many other indicators of social class. Upper-class people cook French food for an evening meal which they call dinner or supper, and they drink wine with it; they watch tennis and rugby; they read *The Times* or *The Daily Telegraph*; they name their sons Piers or Edward, and their daughters Rebecca or Sophie; they listen to classical music; and they buy stocks and shares. Working-class people microwave ready-made supermarket meals for an evening meal which they call tea, and they drink tea with it; they watch snooker and football; they read *The Sun* or *The Daily Mirror*, they name their sons Darren or Paul, and their daughters Ashley or Lizzie; they listen to pop music; they buy lottery tickets.

These are stereotypes, of course, which are humorous and only half-true. More seriously, the two really important indicators of class are education and accent. George Bernard Shaw wrote a satire on the linguistic aspect of class in his play *Pygmalion*, in which a professor takes a poor cockney flower-girl, Eliza Doolittle, and turns her into an upper-class lady by training her to speak with the right accent. In the preface to *Pygmalion* Shaw writes: "It is impossible for an Englishman to open his mouth without making some other Englishmen despise him." In simple terms, the higher the class, the more the accent resembles that of the royal family. Whereas most ordinary people have regional accents, the upper classes speak in exactly the same way from the south-east of England to the north-west of Scotland. This would seem a remarkable achievement, considering that children normally take on the accent of their surrounding community rather than that of their parents. The explanation is the schools they go to. The most central unifying feature of the upper class is that its members go to private, fee-paying schools. Just 7 per cent of pupils in Britain are at private schools, which are quite expensive: the top ones such as Eton (for boys) and Roedean (for girls) cost £15, 000 per year. So it is actually quite difficult to maintain your position in the upper class without a lot of money.

The British class system could be dismissed as just a piece of folklore, which makes a visit to the country all the more fun. But unfortunately it seems to get in the way of economic progress because important jobs do not always go to the most able people. While the rest of the world long ago decided that meritocracy was the way to develop successfully, relics of the feudal system still hold Britain back.

## ***FAMILY LIFE***

A 'typical' British family used to consist of mother, father, two children, but in recent years there have been many changes in family life. Some of these have been caused by new laws and others are the result of changes in society. For example, since the law made it easier to get a divorce, the number of divorces has increased. In fact one marriage in every three now ends in divorce. This means that there are a lot of one-parent families. Society is now more tolerant than it used to be of unmarried people, unmarried couples and single parents.

Another change has been caused by the fact that people are living longer nowadays, and many old people live alone following the death of their partners. As a result of these changes in the pattern of people's lives, there are many households which consist of only one person or one adult and children.

You might think that marriage and the family are not so popular as they once were. However, the majority of divorced people marry again, and they sometimes take responsibility for a second family.

Members of a family – grandparents, aunts, uncles, cousins – keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together.

In general, each generation is keen to become independent of parents in establishing its own family unit, and this fact can lead to social as well as geographical differences within the larger family group.

### **Who looks after the older generation?**

There are about 10 million old-age pensioners in Britain, of whom about 750,000 cannot live entirely independently. The government gives financial help in the form of a pension but in the future it will be more and more difficult for the national economy to support the increasing number of elderly. At the present time, more than half of all old people are looked after at home. Many others live in Old Peoples' Homes, which may be private or state-owned.

### **The individual and the family.**

Relationships within the family are different now. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved with bringing up children, often because the mother goes out to work. Increased leisure facilities and more money mean that there are greater opportunities for the individual to take part in activities outside the home. Although the family holiday is still an important part of family life (usually taken in August, and often abroad) many children have holidays away from their parents, often with a school party or other organized group.

## ***HOLIDAYS***

The classic British summer holidays used to be at the British seaside. But it had some fairly obvious drawbacks. Much of the coast is rocky rather than sandy. The water is cold that bathers scream as they get in: according to the geography books, the Gulf Stream from Mexico warms the sea in this part of the world, but the British are skeptical – perhaps it does warm the sea but not enough for most humans. Then there is the Great British Weather: one year there can be four weeks of hot sun in August, and the

next it can be wet and windy almost every day. All this means that people do not spend a great deal of time swimming and lying on the beach.

Alternatives were developed. One of these was a whole culture of seaside entertainment centered around the funfair, with cafés and chip shops, and a little light gambling on fruit machines. In the 19<sup>th</sup> century, dozens of seaside towns around the country built piers: pretty, ornate structures projecting out into the sea, like bridges leading nowhere, so that holidaymakers could promenade and enjoy the healthy sea breezes. Another alternative, for the most studious types, was to explore the coast for things of biological and geological interest. Many children developed their first interest in science while watching the wildlife in rock pools or picking up fossils beneath the cliffs.

In the 1960s, British people started to realize that they could escape their own unreliable summers by going south. Travel has become even cheaper since then, today half of the nation's holidays are taken abroad. In spite of that, the British are still quite nervous about dealing with foreigners, so the great majority choose package holidays. This means that the flight, the hotel and food are all paid for in advance and arranged by the travel company. The tourist does not have to worry about negotiating with taxi drivers and waiters who do not speak English. The favourite package destination has always been Spain, and every summer thousands of charter planes take off from airports around the country heading for Alicante, Ibiza and Palma de Majorca. British holidaymakers have suffered from a rather negative image because they demand British food, beer, music and TV programmes; they want to create little bits of Britain in the sun. But that image is slowly changing as more and more Britons travel further afield and try to make some sort of contact with the local culture.

## ***TURNING WORK INTO PLAY***

Houses in Britain are seen as an investment. Property prices have risen steeply in the last 20 years and continue to rise, so people buy houses in the hope of making money. Home ownership is high, at about 70 per cent. One result of this is that people are happy to work on their houses: the work benefits themselves, not a landlord. DIY (do-it-yourself) has become massively popular with 60 per cent of all men and 30 per cent of all women “doing it themselves”.

These days not so many house owners are wealthy, so they try to avoid calling to carpenter, plumber or electrician. But the DIY craze is not based entirely on economics. It has become a hobby which gives many people pleasure and a sense of achievement. In government statistics, DIY is listed as a leisure activity. Every TV channel has its own DIY programme and giant DIY superstores, selling tools and materials, have sprouted all over the country.

Together with the love of house decoration goes a passion for gardens. They buy gardening books and watch gardening programmes on TV. There are gardening sections in the newspapers. Of course, not all the British share this enthusiasm. Gardens are slow, long-term things, and even in this country most young people are not interested. However, some time in his or her 30s the average Briton starts learning plant names and buying seeds! About half of the people in Britain do some gardening, and they spend over £3 billion in garden centres every year.

As with DIY, gardening is work which people do in their leisure time. Some ambiguity remains – is it work or is it fun? Gardeners often talk about their hobby in the language of guilt, which would seem more appropriate for work. “Oh dear, I’m afraid I haven’t had time to mow the lawn or prune those roses”.



There are also conflicting attitudes to another national pastime – shopping. For some it is a boring task only to be done when it is absolutely unavoidable; for others it is an addictive pleasure. It is obviously more fun if you have a lot of money, and the rich have always enjoyed it in places like London's Bond Street, Knightsbridge or Piccadilly. But recently the habit has caught on among the rest of the population. Big American-style shopping malls have appeared, sometimes in town centres but very often out on a motorway and accessible only by car. The gigantic Bluewater in Kent, for example, looks almost like a theme park. It has branches of superstores, dozens of smaller shops, and, most importantly, parking for 13,000 cars. The idea, clearly, is not that the shopper drops in for a carton of milk and some car food on the way home: this is designed for families to have a day out, wandering around, looking, dreaming and spending.

### ***ECCENTRICITY***

Visitors to Britain are often surprised by the titles of the magazines on newsagents' shelves. Some of them appear to be extremely specialized. There are lots of new technology, such as *Which scanner?* or *Digital Photo Effects*. But there are also some very obscure traditional ones: *Steam Railway World*, *Bus and Coach Preservation*, *Stamp and Coin Market*, and *Combat Aircraft*. This is the strange world of the British hobby.

The most celebrated, and generally considered to be the most pointless hobby, is trainspotting. Actually, it has largely died out today, but was very popular in the days of beautiful old steam trains. The idea of trainspotting was to list the identification numbers of the trains you saw, and...well, that was it, really. Train spotters would often wear anoraks, and the anorak has now become the symbol of all fanatical hobbyists.

Some visitors are also surprised by an almost universal British custom: going for a walk. This sometimes means healthy exercise in the open country, with lots of natural life to study on the way. Urban walkers will seek out any little bit of park, broad pavement or canal bank. Actually, this may explain the huge popularity of dogs: if family or friends are unwilling to join them, British people are embarrassed about going for a walk alone, and the dog gives them the perfect excuse!

## ***FASHION OUTDATED***

### **The fashion industry**

English jackets and blazers have been an international fashion theme for a very long time. So have brogues: the heavy brown leather shoes, handmade with a pattern of little holes, which are the favourite footwear of the English gentleman. So, too, has tweed, that classic woolen cloth with rich colours and traditional patterns, woven in the Scottish islands. But in spite of the enduring popularity of a few items like these, Britain used to be something of a backwater in terms of fashion, known mostly for conservatism in clothes, as in the other aspects of life.

This all changed dramatically in the mid-60s, when boring old London discovered pop music and became Swinging London. Suddenly the city, which had always looked to Paris as the capital of taste and style, realized that it did not have to try to imitate *haute couture*. Cheaper, younger, livelier clothes took centre stage as popular culture emerged with an unprecedented self-confidence. Fashion historians always look for meaning in clothing styles: the state of the economy affects colours and skirt lengths, and social relations are reflected in the way people dress. It was the time when the old hierarchy of Britain was crumbling. From 1964, the Labour

Party was in power and ordinary people were rapidly losing their respect for the outdated aristocratic ruling class.

New materials like jersey and PVC were used in the fashion industry for the first time. Design ideas came from lots of different sources: circles and stripes, for example, were taken from the Op Art of the painter Bridget Riley. Clothes became daring and sexy as never before: the young designer Mary Quant introduced the miniskirt and later hot pants, which would have been quite unthinkable just a decade earlier.

From that time on, the British fashion industry has been in and out of favour many times. The punk look came out of London in the mid-70s, and achieved worldwide recognition. In the early 80s, there was the new romantic look, as worn by Boy George and Culture Club. These were young, radical, pop music-based styles which helped London to develop a new image. Since the 1970s, the city has joined Paris, Milan and New York as a fully-fledged fashion capital, with top foreign designers showing their collections there, and London-based British designers moving around the world to work for all the big international names. French Nicole Farhi and Turkish Rifat Ozbek came to work in London. Significantly, a number of the super-models have been British, too – Naomi Campbell, Kirsty Hume, Stella Tennant and Kate Moss among others.

There has been success, but there is also a feeling of insecurity, as though the whole fragile structure could collapse at any time. One year the headlines say London is booming, and the next it all goes quiet again. A regular pattern is that a young designer makes a huge name, it hailed as the saviour of British fashion, and then goes off to work for a big French fashion house. John Galiano was the London hero of the mid-80s, but then started showing his collections in Paris and finally went to work for Givenchy and Dior. The next big name, Alexander McQueen, followed exactly

the same route and replaced Galliano at Givenchy. In 1997, Stella McCartney closed her London company and went to Paris to design for Clôé. One great exception is the wonderful originator of punk, new romantic and lots of fabulous ideas since then, Vivienne Westwood. But even she has to go to New York to find customers who can afford her prices.

### **Real life**

Outside the world of designers, what do ordinary British people wear? Of course, the answer is that, as in most countries, they are a collection of tribes, each with its own dress code. Age, class, race, religion and even politics come into it. If we really want to generalize, it is probably true to say that British are rather careless about clothes. Smart suits are rarely worn outside working hours. No-one minds very much if you have a hole in your sweater. Even the designers themselves tend to wear jeans and T-shirts most of the time.

## ***FOOD AND DRINK***

### **An image problem**

British food has an image problem. Every other country seems to have an established national cuisine, and to be proud of it. India has curries, Italy has pizza and pasta, Turkey has kebabs, Germany has tasty sausages, China has all sorts of stir-fried delicacies. So what is Britain famous for? It used to be renowned for roast beef but even that has gone out of fashion.

The sad truth is that most of the British gave up cooking a long time ago and started buying ready-made meals from the shops. They love tins, tubes, packets and frozen foods of all kinds.

One children's favourite is baked beans on toast. There is some logic in tinned beans, as cooking beans at home takes a long time. Rather stranger is

tinned spaghetti, another kids' classic. Spaghetti really is better freshly cooked, but young people seem to be addicted to something in processed food. If you take away the stabilizer, colour, emulsifying agent, antioxidant, E101, tartaric acid, sodium diacetate and monosodium glutamate, it just doesn't taste right!

Of course, convenience food is an international phenomenon, but it started earlier and has gone further in Britain than in most countries.

### **What they used to eat**

British food did not always suffer from an inferiority complex. If you go back to the time of Queen Elizabeth I (1558 – 1603), people really knew how to eat and drink. Country houses had special herb gardens full of rosemary, thyme, parsley, garlic, fennel and basil. (These herbs were very important as they were used in medicine as well as in cooking.) Chefs used to travel around Europe to get new ideas and ingredients.

The reign of Elizabeth I was also the time when British explorers sailed all over the world. They brought back all sorts of exotic foods: rice and tea from China, spices such as cumin and cardamon from India, coffee and dates from Arabia. In the Americas they found tomatoes, maize, peanuts, pineapples, sugar cane, hot chillies and vanilla.

Perhaps the most important American vegetable is the potato, but there is a mystery about when it came to Europe, and who brought it there. The British claim it was the Elizabethan explorer, Sir Walter Raleigh, around 1585. In the town of Offenburg in Baden, Germany, there is a monument to another sea captain, Sir Francis Drake, with the inscription: "...introducer of the potato into Europe in the year of our Lord 1580". In fact, it originates in Peru, and it was probably introduced by the Spanish. Whoever it was deserves a big thank-you. What would the British do without mashed, boiled and roast potato, chips and crisps?

### **So what happened?**

In the past without cookbooks and TV programmes, women learnt from their mothers and grandmothers; and spent hours every day in the kitchen. But then, around the end of the 18<sup>th</sup> century, life in Britain changed dramatically. The industrial revolution took families from farms in the country, and put them into small houses in crowded, new cities like Manchester and Birmingham. Men and women (and often children, too) worked long hours in factories. So they no longer had the time or the energy to cook properly at home.

There was already an interest in fast food. In 1762, the Earl of Sandwich had invented a snack consisting of two pieces of bread and something in the middle. He was a keen card-player and did not like wasting time on meals. Sandwiches became popular with busy working people. So did fried fish and bread, and in 1870 a French invention caught on in Britain – *pommes de terre à la mode*. Under the new term chips, they were very popular indeed, and fish ‘n’ chips became Britain’s first great fast-food classic.

It is still a big favourite, but now has a lot of competition from those thoroughly international fast foods – pizza and hamburgers. As in the rest of the world, American giants like McDonald’s and Pizza Hut have spread to every corner of the British Isles. If you are in this country, why not take a break from burgers at least once and try fish ‘n’ chips? It is very simple food, but quite healthy (the fish comes straight from the Atlantic Ocean), and very filling.

### **Things are looking up**

We have talked about strange new foods being brought from other continents. Another result of British adventures overseas was that in the 20<sup>th</sup> century lots of people came to the UK from the colonies and ex-colonies: India, Pakistan, Bangladesh and Sri Lanka, from West Africa and the Car-

ibbean, from Hong Kong and the Greek – Turkish island of Cyprus. There were already many other immigrants living in Britain, especially Irish, Jews and Italians. All these people brought with them their own ways of eating, and they did not simply give them up on arrival in their new home. Far from it. Immigrants are usually keen to preserve their own traditions, and food is one of the most powerful parts of a culture. You may stop wearing the traditional clothes, you may forget your music, your language, even your religion; but when you see and smell a dish that your grandmother used to make, you are suddenly a member of the community again.

Some of these newcomers realized that there was a niche in the market for new and exciting food, so they opened restaurants. The British diet was transformed from a dull menu of boiled vegetables and roast meat to a fantastic mix of international delicacies!

### **A nice cup of tea!**

Tea is more than just a drink to the British – it is a way of life. Many people drink it first with breakfast, then mid-morning, with lunch, at tea-time (around 5 o'clock), with dinner, and finally just before bed. As a nation, they get through 185 million cups per day! No less than 77 per cent of British people are regular tea drinkers; they drink more than twice as much tea as coffee.

Most people use tea bags these days, but serious tea lovers still go through an almost Japanese-style ceremony: warm the pot, add tealeaves and boiling water, cover the pot with a cosy to keep it hot, leave to brew for five minutes and then pour into delicate china cups with saucers.

Tea has worked its way into the language, too. At work people have tea breaks, even if they drink coffee or cola. Many British people call the main evening meal tea, even if they drink beer with it (it is also known as dinner or supper).

## ***SPORT***

From the 14<sup>th</sup> century a wide variety of sports and games became common in Europe. From that time the growth was steady.

During the latter part of the 16<sup>th</sup> century and during the 17<sup>th</sup> and 18<sup>th</sup> centuries sports and games became increasingly popular and there are numerous records available for a study of their history. However, the second half of the 19<sup>th</sup> century is the period of development. Much of it was achieved in England and in Britain. In fact from the Middle Ages up to, say, the 1930s the British contribution to sport is without parallel. Among the sports that originated in Britain are football, rugby, badminton, croquet, lawn tennis, cricket, squash, snooker and table tennis.

In the 20<sup>th</sup> century a number of sports and games have become highly professional. With professionalism have come more intense competition, better standards of performance and greater financial rewards. In Classical times professionalism was established for centuries, especially among boxers, wrestlers, jockeys, athletes and chariot drivers. However, by the middle of the 5<sup>th</sup> century AD it had died out in sport and was not revived until the 16<sup>th</sup> century...

There were signs of modern professionalism in England in the 18<sup>th</sup> century, in which period we find, for example, professional boxers and cricketers. In the closing years of the 19<sup>th</sup> century association football and Rugby League football became professional and there were an increasing number of professional golfers and cricketers by the turn of the century. Since then professionalism has become typical of many sports and games...

At the higher levels sportsmen and women are more committed and dedicated than ever before, and today it scarcely seems credible that at the 1896 Olympic Games in Athens some of the athletes who took part were visitors who happened to be in the city at the time. Now, performers prepare



themselves with the utmost assiduousness for every event. Performances are analysed on film and video tape.

Many people think that sport has become too serious and it may well be argued that when the desire and will to win over-ride all other considerations then a form of futility has set in. What is one to make of that celebrated remark by Vince Lombardi, the great American football coach, that 'Winning isn't everything, it's the only thing'? At the other end of the value scale we have the traditions in West Sumatra where non-achievement was the desirable goal. A man who came first in a race might well be banned from taking part again!..

A very important development since about 1900 has been ever-increasing participation of women in many sports and games. In Ancient Greece women were allowed to compete in athletic contests and towards the end of the pre-Christian era, when women were becoming more emancipated (especially in the cities), there were more and more athletic events for them. From that period until the 19<sup>th</sup> century there is little mention of women being much involved in sport, though it was perfectly acceptable for queens and noblewomen to hunt and use falcons. In the 18<sup>th</sup> century male attitudes toward female participation became more sympathetic and it is perhaps a little surprising to reflect that women's cricket was tolerably established in England by 1760s. However, it is not until the last 25 years of the 19<sup>th</sup> century that we find women (nearly always of the middle and upper classes) taking part in a variety of open-air sports; notably, lawn tennis, badminton, hockey, golf, skating, archery, baseball and some others. Victorian fashions were of course a problem. Movement was restricted and many men felt that sporting activities were unbecoming for women. Female emancipation and determination triumphed and women soon taking part in the Olympic Games. Basketball, netball, volleyball, gymnastics, skiing,

fencing, swimming, and equestrian sports became regular activities for women. Fears that sport was incompatible with femininity proved illusory.

(J.A. Cuddon, *The Macmillan Dictionary of Sport and Games*)

## ***FESTIVALS***

### **Christmas**

If you try to catch a train on the 24<sup>th</sup> December you may have difficulty in finding a seat. This is the day when many people are travelling home to be with their families on Christmas Day, 25<sup>th</sup> December. For most British families, this is the most important festival of the year, it combines the Christian celebration of the birth of Christ with the traditional festivities of winter.

On the Sunday before Christmas many churches hold a carol service where special hymns are sung. Sometimes carol-singers can be heard on the streets as they collect money for charity. Most families decorate their houses with brightly-coloured paper or holly, and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations.

There are a lot of traditions connected with Christmas but perhaps the most important one is giving of presents. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be found on Christmas morning. Children leave a long sock or stocking at the end of their bed on Christmas Eve, 24<sup>th</sup> December, hoping that Father Christmas will come down the chimney during the night and bring them some small presents, fruit and nuts. They are usually not disappointed! At some time on Christmas Day the family will sit down to a big turkey dinner followed by Christmas pudding. They will probably pull a cracker with another member

of the family. It will make a loud crack and a coloured hat, small toy and joke will fall out!

Later in the afternoon they may watch the Queen on television as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth. If they have room for even more food they may enjoy a piece of Christmas cake or eat a hot mince pie. 26<sup>th</sup> December is also a public holiday, Boxing Day, and this is the time to visit friends and relatives or be a spectator at one of the many sporting events.

### **I'm in love!**

On 14<sup>th</sup> February, St Valentine's Day, many people send a card to the one they love or someone whom they have fallen in love with. People usually don't sign these cards and a lot of time is spent trying to guess who has sent them!

### **Pancake Day**

Ash Wednesday is the day in February when the Christmas period of Lent begins. This refers to the time when Christ went to the desert and fasted for forty days. Although not many people actually give up eating during this period, on Pancake Tuesday, the day before Ash Wednesday, they eat lots of pancakes. These are made from flour, milk and eggs, and fried in a hot pan.

Some towns also hold pancake races on that day. People run through the streets holding a frying pan and throwing the pancake in the air. Of course if they drop the pancake they lose the race!

### **Easter eggs**

At Easter time, the British celebrate the idea of new birth by giving each other chocolate Easter eggs which are opened and eaten on Easter Sunday. On Good Friday bakers sell hot cross buns, which are toasted and eaten with butter. Easter Monday is a holiday and many people travel to the

seaside for the day or go and watch one of the many sporting events, such as football or horse-racing.

### **May is here**

As summer comes, Britain likes to celebrate end of the winter. In England on 1<sup>st</sup> May, Morris men may be seen in country areas celebrating traditional dances, waving their white handkerchiefs to drive away the evil spirits and welcome in the new ones. At school and in smaller village communities children may dance traditional spring dances such as the Maypole, when they weave their brightly coloured scarves into a beautiful pattern around a long pole.

### **Ghosts and witches**

Hallowe'en means 'holy evening', and takes place on the 31<sup>st</sup> October. Although it is a much more important festival in the United States than Britain, it is celebrated by many people in the UK. It is particularly connected with witches and ghosts.

At parties people dress up in strange costumes and pretend they are witches. They cut horrible faces in potatoes and other vegetables and put a candle inside, which shines through the eyes. People may play different games such as trying to eat an apple from a bucket of water without using their hands.

In recent years children dressed in white sheet knock on doors at Hallowe'en and ask if you would like a 'trick' or 'treat'. If you give them something nice, a 'treat', they go away. However, if you don't the play a 'trick' on you, such as making a lot of noise or spilling flour on your front doorstep!

### **Guy Fawkes Night**

In 1605 King James I was on the throne. As a Protestant, he was very unpopular with Roman Catholics. Some of them planned to blow up the Houses of Parliament on 5<sup>th</sup> November of that year, when the king was go-

ing to open Parliament. Under the House of Lords they had stored thirty-six barrels of gun powder, which were to be exploded by a man called Guy Fawkes. However one of the plotters spoke about these plans and Fawkes was discovered, arrested and later hanged. Since that day the British traditionally celebrate 5<sup>th</sup> November by burning a dummy, made of straw and old clothes, on a bonfire, whilst at the same time letting off fireworks.

This dummy is called a 'guy' (like Guy Fawkes) and children can often be seen on the pavements before 5<sup>th</sup> November saying, 'Penny for the guy'. If they collect enough money they can buy some fireworks.

### ***THE ENGLISH CHARACTER***

The national character of the English has been very differently described, but most commentators agree over one quality, which they describe as fatuous self-satisfaction, serene sense of superiority, or insular pride. English patriotism is based on a deep sense of security. Englishmen as individuals may have been insecure, threatened with the loss of a job, unsure of themselves, or unhappy in many ways; but as a nation they have been for centuries secure, serene in their national success. They have not lived in a state of a hatred of their neighbours, as Frenchmen or Germans have often lived. This national sense of security, hardly threatened by the Armada, or by Napoleon, or by the First World War, has been greatly weakened by the Second World War and by the invention of the atomic bomb.

Many books have been written – even more, perhaps, by Frenchmen, Americans, Germans, and other foreigners than by Englishmen – on English traits, English ways of life, and the English character. Their authors are by no means always in agreement, but they tend to point out what seem to them puzzles, contrasts, in the way the English behave. A few of these contrasts may serve to sum up how the world looks at the English.

First, there is the contrast between the unity the English display in a crisis, their strong sense for public order, indeed for conformity, and their extraordinary toleration of individual eccentricities. Germans are usually astounded by what they regard as the Englishman's lack of respect for authority and discipline. Frenchmen are often puzzled by the vehemence of English political debates, by the Hyde Park public orator, and similar aspects of English life, which in their own country would seem signs of grave political disturbance. This sort of contrast has led to the common belief held by foreigners, and indeed by Englishmen themselves, that they are a most illogical people, always preferring practical compromises to theoretical exactness.

Second, there is the contrast between English democracy, the English sense of the dignity and importance of the individual, and the very great social and economic inequalities that have hitherto characterized English life. There has recently been some tendency to allow greater social equality. But Victorian and Edwardian England – did display extremes of riches and poverty, and draw an almost caste line between ladies and gentlemen and those not ladies and gentlemen.

Third, there is the contrast between the reputation of the English as hard-headed practical men – the “nation of shopkeepers” – and as men of poetry – the countrymen of Shakespeare and Shelley. The English tradition in philosophy has always been realistic and hostile to mysticism; yet the English look down on the French as narrow rationalists. The apparent coldness of Englishmen and their reserve has been almost universally noted by foreigners; but foreigners also confess that they find English reserve not unpleasant, and that once one gets to know an Englishman he turns out to be a very companionable fellow.

(From “Oxford Junior Encyclopedia”)

## **ПРИЛОЖЕНИЕ**

### ***Задания для самостоятельной творческой работы***

Попытайте свои силы в переводе этого стихотворения и крылатых выражений известных людей.

#### **THE ENGLISH**

They dress in what they like;  
They are interested in sport;  
They partake in all activities  
If they think they ought.  
They all succeed in doing  
Their job in five short days,  
Which leaves them the two longest ones  
To spend in different ways.  
Then some indulge in gardening,  
Or walking in the rain.  
And some delight in cricket.  
Or in riding in the plain.  
In spite of what's around him,  
The average Englishman  
Does crosswords in the newspaper  
In pencil – if he can.  
Involved in any accident  
The English take a pride  
In being unemotional:  
They take things in their stride.  
In any circumstances –  
Whatever they may be –

The English solve their problems  
With an English cup of tea.

The Englishman is like a stout ship which will weather the roughest storm uninjured, but rolls masts overboard in the succeeding calm.

(Washington Irving)

Englishmen never will be slaves: they are free to do whatever the Government and public opinion tell them to do.

(Bernard Shaw)

What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.

(Bernard Shaw)

You cannot teach a man anything; you can only help him find it within himself.

(Galileo)

However mean your life is, meet it and live it; do not shun it and call it hard names. It is not so bad as you are. The fault-finder will find fault even in paradise. Love your life.

(David Henry Thoreau)

Love comforts like sunshine after rain.

(Shakespeare)

Hate the sin, love the sinner.

(Ghandi)

The price of greatness is responsibility.

(Winston Churchill)

Imagination is more important than knowledge.

(Einstein)



You don't have to burn books to destroy a culture. Just get the people to stop reading them.

(Ray Bradbury)

If you would like make a man happy, do not add to his possessions but subtract from the sum of his desires.

(Seneca)

There is nothing either good or bad, but thinking makes it so.

(Shakespeare)

Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment.

(Benjamin Franklin)

Good judgement comes from experience. Experience comes from bad judgement.

(Mark Twain)

The pleasures of the world are deceitful; they promise more than they give. They trouble us in seeking them, they do not satisfy us when possessing them and they make us despair in losing them.

(Madame De Lambert)

### **ДРУЗЬЯ или ВРАГИ?**

На первых же этапах изучения иностранного языка мы с радостью видим в иноязычном тексте легкоузнаваемые интернациональные слова и с облегчением воспринимаем их как добрых старых друзей. Однако скоро мы убеждаемся, что это друзья не всегда очень верные. И magazine – это вовсе не магазин, а журнал, и velvet – не вельвет, а бархат. Итак, в каких значениях чаще всего употребляются данные слова? Полагаясь на свои знания и «языковое чутьё», дайте ответы, а затем сравните их с правильными ответами в конце приложения. Советуем запомнить эти слова!

1. **sympathetic** *adj.* – А: милый. Б: сочувствующий. В: обаятельный. Г: искусственный.
2. **baton** *n.* – А: дубинка. Б: буханка. В: фонарь. Г: длинный французский хлеб.
3. **cabinet** *n.* – А: кабинет. Б: приемная. В: шкаф с полками и ящиками. Г: встроенный шкаф.
4. **humor** *v.* – А: насмехаться. Б: ублажать. В: забавлять. Г: шутить.
5. **romance** *n.* – А: мелодия. Б: эстрадная песня. В: восторг. Г: любовный роман.
6. **reduction** *n.* – А: сокращение. Б: информационное агентство. В: редакционная статья. Г: редакция газеты, журнала.
7. **perron** *n.* – А: железнодорожная платформа. Б: пандус. В: крыльцо. Г: место погрузки.
8. **profile** *v.* – А: подчеркивать. Б: характеризовать. В: сравнивать. Г: преобладать.
9. **human** *adj.* – А: нежный. Б: благородный. В: человеческий. Г: великодушный.
10. **spectacle** *n.* – А: зрелище. Б: театральная постановка. В: вид. Г: прогон (театр.).
11. **occupant** *n.* – А: агрессор. Б: обитатель. В: завоеватель. Г: арендатор.
12. **replica** *n.* – А: замечание. Б: ответ. В: копия. Г: скетч.
13. **accurate** *adj.* – А: чистый. Б: точный. В: опрятный. Г: пунктуальный.
14. **censure** *n.* – А: запрет. Б: отмена. В: регулирование. Г: осуждение.
15. **intelligent** *adj.* – А: умный. Б: воспитанный. В: сдержанный. Г: интеллектуальный.

## УЙТИ ПО-АНГЛИЙСКИ

Всегда ли речь идет о национальных особенностях, когда перед словом стоит прилагательное, обозначающее национальную принадлежность?

Проверьте себя на знание данных выражений и сравните с правильными вариантами. Советуем хорошо запомнить эти выражения!

1. **Greek gift** – подарок А: дорогой. Б: скромный. В: опасный. Г: антикварный.
2. **Chinese complement** – А: притворный интерес. Б: неожиданная похвала. В: пространная, цветистая похвала. Г: тонкий комплимент.
3. **Irish coffee** – кофе А: без сахара. Б: со сливками и виски. В: с молоком. Г: без кофеина.
4. **Scotch verdict** – А: поспешное решение. Б: оправдательный приговор. В: половинчатое решение. Г: произвольное решение.
5. **Welsh uncle** – А: богатый дядюшка. Б: незванный гость. В: аферист. Г: дальний родственник.
6. **Australian ballot** – А: бюллетень для тайного голосования. Б: голосование поднятием рук. В: опрос общественного мнения. Г: голосование по почте.
7. **English breakfast** – А: очень ранняя еда. Б: плотный завтрак. В: завтрак второпях. Г: холодные остатки еды.
8. **Dutch courage** – А: дерзость. Б: трусость. В: бравада. Г: пьяная удаль.
9. **Egyptian darkness** – А: сумерки. Б: затемнение. В: крошечная тьма. Г: затмение.
10. **Turkish delight** – А: красивая девушка. Б: рахат-лукум. В: кальян. Г: турецкий табак.

11. **Indian summer** – А: золотая осень. Б: очень жаркое лето. В: дождливая пора. Г: середина лета.
12. **Swiss roll** – А: самокат. Б: дорожный каток. В: морская качка. Г: сладкий рулет.
13. **French window** – А: решетчатое окно. Б: иллюминатор. В: застекленные двери в сад или на балкон. Г: глазок.
14. **German silver** – А: нержавеющая сталь. Б: мельхиор. В: серебро, мелочь. Г: бижутерия.
15. **Russian roulette** – А: смертельно опасная игра. Б: мясной рулет. В: карточная игра. Г: измерительная рулетка.

### ПЕШКОМ, БЕГОМ ИЛИ ПОЛЗКОМ?

Манера передвижения может быть разной и очень часто переводчику необходимо подчеркнуть её особенности.

Проверьте, насколько точно вы понимаете эти слова, а если получилось не очень успешно, то имеет смысл их выучить!

1. **jog** – А: рвануть с места. Б: идти быстрым шагом. В: бежать трусцой. Г: идти увязая по песку, снегу.
2. **trudge** – А: идти неторопливым шагом. Б: устало тащиться. В: прихрамывать. Г: нестись сломя голову.
3. **spring** – А: прыгнуть. Б: кружиться. В: ковылять. Г: брести.
4. **bolt** – А: идти большими шагами. Б: идти вприпрыжку. В: удирать. Г: бросаться врассыпную в панике.
5. **dart** – А: продвигаться вперед. Б: взбираться наверх. В: шествовать. Г: ринуться.
6. **shuffle** – А: идти шаркая ногами. Б: идти толпой. В: наталкиваться. Г: промчаться с шумом.

7. **tumble** – А: плестись сзади. Б: двигаться гурьбой. В: бродить без цели. Г: ходить с важным видом.
8. **bustle** – А: скользить. Б: идти пританцовывая. В: суетиться. Г: нестись в спешке.
9. **pace** – А: расхаживать взад и вперед. Б: волочить ноги. В: мчаться. Г: идти неслышным шагом.
10. **sneak** – А: гордо выхаживать. Б: ступать. В: ковылять, учиться ходить. Г: красться.
11. **stagger** – А: метнуться. Б: идти нетвердой походкой. В: слоняться. Г: карабкаться.
12. **prowl** – А: ворваться. Б: пронестись. В: шмыгнуть. Г: рыскать.
13. **stumble** – А: протискиваться. Б: идти строем. В: спотыкаться. Г: идти плавной походкой.
14. **wander** – А: бродить. Б: идти гуськом. В: идти вразвалку. Г: отступить назад.
15. **trot** – А: маршировать. Б: семенить. В: спастись бегством. Г: тянуться в хвосте.

## КЛЮЧИ

### ДРУЗЬЯ или ВРАГИ?

1. **sympathetic** – Б: сочувствующий.

Tom was most *sympathetic* over what had happened. Греч. *sympathetikos* ((со)страдающий).

2. **baton** – А: полицейская дубинка, жезл.

The police used *batons* and tear gas against the student demonstration. Также дирижерская палочка. Ст.-фр. *baston* (палка, дубинка).

3. **cabinet** – В: шкаф с полками и ящиками.

He kept his collection of old china in a glass *cabinet*. Также кабинет министров. Ср.-фр. *cabinett* (пресс для одежды).

4. **humor** – Б: ублажать, потакать, умасливать.

He bought some flowers to *humor* Julie. Также *humor n.* – 1. юмор; 2. настроение: I am in a bad *humor*. Лат. *umere* (быть влажным, смазывать).

5. **romance** – Г: любовный роман, романтическое приключение.

Kate thought it was going to be the big *romance* of her life. Лат. *Romanicus* (романский).

6. **reduction** – А: сокращение.

Last year saw a six per cent *reduction* in industrial investment. Лат. *Reduction* (возврат).

7. **perron** – В: крыльцо, наружная лестница подъезда.

The master of the house met his guests on the *perron*. Ср.-фр. *perre* (камень).

8. **profile** – Б: характеризовать.

The March issue of 'Newsweek' *profiled* new Russian oligarchs. Также *profile n.* – 1. профиль; 2. краткий очерк. Итал. *profilare* (обрисовывать).

9. **human** – В: человеческий.

He had no regard for *human* life. Также *human n.* – человек. Ср.-фр. *humaine* (человекоподобный).

10. **spectacle** – А: зрелище. The *spectacle* of her suffering convinced him that he had been a brute. Лат. *spectaculum* (вид, выставление напоказ).

11. **occupant** – Б: обитатель, лицо, занимающее определенное место. The room's sole *occupants* were the boy and a big hound. Ср.-фр. *occupant* (вступивший во владение).

12. **replica** – В: копия.

They built a *replica* of a Second World War plane. Итал. *replica* (повтор, ответ).

13. **accurate** – Б: точный, четкий.

His report of what happened was *accurate* in every detail. Также *accuracy n.* – точность, четкость. Лат. *accuratus* (тщательно подготовленный).

14. **censure** – Г: осуждение, порицание.

The opposition passed a vote of *censure* on the government. Лат. *censur* (контора цензора, осуждение).

15. **intelligent** – А: умный.

The collie is an *intelligent* dog, easily trained to control sheep. Лат. *intelligent* (понимающий).

---

### ОЦЕНКА ВАШЕГО ЗНАНИЯ СЛОВ

6 – 9 правильных ответов – **хорошо.**

10 – 12 правильных ответов – **отлично.**

13 – 15 правильных ответов – **превосходно.**

### УЙТИ ПО-АНГЛИЙСКИ

1. **Greek gift** – В: подарок, таящий в себе опасность, дары данайцев. Также: It's *Greek* to me (Это для меня китайская грамота).

2. **Chinese complement** – А: притворный интерес к мнению других. Также: *Chinese accounting* (подтасовка цифр); *Chinese attack* (ложная атака); *Chinese copy* (точная копия).
3. **Irish coffee** – Б: сладкий кофе с добавлением виски и взбитых сливок (подается горячим в рюмке). Также: *Irish bull* (очевидный абсурд).
4. **Scotch verdict** – В: половинчатое решение, вердикт «вина не доказана», допускаемый в судах Шотландии. Также: *Scotch boot* (орудие пытки – испанский сапог); *Scotch mist* (моросящий дождь).
5. **Welsh uncle** – Г: дальний родственник. Также: *Welsh rabbit* (гренки с сыром).
6. **Australian ballot** – А: бюллетень для тайного голосования, форма тайного голосования, впервые примененная на юге Австралии.
7. **English breakfast** – Б: плотный завтрак с горячим блюдом. Также: *English disease* (хандра, сплин).
8. **Dutch courage** – Г: пьяная удаль – море по колено. Также: *Dutch comfort* (слабое утешение); *Dutch treat* (угощение в складчину); *Double Dutch* (тарабарщина, галиматья).
9. **Egyptian darkness** – В: кромешная тьма, тьма египетская (библ.). Также: *Egyptian days* (несчастливые дни).
10. **Turkish delight** – Б: рахат-лукум. Также: *Turkish towel* (махровое, мохнатое полотенце); *Turkish bath* (турецкие бани).
11. **Indian summer** – А: золотая осень, «бабье лето». Также: *Indian gift* (подарок, рассчитанный на ответный подарок); *an Indian file* (гуськом).
12. **Swiss roll** – Г: бисквитный рулет с начинкой из джема или крема.
13. **French window** – В: застекленные двери, ведущие в сад или на балкон. Также: *French door* (застекленная дверь); *French roof* (мансардная крыша); *French fries* (жареный картофель); *French pastry* (пирожное).



14. **German silver** – Б: мельхиор. Также: *German measles* (краснуха коревая); *German shepherd* (немецкая овчарка).

15. **Russian roulette** – А: смертельно опасная игра «русская рулетка» (пари на выстрел в висок из пистолета, в котором из шести зарядов пять холостые). Также: *Russian tea* (чай с лимоном, подающийся в стаканах).

### ОЦЕНКА ВАШЕГО ЗНАНИЯ СЛОВ

6 – 9 правильных ответов – **хорошо**.

10 – 12 правильных ответов – **отлично**.

13 – 15 правильных ответов – **превосходно**.

### ПЕШКОМ, БЕГОМ ИЛИ ПОЛЗКОМ?

1. **jog** – В: бежать трусцой; заниматься оздоровительным бегом:

I go *jogging* in the park before breakfast. Также: *jogging-suit* (тренировочный костюм). Ср.-англ. путем сращения *jot* (медленно бежать) и *shoggen* (трястись).

2. **trudge** – Б: устало тащиться:

He *trudged* the deserted road for hours. Путем сращения *tread* (ступать) и *drudge* (выполнять тяжелую работу).

3. **spring** – А: прыгнуть, прыжком броситься вперед:

She *sprang* at him and aimed a wild blow at his face. Ст.-англ. *springan* (прыгать).

4. **bolt** – В: удирать, сматываться (разг.):

The thief *bolted* when he saw the policeman. Ст.-англ. *bolt* (засов, распорка).

5. **dart** – Г: ринуться, рвануться:

The boy *darted* across the road. Ср.-англ. *dart* (дротик).

6. **shuffle** – А: шаркать, волочить ноги:

The old man slipped on his shoes and *shuffled* out of the room. Нижненем. *schuffeln* (идти неуклюже, волоча ноги; тасовать карты).

7. **tumble** – Б: двигаться гурьбой, торопясь и спотыкаясь:

A wild band of children *tumbled* after the tiny animal. Ср.-англ. *tum(b)len* (танцевать как акробат).

8. **bustle** – В: суетиться, метаться в суматохе:

We *bustle* and he works. Ср.-англ. *bustelen* (торопиться без цели).

9. **pace** – А: расхаживать взад и вперед, шагать:

Harold *paced* nervously up and down the platform. Лат. *passus* (шаг, ходьба).

10. **sneak** – Г: красться:

That night I *sneaked* out of my dormitory and crept down the drive. Ст.-англ. *snican* (красться).

11. **stagger** – Б: идти нетвердой походкой, шатаясь:

Paul rose heavily and *staggered* out of the room. Ср.-англ. *stakere* (идти пошатываясь).

12. **prowl** – Г: рыскать (в поисках добычи, врага), шнырять:

I heard someone *prowling* about in the garden. Ср.-англ. *prollen* (красться, бродить в поисках).

13. **stumble** – В: спотыкаться:

I *stumbled* upstairs and dropped into bed. Норв. *stumla* (идти ощупью в темноте).

14. **wander** – А: бродить, блуждать, странствовать:

We *wandered* round the little harbour town. Ст.-англ. *wandrian* (бродить).

15. **trot** – Б: семенить, идти быстрым мелким шагом:

The boy *trotted* about the room, showing an interest in everything. Ср.-верхненем. *trotten* (бежать).

---

***ОЦЕНКА ВАШЕГО ЗНАНИЯ СЛОВ***

6 – 9 правильных ответов – **хорошо.**

10 – 12 правильных ответов – **отлично.**

13 – 15 правильных ответов – **превосходно.**

## СПИСОК СЛОВАРЕЙ И СПРАВОЧНЫХ ИЗДАНИЙ

1. Англо-русский и русско-английский словарь «ложных друзей переводчика» / Под ред. В.В. Акуленко. – М., 1969.
2. Кунин А.В. Англо-русский фразеологический словарь. – М., 1984.
3. Новый большой англо-русский словарь / Под общ. рук. Э.М. Медниковой и Ю.Д. Апресяна. – М., 1994.
4. Рум А.Р.У. Великобритания: Лингвострановедческий словарь. – М., 1999.
5. Рыбакин А.И. Словарь английских личных имен. – М., 1973.
6. Рыбакин А.И. Словарь английских фамилий. – М., 1986.
7. Томахин Г.Д. Лингвострановедческий словарь Соединенное Королевство Великобритании и Северной Ирландии. – М.: АСТ – ПРЕСС КНИГА, 2003.
8. Longman Dictionary of English Language and Culture. Longman Group. Group UK Limited, 1992.
9. Room Adrian. An A to Z of British Life. Oxford University Press, 1990.
10. The Oxford English Dictionary. Oxford University Press, 1992.

*Учебное издание*

Составитель  
**Пинягин Юрий Николаевич**

**ВЕЛИКОБРИТАНИЯ:  
СТРАНА И ОБРАЗ ЖИЗНИ**

Практикум  
по переводу первого (второго) иностранного языка

Издается в авторской редакции  
Компьютерная верстка *Ю. Н. Пинягина*

Подписано к использованию 26.02.2016  
Объем данных – 0,5 Мб

Издательский центр  
Пермского государственного  
национального исследовательского университета.  
614990, г. Пермь, ул. Букирева, 15