

INTRODUCTION

*“Smile at us, pass us, pass us, but don’t quite forget.
For we are the people of England that never have spoken yet.”*

G.K. Chesterton **“The secret people”**

Before you watch

Discuss the following questions in groups of four; then share your opinion with the class:

1. What does “national identity” mean for you?
2. What would you include into this notion? Put a tick beside some ideas given below if you agree with them:

- Language
- Traditions and habits
- Festivals
- Eating habits and manners
- Costumes
- Family relations and values
- Way of life
- Predilections
- Folk crafts

3. What does it mean to be Russian? What are Russians like?
4. What is the author’s main point about the English expressed in the quotation?

Video vocabulary

1. Use context clues to get the meaning of the words in italics, match them with the definitions in the column on the right, then make up sentences of your own using each expression.

- | | |
|----------------------------------|----------------------------|
| ... 1. to get stuck | A. to be reserved |
| ... 2. to erode | B. to wait |
| ... 3. a ban on smth | C. a place of safety |
| ... 4. to chip away at smth | D. to assume control of |
| ... 5. to have a stiff upper lip | E. to continue to do smth |
| ... 6. to bottle the feelings up | F. to transform, to change |
| ... 7. to get on with smth | G. to hide one’s feelings |
| ... 8. asylum | H. prohibition of smth |
| ... 9. to hang on | I. to be unable to move |
| ... 10. to take over the world | J. to destroy bit by bit |

Video on

First watching and listening

Read the following questions then watch the video and answer them. Share your answers with a partner:

1. What do the English experience at the moment?
2. What tradition has been banned recently in England?
3. How are the English usually characterized?
4. What kind of threat is Sarah talking about?

Listening and watching for details

1. Watch the sequence with the sound off:

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A. Concentrate on the interior of the traditional English church and tick the words which best describe the architecture of he place:

- Beamed ceiling
- Arcaded and vaulted interior
- Gilded statues
- Plasterwork ceiling
- Pointed windows with stained glass
- Oak benches
- Heraldic fragment
- Carved wooden frames
- Gilded icons
- Ionic columns

B. What does reverend Sarah Edmons wear? Tick the words which best describe her clothes:

- White gown
- Black top hat
- White hood
- Black collar
- Purple tie

C. What are people doing during the service?

D. How can you characterize the atmosphere of this church community? Tick the words which best suit to describe this atmosphere?

- Informal
- Friendly
- Competitive
- Caring
- Pleasant
- Official
- Pompous

2. Watch the sequence with the sound on, follow the script as you are watching, correct factual mistakes in the paragraph:

“There is, at the moment, a kind of identity crisis for the English, as opposed to *1. the Irish* because the Scots have their identity, and they have their national song, and all the rest of it. And the same with the Welsh and the Irish. And the English kind of get stuck in the middle. And there is a kind of, you know... What does it mean to be English as opposed to *2 Scottish*? What is it about English that we like? And there are bits that are being *3 developed*, there are some of the country ways of life, things like the ban on foxhunting, which has come in recently. Some of the more traditional people are saying, you know, “You are chipping away at the English character.” I don’t know. We have a reputation of being cold, and sort of what we *4. have a chip on the shoulder* - is that a phrase you’ve heard? It’s kind of like bottling our feelings up, and just getting on with life, and not being very emotional on the outside. I don’t know how true that is. I think we vary as much as everyone else, actually. I really do. And, of course, we’ve got a lot more *5 immigrants* coming as well at the moment. Certainly our cities are becoming more multicultural, which is adding *6. a lot of problems*, but also, I think, is making some of the English people think, “Well, hang on a minute. Where is our identity in the middle of

this?” and get quite 7. *careless* about it in some ways as well. And “what is it about being English that we want 8. *to defend*?” And what is it that we’re actually quite willing to ditch as well? I think it’s a bit of a threat, if threat’s the right word, from 9. *Asian* culture, certainly in terms of 10. *family life and traditions*

3. Watch this sequence with the sound off and try to describe the interior of the traditional English Church.

After you watch

Discussion

1. In the video Sarah Edmonds said that “there is, at the moment, a kind of identity crisis for the English”. What does this crisis consist in? Can we say the same today about the Russians?
2. Why do you think the Scots, the Welsh and the Irish stand out today as nations with a strong identity whereas the English “get stuck in the middle”? Name some reasons.
3. Traditionally the English are described as being reserved, cold, not emotional. Can you think of any characteristics which are used to describe the Russians? Are they stereotypical?
4. According to the speaker, “America’s taking over the world”. Adduce some examples from your life to illustrate the statement. If you don’t agree, give your counter arguments.

PART 1: LOYALTY TO TRADITIONS

“England is a paradise of women, the purgatory of men, and the hell of horses.”

John Florio “Second Frutes”

“It is impossible for an Englishman to open his mouth, without making some other Englishman despise him”.

B. Shaw “Pygmalion”

Before you watch

Discuss the following questions in groups of four; then share your opinion with the class:

1. Is it important to keep traditions?
2. What traditions do you have in your family?
3. Do Russians usually demonstrate the desire to keep everything the way that it is? Give your example to support your point of view.
4. What is the author’s main point expressed in the quotations?

Video vocabulary

1. Match the words in italics to the definitions:

- | | |
|---------------------------|--|
| ... 1. <i>a trace</i> | A. course |
| ... 2. <i>a hint</i> | B. a person who travels regularly to and from work |
| ... 3. <i>to indicate</i> | C. firmly |
| ... 4. <i>current</i> | D. to show |
| ... 5. <i>a commuter</i> | E. indirect indication |
| ... 6. <i>annoying</i> | F. generally accepted |
| ... 7. <i>a track</i> | G. a mark showing that smth has existed |

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- ... 8. *initial* H. irritating
- ... 9. *steadfastly* I. clearly marking a person or thing as different from others
- ... 10. *distinctive* J. at the beginning

2. Use context clues to get the meaning of the words in italics, match them with the definitions in the column on the right, then make up sentences of your own using each expression.

- ... 1. The desire *to retain* ways of life and behaviour, rituals and customs in their initial form sometimes leads to absurdities. A. follow, keep
- ... 2. The English steadfastly *stick* to their old system and do not want to become 'like everybody else'. B. has made a way into
- ... 3. An English walk, if it is not around a garden or park, *is a good ordeal* and test of strength. C. Support of
- ... 4. The fences and barbed wire are also in place, but there is usually *a wobbly* set of steps over them. D. Qualities as widely different as possible
- ... 5. The desire to keep everything the way that it is *has penetrated* every aspect of English life. E. Influences
- ... 6. The ban on changing even windows and doors in these old houses forces the entire country *to make do* without modern double glazed windows. F. Gives
- ... 7. The struggle against any kind of innovations *affects* English houses. G. To preserve
- ... 8. It *provides* not only employment but also a valuable side to country life. H. To try to live

- ... 9. Such *loyalty to old traditions*, while occasionally annoying, almost never fails to move you. I. A severe test
- ... 10. The desire to keep everything the way that it is, sometimes taken to absurd *extremes*. J. Not firm or steady

Video on

First watching and listening

Read the following questions then watch the video and answer them. Share your answer with a partner:

1. What is the most important trait of the English character?
2. Why is driving in England a kind of challenge for foreigners?
3. What do the English do to protect their private land?
4. With what signs do the English mark the paths for public use?
5. Why do the English prefer not to make any changes to their old houses?
6. What was the key point of the recent debates in the English Parliament?
7. Why does the water supply system in England cause surprise among foreign guests?
8. What did students of some of the British universities calculate?

Listening and watching for details

1. Watch sequence 2, read the statements below and choose the correct variant:

1. One of the peculiar features of the English character is:
 - A. conservatism;
 - B. curiosity
2. Your first experience of independent travel around England can be:
 - A. Both exciting and dangerous
 - B. Unpleasant and unpredictable
3. If you want to go for a walk in the English provinces you have to:
 - A. Ask a landowner a permission to walk on his private property
 - B. Stick to the marked tracks and behave yourself
4. It is forbidden to make any changes to English houses unless:

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- A. You can prove that your renovations would not change the exterior of the house;
 - B. They are modern buildings
5. Fox-hunting has become an issue of concern of the British parliament because:
- A. there are a lot of people in contemporary England who go fox hunting;
 - B. it is closely connected with the problem of preservation of the national identity and traditions.

2. Watch the interview with Michael Crooke from the Cotswolds - sequence 3:

A. Follow the script as you are watching, correct factual mistakes in the paragraph:

“Hunting should not be banned. It is a political decision of *1. the Green Party* It was in their manifesto. There is no need to ban hunting at all. It provides not only *2. entertainment*, but a valuable side to country life. And it is one way of making the whole of England an urbanized area where everybody *3. can do what they like* There is nothing more attractive in hunting than seeing the red coats, and the horses, and all the dogs out and about. One of the problems we have in the Cotswolds now is that *4. many immigrants* have moved from London and commute down into London because of *5. the decent housing conditions here* But within my lifetime, I don’t think the Cotswolds will change very much from what it is today. So if you really want to come and see what England used to be like and is like in this little part, then please come and see it before it disappears – as it will do *6. in the distant future* because we have cities like Birmingham, which are only *7. thirteen* miles away, forty-five kilometers, and already huge areas of Birmingham are no longer England. They represent parts of *8. Latin America* - and that’s not being racist; that’s just a fact of life.”

B. What do you think his profession is?

C. What makes his rural region ‘look typically English’? Place a tick beside the items which describe the houses and streets of the Cotswolds:

- White timber-framed houses
- Narrow streets
- Honey-coloured limestone cottages
- Red brick houses
- Cobblestone pavements
- Tile roofs
- Thatched roofs
- Stone roofs
- Neat hedges

3. Watch sequence 4 read the statements below and determine whether they are true or false; if the statements are false, correct them:

1. The English are very conservative as far as their traditions are concerned.
2. The traditional English bath has two separate taps and a shower.
3. In England people wash their dishes in the following way: they fill the sink with water, add washing up liquid, wash the dishes, then rinse them and let them dry.

After you watch

Discussion

1. Do you agree with the statement from the video: “The desire to retain ways of life and behaviour, rituals and customs in their initial form, sometimes leads to what are, from a contemporary point of view, absurdities”? Adduce some examples to illustrate the statement. If you don’t agree, give your counter arguments. Can you think of some traditions Russians stick to?
2. The main reason why some English people are against the ban on fox hunting is that people “have always gone fox hunting, which means that is the way it should be”. What factors usually influence the formation and preservation of the national identity? Are they the same for Russia and England?

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3. It is a well-known fact that stereotypes lead to the formation of a distorted image of the country. What do you think as to be done to destroy existing stereotypes about England? Can you think about some stereotypes about Russia and Russians? Does the notion 'national identity' have anything in common with stereotypes and ethnic jokes?
4. Do you agree with Michael Cooke who says that big cities are becoming multiethnic and that it's possible to preserve the English identity only in small towns and villages? Is it the same in Russia? Adduce you own examples.

PART 2: LIVING HISTORY

"Human history becomes more and more a race between education and catastrophe."
H.G. Wells

"Indeed, history is nothing more than a tableau of crimes and misfortunes."
Voltaire

Before you watch

Discuss the following questions in groups of four; then share your opinion with the class:

1. Why is it important for any nation to remember its historical traditions and events?
2. What has been done recently in Russia to spread knowledge about our past? Give some examples.
3. Are there any places in Russia where you can 'live history'?
4. Do you agree with the author's statements about history expressed in the quotations?

Video vocabulary

1. Match the words in italics to the definitions:

- | | |
|-------------------------------------|--|
| ... 1. <i>inevitable</i> | A. genuine |
| ... 2. <i>fake</i> | B. the best |
| ... 3. <i>the cream of the crop</i> | C. that can't be avoided |
| ... 4. <i>an estate</i> | D. performance |
| ... 5. <i>a garment</i> | E. a piece of property in the form of the land |
| ... 6. <i>authentic</i> | F. not genuine |
| ... 7. <i>to spin</i> | G. to form threads into material |

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- ... 8. *to weave* H. to make thread by twisting wool
... 9. *reenactment* I. a dishonest person
... 10. *a cheat* J. an article of clothing

3. Use context clues to get the meaning of the words, match them with the definitions in the column on the right, then write sentences of your own using each expression:

- | | |
|--|-----------------------------------|
| 1. One of the features of England which <i>sets it apart</i> is the great respect that the English have for their own history. | A. To persuade someone to do smth |
| 2. This is not just to that venerable past of which they can justly be proud, but which <i>has now passed away</i> and will never return. | B. Walk |
| 3. The tendency <i>to counter</i> the inevitable press of globalization with historical national traditions is characteristic of the modern era. | C. Has disappeared |
| 4. Here you can live history as if all those events <i>had not faded</i> into the past but are still alive today. | D. Action / event |
| 5. Here it is literary possible <i>to immerse oneself in</i> history: different parts of the castle reproduce its various episodes. | E. To be limited |
| 6. The English can turn anything into an interesting and instructive <i>undertaking</i> . | F. Had not lost importance |
| 7. Here you can <i>wander around</i> , imagining the battle between the Anglo-Saxon and Norman soldiers. | G. To live |
| 8. Their task is <i>to entice</i> viewers into the world, and make them part of the life which has been preserved until now. | H. Makes it distinctive |
| 9. Kentwell estate invites its visitors <i>to plunge into</i> the Tudor epoch. | I. To oppose |

10. Now we know that people are going *to be constrained by* the amount of time they have. J. To move suddenly

Video on

First watching and listening

Read the following questions then watch the video and answer them. Share your answer with a partner:

1. How is it possible to live history in England?
2. When did the tradition of historical places appear in England?
3. What English museums are considered to be the cream of the crop?
4. Do the museums simply display art?
5. What museum is one of the most frequently visited museums in England?
6. What epoch does Kentwell Hall invite its visitors to plunge into?
7. What role does Elizabeth Clockton play in the reenactment of history in Kentwell Hall?
8. What is the main responsibility of Rosemary Muntus in Kentwell Hall?

Listening and watching for details

1. Watch sequence 5 with the sound off:

- A. Why can we say that English history is alive? Describe how it is shown in the video, pay special attention to the names of pubs and inns:
- B. Watch the same sequence with the sound on, follow the script as you are watching, fill in the gaps with the missing information:

“One of the features of England which sets it apart is the great respect that the English have for their own history. Moreover, this is not just to 1.
of which they can justly be proud, but which has now passed away and will never return (and which has become the property of a handful of historians and professors). No, English history is alive, is cultivated and is propagated in the form of 2.

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..... This is done by enlightening work 3. about one's past and also by conserving that which has remained and restoring that which has disappeared. The tendency *to counter* the inevitable press of globalization with historical national traditions is characteristic of the modern era. But in England, this is something which is naturally close 4. History and historical traditions are the base which supports the distinctive national character of England. This base is not only being saved but actively cultivated, and is even reborn in those situations n which the English had displayed 5.”.

2. Watch sequence 6 devoted to Warwick Castle with the sound off:

A. concentrate on what is shown in the video and tick the words which best describe the architecture and the Medieval atmosphere of the place:

- Knightly arms
- Knot gardens with peacocks
- The stocks
- Fortified towers
- Great halls
- Heraldic banners
- Coats of arms
- Shields and helmets
- Thick stone walls

B. Watch the same sequence with the sound on and answer the following questions:

1. How can you prove that historical events have not faded into the past in England but are still alive today?
2. When did the owners of rich estates usually open up the doors to their private houses?
3. What periods of the English history can a visitor to Warwick Castle find him or herself in?

3. Watch sequence 7 devoted to the Battle of Hastings Museum and Kentwell Hall with the sound off:

A. What do people in Kentwell Hall do to reenact the atmosphere of the Tudor epoch? Put a tick beside the verbs given in the table:

- | | | | |
|--------------|--------------------------|-----------------|--------------------------|
| To cook | <input type="checkbox"/> | To falcon hunt | <input type="checkbox"/> |
| To bake | <input type="checkbox"/> | To fight | <input type="checkbox"/> |
| To knit | <input type="checkbox"/> | To ride a horse | <input type="checkbox"/> |
| To embroider | <input type="checkbox"/> | To clean | <input type="checkbox"/> |
| To play | <input type="checkbox"/> | To sew | <input type="checkbox"/> |

B. Concentrate on the costumes of he noble and poor people, put “N” beside the articles of noble people’s clothes and “P” beside the articles of poor people’s clothes:

- | | | | |
|----------------|--------------------------|------------------------|--------------------------|
| Silk robe | <input type="checkbox"/> | Rough wool skirt | <input type="checkbox"/> |
| Linen chemise | <input type="checkbox"/> | Dramatic collar | <input type="checkbox"/> |
| Satin mantel | <input type="checkbox"/> | Cotton hood | <input type="checkbox"/> |
| Fur-linen hood | <input type="checkbox"/> | Wool cloak | <input type="checkbox"/> |
| Cotton tunic | <input type="checkbox"/> | Extravagant velvet hat | <input type="checkbox"/> |
| Linen vest | <input type="checkbox"/> | White apron | <input type="checkbox"/> |
| White cap | <input type="checkbox"/> | | <input type="checkbox"/> |

C. What the sequence with the sound on:

1. Who took part in the battle of Hastings in 1066?
2. What events can you take part in when visiting Kentwell Hall?
3. How many people participate in this reenactment of history?

4. Watch sequence 8 and do the following exercises:

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A. Read the statements below and chose the correct variant:

- Rosemary's husband
 - restores medieval music from ancient manuscripts and plays it during the Kentwell Hall festivals
 - helps her to sew authentic costumes
 - is the master of the Manor
- Rosemary Muntus has been working with Kentwell Hall since
 - 1958
 - 1988
 - 1998
- People who usually take part un the reenactment of Tudor times are
 - specially trained actors from local theatres
 - volunteers from England
 - volunteers from around the world
- People today don't have enough time to make their clothes as they would have been made n the 16th century, because they don't have enough
 - money
 - knowledge
 - time
- It is particularly difficult to reconstruct the costumes of the poor because
 - nothing is left from that time
 - it is very time consuming
 - they don't have knowledgeable weavers to make cloth
- Form Rosemary's point of view, the reenactment of history plays a very important
 - educational role
 - scientific role
 - political role
- People really enjoy participating in this reenactment because they have a chance
 - to do something with their hands
 - to earn some money
 - to learn more about the Tudor times

B. English estates have a particular interior. What realia given in the sequence help you to identify that the action takes place in the 16th century estate? Place a tick beside the items which are shown:

- | | | | |
|----------------------------------|--------------------------|------------------|--------------------------|
| Chambers of lords | <input type="checkbox"/> | A huge fireplace | <input type="checkbox"/> |
| Oak paneled walls | <input type="checkbox"/> | Knightly arms | <input type="checkbox"/> |
| Chests | <input type="checkbox"/> | Tapestry | <input type="checkbox"/> |
| Ironwork | <input type="checkbox"/> | Statuary | <input type="checkbox"/> |
| Floor tiles with heraldic design | <input type="checkbox"/> | Wood carving | <input type="checkbox"/> |

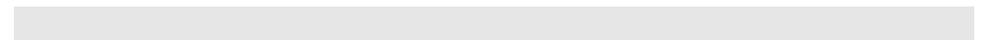
C. Watch this sequence with the sound off. What did the staple diet of the poor consist of?

After you watch

Discussion

Answer the following questions; share your answers with a partner:

- In the video it was said that historical traditions from the base which supports the distinctive national character of England. Do you agree with this statement? Give some examples of historical traditions. What other phenomena influence the formation of the English / Russian national character?
- In England there are a lot of restaurants, shops, small towns and villages where everything smells of the past. Can you think of any places in Russia where you can experience the same? What is a typical Russian village or a small town like?
- Do you agree with the statement from the video that in any multicultural society it I important for people to know where they come from, what their background is without being chauvinistic? Adduce some examples to illustrate the statement. If you don't agree, give your counter arguments.
- Museums in England come in all shapes and sizes. Is it the same in Russia? What are museums like in Russia? In your opinion are there any differences between Russian and English museums?



PART 3: EDUCATION

"Tis Education forms the common mind,
Just as the twig is bent, the tree's inclin'd."
A.Pope "Epistles to Several Persons"

"Education is what survives when what
has been learnt has been forgotten".
Christophe Smart

"Education begins a gentleman, conversation
completes him."
18th century English proverb

Before you watch

Discuss the following questions in groups of four; then share your opinion with the class:

1. What did you like best / worst when you went to school?
2. Do you remember any school traditions you were proud of? What were they like?
3. In your opinion does it matter what kind of school you go to – an old school with long traditions or a recently established one?
4. What from your point of view do the authors of the quotations mean by education?

Video vocabulary

1. Match the words in italics to the definitions:

- | | |
|------------------------------|--------------------------------|
| ... 1. <i>to flog</i> | A. pain |
| ... 2. <i>venerable</i> | B. to beat severely with a rod |
| ... 3. <i>average</i> | C. forms of behaviour |
| ... 4. <i>spacious</i> | D. satisfactory |
| ... 5. <i>arrogant</i> | E. having a lot of room |
| ... 6. <i>the opprobrium</i> | F. ordinary, standard |

- | | |
|---------------------------------|---|
| ... 7. <i>decent</i> | G. superb |
| ... 8. <i>conventionalities</i> | H. critical comments |
| ... 9. <i>magnificent</i> | I. behaving in a proud, superior manner |
| ... 10. <i>pang</i> | J. deserving respect |

2. Use context clues to get the meaning of the words in italics, match them with the definitions in the column on the right, then make up sentences of your own using each expression.

- | | |
|---|---------------------------|
| ... 1. One of the most important English principles can <i>be summed up</i> as follows. | A. Has not taken the best |
| ... 2. History is alive and <i>penetrates</i> all aspects of English life. | B. Be formulated |
| ... 3. And I think that having the badge of being an Etonian <i>raises the stakes</i> a little. | C. Gets into |
| ... 4. This fact <i>is declaimed</i> by the numerous little signs placed everywhere. | D. Raises expectations |
| ... 5. If a boy aged eighteen is not able to deal with the range of things that the world will throw at him, then he <i>has not taken advantage of</i> his education. | E. Is demonstrated |

Video on

First watching and listening

Read the following questions then watch the video and answer them. Share your answers with a partner:

1. What kinds of schools are popular in England?
2. What was Doctor John Keate famous for?
3. Was physical beating the case when Tony Little studied there?
4. What kind of buildings is Eton situated in?

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- How do people expect an Etonian to behave?
- Who is allowed at the University of Cambridge to walk on the wonderful green lawns?

Listening and watching for details

1. Watch sequence 9 on Eton with sound off:

A. Concentrate on what is shown in the video and tick the words which best describe the architecture and atmosphere of the place:

- | | | | |
|------------------------|--------------------------|--------------------------------------|--------------------------|
| Gothic style buildings | <input type="checkbox"/> | grand archways | <input type="checkbox"/> |
| cobblestone pavements | <input type="checkbox"/> | red-brick walls with stone dressings | <input type="checkbox"/> |
| stone-faced walls | <input type="checkbox"/> | pointed doors and windows | <input type="checkbox"/> |
| wrought-iron gates | <input type="checkbox"/> | carved wooden frames | <input type="checkbox"/> |
| heraldic fragments | <input type="checkbox"/> | Roman sculpture | <input type="checkbox"/> |
| stained glass windows | <input type="checkbox"/> | Ionic columns | <input type="checkbox"/> |

B. Describe how students and teachers are dressed in Eton school. Put 'S' beside the articles of students' uniform and 'T' beside the articles of teachers' clothes, 'S/T' beside the articles worn by both:

- | | | | |
|----------------|--------------------------|--------------------------|--------------------------|
| A tie waist | <input type="checkbox"/> | Trousers | <input type="checkbox"/> |
| A bow tie | <input type="checkbox"/> | A hat | <input type="checkbox"/> |
| Windsor collar | <input type="checkbox"/> | A white shirt | <input type="checkbox"/> |
| A tailcoat | <input type="checkbox"/> | A black suit of any type | <input type="checkbox"/> |
| A waistcoat | <input type="checkbox"/> | | |

C. Watch the same sequence with the sound on, read the statements below and choose the correct variant:

- Doctor John Keate who was Head Master of Eton was famous for
 - whipping ten boys a day

- introducing the system of social clubs in Eton

- When Tony Little was a schoolboy he
 - was never punished
 - was punished on one or two occasions
- In Eton physical punishment
 - was banned about 30 years ago
 - is still used by some teachers

2. Watch sequence 10, follow the script as you are watching and fill in the gaps with the missing information:

"If a boy aged eighteen is not able to deal with the range of things that the world will throw at him, then he 1, and we haven't taught him very well. Sometimes the world outside has an image that an Etonian will behave in a certain way, 2, or full of himself, or will be disinterested in other people. And I say to all our eighteen-year-olds just as they leave: if any of you ever behave in that way, you'll 3 You deserve all the opprobrium, all the critical comment that you will receive. And I will have no time for you. But if you show yourself to be a decent human being, a person concerned for society, the good citizen that the vast majority of them are, then not only will you be of use to people, you 4 And I think that having 5 an Etonian raises the stakes a little. People expect more of you, and they expect different things from you."

3. Watch sequence 3, read the statements below and choose the correct variant:

- Traditions are cherished in England by
 - only the oldest prestigious universities
 - by all universities
- Walking on the wonderful green lawns is allowed
 - to everybody
 - only to the senior teaching staff and persons accompanied by them
- Both the teaching staff and students

- a. are proud of their university and its traditions;
 - b. are rather ironic about the ancient traditions they have to follow
4. People feel a kind of envy to Oxford and Cambridge students because they have an opportunity
- a. to use beautiful historical facilities and live in picturesque surroundings
 - b. to use modern convenient hostels and libraries

After you watch

Discussion

1. One of the most important English principles is formulated in the following way: "We did not come into this world in order to get pleasure." Do you support this statement? In your opinion, what is the main principle for Russian society? Adduce some examples to prove your point.
2. Tony Little, the Headmaster of Eton, says that "having a badge of being an Etonian raises the stakes a little, people expect more of you." Is it the same in Russia? What is people's attitude to the graduates of the oldest Russian universities?
3. From your point of view, what factors influence most on how well traditions and rituals are preserved and cherished in any sphere of our life: family upbringing, school education, community life, policy of the government, economy of the country, historical events or something else?
4. In the video it was said that "you cannot even imagine democracy' in a place like the University of Cambridge. Can you name any reasons why it happens so? Can we say the same about Russian / American universities?

PART 4: The Mysterious English Soul

*"Let not England forget her precedence of
teaching nations how to live."*
K. Milton

Before you watch

Discuss the following questions in groups of four; then share your opinion with the class:

1. In your opinion, what cultural realia and values is "Englishness" associated with? Put a tick beside them:

Alice in wonderland	<input type="checkbox"/>	Big Ben	<input type="checkbox"/>
Hadrian's Wall	<input type="checkbox"/>	The Bobby	<input type="checkbox"/>
The pub	<input type="checkbox"/>	A cup of tea	<input type="checkbox"/>
Fish and chips	<input type="checkbox"/>	Globe theatre	<input type="checkbox"/>
The Lake district	<input type="checkbox"/>	Land Rover	<input type="checkbox"/>
Robin Hood	<input type="checkbox"/>	Sherlock Holmes	<input type="checkbox"/>
Football	<input type="checkbox"/>	Stonehenge	<input type="checkbox"/>
The double-decker	<input type="checkbox"/>		

2. Can we say that Russian today is influenced by some other languages? Give your examples.
3. Do Russians sometimes feel and behave superior to other nations living in our country? Exemplify your answer.
4. What is the author's main point about the English expressed in the quotation?

The English National Character

VIDEO ACTIVITY BOOK

Video vocabulary

1. Match the words in italics to the definitions:

- | | |
|--------------------------|----------------------------------|
| ... 1. <i>to make up</i> | A. to deceive |
| ... 2. <i>devolution</i> | B. eccentrics |
| ... 3. <i>prominent</i> | C. very strange |
| ... 4. <i>defiant</i> | D. stubbornness |
| ... 5. <i>to cheat</i> | E. self control |
| ... 6. <i>restraint</i> | F. to praise someone too much |
| ... 7. <i>to flatter</i> | G. to constitute |
| ... 8. <i>obstinacy</i> | H. showing no fear or respect |
| ... 9. <i>outrageous</i> | I. outstanding |
| ... 10. <i>cranks</i> | J. deputing, delegating of power |

2. Use context clues to get the meaning of the words in italics, match them with the definitions in the column on the right, then make up a sentence of your own using each expression:

- | | |
|--|-----------------------|
| ... 1. English people <i>felt fed up</i> because the Irish, the Welsh, and the Scots are always going on about their identity. | A. Disappeared from |
| ... 2. The English didn't somehow need <i>to assert</i> their Englishness very much. | B. To suffer from |
| ... 3. Much of the English character <i>is put down to</i> the fact that the country is an island. | C. Has been developed |
| ... 4. The English, like any other nation, <i>embody</i> a number of mutually exclusive traits. | D. Is explained |

- | | |
|--|------------------------|
| ... 5. There are the ancient titles and honours which have long since <i>dropped out of</i> other languages. | E. Stand for / accept |
| ... 6. This quality <i>has been cultivated</i> over many centuries. | F. To prove |
| ... 7. The English don't <i>tolerate</i> excessive displays of emotion. | G. Possess |
| ... 8. <i>I have been cursed with</i> a sort of hypersensitivity to grammar, and so I do notice it. | H. Unhappy |
| ... 9. Their enterprising nature and grasp of business combine with their <i>backwardness</i> . | I. Destiny |
| ... 10. In 1712 a work appeared in England that had a strange <i>fate</i> . | J. Lack of development |

Video on

First watching and listening

Read the following questions then watch the video and answer them. Share your answer with a partner:

1. Who usually flies the union flag?
2. Why don't the English have to prove their Englishness?
3. How do people account for the contradictory and paradoxical nature of the English character?
4. When was the first book about John Bull published?
5. What did John Bull look like in the caricatures of the 18-19th centuries?
6. What was he like?
7. What did His Majesty's ambassador answer to a question asked by a major radio station in Washington?
8. Name one of the grammar changes in the English language mentioned by Liz Moloney?

The English National Character

VIDEO ACTIVITY BOOK

Listening and watching for details

1. Watch sequence 12, follow the script as you are watching, correct factual mistakes in the paragraph:

“Although we were taught at school what the separate flags were that made up the Union flag, of course, you are quite right we didn’t actually often see them separately, and certainly people didn’t fly them, you know, from their cars and so on. But in the last... I think it’s only about the last ten to fifteen years a number of things have happened. When was *1. uprising* of Scotland and Wales? I’ve forgotten the date. But I mean, that’s got something to do with it. English people always felt *2. quite happy and proud rather* because the Irish, the Welsh and the Scots are always going on about their identity. And the reason the English didn’t before was they didn’t have to because they were *3. weak so that they didn’t demonstrate their power* Even though Scots, particularly, *4. didn’t have representatives* in the government... I mean, you would hardly find a government in the last 100 years that didn’t have prominent Scots in it, and some Welsh and Irish, too. But, so anyway, the English didn’t somehow need to assert their Englishness very much, and people used to use English *5. to denote only particular groups of population*, which is considered completely unacceptable now. Scots *6. get very excited*, now if you say ‘English’, and you mean ‘Scots’. But a lot of other languages have a word derived from ‘English’ to cover ‘British’, and that’s from our own practice in previous times. Well, I think people, as they say, got rather defensive about it. The started wanting to fly the English flag, almost all sort of *7. patriot act* And it’s done, of course, especially around *8. Parliament sittings* And I would say that it’s specifically associated. I mean, it’s a class-based thing. I don’t think you’d find many *9. low-class* people flying flags of St. George. It’s a sort of football supporter, unfortunately slightly associated with *10. national identity* and so on as well. That’s how I feel about it. I mean it’s a pity we can’t have our own flag without that, but that’s how it is.

2. Watch sequence 13, read the statements below and choose the correct variant:

- On the one hand the English character is considered to be the most contradictory of all the European nations but on the other hand it is:
 - well defined and has long history
 - very elusive to describe
- Some peculiarities of the English character:
 - occurred due to the contribution of the Roman and Norman invaders, and close contacts with their continental neighbours;

b. are explained with the help of the term ‘island psychology’

- John Bull became the national symbol because:
 - he was a famous traveller of his time;
 - he was simple, honest, straightforward, witty and relied on his common sense
- The book about John Bull was written by:
 - Queen Anne’s doctor
 - Queen Anne
- John was clever enough:
 - but at the same time he was careless so his partners deceived him frequently
 - and shrewd in business, so he was respected by his servants and apprentices.

3. Watch sequence 14 about some contradictions in the English character and do the following exercises:

A. using the available information from the film, fill in the table where necessary on mutually exclusive traits of the English national character in various spheres:

	Positive characteristics	Negative characteristics
Attitude to children		Strictness of their upbringing
Business	Enterprising nature and grasp of business	
Houses	English cosiness	
Sense of humour	Superb sense of humour	
Fashion		Very strict dress requirements in particular situations

B. Place a tick beside the words which suit best to describe the English character as it is shown in the video:

- | | | | |
|--------------|--------------------------|-----------|--------------------------|
| Conservative | <input type="checkbox"/> | Witty | <input type="checkbox"/> |
| Reserved | <input type="checkbox"/> | Restraint | <input type="checkbox"/> |

The English National Character

VIDEO ACTIVITY BOOK

- | | | | |
|-------------|--------------------------|-----------|--------------------------|
| Open-minded | <input type="checkbox"/> | Eccentric | <input type="checkbox"/> |
| Childlike | <input type="checkbox"/> | Tolerant | <input type="checkbox"/> |
| Plain | <input type="checkbox"/> | Emotional | <input type="checkbox"/> |

C. Watch the same sequence with the sound off. Some episodes from British documentaries were shown in the video, what famous British figures did you recognize, what periods of the British history did they belong to?

4. Watch sequence 15 read the statements below and determine whether they are true or false; if the statements are false, correct them:

1. British English is influenced most nowadays by German or Yiddish.
2. In British English they use more perfect tenses than past tenses now.
3. The English say “out of the window” or “all of the children” whereas the Americans do not include “of” in that expression.
4. Liz is very concerned about the linguistic situation in the country because it deals with her identity.

After you watch

Discussion

1. In the video it was said that “*the English character is the most contradictory and paradoxical of all the European nations, and almost any element has an opposite facet.*” Is it possible to apply this statement to describe the Russian character? Can you think of any contradictions in the Russian character? What could these contradictions be explained by?
2. What factors, from your point of view, usually influence the formation of the unique national character: a very strong sense of traditions; some historical events; language; geographical location of the country and its climate; multiethnic population; relationship with neighbouring countries; food; folklore and the fairy tales; literature; some outstanding political figures; games and rituals; family values; hobbies; attitude to immigrants; or something else?
3. Ethnic jokes are based on psychological and social characteristics of a particular group. For example, the Irish are mocked at because of their whimsical foolishness;

the Scots – for their meanness; the Welsh – for sentimentality. What characteristics of the English / the Russians are mocked at? Tell some jokes you know.

4. John Bull, a literature character by J. Arbuthnot, has been a national symbol of the country for several centuries; Uncle Sam is a well known image of the USA. Are Russians associated with any ethnic symbols or names? What characteristics does this image have?