

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНА МЕТАЛУРГІЙНА АКАДЕМІЯ УКРАЇНИ**

О.В. Абрамова, І.В. Руських

**ПРОБЛЕМИ СОЦІОКУЛЬТУРНОГО
ВАРІЮВАННЯ МОВИ В АСПЕКТАХ
ПЕРЕКЛАДУ**

ЧАСТИНА 1

ГЕОГРАФІЧНІ ДІАЛЕКТИ АНГЛІЙСЬКОЇ МОВИ

Дніпропетровськ НМетАУ 2015

УДК 4И (Англ): 261(075.8)

Абрамова О.В., Руських І.В. Проблеми соціокультурного варіювання мови в аспектах перекладу. Частина 1. Географічні діалекти англійської мови: Навч. посібник. – Дніпропетровськ: НМетАУ, 2015. – 53 с.

Містить довідковий матеріал про географічні діалекти англійської мови та комплекс вправ, націлених на вироблення у студентів навичок міжмовленнєвого спілкування в різному комунікативному середовищі.

Призначений для студентів напряму 6.020303 – філологія.

Друкується за авторською редакцією.

Рецензенти: Т.Ю. Введенська, канд. філол. наук, доц. (НГУ)
С.Ю. Гонсалес-Муніс, канд. філол. наук,
доц. (ДНУ ім. О. Гончара)

Відповідальна за випуск В.В. Прутчикова, канд. філол. наук, доц.

© Національна металургійна академія
України, 2015

© Абрамова О.В., Руських І.В., 2015

CONTENTS

BCTYII	4
UNIT 1 English in the World	5
UNIT 2 Ways of Mixing up Languages. Code-mixing and Code-switching	9
UNIT 3 Borrowing	11
UNIT 4 Languages of the British Isles. Etymology of English Vocabulary	15
UNIT 5 Varieties of English. British English. English English	19
UNIT 6 Scottish English	24
UNIT 7 Welsh English	27
UNIT 8 Hiberno-English	30
UNIT 9 Australian English	35
UNIT 10 New Zealand English	38
UNIT 11 American English	41
UNIT 12 Canadian English	46
LIST OF BOOKS	51

ВСТУП

Основна мета посібника – створити у студентів чітку уяву про соціокультурні аспекти перекладу, що сприятиме виробленню навичок міжмовленнєвого спілкування та сформує достатній культурний рівень майбутніх перекладачів.

Навчальний посібник складений згідно з програмою навчальної дисципліни „Проблеми соціокультурного варіювання мови в аспектах перекладу”. Підібрана довідкова інформація та лінгвокраїнознавчі тексти логічно доповнюють матеріал, що викладається на лекціях. Система вправ розрахована як на колективну роботу на семінарських заняттях, так і на самостійну роботу вдома або в аудиторії.

Навчальний посібник містить дванадцять розділів, у кожному з яких розглядається один із соціокультурних аспектів перекладу. Завдання з демонстраційним матеріалом та пізнавальні тексти екстралінгвістичного характеру стимулюватимуть зацікавленість студентів.

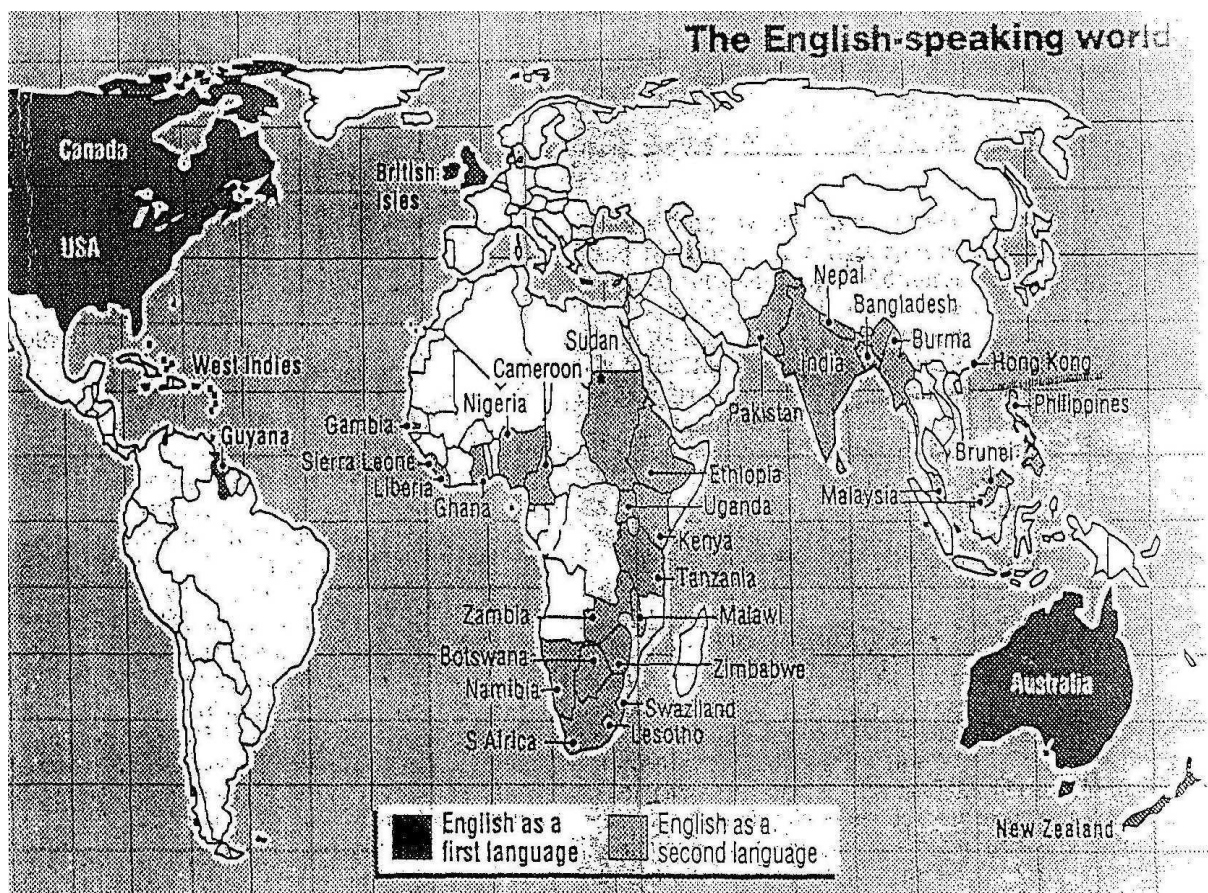
Навчальний посібник сприятиме засвоєнню матеріалу та підвищенню ефективності контролю за роботою студентів на семінарських заняттях.

UNIT 1. ENGLISH IN THE WORLD

The world's 9 main languages:

1. Mandarin Chinese	810 mln.
2. Hindi	364 mln.
3. English	337 mln.
4. Spanish	308 mln.
5. Arabic	210 mln.
6. Bengali	188 mln.
7. Portuguese	164 mln.
8. Russian	156 mln.
9. Japanese	126 mln.

Look at the map and find out how English is spread out in the world



Read the text and state the role of English in the world

English is one of the most widely used languages in the world. Modern scholars suggest that over 337 million people speak English as their first language, with possibly some 350 million speaking it as a second language. America has the largest number of English speakers – over 226 million speak the language as a mother tongue. English is an official language in India, alongside Hindi, and some 3,000 English newspapers are published throughout the country. English is also the favoured language of the world's major airlines and international commerce. Over 80 per cent of the world's electronically stored information is in English and two-thirds of the world's scientists read in English. English is an official language, or has a special status in over 75 of the world's territories.

If the rest of the world isn't talking English, they're borrowing English words to add to their own language: the Japanese go on a "pikunikku" (picnic), Italians program their computers with "il software", the Germans talk about "ein Image Problem" and "das Cashflow" and Czechs say "ahoy!" for "hello" – a greeting traditionally used by English sailors, which is interesting as there's no sea in the Czech Republic.

Table 1. Countries in which English has official status.

Antigua and Barbuda	Irish Republic Jamaica	St.Vincent and the Grenadines
Australia	Kenya	Seychelles
Bahamas	Lesotho	Sierra Leone
Barbados	Liberia	Singapore
Botswana	Malawi	Tamil
Brunei	Malta	South Africa
Cameroon	Mauritius	Surinam
Canada	New Zealand	Swaziland
Dominica	Nigeria	Tanzania
Fiji	Papua New Guinea	Trinidad and Tobago
Gambia	Philippines	Uganda
Ghana	Puerto Rico	United Kingdom
Grenada	St. Christopher	United States of America
Guyana	Nevis	Zambia
India	St. Lucia	Zimbabwe

Read the article “Thoughts on Ukrainian English” by B. Goodman.

I wasn't in Ukraine for very long before it became clear to me that the English which I used in Ukraine is slightly different from the English I speak as an American. The words “variant” and “as you like” are used much more often in Ukraine than in America. Students in Ukraine live in a “hostel”, whereas Americans live in a “dormitory”. Children and adults in Ukraine go “sledging” in the winter while Americans go “sledding”. Teachers and students in Ukraine congratulate people with holidays; I generally wish people a happy holiday. While I've tended to explain the differences away by saying that Ukrainians speak British English, consultations with British friends have suggested that the English Ukrainians speak isn't entirely British, either.

There is a body of research in the field of “World Englishes” which maintains that there are many varieties of English in the world; American English and British English are only two of them. According to Petzold (2002), Kachru developed a model of three “circles” of English language use:

- ✓ The Inner Circle, which consists of countries where English is spoken as a native language;
- ✓ The Outer Circle, which consists of countries that were former colonies of English-speaking countries;
- ✓ The Expanding Circle of countries that are learning and using English as a foreign language for international communication.

Hassal (2003), in his diagram of Kachru's three circles, included the CIS (Commonwealth of Independent States, an American name for the countries of the former Soviet Union) in his list of countries in the Expanding Circle. Thus, it can be argued that Ukrainian English is a variety of English separate from American and British English.

Some researchers have gone a step farther to describe the positive aspects of having a distinct variety of English. For example, Austin (2003) recently discussed the role of “hybridity” in English language use. The word “hybridity” in a general sense means a blending of two things, such as combining two varieties of plants into a hybrid variety. In linguistics, Austin says hybridity occurs when “subjugated knowledge of a colonized group is inserted into

the discourse of the dominant group”. In other words, hybridity occurs when a speaker of English from the Outer or Expanding Circle uses the English language in a new way to communicate his or her ideas with speakers from the Inner Circle.

I have a personal story that I think demonstrates the importance of hybridity. I was talking with a group of students about the holidays in December and one student referred to the New Year’s tree as “she”. I gently reminded her that in English, trees are neutral and can only be referred to as “it”. My student banged her fist on the table and yelled, “the yolka is female!” My student didn’t know it, but at that moment she was asserting her right to hybridity – to communicate her personal sense of the New Year’s tree using existing English words, even if the tree would not be described by a native speaker in the same way. Even the term “New Year’s tree” is an example of the need for hybridity in language use in Ukraine. The tree that Ukrainians put in their homes for December is primarily for New Year’s, not for Christmas as it is in America. Thus, calling the yolka a Christmas tree is not appropriate.

There are two disadvantages in speaking Ukrainian English to people who are not Ukrainian. One disadvantage is that sometimes it may be difficult for the non-Ukrainian to understand the Ukrainian speaker. However, this problem can be solved by negotiating the meaning when something is not understood. This is the same approach that British and American speakers take when they don’t understand each other.

The other disadvantage is that native speakers who are not linguists might view speakers of “Ukrainian English” as uninformed about the “correct” way to speak English. As a result, there may be Ukrainians and Americans who believe that Ukrainians must learn to speak more like the native speaker in order to use English for personal and professional advancement.

There are no easy solutions to this issue. However, raising awareness among Ukrainians and Americans that there are differences in English use and that Ukrainians have the power to choose the variety or varieties of English they speak are important first steps.

Discuss the following:

1. Comment on the three “circles” of English language use developed by Petzold and Kachru. Say what circle Ukraine is included and why.
2. Say if Ukrainian English can be considered as a variety of English separate from AmE and BrE / a hybrid variety.
3. Say what is understood by the two disadvantages in speaking Ukrainian English to people who are not Ukrainian.

Exercise 1. Write the name of the inhabitants of the countries and their official language.

MODEL: Canada Canadians English /French

1. Belgium, Cyprus, Czech Republic, Denmark, (the) Netherlands, Finland, Germany, Greece, Poland, Spain, Sweden, Switzerland, Turkey, Wales, Scotland.
2. Austria, Hungary, Italy, Libya, Peru, Russia.
3. England, France, Ireland.
4. Singapore, Norway, Sri Lanka, Mexico, Morocco.
5. Bahrein, Iraq, Israel, Pakistan, Oman, Somalia, Yemen.
6. Iceland, Luxembourg, New Zealand.
7. China, Congo, Japan, Lebanon, Malta.
8. Monaco.

UNIT 2. WAYS OF MIXING UP LANGUAGES. CODE-MIXING AND CODE-SWITCHING

Read the text and consider the ways of mixing up languages.

Everyday conversations in two languages occur in many countries. All over the world bilinguals carry on such conversations, from Hispanics in Texas, who may alternate between Spanish and English in informal in-group conversations, to West Africans, who may use both Wolof and French in the same conversation on the streets of Dakar, Senegal, to residents in the Swiss capital of Berne, who may change back and forth between Swiss German and French in a service exchange. Contrary to some popular beliefs, such conversations are not mainly a transitional stage in a language shift from

dominance in one language to another. It is true that many immigrants who are in the process of language shift do engage in *code-switching*, but this form of conversation is also part of the daily lives of many “stable” bilingual populations as well. Neither is *code-switching* only the vehicle of social groups on the socioeconomic “margins” of society, for example, in every nation, successful business people and professionals who happen to have a different home language from the language dominant in the society where they live frequently engage in *code-switching* (between these two languages) with friends and business associates who share their linguistic repertoires. Consider Punjabi-origin physicians in Birmingham, England, Lebanese-origin businessmen in Michigan, or Chinese-origin corporate executives in Singapore.

Code-switching is the term used to identify alternations of linguistic varieties within the same conversation. While some prefer to discuss such alternation under two terms, employing *code-mixing* as well as *code-switching*, the single term *code-switching* is used here. ... The linguistic varieties participating in *code-switching* may be different languages, or dialects or styles of the same language.

Identity marking

English or *French* for modernity, sophistication, or authority;

Sanskrit for nationalistic and traditionalistic image in India;

Arabic and *Persian* for Islamic identity.

In czarist Russia *French* (as opposed to *Russian*) was used for a sophisticated, diplomatic, courtly image.

In Hong Kong, where 95 % of the population speaks Chinese, a variety of Chinese code mixed with English is very much in use in Chinese written materials.

Pidginisation

Since a Pidgin strives to be a simple and effective form of communication, the grammar, phonology, etc are as simple as possible, and usually consist of:

- a Subject-Verb-Object word order in a sentence;
- uncomplicated clausal structure (i.e.. no embedded clauses, etc);
- basic vowels, like /a/ /e/ /i/ /o/ /u/;

- use of separate words to indicate tense, usually preceding the verb;
- use of reduplication to represent plurals, superlatives and other parts of speech that represent the concept being increased.

A group of migrant workers from Turkey living in Germany will not benefit much from a pidgin whose vocabulary is based on Turkish, since few Germans would be willing to make the effort to learn it, consequently they take their vocabulary from German.

Examples of sentences in Pidgin English:

1. The way how Pidgin English is written:

Long moningtaim Dogare i kirap long slip na i bairn bas i go long taun bilong painim work. Em i raun i stap na i kamap long opis bilong wanpela kampani masta.

2. The way the words would look if spelled in standard English:

Along morning-time Dogare he get-up along sleep and he buy'im bus he go along town belong find'im work. Him he round he stop and he come-up along office belong one-fella company master.

3. Translation from Pidgin English:

In the morning Dogare woke up and caught the bus to town to look for work. He walked around and arrived at the office of the manager of a company.

UNIT 3. BORROWING

The origin of English words:

- French, including Old French and early Anglo-French: **28.3%**
- Latin, including modern scientific and technical Latin: **28.24%**
- Germanic languages, including Old and Middle English: **25%**
- Greek: **5.32%**
- No etymology given or unknown **4.03%**
- Derived from proper names: **3.28%**
- All other languages contributed less than **1%**

Examples of borrowings:

The word **restaurant** lost its uvular **r** when it was borrowed from French into English, so that it would occur with a uvular **r** in an English sentence only as an example of code-switching. On the other hand, assimilation need not be total, and in **restaurant** many English speakers still have a nasal vowel at the end, which would not have been there had the word not been borrowed from French.

The English **superman** is a loan translation of the German **Übermensch**, and the expression “*I’ve told him I don’t know how many times*” is a direct translation of the French “*Je le lui ai dit je ne sais pas combien de fois*”.

Exercise 2. Find English words of Indo-European origin cognate to the following German and Ukrainian words.

Vater, батько; Mutter, мати; Bruder, брат; Sohn, син; Tochter, дочка; Fuß, п’ядь; Nase, ніс; Herz, серце; Kuh, корова; Schwein, свиня; Gans, гуска; Birke, береза; Tag, день; Nacht, ніч; Sonne, сонце; rot, рудий; neu, новий; zwei, два; ich, я; stehen, стояти; sitzen, сидіти.

Words of Latin origin:

Exercise 3. Mind the following Latin roots. Give words containing these roots.

Audio – слухати; centum – сто; scribe, scriptum – писати, написаний; circus – круг; specto – дивитися; civilis – цивільний, громадський; video – бачити, зір; visus – видіння; lingua – мова, мовлення; vita – життя.

Words of Greek origin:

Exercise 4. Mind the following Greek roots. Supply words containing these roots.

autos, automates – сам; logos – вчення; bios – життя; onoma – ім’я; chronos, chronikos – час; phone – звук; demos – народ; phos, photos – світло; grapho – писати; scopeo – спостерігати, роздивлятися; homos – однаковий; tele – далеко; lexis, lexicon – слово, словник;

Exercise 5. Give English equivalents to the borrowings:

артикул	методика	агітація (передвиборча)
амбулаторний	бюлетень	дисципліна
атестат	диспут	тренер
психічний	арештант	делікатний
спекуляція	санітар	акуратний
новела	команда	премія
претендент	фракція	транслявати
транспарант	цензура	циркуль
директор	кришталь	адвокат
прокурор	графік	гриф

Exercise 6. Mind the following Italian borrowings. Comment on the sphere of life they are used in.

Adagio, allegro, alt, aria, baritone, bass, bust, colonnade, concert, corridor, fiasco, fresco, granite, influenza, libretto, macaroni, miniature, opera, operetta, piano, prima donna, quartet, revolt, solo, sonata, soprano, studio, tempo, trio, umbrella.

Exercise 7.

a) Pick out the Ukrainian borrowings from the following sentences.

b) Translate the sentences into Ukrainian / Russian.

1. They tried to reveal the mystery of the legendary Hetman Pavlo Polubotok's treasures. 2. The first donation of 1,000,000 karbovanets was made by the Lviv Regional State Administration. 3. Ukraine is the biggest supplier of horilka. 4. The Association "Svit Kultury" has done a lot: it organized the international festivals of Ukrainian songs "Zoloti Trembity", competitions of kobza players and spiritual music. 5. Now the "Pysanka" duet has in its repertoire spring songs: gaivki, vesnianki; Christmas songs – shchedrivki, koliadki. 6. The tune to the concert was set by kobzar Pavlo Suprun.... 7. Regional ethnographers of Zaporizhzhya have found evidence of Scholars' suppositions that Zaporizhyan Cossacks had an undersea fleet. 8. Mr. Chornovil

announced that Rukh was going to launch a massive campaign called “The Spring of Ukraine”.

Exercise 8. Comment on the phonetic and graphic peculiarities of the following French borrowings.

1. Champagne, chic, chauffeur, machine.
2. Detente, liaison, poste restante, restaurant.
3. Beige, bourgeois, bourgeoisie, garage, genre, prestige, regime, sabotage.
4. Closure, exposure, leisure, measure, pleasure, seizure, treasure.
5. Conservatoire, memoirs, repertoire, reservoir.
6. Ballet, bouquet, corps, debris, debut, depot.
7. Attaché, cafe, cliché, fiancé, fiancée, resume, foyer, communique.
8. Balloon, cartoon, platoon, saloon.
9. Antique, critique, physique, technique.
10. Employee, referee.
11. Engineer, racketeer.
12. Cadet, cigarette, coquette, etiquette, gazette, silhouette.
13. Fatigue, intrigue.
14. Naive, marine, elite.
15. Provocateur, saboteur.
16. Millionaire, questionnaire.
17. Tête-à-tête, vis-a-vis, coup d'état, table d'hôte, a la carte.

Exercise 9. Mind the following translation-loans. State the language they came from.

Blitzkrieg, bon mot, collective farm, coup d'état, enfant terrible, kindergarten, leitmotiv, persona grata, tête-à-tête.

Exercise 10. State the origin of the following translation loans and translate them into Ukrainian / Russian.

Blue-stockings, the fair sex, Fatherland, fellow-traveller, first dancer, heel of Achilles, knight errant, local colouring, the moment of truth, mother tongue, pen name, Procrustean bed, self-criticism, Sisyphean labour, a slip of

the tongue, surplus swan song, sword of Damocles, thing-in-itself, vicious circle, wonder child, word combination, world-famous.

UNIT 4. LANGUAGES OF BRITISH ISLES. ETYMOLOGY OF ENGLISH VOCABULARY



Read and translate the text.

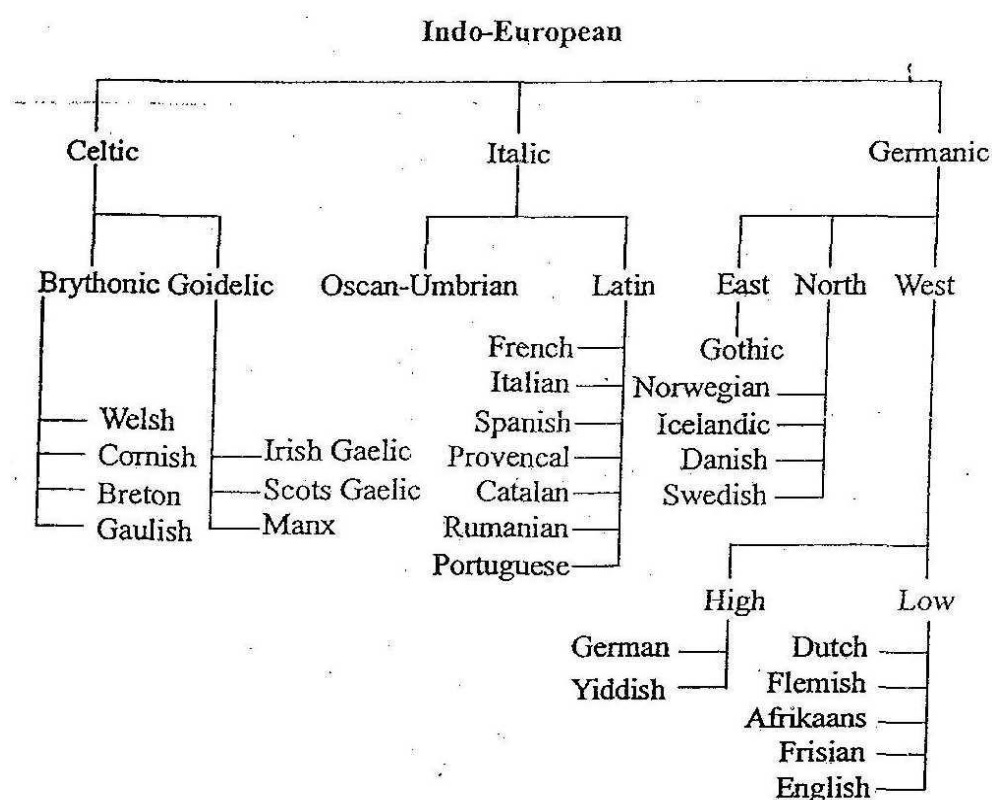
The History of the English Language

We may speak of English as having its beginning with the conquest and settlement of a large part of the island of Britain by the Germanic tribes from the European continent in the mid-fifth century, although the earliest written documents belong to the seventh century. Of course these people did not upon their arrival in England, suddenly began to speak a new language. The history of English goes back much further. English is one of a family of languages called Indo-European. The languages of this family, which includes most of the modern European languages as well as such important languages of antiquity as Latin, Greek and Sanskrit, all resemble each other in a number of ways,

particularly in vocabulary. One needs no training in the fine points of philology to see that the similarities between forms like the English “father”, German “Pater”, Latin “pater”, Greek “pater” and Sanskrit “pitr”, all of which have the same meaning, are not likely to be the result of an accident.

Within the Indo-European family of languages there are several subfamilies, consisting of languages especially closely related. English belongs to the Germanic branch of Indo-European and is a close relative of such languages as German, Dutch, the Scandinavian languages and the now extinct Gothic.

Table 2. The Indo-European Family of Languages



Answer the questions:

1. When does English have its beginning?
2. What family does the English language belong to?
3. What languages does the Indo-European family include?
4. What languages do the subfamilies of the Indo-European family consist of?
5. What branch of Indo-European does English belong to?
6. What languages is English a close relative of?

Complete the sentences, using the text and translate them.

1. We may speak of English as having its beginning with ...
2. The earliest written documents belong to ...
3. The history of English goes back ...
4. English belongs to ...
5. Indo-European family of languages includes ...
6. The modern European languages and such important languages of antiquity as Latin, Greek and Sanskrit resemble each other in ...

Read and translate the text. Pay attention to the origin of English words.

The vocabulary of English

In modern English, we can often express the same idea in different words. This is because English has over the centuries absorbed words from many different languages. For example, *fear*, *terror*, *alarm* and *fright* all have similar meanings but each came into English from a different language.

Anglo-Saxon. English developed from Anglo-Saxon (also known as Old English), the language brought to Britain by Germanic tribes (the Angles, Saxons and Jutes) in the fifth century AD. These invaders gave England its name, “the land of the Angles”, and provided the language with many common basic terms.

ANGLO-SAXON

MAN	WOMAN
BREED	WORK
EAT	HOUSE
SHIRE	

Latin. At the end of the sixth century, a group of monks came as missionaries from Rome to strengthen Christianity in Britain. The words which came into English from Latin at this time are mainly connected with religion and learning.

LATIN

SCHOOL	MINISTER
POPE	VERSE
CANDLE	MASS

Old Norse. In the ninth and tenth centuries, invaders came from Scandinavia and occupied a large part of eastern England. Many everyday words in modern English come from their language, Old Norse,

OLD NORSE

SKY	LEG
CALL	TAKE
DIRT	
WHITBY	

which is related to Anglo-Saxon, and many place-names end in *-by*, from their word for village.

French. When Britain was conquered by the Normans in 1066, French became the language of the ruling classes. Many words in modern English which describe government and the legal system, as well as terms connected with cooking, came from French at this time.

Latin and Greek. Many words of Latin origin came into English through French, but the Renaissance of the fifteenth and sixteenth centuries brought a new interest in classical learning and an influx of words from Latin and Greek.

Worldwide. Latin and Greek are still used as a source of new words; particularly in the field of science, but English speakers today take words from a wide variety of other languages for phenomena that have no existing English name.

FRENCH

SOVEREIGN COURT
GOVERN ADVISE
BRAISE VEAL
MUTTON

LATIN AND GREEK

PHYSICS RADIUS
HISTORY
ARCHITECTURE
COMPUTE EDUCATE

WORLDWIDE

TELEPHONE
TEA VIDEO
TATTOO SAUNA

Read and translate the text.

Languages of the British Isles

It may surprise you to know that until a few centuries ago there were many natives of what we call the British Isles who did not speak English. The Western land of Wales spoke Welsh, in the farthest north and the islands of Scotland the language was Gaelic and a similar language Irish Gaelic was spoken in Ireland, Manx was the language of the Isle of Man, and Cornish that of the south-western top of Britain.

We are not talking about dialects (localized versions of a language) which often contain alternative words or phrases for certain things, but which are forms

of English. Welsh, Gaelic, Manx and Cornish are complete languages with their own grammar, poetry and stories – all that we call culture.

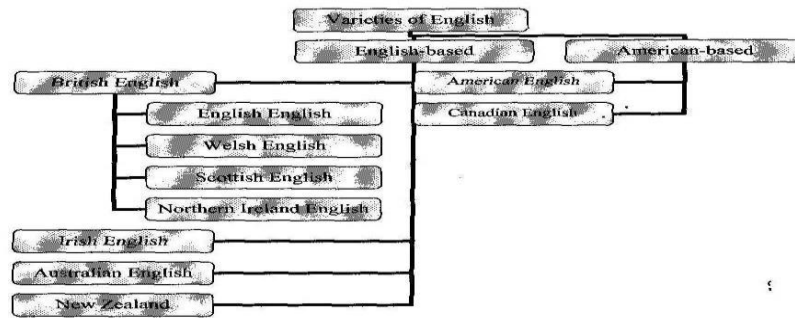
Answer the questions:

1. Did natives of the British Isles speak English a few centuries ago?
2. Where was Welsh spoken?
3. Where was Gaelic spoken?
4. Where was Irish Gaelic spoken?
5. Where was Manx spoken?
6. Where was Cornish spoken?
7. What are dialects?
8. Were Welsh, Gaelic, Manx and Cornish dialects or complete languages?

Complete the sentences, using the text and translate them.

1. It may surprise you to know that until a few centuries ago on the British Isles there were ... who ...
2. The Western land of Wales spoke ...
3. The farthest north and the islands of Scotland spoke ...
4. A similar language ... was spoken in ...
5. Manx was the language of ...
6. The south-western part of Britain spoke ...
7. Welsh, Gaelic, Manx, and Cornish are not ... they are ... with ...

UNIT 5. VARIETIES OF ENGLISH. BRITISH ENGLISH. ENGLISH ENGLISH



British English Accents

English English		Welsh English	Scottish English		Northern Ireland English
Southern	Northern		Educated Sc.English	Regional Varieties	
Southern East Anglia South-West	1. Northern 2. Yorkshire 3. North-West 4. West Midland				

England

Official name: England

Total area: 130,395 sq. km.

Total population: 53,012,456

Capital: London

Languages: *Official Language* – English

Regional Language – Cornish



“English English” is a term that is applied to the English language spoken in England. In English-speaking countries outside the UK, the term “British English” is more frequently used. However, the term “English English” was introduced by Peter Trudgill in “Language in the British Isles”. This term is now generally recognized in academic writing. The term “British English”, however, has a wider meaning, and usually describes the features common to English English, Welsh English, Hiberno-English, and Scottish English. A lot of people have always been interested in the different accents and dialects that exist in Britain. That’s why “The English Dialect Dictionary” that was compiled by Joseph Wright, is now extremely valuable. But the diversity of accents within the nation is still being studied by linguists. People tend to be very proud of their local accent or dialect.

British Accents

The United Kingdom is probably the most dialect-obsessed nation in the world. With countless accents shaped by thousands of years of history, there are few English-speaking nations with as many varieties of language in such a small space.

Here is a list of the most important *types of British English*. While this is not a complete list by any means, it presents an overview of the accents and dialects.

Received Pronunciation

Received Pronunciation is the closest to a “standard accent” that has ever existed in the UK. Although it originally derives from London English, it is non-regional. You’ve probably heard this accent countless times in Jane Austen adaptations and Oscar Wilde plays. It emerged from the 18th- and 19th-century aristocracy, and has remained the “gold standard” ever since.

Features:

- *Non-rhoticity*, meaning the *r* at the ends of words isn’t pronounced.
- *Trap-bath split*, meaning that certain *a* words, like *bath*, *can’t*, and *dance* are pronounced with the *broad -a* like in *father*. (This differs from most American accents, in which these words are pronounced with the *short -a* like in *cat*.)
- The vowels tend to be a bit more conservative than other accents in Southern England, which have undergone significant vowel shifting over the past century.

Cockney

Cockney is probably the second most famous British accent. It originated in the East End of London, but shares many features with and influences other dialects in that region.

Features:

- *Raised vowel* in words like *trap* and *cat* so these words sound like “trep” and “cet.”

- *Non-rhoticity* (see above).
- *Trap-bath split* (see above).
- *London vowel shift*: The vowel sounds are shifted around so that Cockney “day” sounds is pronounced [dai] (close to American “die”) and Cockney *buy* verges near [bɔi] (close to American “boy”).
- *Glottal Stopping*: the letter *t* is pronounced with the back of the throat (glottis) in between vowels.
- *L-vocalization*: The *l* at the end of words often becomes a vowel sound. Hence *pal* can seem to sound like “pow”.
- *Th-Fronting*: The *th* in words like *think* or *this* is pronounced with a more forward consonant depending on the word: *thing* becomes “fing” and *this* becomes “dis”.

Estuary English (Southeast British)

Estuary is an accent derived from London English which has achieved a status slightly similar to “General American” in the US. Features of the accent can be heard around Southeast England and East Anglia. It is also creeping into the Midlands and North.

Features:

- Similar to Cockney, but in general Estuary speakers do not front *th* words or raise the vowel in *trap*.
- Glottal stopping of ‘t’ and l-vocalization are markers of this accent, but there is some debate about their frequency.

West Country (Southwest British)

West Country refers to a number of accents heard in the South of England, starting about fifty miles West of London and extending to the Welsh border.

Features:

- *Rhoticity*, meaning that the letter *r* is pronounced after vowels. So, for example, whereas somebody from London would pronounce *mother* as [ˈmʌðʌ] somebody from Bristol would say [ˈmʌðər] (i.e. the way people pronounce the word in America or Ireland).

Midlands English

Midlands English refers to a number of dialects spoken in the English Midlands. It is divided into East Midlands English and West Midlands English. The most famous dialect of West Midlands English is ***Brummie*** (Birmingham English).

Features:

- The syllable in *foot* and *could* is pronounced with the same syllable as *strut* and *fudge*.
- A system of vowels otherwise vaguely reminiscent of Australian accents, with short *i* in *kit* sometimes verging toward (“keet”) and extremely open “loose” diphthongs.
- A variety of unusual vocabulary: some East Midlands dialects still feature a variant of the word “thou”

Northern England English

These are the accents and dialect spoken north of the midlands, in cities like Manchester, Leeds and Liverpool. Related accents also found in rural Yorkshire.

Features:

- The syllable in *foot* and *could* is pronounced with the same syllable as *strut* and *fudge*.
- Non-rhoticity, except in some rural areas.
- The diphthong in words like *kite* and *ride* is lengthened so that *kite* can become something like [ka:ɪt] (i.e. it sounds a bit like “kaaaait”)
- Unique vocabulary includes use of the word *mam* to mean mother, similar to Irish English.

Geordie

Geordie usually refers to both the people and dialect of Newcastle-Upon-Tyne, in Northeast England. The word may also refer to accents and dialects in Northeast England in general. It can be classified as a separate region from the rest of Northern England because it’s radically different from the language spoken in nearby cities.

Features:

- The syllable in *foot* and *could* is pronounced with the same syllable as *strut* and *fudge*.

- *Non-rhoticity* (in the cities at least).
- The /ai/ diphthong in *kite* is raised to [ɛɪ], so it sounds a bit more like American or Standard British “kate.”
- The /au/ diphthong in “about” is pronounced [u:] (that is, “oo”) in strong dialects. Hence *bout* can sound like “boot.”

UNIT 6. SCOTTISH ENGLISH

Scotland

Official name: Scotland

Total area: 78,770 sq. km

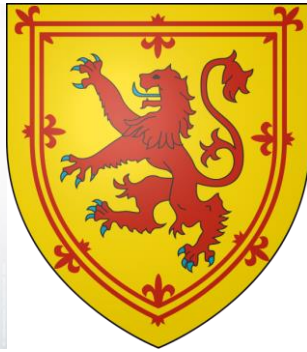
Total population: 5,327,700

Capital: Edinburgh

Languages: *Official language* – English (Scottish English),

Officially recognised minority languages – Lowland Scots, Scots Gaelic





Scottish English:

aye: *yes*

janitor: *caretaker*

dram: *drink (usually whisky)*

glen: *valley*

ken: *know*

loch: *lake*

brae: *bank (of river)*

bonny: *beautiful*

wee: *small*

dreich: *dull*

ben: *mountain*

bairn: *child*

outwith: *outside*

kirk: *church*

stay: *live*

lassie: *girl*

to mind: *to remember*

Exercise 11. *Below you have some statements made by a Scot. Answer the questions about them.*

1. Mary had *a bonny wee lassie* last night. What happened to Mary yesterday?
2. They stay next to *the kirk*. What noise is likely to wake them on Sunday mornings?
3. It's a bit *dreich* today. Is it good weather for a picnic?
4. He's got a new job as *a janitor* at the school. What kind of duties will he have?
5. Would you like *a wee dram*? If you say 'yes', what will you get?
6. 'Are you coming, Jim?' 'Aye.' Is Jim coming or isn't he?
7. They have a wonderful view of *the loch* from their window. What can they see from the window?

Exercise 12. *Read R. Burn's poems and find out the peculiarities of Scottish English.*

O ken ye what Meg o' the mill has gotten

O ken ye what Meg o' the mill has gotten,
An' ken ye what Meg o' the mill has gotten;
A braw new naig wi' the tail o' a rottan,
And that's what Meg o' the mill has gotten.

O ken ye what Meg o' the Mill loes dearly,
An' ken ye what Meg o' the Mill loes dearly;
A dram o' gude strunt in the morning early,
And that's what Meg o' the Mill loes dearly.

O ken ye how Meg o' the mill was married,
An' ken ye how Meg o' the Mill was married;
The priest he was oxter'd, the Clerk he was carried,

And that's how Meg o' the mill was married.
O ken ye how Meg o' the mill was bedded,
An' ken ye how Meg o' the mill was bedded?
The groom gat sae fou', he fell awald beside it,
And that's how Meg o' the Mill was bedded.

My Love, she's but a lassie yet

My love, she's but a lassie yet,
My love, she's but a lassie yet;
We'll let her stand a year or twa,
She'll no be half sae saucy yet;

I rue the day I sought her, O!
I rue the day I sought her, O!
Wha gets her needs na say she's woo'd,
But he may say he's bought her, O.

Come, draw a drap o' the best o't yet,
Come, draw a drap o' the best o't yet,
Gae seek for pleasure whare you will,
But here I never miss'd it yet.

We're a' dry wi' drinkin o't,
We're a' dry' drinkin o't;
The minister kiss'd the fiddler's wife;
He could na preach for thinkin o't.

UNIT 7. WELSH ENGLISH

Wales

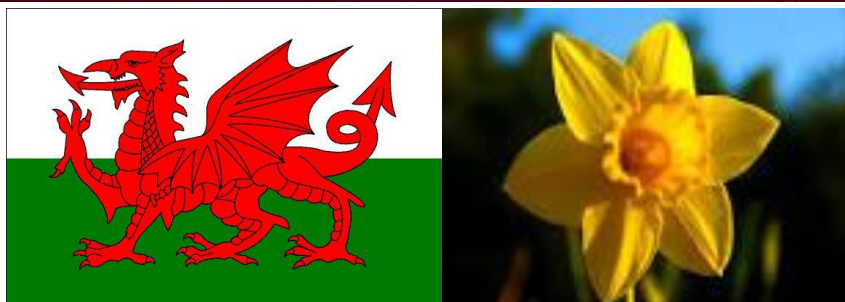
Official name: Wales

Total area: 20,779 sq. km.

Total population: 3,063,456

Capital: Cardiff

Official languages: English, Welsh



Read and translate the text.

Welsh is an expansive, musical language, spoken by only one-fifth of the 2.7 million inhabitants, but in parts of North Wales it is still the main language of conversation. There is an official bilingual policy: road signs are in Welsh and English, even in areas where Welsh is little spoken. Welsh place names intrigue visitors, being made up of native words that describe features of the landscape of ancient buildings. Examples include Aber (river mouth) Afon (river), Fach (little) Llan (church) Llyn (lake) and Nant (valley)

The Longest Place Name in the World

Wales is famous for having the longest place name in the world – ***Llanfairpwllgwyngyllgogerychwyrndro-bwlilllantysiliogogoch*** (hlan-vairr-

poohl-gwin-gihl-go-gerr-uh-khwirrn-dro-boohl-hlan-tuh-sil-ee-oh-go-go-gokh) – which, translated, means “*St. Mary’s Church in the hollow of the White Hazel near a rapid whirlpool and the Church of St. Tysilio near the Red cave*”.

Welsh accents are among the least popular in the UK, according to a BBC poll

Many who took part in the survey believed that having a Welsh accent could hinder a career. But the online survey ahead of the BBC’s Voices project found that people in Wales were proud of the way they spoke. A total of 5,000 people across the UK were questioned on their attitudes to accents and dialects. The survey was commissioned the BBC’s Voices initiative, which will see 1,000 people interviewed and recorded. Material gathered will help create an online interactive dialect map of the British Isles. In Wales, 56% of respondents said they were proud of their accents, more than the figure for the UK as a whole. Some 24% felt they never needed to change their accents no matter who they were talking to.

Preferences:

However, people outside Wales preferred to hear an Australian or French person speaking English rather than a Welsh person. Welsh accents are rated low on a list in terms of pleasantness and prestige, behind Northern Irish, Cornish, and Australian. But Welsh people said they would pick a Welsh accent to listen to over every other except a “standard” English accent.

Gergint Flowers, Neath South Wales:

“Lilting, melodious, captivating are all phrases used to describe my accent, which has never failed to come through for me wherever I’ve been. I’m extremely proud of the way I speak and the country from which my accent derives”.

Hayle, Abergwynfi, Wales:

“I was shocked that the Welsh accent is so unpopular. I am very proud to be Welsh and of my accent”.

Dave Hughes, Charleston, USA:

“I grew up in north Wales, and was always told by my Welsh parents to try and sound more English than Welsh as people would think that you were

unintelligent If you had a Welsh accent. Needless to say I tried my best to sound Welsh despite that archaic attitude”.

Evans, Brecon, Wales:

“Grammatically correct English allows the diversity and, sometimes, the beauty of our regional Welsh accents to be enjoyed. Bad English however destroys any charm that any particular accent conveys. Generally though the pleasanter accents tend to be rural rather than those of the larger towns and peoples’ perceptions of a person’s character are influenced by the type and thickness of an accent. The solution would seem to be for Welsh people to just lighten the accent and speak English better than the English”.

David, Carmarthen, Wales:

“I have backpacked and travelled all over the world and without doubt the best thing that I take with me is my west Walian accent. It’s always a conversation starter, and opens doors for friendship and kind assistance. It’s clearly understood everywhere I’ve been to, apart from southern England amazingly! In fact, whether it is down to pronunciation of letters, but my Welsh accent was clearer to understand in parts of Europe than my friends’ English ones”.

UNIT 8. HIBERNO-ENGLISH

Ireland

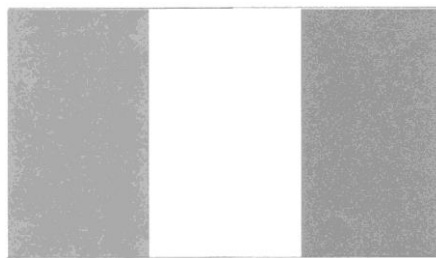
Official name: The Republic of Ireland

Total area: 84,421 sq. km.

Total population: 3,063,456

Capital: Dublin

Official Languages: English, Irish, Ulster Scots



Common Irish Slang

Tourists coming to Ireland often complain that even though they expect most people to be native English speakers, they often find out to their horror that they can't understand one word being spoken. Yes, Irish people speak English; but it's an Irish sort of English, which can take some getting used to. So, if you are going to have any chance making your way round the island, a few helpful tips on the local vocabulary would be helpful.

Greetings

Greetings tend to vary from place to place. In the southeast it might be "*Well, boy*", while up north you might be greeted with "*Bout ye*" ("What about you?"). In parts of Dublin it could be "*Howyiz*", while in Cork you might be confronted with "*Howsitgoin' boy?*" A more rural equivalent is "*How's she cuttin?*" A suitable reply is "*Grand altogether*" if you are in good form, or

“*Survivin’*” if not. The correct response to the Irish greeting “*Top of the morning to you*”, is “*And the rest of the day to yourself*”.

Gaelic Names

Years ago, all Irish people spoke Gaelic, and this language is still spoken in some parts of Ireland. Evidence of Gaelic is still found in place names, for example “*bally*” – town, “*slieve*” – mountain, “*lough*” – lake, “*inis*” – island, “*drum*” – mountain top, “*glen*” – valley.

The influence of Irish Gaelic is also found in the names of people. Here are some typical Gaelic first names:

Sean [ʃɔ:n], same as John

Seamus [ˈʃeɪməs], same as James

Liarn [liəm], same as William

Seanna [ˈʃɔ:nə], same as Joanna

Brid [brid], same as Bridget

Catail [ˈkætil], same as Charles

Paddy (short of Patrick) and *Micky* (short of Michael) are not Gaelic names but they are found so often in Ireland that these two names are sometimes used jokingly to mean “an Irishman”.

Many Irish surnames begin:

O’... meaning “from the family of”

Fitz... meaning “son of”

Mc... meaning “son of”

Kil... meaning “son of”

Gil... meaning “son of”

Having Fun

Irish people like having fun, and have many words to describe this national propensity. Even “fun” has its own word – the *crack*. If something is *great crack*, then it’s likely to be tremendously enjoyable. The word *gas* is often used to mean “hilarious”, but if you are called *a gas man* and what you have just said or done was incredibly stupid, be aware that someone might just be piling on the sarcasm nice and thick. If you hear that someone is *acting the maggot*, or is *messin’* or *trick-acting* then they are in a mischievous mood designed to get a laugh from others, often at the expense of some poor unfortunate. A *slagging*

match is where two evenly-matched opponents start to insult each other in a good-natured way. Someone who is having a great time (often while others are not) is said to be having *the life of Reilly*.

Getting Drunk

Drunkenness, for some strange reason, has a rich lexicon in Ireland. You can be *ossified, fluthered, in the horrors, locked, paralytic, plastered, scattered, stocious, twisted and sozzled*, to name but a few – so many different words to mean the same thing.

Describing People

Irrespective of your social or geographical upbringing, there is probably a special name for you. *Fellas* is used to denote males, while *wans* refer to females. The *mot* or the *aul' doll* is your girlfriend, and a good-looking person of the opposite sex might be regarded as a *fine half*. A *culchie* or a *muck savage* is a term of endearment reserved by townspeople for country folk. Dubliners are called *Jackeens*. Irish people with an affinity for the island across the water are called *West Brits*. A real *lawdy daw* is someone with a posh accent. An overtly religious person is in danger of being called a *Holy Joe*. A father is often referred affectionately by his children as *de aul' fella*. The moniker *hoor* is often used in many different contexts. A *right hoor* is a deeply dislikeable character, whereas a *cute hoor* is the type of person who displays a strong degree of craftiness – these people often end up running the country. People who perform remarkable acts of idiocy might be called *eejits* or *gobshites*.

Let's Talk

Irish people are known to talk a lot. To *blather* or *rabbit on* about something is “to waffle at length”. To talk *ninety to the dozen* is “to talk so fast nobody has a clue what you are saying”. If you don't have a clue what you're talking about, then you're *talking shite*.

Getting it Right

If it meets expectations it's *the business*, and you will be congratulated with comments like *fair deuce* or *fair play* to you.

Getting it Wrong

To make a *right bags* or a *right hames* of something is to get it spectacularly wrong or to mess it up. To invite massive embarrassment make a *holy show* of oneself. If something is very bad it's *wojus* or *brutal*. If a Dubliner agrees with you that it's really bad he might say *Hate tha* ("I hate that"). The expression "*What are you like?*" is synonymous with "I can't believe you are so stupid".

Other Miscellaneous Phrases

- ✓ Wayward children are never naughty – they are *bold*.
- ✓ To be tired or broken down is to be *banjaxed* or *knackered*.
- ✓ To procrastinate or delay something is to *put it on the long finger*.
- ✓ A sub-standard dwelling is called a *kip*.
- ✓ If someone is annoying you, they are *blaggarding*.
- ✓ To ask someone to be quiet you might say *whisht!*
- ✓ A *scratcher* is a bed and the *jacks* is a toilet.
- ✓ To emphasize something the word *fierce* is often used, as in "*fierce hard*" (i.e. difficult) or "*he has a fierce strong accent*". The words *quare* (derived from queer) or *awful* can also be used to denote emphasis.
- ✓ To accomplish something quickly is to do it *fairly lively*.

Exercise 13. Read the text and fill in the gaps.

1. Greetings are different in different places of Ireland: in the north it might be_____, in the southeast you might be greeted with_____, in parts of Dublin it could be_____, while in Cork it could be_____. A suitable reply is_____if you are in good form or_____if not.
2. Even fun has its own word –_____, so when someone is having a great time the Irishman say that he is having_____.
3. _____is used to denote men, while_____refer to females.
4. The_____is your girlfriend and a good-looking person of the opposite sex may be called a _____.
5. Dubliners are called _____.
6. The townspeople use the word _____ to call the countrymen.
7. An overtly religious person is in danger to be called a _____.

8. A father is often referred affectionately by his children as_____
9. To talk_____is to talk so fast that nobody can understand what you are saying.
10. If something is really good you might hear someone exclaim_____, if something is very bad it's_____or_____.
11. If a Dubliner agrees with you that it's really bad he might say_____.
12. A sub-standard dwelling is called a_____.
13. A bed is called a_____and a toilet is called_____.
14. To ask someone to be quiet you might say_____.

UNIT 9. AUSTRALIAN ENGLISH

Australia

Official name: The Commonwealth of Australia

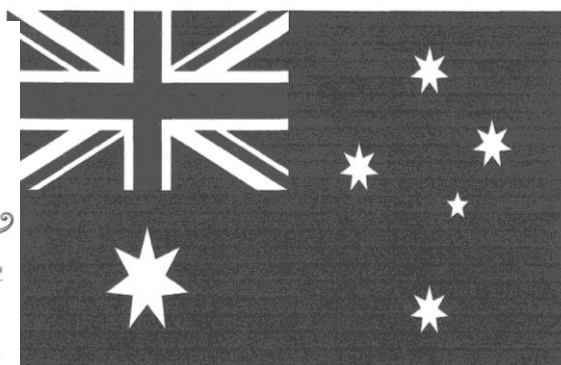
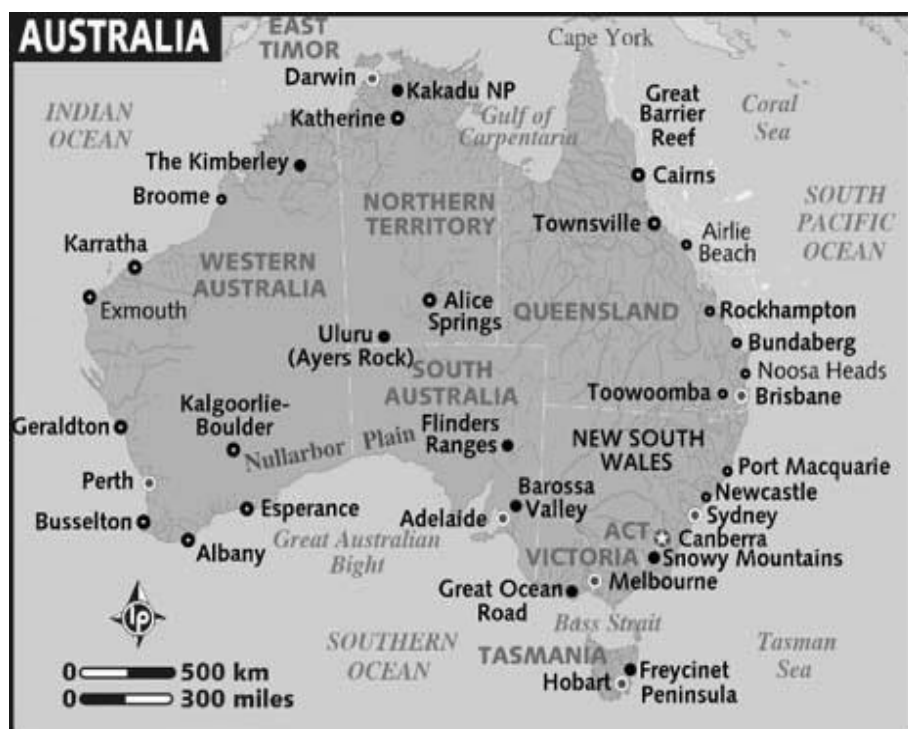
Total area: 7,686,850 sq. km.

Total population: 18,3 (approximately 25% born overseas)

Capital: Canberra

Languages: Official languages – None

National language – English



Read about the origin and the peculiarities of Australian English.

The anglophone Australia and New Zealand are two of the youngest nations in the world. The first Europeans who took their residence in Australia came 205 years ago. They did not come on their own will. Australia was founded as a penal colony.

They were eventually followed by voluntary immigrants. Until now, the Australian with British ancestors are the predominant part of the population. The area where a nowadays Australian most probably can find their ancestors is the region around London. The second important group of immigrants were Irish, mainly responsible for the huge number of Catholics in Australia compared with Britain. Some Australians, due to Irish influx, produce rhotic words.

Australian pronunciation is more or less the Cockney one of the last eighteenth century, having developed independently ever since – it missed the RP-contact arising in Britain in the nineteenth century. Indeed, Australian English is different from any accent existing in England.

Most of the Australian specialties in vocabulary derive from English local dialects. On the other hand, in recent years the influence of American English has been apparent. Thus we find American *truck*, *elevator*, and *freeway* alongside British *petrol*, *boot (of a car)* and *tap*.

Exercise 14. Translate the sentences paying attention to Australian colloquialisms. State what English words these abbreviations are formed.

1. I'm exhausted – let's have *a smoko*!
2. She wants to be *a journo* when she leaves *uni*.
3. They got terribly bitten by *mozzies* at yesterday's *Barbie*.
4. He's planning to do a bit of farming *bizzo* while he's in the States.
5. What are you doing this *arvo*?
6. We decided to have a party as *the olds* had gone away for the weekend.

Exercise 15. Read the song *Waltzing Matilda*. Match the definitions with the Australian slang words in bold.

- | | |
|----------------------|----------------|
| a) travelling around | d) pond |
| looking for work | e) food bag |
| b) eucalyptus tree | f) sheep |
| c) bush traveller | g) cooking pan |

Listen to the song and fill in the gaps.

Oh, there was once a **swagman** camped in a **billabong**,

(1) _____ the shade of a **coolibar tree**.

And he (2) _____ as he looked at his old **billy** boiling

Who'll **come a waltzing Matilda with me?**

Chorus

Who'll come a waltzing Matilda my darling?
Who'll come a waltzing Matilda with (3) _____?
Waltzing Matilda and carrying a (4) _____ bag
Who'll come a waltzing Matilda with me?

Down came a **jumbuck** to (5) _____ at the water hole
Up (6) _____ the swagman and grabbed him happily
And he sang as he put him away in his **tucker bag**.
You'll come a waltzing Matilda with me.

Down came the landowner (7) _____ his horse
Down came the (8) _____, one, two, three.
Whose is that jumbuck you've got in that bag?

Up jumped the swagman and (9) _____ into the water hole
Drowning himself by the coolibar tree.
And his (10) _____ may be heard as it sings in the billabong.
Who'll come a **waltzing Matilda** with me?

UNIT 10 NEW ZEALAND ENGLISH

New Zealand

Official name: New Zealand (English); Aotearoa (Maori).

Total area: about 270,000 sq. km.

Total population: over 3,8 mln

Capital: Wellington

Official languages: English, Maori.

Other Polynesian and European languages are spoken by a small percentage of the population.

Most immigrants of foreign tongue adopt English as a second language, and their children are educated in English. Yet the Maori language has survived as the first language of about 50,000 people, and substantial efforts are being made to increase interest in Maori language and traditions. In 1987 Maori was declared an official language.

New Zealand English is different from Australian English; it is pure and clear; it is easily understood everywhere in the world. At the same time although New Zealand lies over 1,600 kilometers away, the English spoken there is somewhat similar to that of Australia. The term Austral English is sometimes used to cover the language of the whole of Australasia, or Southern Asia, but this term is far from popular with New Zealanders because it makes no reference to New Zealand and gives all the prominence, so they feel, to Australia.

Between North and South Islands there are observable differences. For one thing, Maori (related to Tahitian, Hawaiian, and the other Austronesian languages), has a greater number of speakers and more influence in North Island. A number of Maori words have found their way into common usage, most noticeably in place-names, which often refer to peculiar features of the local geography or food.

Maori place names are widely used, and some personal names are well known (*Ngaio*, *Kiri*). The Maori word for New Zealand, *Aotearoa*, means “land of the long white cloud”. The South Island town of *Kaikoura* is famous for its crayfish – and the word means “to eat crayfish”. A Polynesian noun *tapu* “sacred” has entered the English language as taboo. Another Maori word frequently used is *pakeha*. It means a non-Maori. The Maori greeting is *kia ora*, which can also mean “goodbye”, “good health”, or “good luck”. Borrowings from Maori include: *aroa* (love, sympathy), *haka* (a ceremonial men’s dance), *poi* (a ceremonial women’s dance), *whare* (house, hut), *hongi* (the ritual of pressing noses), *hangi* (steamed food), etc.

New Zealand English has many borrowings from Polynesian languages: *kiwi*, *moa*, *tui* (birds), *kauri*, *rata*, *maire* (trees), etc.

New Zealanders (Nzers), who call themselves the Kiwis, have elaborated their own slang. As in Aussie language, slang is more common usage than in England.

Exercise 16. Look at some examples of New Zealand English words and define their meaning:

Kiwi slang	Meaning
Enzed	
Telly	
gig lamps	
kitchen tidy	
Jug	
Screw	
Cocky	
Quid	

UNIT 11. AMERICAN ENGLISH

USA

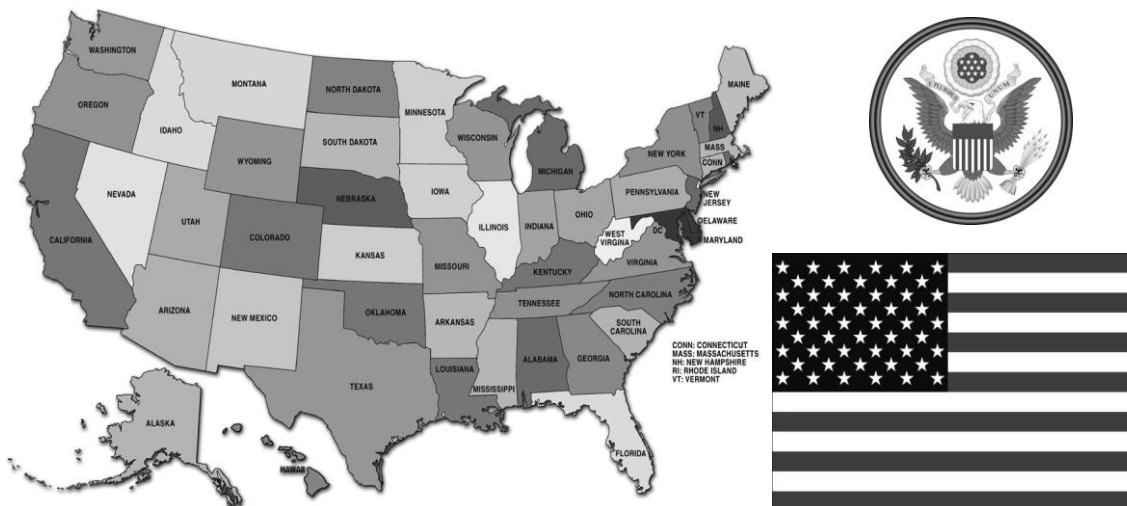
Official Name: *The Unites States of America*

Total area: 9,372,614 sq. km

Total population: 255,610,000

Capital: Washington

Languages: *Official language* – English



Read and translate the text about American English

There are about twice as many speakers of American English as of other varieties of English, and four times as many as speakers of British English. The leading position of the US in world affairs is partly responsible for this. Americanisms have also been spread through advertising, tourism, telecommunications and the cinema.

As a result, forms of English used in Britain, Australia, etc. have become less distinct. But there remain many differences in idiom and vocabulary, especially between British and American English. For most people, however, the most distinctive feature of American English is its accent.

The development of American English

British people who went to the US in the seventeenth century spoke a variety of dialects. After they reached the US their language developed independently of British English. New words were added for food, plants, animals, etc. not found in Britain. Many were taken from the Indian languages of Native Americans. The language of Dutch and French settlers, and of the huge numbers of immigrants entering the US in the nineteenth and twentieth centuries, also contributed to the development of American English. Inventions such as electric lighting, the typewriter, telephone and television added large numbers of words to the language and these, with the inventions, soon spread to Britain.

Spelling, grammar and pronunciation

In written English, spelling shows whether the writer is American or British. Americans use *-or* instead of *of-our* in words like *color* and *flavor*, and *-er* instead of *re* in words like *center*. Other variants include *-x* for *-ct-* (*connexion*) and *-l* for *-ll* (*traveler*). British people consider such spellings to be wrong. American spellings which may be used in British English include using *-z-* instead of *-s-* in words like *realize*, and writing the past tense of some verbs with *-ed* instead of *-t*, e.g. *learned*, *dreamed*.

There are various differences in grammar and idioms. For instance, *gotten*, an old form of the past participle of *get*, is often used in American English in the sense of “received”, e.g. “I’ve gotten 16 Christmas cards so far.” Americans say “He’s in *the* hospital” while British people say “He’s in hospital”. The subjunctive is also common in American English, e.g. “They insisted that she *remain* behind.”

Several features of pronunciation contribute to the American accent. Any “r” is usually pronounced, e.g. *card* [kɑ:rd], *dinner* [ˈdɪnər]. A “t” between vowels may be pronounced like a “d”, so that *latter* sounds like *ladder*. The vowel [æ] rather than [ɑ:] is used in words like *path*, *cot* and *caught* are usually both pronounced [kɑ:t], and “o” as in *go* ([gɔ:u]) is more rounded than in Britain. *Tune* is pronounced [tu:n] not [tju:n]. Stress patterns and syllable length are often also different, as in *laboratory* ([ˈlæbrətɔ:ri], *BrE* [ləˈbɒrətɪ]) and *missile* ([ˈmɪsl], *BrE* [ˈmɪsɪl]).

Americans tend to use very direct language, and polite forms which occur in British English, such as “Would you mind if I ...” or “I’m afraid that ...” sound formal and unnatural to them.

Regional differences

General American English (GAE) is the dialect that is closest to being a standard. It is especially common in the Midwest but is used in many parts of the US. The associated Midwestern accent is spoken across most of the northern states, and by many people elsewhere.

The main dialect groups are the Northern, the Coastal Southern, the Midland, from which GAE is derived, and the Western. The main differences between them are in accent, but some words are restricted to

particular dialects because the item they refer to is not found elsewhere: *grits*, for example, is eaten mainly in the South and is considered to be a Southern word.

Northern dialect spread west from New York and Boston. New England has its own accent, though many people there have a Midwest accent. The old, rich families of Boston speak with a distinctive Bostonian accent which is similar to Britain's RP.

Midland dialects developed after settlers moved west from Philadelphia. Both Midland and Western dialects contain features from the Northern and Southern groups. There are increasing differences within the Western group, as south-western dialects have been influenced by Mexican Spanish.

The Southern dialects are most distinctive. They contain old words no longer used in other American dialects, e.g. *kinfolk* for "relatives" and *hand* for "farm worker". French, Spanish and Native-American languages also contributed to Southern dialects. Since black slaves were taken mainly to the South and most African Americans still live there, Black English and Southern dialects have much in common. The accent is a southern drawl which even foreigners recognize. An "r" at the end of a word is often omitted, so that *door* is pronounced [dɔu], and diphthongs are replaced with simple vowels, so that *hide* is pronounced [ha:d]. Some people use *y'all* as a plural form of "you". This is more common in speech than in writing.

British and American English

Exercise 16. How many differences between British and American English can you find while reading these two short texts?

Mark (Hampshire, England):

"I'm going to rake up the leaves in the garden, then get a DVD for tonight from the shop on the High Street, unless you'd rather go to the cinema. There's no point cleaning the house now because Simon's got his mates coming round to watch the football, and the last time they came they left crisps all over the carpet!"

Mark (New Hampshire, United States):

"My buddy Jim must be one of the most accident-prone people in the world. Last year he went to hospital four times – first he broke his toe

playing soccer, then he tripped over and broke his wrist when he was walking out of a store on Main Street, then he burnt himself at a barbecue here in our yard, then he somehow got a potato chip stuck in his throat at the movie theatre!”.

Exercise 17. Fill in the gaps to complete the table of British English words and their American equivalents.

BRITISH	AMERICAN	BRITISH	AMERICAN
1. biscuit	c _ _ kie	10. torch	flashl _ _ _ _
2. l _ rry	truck	11. curtains	dr _ pe _
3. rubbish bin	t _ _ _ h can	12. note (money)	_ ill
4. ground floor	f _ _ _ _ floor	13. bill (e.g. in a restaurant)	ch _ _ k
5. c _ retaker	janitor	14. boot (of a car)	tr _ nk
6. t _ n	can	15. cook _ _	Stove
7. zip	zipp _ _	16. return (ticket)	r _ _ nd trip
8. windscr _ _ n	windshield	17. single (ticket)	o _ e-w _ y
9. underground (train system)	subw _ _	18. p _ _ tbox	Mailbox

Exercise 18. Look each of the sentences below and decide whether they are written in British English (B) or American English (A). Then change the British English sentences into American English, and the American English sentences into British English.

1. Did you get a single or a return?
2. It's a really busy, noisy road – there are trucks going past all the time.
3. She lives on the first floor, so you won't have to go up any stairs.
4. Shall I just put this stuff in the trash can?
5. I got a puncture when I was cycling to work yesterday.

6. My dad works as a janitor at the local school.
7. I went to the shop to buy five tins of peaches and some biscuits.
8. Excuse me, could we have the check please?
9. It's dark out there, so take a torch.
10. I'm going to have to clean this windshield – I can hardly see out of it. If you could just bring me some water, I'll use the cloth I've got in the trunk.
11. I need to get this bag repaired because the zip's broken.
12. It's about twenty minutes on the subway.
13. I'd like a new cooker, but we can't really afford it.
14. I hate my job – my boss is an idiot and I haven't had a raise for four years.
15. Their new carpet's a weird colour and it doesn't match the drapes at all.
16. I'm sure I had a twenty-dollar bill in this pocket, so where is it now?
17. Honey, can you go and put this in the mailbox for me?
18. My mom said she's not going to buy me new sneakers.
19. Summers there are quite warm, but in the autumn it starts getting cold.
20. There was a queue of about twenty people, all waiting to get in the lift.

UNIT 12 CANADIAN ENGLISH

Canada

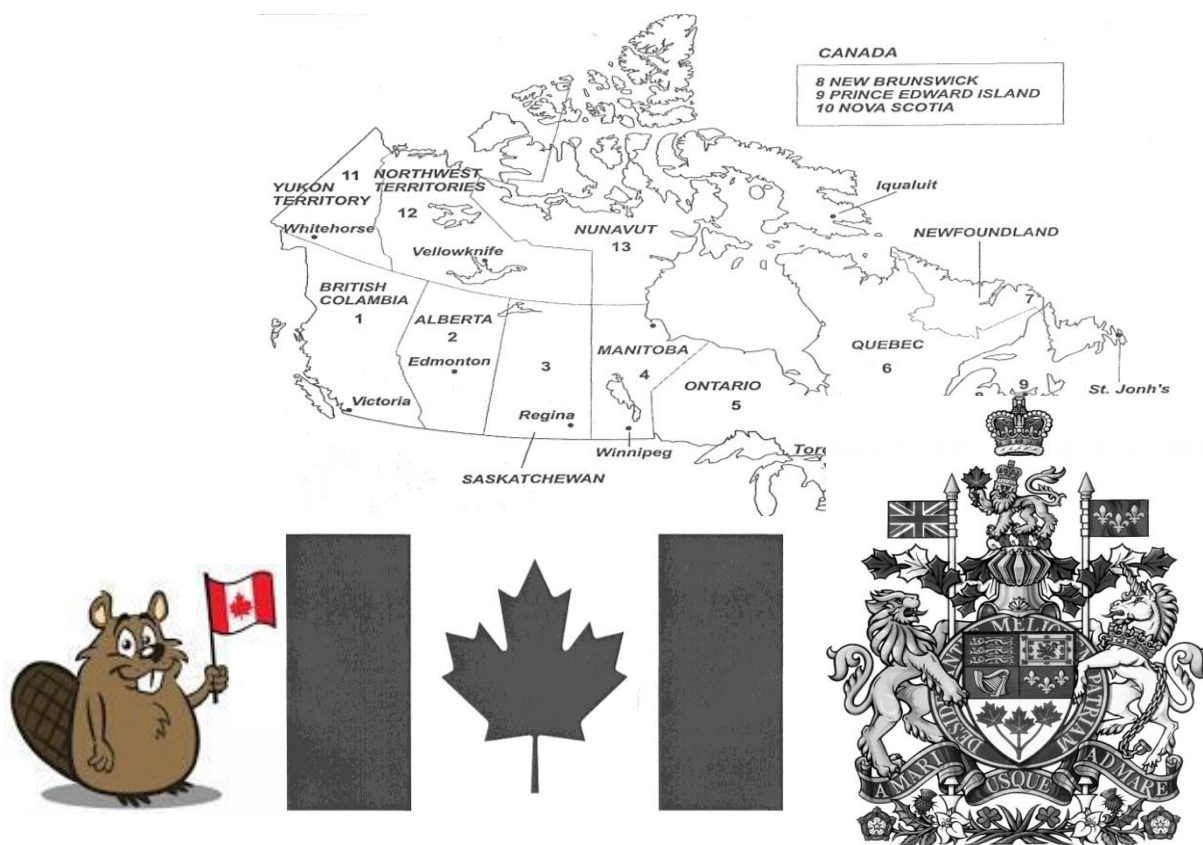
Official name: Canada

Total area: 9,984,670 sq. km.

Total population: 35,427,524

Capital: Ottawa

Official Languages: English, French



Read the text about the linguistic policy in Canada.

Canada's official languages policy has its roots in the past and in the present. English and French have been spoken for centuries in what is now Canada. Fundamental to the Canadian reality, then as now, is the need to establish a working relationship between the linguistic communities.

The modern era in official languages begins with the Royal Commission on Bilingualism and Biculturalism, as the federal administration attempted to adapt to new realities, notably the "Quiet Revolution" in Quebec. In 1969, following recommendations from the Bilingualism and Biculturalism report, Parliament adopted the first "Official Languages Act", which recognized English and French as the official languages of all federal institutions. The Act required those institutions to serve Canadians in their official language of choice.

The basic tenets of the current official languages policy are set out in the "Canadian Charter of Rights and Freedoms" (1982) and the new "Official Languages Act" (1988).

Answer the following questions about the text:

1. Why is it important to establish a working relationship between two linguistic communities in Canada?
2. What is understood by the ‘Quiet Revolution’ in Quebec?
3. What was the main goal of the Royal Commission on Bilingualism and Biculturalism?

Exercise 19. Read the article about CanE carefully, completing the following chart:

<i>Canadian spelling rules</i>	<i>Canadian vocabulary</i>	<i>Canadian pronunciation</i>
-our endings (colour)	bill (at a restaurant)	house, out > hoose, oot
.....

General rules for Canadian spelling

The “rules” for Canadian spelling are not as cut and dried as you might think. There are some regional variations and differences of opinion exist among editors. To get a better sense of what the norm is, in 1984 the Freelance Editors’ Association of Canada (now called the Editors’ Association of Canada) surveyed publishers, academics, PR people, editors and writers about their spelling preferences. Here’s what FEAC found out.

COLOUR OR COLOR? Three quarters of the respondents preferred *-our* endings.

CENTRE OR CENTER? Eighty-nine per cent went with traditional *-re* endings such as *centre* and *theatre*.

DEFENCE OR DEFENSE? Four fifths of the sample preferred *-ce* over *-se* in nouns such as *defence*, *practice* and *pretence*, but let *-se* stand when such words were used as verbs, such as to *practise the piano lesson*.

ORGANIZE OR ORGANISE? Canadian editors rejected the British *-ise* endings, such as *organise*, preferring *-ize* endings.

ENROLL OR ENROL? Majorities of up to 90 per cent liked the double *l* in such words as *enroll*, *fulfill*, *install*, *marvelled*, *marvellous*, *signalled*, *skillful*, *traveller* and *woollen*.

Here are a few spelling distinctions that FEAC didn’t look into.

ADVISER OR ADVISOR? They’d go with *advisor*.

CO-ORDINATE OR COORDINATE? Canadians like hyphens after *co*.

GRAY OR GREY? Canadian spelling is *grey*.

SCEPTICAL OR SKEPTICAL? Canadian spelling is with a *c*, although this is fading with time. Many newspapers use *k*.

Some Canadian vocabulary

ATTORNEY : BARRISTER : LAWYER : SOLICITOR: An *attorney* is anyone who conducts somebody else's business. Many *attorneys* are *lawyers*. In the United Kingdom, *solicitors* prepare cases and barristers plead them in court, but in Canada a *lawyer* can do either or both, so the distinction doesn't mean much. Use the less pretentious *lawyer*.

ALLOPHONE: Someone whose first language is neither English nor French.

ANGLOPHONE: Someone who speaks English as a first language.

BILL : CHECK: Canadians ask for the bill.

BILLION: The British say that a billion is a million million (1,000,000,000,000). American say that a billion is a thousand million (1,000,000,000) and insist that a million million is actually a trillion. The Canadian Press agrees with the Americans.

BOOT : TRUNK: Canadians store their jumper cables in the trunk of their cars.

CLICK: Canadian slang for *kilometre*. "*I drove 500 clicks last week.*"

CORN : MAIZE: In Canada, *corn* is a specific cereal plant with yellow kernels. In England, *corn* refers to a broader range of cereals, including wheat, rye, oats and barley. What Canadians call *corn*, the English call *maize*.

DICK: Only Canadians use "*dick*" to mean "*absolutely nothing*" as in, "*Last weekend I did dick all*".

EH?: A famous Canadian way of ending sentences. It usually means "*don't you think?*"

FLOOR : STOREY: *Floor* is preferred in Canada. Note that the first floor of buildings in Quebec is actually the second floor in the rest of the country.

FRANCOPHONE: Someone who speaks French as a first language, as opposed to an anglophone.

LOONIE OR LOONY: This is a colloquialism for Canada's dollar coin. The plural is *loonies*. The nickname comes from the *loon* on the coin.

ON SIDE: Used frequently in Canada to mean that you're in agreement, this term may come from hockey, where players can be offside.

SERViette: Canadians refer to *serviettes* instead of *table napkins*, especially if they (*the napkins*, not the Canadians) are made of paper.

WASHROOM: Canadians head for the *washroom* when they need to use the toilet. *Bathrooms* are places with bathtubs in them.

ZED: This is the proper way to pronounce the last letter of the alphabet.

Pronunciation and regionalism

Generally, Canadian pronunciation is almost identical to American pronunciation, especially in Ontario, which was first settled by Americans who supported George during the Revolution.

There are some small differences, however. The most famous difference is the *ou* sound in words like *house* and *out*, which sound to American ears like *hoose* and *oot*. (Some say the words sound more like *hoase* and *oat*). Canadians also tend to pronounce *cot* the same as *caught* and *collar* the same as *caller*. Keen ears will hear a Canadian distinction in certain vowels: the *i* comes out differently in *knife* and in *knives*, in *bite* and in *bide*, and in *price* and in *prizes*. Many Canadians also will turn *t* sounds into *d* sounds, so the capital appears to be “Oddawa”.

There are also pronunciation and vocabulary differences in three Canadian regions.

In Quebec, the accent is an interesting combination of Jewish and French influences. Quebec anglophones have freely adopted French words, such as *automute* for *highway* and *depanneur* for *corner store*, as well as French constructions, such as *take a decision* and *shut a light*. In Quebec, people take the *Metro* instead of the *subway*, belong to *syndicates* instead of *unions* and attend *reunions* instead of *meetings*.

In Atlantic Canada, accents are more influenced by Scottish and Irish sounds, especially in Cape Breton and in Newfoundland.

In the Ottawa Valley, the accent is heavily influenced by the Irish who settled the area. The accent here is even more close-mouthed than it is elsewhere in Canada.

LIST OF BOOKS

1. Беликов В.И., Крысин Л.П. Социолингвистика: Учебник для вузов / В.И. Беликов, Л.П. Крысин. – М. : Рос. гос. гуманит. ун-т, 2001. – 439 с.
2. Беляева Т.М., Потапова И.А. Английский язык за пределами Англии / Т.М. Беляева, И.А. Потапова. – Л. : Просвещение, 1961. – 153 с.
3. Бутковська Н.О., Маслова Н.І. Країнознавство. Англomовні країни: лінгвокраїнознавчий аспект / Н.О. Бутковська, Н.І. Маслова. – Х. : ТОВ «Видавнича група «Основа»», 2006. – 128 с.
4. Маковский М.М. Английская диалектология. Современные английские территориальные диалекты Великобритании: Учебное пособие / М.М. Маковский. – М. : Высш. шк., 1980. – 191 с.
5. Михалева Е.И. Основные особенности и трудности восприятия диалектально-окрашенной речи на английском языке / Е.И. Михалева // Иностранные языки в школе. – 2007. – № 1. – С. 81-84.
6. Ніколенко А.Г. Соціальні аспекти мовлення. Навчальний посібник для студентів вищих закладів освіти / А.Г. Ніколенко. – Вінниця : НОВА КНИГА, 2005. – 256 с.
7. Ощепкова В.В. Вкратце об Австралии и Новой Зеландии. Книга для чт. на англ. яз. / В.В. Ощепкова. – М. : Лист, 2000. – 224 с.
8. Ощепкова В.В. О США кратко. Книга для чт. на англ. яз. / В.В. Ощепкова. – М. : Иностранный язык, Оникс, 2000. – 190 с.
9. Ощепкова В.В., Шустилова И.И. Британии кратко. Книга для чт. на англ. яз. / В.В. Ощепкова, И.И. Шустилова. – М. : Иностранный язык, Оникс, 2000. – 224 с.
10. Ощепкова В.В. Язык и культура Великобритании, США, Канады, Австралии, Новой Зеландии / В.В. Ощепкова. – М. ; Спб. : ГЛОССА ; КАРО, 2006. – 336 с.
11. Письменная О.А. Окна в англоязычный мир (история, география, социальные аспекты, языковая ситуация) / О.А. Письменная – К. : ООО «ИП Логос», 2004. – 504 с.

- 12.Письменна О.О. Знайомство з англомовним світом: Навч. посіб.
/ О.О. Письменна. – К. : ЛВК, 2003. – 80 с.
- 13.Письменна О.О. Знайомство з Великою Британією: Навч. посіб.
/ О.О. Письменна. – К. : НАУ, ЛВК, 2004. – 88 с.
- 14.Письменна О.О. Знайомство зі Сполученими Штатами: Навч. посіб.
/ О.О. Письменна. – К. : НАУ, ЛВК, 2005. – 92 с.
- 15.Ряховская Е.М. Английский язык и английская социокультура во
второй половине XX в. / Е.М. Ряховская // Вестник МГУ. – Сер. 19
Лингвистика и межкультурная коммуникация. – 2001. – № 1. –
С. 30-54.
- 16.Цегельська М. Great Britain: Geography, History, Language
/ М. Цегельська. – Тернопіль : Підручники і посібники, 2008. – 208 с.
- 17.Янсон В.В., Свистун Л.В. Практичний курс англійської мови для
студентів вищих навчальних закладів. Книга II : Навч. посібник. –
Англ. мовою / В.В. Янсон, Л.В. Свистун. – К. : ТОВ “ВП Логос”,
2003. – 352 с.
- 18.Янсон В.В. Практичний курс англійської мови для студентів вищих
навчальних закладів. Книга III : Навч. посібник. – Англ. Мовою
/ В.В. Янсон. – К. : ТОВ “ВП Логос”, 2004. – 368 с.
- 19.Harris M., Mower D., Sikorzyńska A. Opportunities. Intermediate.
Student's Book / M. Harris, D. Mower, A. Sikorzyńska. – Edinburgh :
Longman, 2003. – 128 p.
- 20.McCarthy M., O'Dell F. English Vocabulary in Use. Upper-intermediate
/ M. McCarthy, F. O'Dell. – Cambridge : Cambridge University Press,
2001. – 309 p.
- 21.Millrood R. English Discourse and Culture: Diversity and Globalisation
/R. Millrood // Вестник МГУ. – Сер. 19 Лингвистика и
межкультурная коммуникация. – 2002. – № 3. – С. 60-73.

Навчальне видання

Абрамова Олена Вікторівна
Руських Ірина Валеріївна

ПРОБЛЕМИ СОЦІОКУЛЬТУРНОГО ВАРІЮВАННЯ МОВИ
В АСПЕКТАХ ПЕРЕКЛАДУ
Частина 1
ГЕОГРАФІЧНІ ДІАЛЕКТИ АНГЛІЙСЬКОЇ МОВИ

Навчальний посібник

Тем. план 2015, поз. 316

Підписано до друку 26.03.2015. Формат 60х84 1/16. Папір друк. Друк плоский.
Облік.-вид. арк. 3,11. Умов. друк. арк. 3,07. Тираж 100 пр. Замовлення № 40.

Національна металургійна академія України
49600, м. Дніпропетровськ-5, пр. Гагаріна, 4

Редакційно-видавничий відділ НМетАУ

