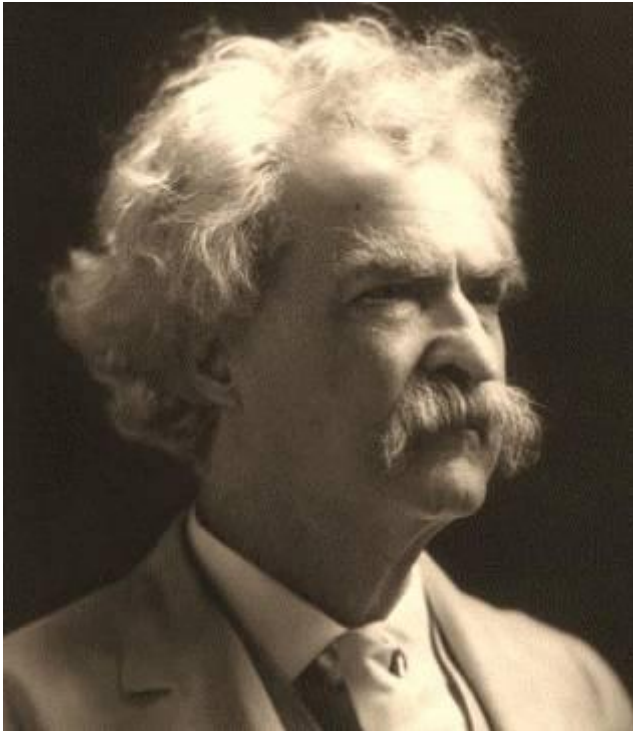


The background of the slide features a stylized American flag. The top-left portion is a blue field with a grid of white five-pointed stars. The bottom-left corner is a solid red triangle. The bottom-right corner is a solid dark blue triangle. The text is positioned on the white diagonal band that separates the star field from the bottom triangles.

**AMERICAN ENGLISH -  
BRITISH ENGLISH :**  
SAME OR DIFFERENT?

*When I speak my mother tongue  
an Englishman can't understand me at all.*

Mark Twain

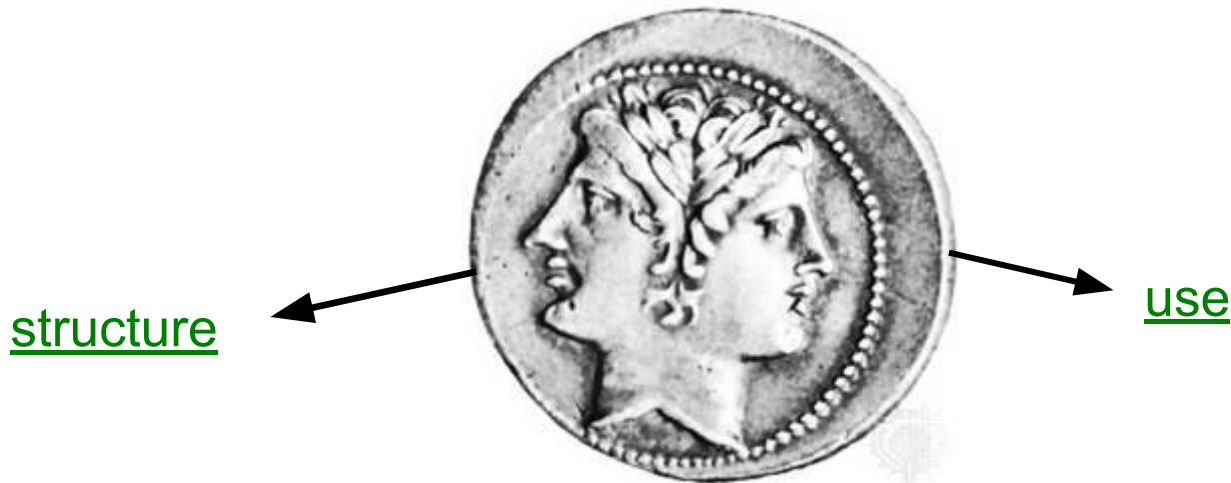


# WHAT'S IN A LANGUAGE?

A language is a two-facet unit. An essential early step in the study of a language is to model it in order to see how it is *structured* and *used*. (CUP)

A basic language learner is normally focused on the structure of a language.

In our project, we *focus* on the second perspective, the USE.



The Roman god, Janus, with a double-faced head.



# INTRANATIONAL & INTERNATIONAL VARIETIES OF ENGLISH

Dialects are traditionally thought of as an ***intranational*** matter – *the study of local dialects*. Historically, the English language was restricted to the British Isles. Even when it began to move around the world, only few global differences in **regional** speech were apparent (American English, Canadian English, Australian English).

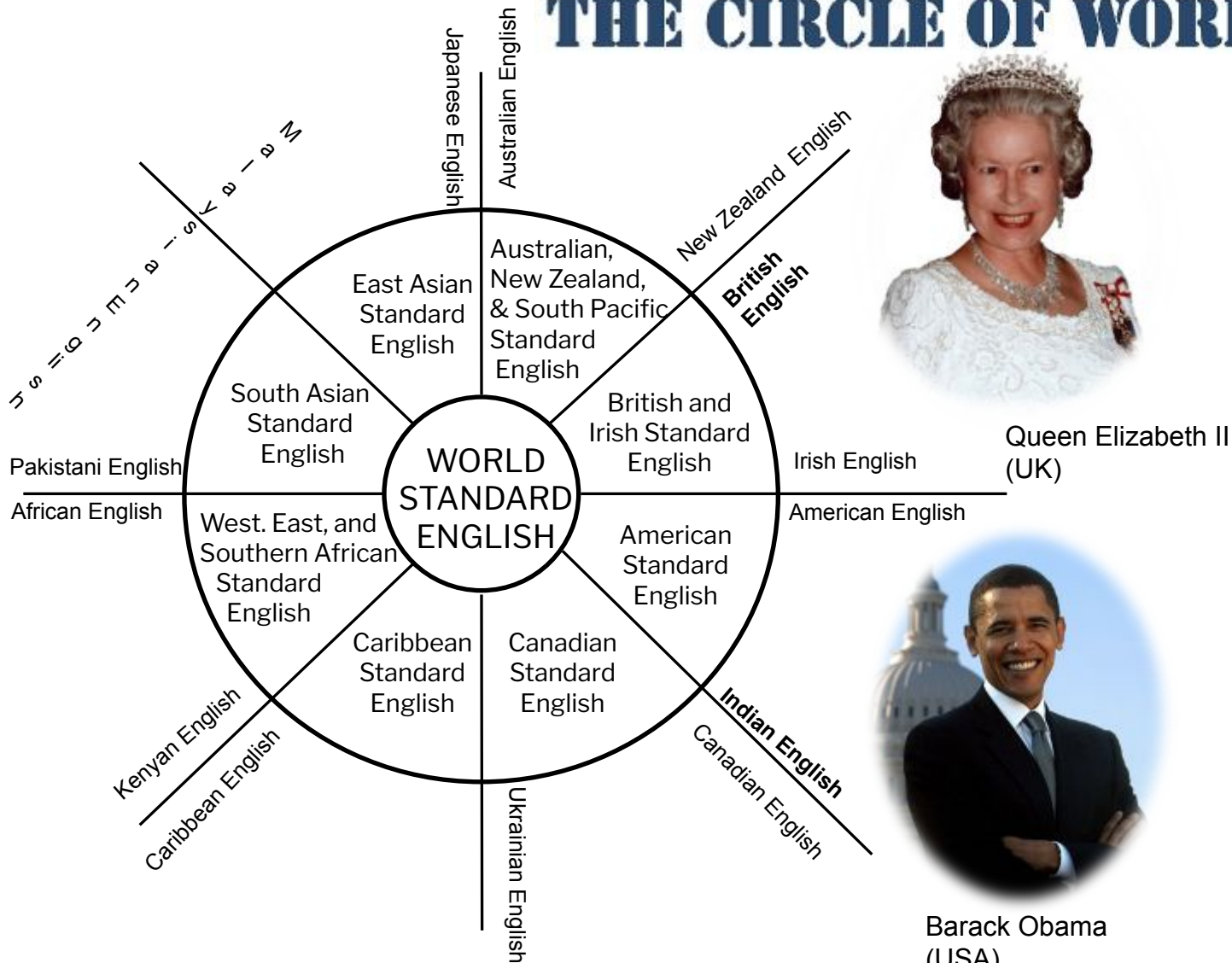
In the present century, there is a universal awareness that English dialects operate *on a **world scale*** (*the study of ‘world Englishes’*).

The study of local dialects + the study of ‘world Englishes’ = The Circles of World English





# THE CIRCLE OF WORLD ENGLISH



Queen Elizabeth II  
(UK)



Barack Obama  
(USA)

From T. McArthur,  
1987

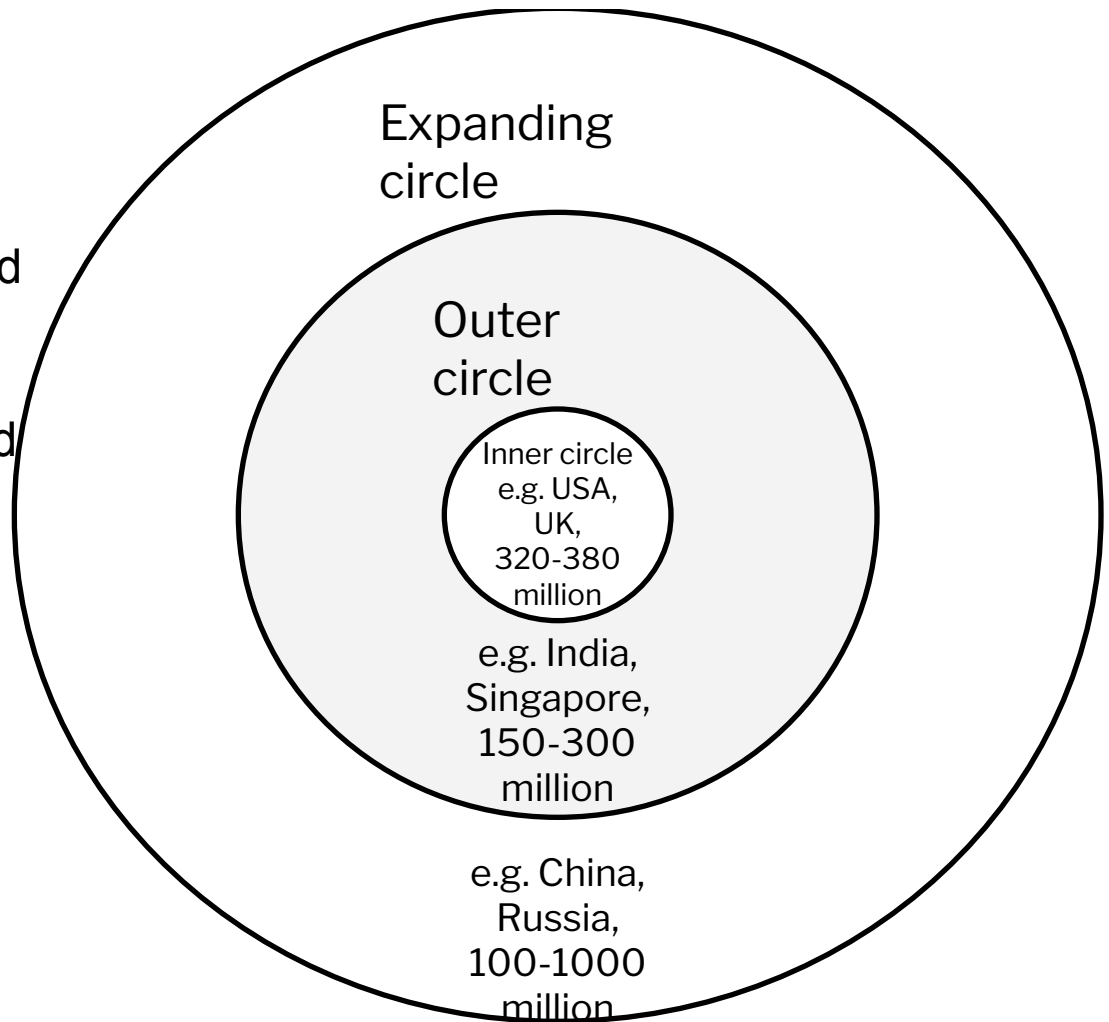


# THE THREE CIRCLES OF WORLD ENGLISH

The *inner circle* refers to the countries where English is the primary language like the USA and the UK.

The *outer circle* implies the spread of English as a '2nd language' in non-native countries like India.

The *expanding circle* involves the nations recognizing English as a foreign language.



From B.B. Kachru,  
1985



# STANDARDS OF ENGLISH

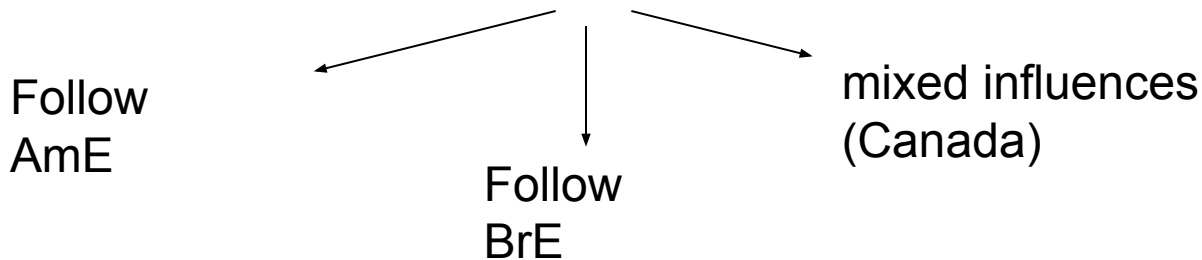
**Standard English (SE)** - the notion appeared in 1980s.

The SE of an English speaking country is a minority variety which carries most prestige and is most widely understood. This prestige accent is known as Received Pronunciation (RP).

**General American (GA)** – the speech of native speakers of American English that many consider to be typical of the United States, noted for its exclusion of phonological forms readily recognized as regional to particular groups.

**World Standard English (WSE)** – a totally uniform, regionally neutral, and prestigious variety does not exist worldwide. Two trends:

- each country where English is official language tries to preserve its linguistic identity from the foreign influence (Canadians do not want to be Americans);
- all other countries fall into three groups:



# THE HISTORY OF ENGLISH

The history of the English language started with the arrival of three Germanic tribes, the **Angles, the Saxons and the Jutes**, who invaded Britain during the 5th century AD.

There are three stages of the development of the English language:

Old English (450-1100 AD)

Middle English (1100-1500)

Modern English (1500-the Present)





# IMMIGRATION TO AMERICA



## The New Colossus

...  
Give me your tired, your poor,  
Your huddled masses,  
yearning to breathe free,  
The wretched refuse of your  
teeming shore.  
Send these, the homeless,  
tempest-tost to me,  
I lift my lamp beside the  
golden door!

Emma Lazarus (1849—1877)

1. The first pilgrims came on the Mayflower ship and founded New England in 1620;
2. In the 18<sup>th</sup> century there was a wave of immigrants from Northern Ireland and Scotland;
3. From 1840 to 1910 28 million immigrants came to America;
4. From 1901 to 1930 a million Mexicans came to Texas and California;
5. In 1975 immigrants from Vietnam, Cambodia and Laos came to the U.S.;
6. The U.S. Congress approved a series of immigration laws, restricting the flow of immigrants into the country.



# 'CHILD OF THE AMERICAS'



I am a child of the **Americas**,  
A light-skinned mestiza of the **Caribbean**,  
A child of many diaspora, born into this continent at a  
crossroads.

I am a U.S. **Puerto Rican Jew**,  
A product of the ghettos of New York I have never known.  
An immigrant and the daughter and granddaughter of  
immigrants.

I speak English with passion: it's the tongue of my  
consciousness,  
A flashing knife blade of crystal, my tool, my craft.

I am **Caribena**, island grown. Spanish is in my flesh,  
Ripples from my tongue, lodges in my hips:  
The language of garlic and mangoes,  
The singing in my poetry, the flying gestures of my hands.

I am of **Latinoamerica**, rooted in the history of my continent:  
I speak from my body.

I am not **African**. African is in me, but I cannot  
return.

I am not **Taina**. Taino is in me, but there is no  
way back,

I am not **European**. Europe lives in me, but I  
have no home there.

I am new. History made me. My first language  
was Spanglish.

I was born at the crossroads  
And I am whole.

Aurora Levins Morales [b. 1954], was written in 1986



# AMERICAN METAPHORS

- ❑ **Melting Pot;**
- ❑ **Cooking Pot;**
- ❑ **Salad Bowl;**
- ❑ **Pizza;**
- ❑ **Mosaic.**





# RACIAL BREAKDOWN IN USA

Description	Number	Per cent
1) White (European/Caucasian)	198,176,991	66.19%
2) Hispanic or Latino	44,252,278	14.78%
3) Black or African American	36,434,530	12.17%
4) Asian	12,945,401	4.32%
5) Two or more (mixed race)	4,397,722	1.47%
6) American Indian and Alaska Native	2,035,551	0.68%
7) Native Hawaiian and Other Pacific Islander	387,230	0.13%
TOTAL:	299,398,485	100.00%

Statistical source: 2006 American Community Survey



# A HOSPITABLE LANGUAGE

The major sources of early-borrowed words in English:  
Latin, French, and Scandinavian.

Modern English loans from Greek, Spanish, Portuguese, Arabic, Persian, Russian, and other languages.

American English borrowings from immigrating peoples.





## African

**banjo:** a musical instrument with four strings, a long neck, and a body like a drum, use to play a popular music;

## Dutch

**coleslaw:** a salad made from raw chopped cabbage;

## French

**prairie:** a wide, treeless grassy plain;

## German

**hamburger:** a sandwich made of a ground beef patty placed in a soft roll;

**pretzel:** a hard glazed and salty bread shaped like a loose knot;

## Native American

**moccasin:** a soft leather shoe;

**squash:** a gourd-like vegetable grown on a vine;

## Spanish

**ranch:** a large farm where sheep, cattle, horses are produced;

## Yiddish

**bagel:** a hard glazed doughnut-shaped roll;

# AMERICAN REALIA



# AMERICAN COINS

Some American English words were coined to indicate some aspects of American way:

**brunch**: a late weekend breakfast (breakfast + lunch);  
**cattle corn** – mixed corn: sweet and salted;  
**dime**: a ten-cent coin;  
**downtown**: the centre of the city;  
**geek**: an uncool person (school slang);  
**mall**: a huge shopping centre with restaurants and even cinemas;  
**nuts**: crazy;  
**pants**: trousers (BrE);  
**potluck**: a party to which every family bring their own special dish to share it with the others.



# AM E VS. BR E – DIFFERENCES

- ❑ Spelling;
- ❑ Pronunciation;
- ❑ Vocabulary;
- ❑ Grammar.



# SPELLING

- ❑ Differences in spelling between AmE and BrE: **centre** (BrE) – **center** (AmE), **theatre** – **theater**, **colour** - **color**, **catalogue** – **catalog**, **honour** – **honor**, **favourite** – **favorite**, **cheque** – **check**, **prison** – **jail** and others. [To know more look up here](#)
- ❑ Deviant spelling (deviation from the norm): **'They're finger-lickin' good'**.
- ❑ Accurate pronunciation of the word (formal and informal speech), for example: **night** - **nite**, **through** – **thru**, **right** - **rite**.

[To know more look up here](#)





# PRONUNCIATION

❑ AmE pronounces the final /r / - are you /a:r ju:/: are easy / a:r i:zi/;

BrE says the final /r/ before vowel sounds (vocalization) – are easy / a:r i:zi/;

❑ individual differences: **ate** - /eit/ AmE – /aet/ BrE, **schedule** – /ˈskedʒuəl/ - /ˈʃedju:l/;

❑ **long** and **short** pronunciation of the letter **A**: **ask** - /aesk/

AmE – /a: sk/ BrE

❑ word stress in endings: **-ary/-ory** : secretary AmE –

secretary BrE, laboratory – laboratory , inquiry – inquiry;

-et: ballet – ballet, cigarette – cigarette, valet – valet;

and other: magazine – magazine, moustache –

moustache, premier – premier, princess – princess,

weekend – weekend.



To know more examples [look up here](#)





# VOCABULARY

- ❑ Some words are only in AmE, others - only in BrE. (**congress** AmE - **parliament** BrE, **apartment** – **flat**, **cub** – **taxi**, **candy** – **sweets**, **elevator** – **lift**, **fall** – **autumn**, **mail** – **post**, **canteen** – **cafeteria**, **vacation** - **holiday**). Some words are unambiguous (**checking account** - **current account** ). [To know more look up here](#)
- ❑ There are words that have one value from the WSE, and more additional values (**caravan** «refers to a group of travelers in the desert" in both versions, in BrE it means **vehicle**, in AmE – **trailer**, **van**).

Both variants have the word **undertaker**, but AmE has also the word **mortician**.

- ❑ The most noticeable lexical differences in the **car terminology** (**gas** (**gasoline**) AmE – **petrol** BrE; **automobile** – **car**; **gas pedal** – **accelerator**; **hood** – **bonnet**; **tire** – **tyre**; **truck** – **lorry**; **trunk** – **boot**; **windshield** - **wind-screen**)
- ❑ Idioms can have different meaning. ‘**The play was a real bomb**’ Americans will understand as a ‘**total disaster**’ - the British ‘**a huge success**’.





- ☐ Irregular verbs – **burned** (AmE) - **burnt** (BrE), **get, got, gotten** - **get, got, got**;
- ☐ Possessive phrases - **Do you have the time?** - **Have you got the time?**; responses are also different (**I don't** - **I haven't**);
- ☐ AmE sometimes uses Past Simple vs BrE Present Perfect (**I just ate** - **I have just eaten**);
- ☐ In AmE **will** / **won't** substitute **shall** / **shan't**;
- ☐ The word order in the noun phrase (**Hudson River** - **River Thames**, **a half hour** - **half an hour**);
- ☐ AmE prefers **was** (**I wish she was here** - **I wish she were here**);
- ☐ adverbs (**I'll go momentarily** - **I'll go in a moment**, **real good** - **really good**, **backward** - **backwards**);
- ☐ Parallel excuses (**They live on X street** - **they live in X street**; **I'll see you over the weekend** - **I'll see you at the weekend**; **Monday through Friday** - **Monday to Friday inclusive**). [To know more look up here](#)



# PRACTISE OR PRACTICE?

- ☐ <http://esl.about.com/library/vocabulary/blbritam.htm>;
- ☐ <http://esl.about.com/od/grammarlessons/a/chant18.htm>;
- ☐ <http://learnenglish.britishcouncil.org/en/how/how-understand-differences-between-british-and-american-english>.



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<http://www.eslprintables.com/download.asp?id=359572> Раздаточный материал по теме.



# STRUCTURE

**TEXT.** A self-contained unit of discourse: a poster, a ticket, a novel.

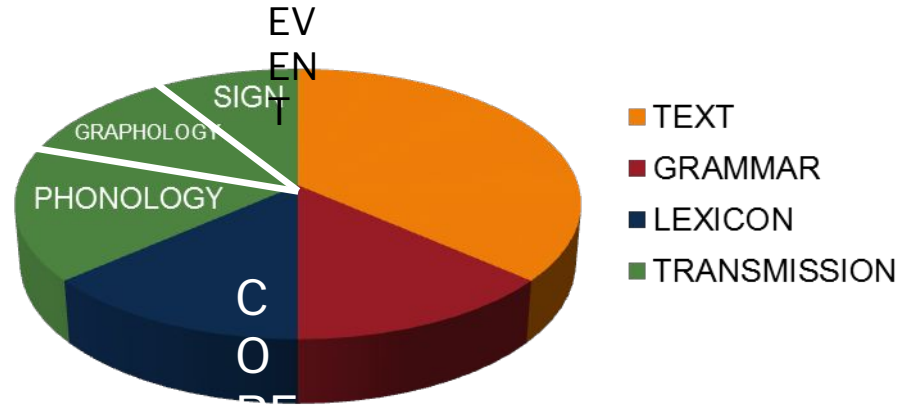
**SIGN.** A visual language used chiefly by the deaf.

**GRAPHOLOGY.** The writing system of a language.

**PHONOLOGY.** The pronunciation system of a language.

**LEXICON.** The vocabulary of a language.

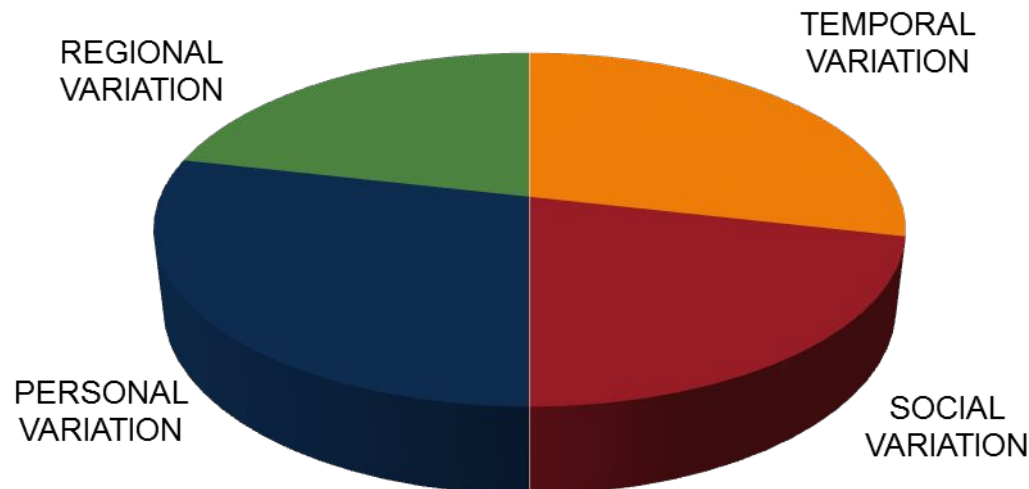
**GRAMMAR.** The system of rules governing the construction of sentences.





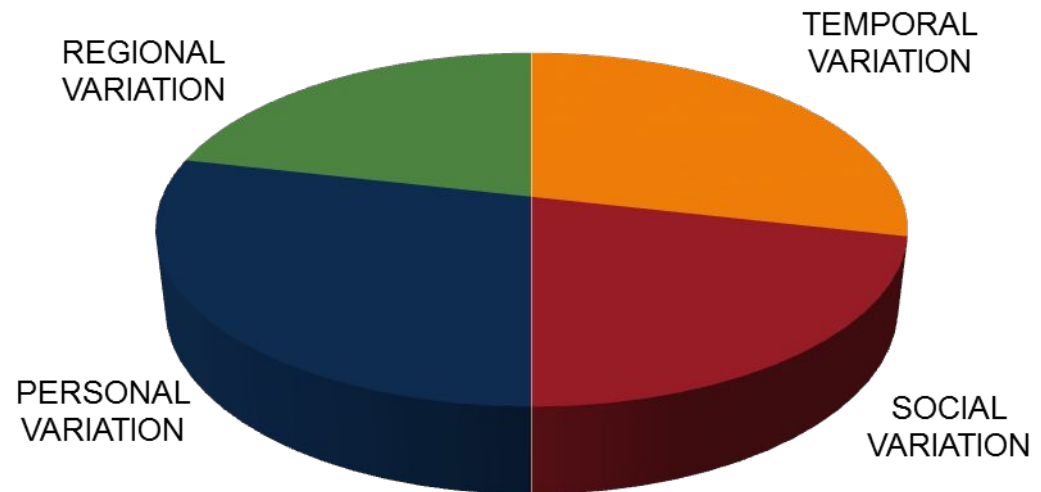
**PERSONAL VARIATION** of English arises out of differences in the memory, personality, intelligence, and social background of English speakers.

**TEMPORAL VARIATION:** long term (Old, Middle, and Elizabethan English) and short term (changes within the history of a single person).



**SOCIAL VARIATION.** The use of English is affected by the social classes and roles, occupations, sex, age, ethnic groups, and education of language speakers.

**REGIONAL VARIATIONS** imply intranational and international regional varieties.

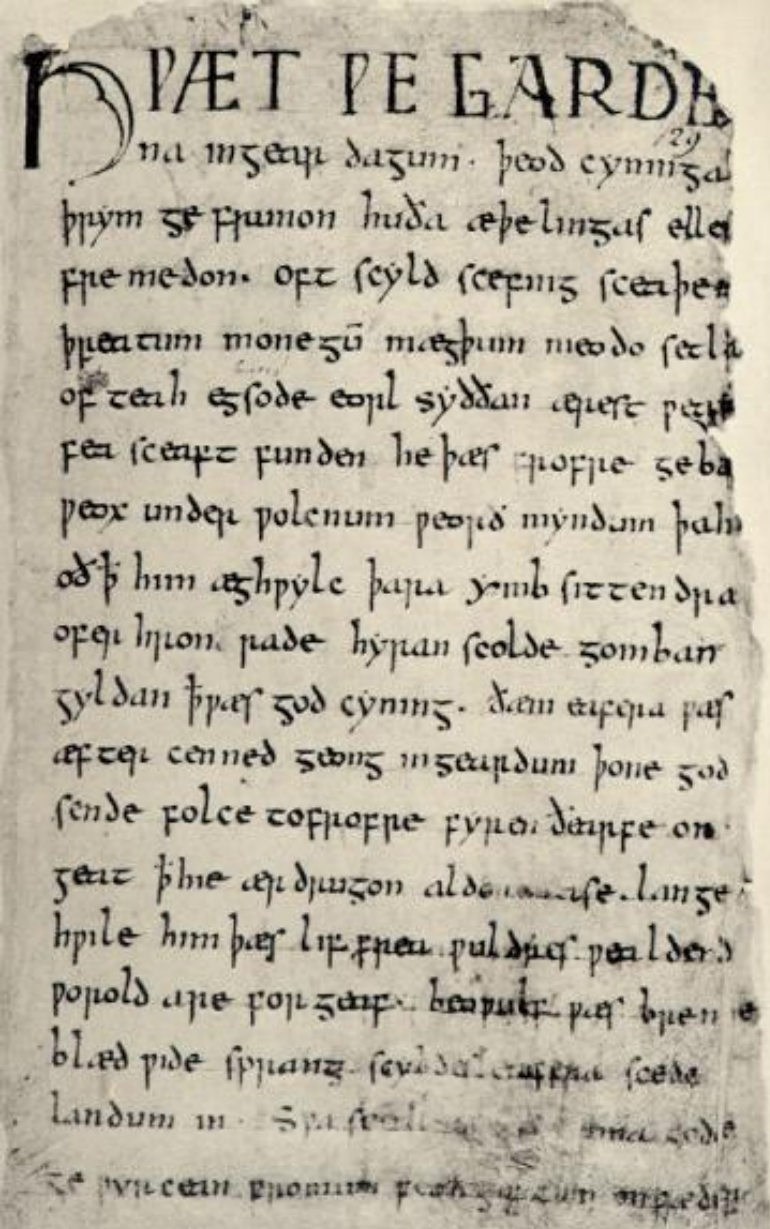


# OLD ENGLISH (450-1100)

The invading Germanic tribes spoke similar languages, which in Britain developed into Old English.

Old English did not sound or look like English today. Nevertheless, about half of the most commonly used words in Modern English have Old English roots.

Old English actively engaged with the Scandinavian languages. Latinisms appeared in the English lexicon as a result of the spread of Christianity in England. In the 8<sup>th</sup> -9<sup>th</sup> centuries there was a transition to the Latin alphabet.





# MIDDLE ENGLISH (1100-1500)

In 1066 William the Conqueror invaded and conquered England. The Normans brought with them French, which became the language of the Royal Court.

For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French.

In the 14<sup>th</sup> century English became dominant in Britain again, but with many French words added. But the English Grammar has developed independently.

The London dialect, the country's official language and the basis of modern literary English, **was formed in the 15<sup>th</sup> century**.



# MODERN ENGLISH (1500-THE PRESENT)

**EARLY.** Towards the end of Middle English, a distinct change in pronunciation started, with vowels being pronounced shorter and shorter. From the 16<sup>th</sup> century many new words and phrases entered the language. Printing brought standardization to English. Spelling and grammar became fixed, and the dialect of London became the standard. In 1604 the first English dictionary was published.

**LATE.** The main difference between Early Modern English and Late Modern English is vocabulary.

*Enter Hamlet.*  
*Cor.* Madame, will it please your grace  
To leaue vs here?  
*Que.* With all my hart. *exit.*  
*Cor.* And here *Ofelia*, reade you on this booke,  
And walke aloofe, the King shal be vnseene.  
*Ham.* To be, or not to be, I there's the point,  
To Die, to sleepe, is that all? I all:  
No, to sleepe, to dreame, I mary there it goes,  
For in that dreame of death, when wee awake,  
And borne before an euerlasting Iudge,  
From whence no passenger euer returnd,  
The vndiscovered country, at whose sight  
The happy smile, and the accur'd damn'd.  
But for this, the ioyfull hope of this,  
Whol'd beare the scornes and flattery of the world,  
Scorned by the right rich, the rich curled of the poore?

