

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«ПОЛЕССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

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FOREIGN LANGUAGE LEARNING

Практикум по дисциплине
«Иностранный язык (английский)»

специальность:
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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Практикум «Foreign Language Learning» по дисциплине «Иностранный язык (английский)» разработан для студентов УО «Полесский государственный университет», обучающихся по специальности 1-26 02 02 «Менеджмент (по направлениям)» (дневная форма обучения), а также для других специальностей дневной и заочной формы обучения, учебная программа которых включает изучение данных тем. Структура и материалы практикума имеют четкую направленность на оптимизацию деятельности участников педагогического процесса, содействие повышению качества образовательного процесса и обеспечение его контроля.

Целью данного практикума является развитие навыков устной речи по темам, предусмотренным учебной программой и связанным с изучением иностранных языков: самообразование, литературный язык и диалекты, британский и американский английский, способы изучения иностранных языков, карьера и перспективы людей, владеющих иностранными языками; формирование у студентов лексических навыков, пополнение их словарного запаса по специальности, а также обучение студентов основным приемам работы с текстами по заданной тематике. Материал данного практикума разработан с учётом современных требований к образовательному процессу, теоретических и практических разработок отечественных и зарубежных авторов.

Практикум «Foreign Language Learning» четко структурирован и включает следующие разделы:

I. Пояснительную записку, раскрывающую цели практикума, особенности структурирования и подачи учебного материала.

II. Практический раздел, содержащий учебно-методические материалы, подобранные в соответствии с предметно-тематическим содержанием дисциплины.

Предлагаемые для изучения тексты социокультурной направленности сопровождаются серией разнообразных упражнений языкового характера, направленных на преодоление лексических трудностей, возникающих в ходе работы над текстом; на накопление и систематизацию словарного запаса, необходимого для чтения текстов по данной тематике и общения в рамках изучаемых ситуаций; на понимание прочитанного; а также творческими заданиями для развития навыков устной речи. Задания и упражнения носят разнообразный по форме и целям характер.

III. Раздел контроля знаний, включающий тематические тесты для текущего контроля и самопроверки.

IV. Вспомогательный раздел, содержащий список использованных источников, который включает перечень учебников и пособий, материалы которых использованы в данном практикуме.

Данные материалы могут быть использованы для организации учебного процесса, как на аудиторных занятиях, так и для самостоятельной работы.

FOREIGN LANGUAGE LEARNING

SELF-LEARNING

Vocabulary

ability	assume
benefit	challenge
curiosity	commitment
communication	converse
diversity	fluency
fluent	to gain
incentive	incremental
interactive	meaningful
to monitor	motivation
e-learning	self-assessment
skill	tip

PRE- READING

Exercise 1. Check your knowledge. What is the difference between *to study* and *to learn*? When do we use these verbs?

Exercise 2. Translate the idioms and proverbs.

Idioms:

learn by heart

study hard

learn from mistakes

Proverbs:

Learn to walk before you run.

Live and learn.

You are never too old to learn.

He who learns the hard way will never forget.

By writing we learn to write.

Soon learnt, soon forgotten.

READING

Why Self-Learning Is Important?

Self-learning is the modern form of learning. Not that it has replaced traditional, instructional learning, but it has supplemented it and with some great results. Self-directed learning has been proven to be effective, convenient, and fast, thanks to the rise of the internet. Nowadays, you can learn how to do almost anything through a simple Google search, by watching a YouTube tutorial, and by simply reading instruction manuals. Self-learning is the new form of learning that

is equipping people with skills that are relevant to their daily activities. However, this can be a challenging form of learning even for the brightest students, since it requires lots of discipline.

Advantages of Self-Learning

In case you are not sure whether this is the best mode of learning, here are some proven advantages:

You Develop Strong Problem Solving Skills

Self-learning gives you the ability to identify problems and quickly look for effective solutions on your own. This could be from colleagues, the internet or by exploration. Whatever the case, challenges and obstacles do not kill your drive to get things done, instead, they provide you with new opportunities to learn something new at your own pace and time. You get to learn how to actively look for solutions instead of having solutions brought to you. Moreover, you can easily adapt to changes in the environment due to the ability to learn fast.

It is a Stress-Free Learning Process

The process of self-learning places a great emphasis on the process rather than the outcome of the learning. Moreover, there is no pressure to learn the required content within a certain time, with the ultimate goal being the achievement of high grades. You choose what you want to learn when you want to learn, and how you want to learn. The overall outcome is an internalization of content and this is why self-learners tend to internalize what they learn, more than those who take part in directed learning.

You Gain Other Skills in the Process

When learning, you get to learn other important skills such as time management, self-assessment, and setting your own goals. These are important skills that you can apply anywhere. In fact, people who are good at self-learning have an increased ability to develop other skills as they often have to employ a certain set of skills in order to learn. Finally, self-learners have a strong commitment to tasks, as they learn how to stick to a plan until they achieve their goals.

The Learning Experience Becomes More Meaningful

Self-driven learning comes from a personal desire to gain new knowledge. It is driven by the need to find more information about a topic and use the information for a particular purpose. Therefore, you have a clear purpose of why you are learning and the information gained is often relevant, making it meaningful. Additionally, you are inclined to search deeper information about a topic since you are not just learning for the sake of learning. Learning now has a purpose and is enjoyable, leading to good results.

Learning is Now Led by Curiosity

A great part of learning is to satisfy some level of curiosity and learning occurs naturally when there is curiosity. This, therefore, means that you will be motivated to learn and you will get to acquire much more knowledge when the drive comes from within than from outside sources. It becomes an adventure and your capabilities are expanded each time you successfully learn something new.

Exercise 1. Find in the text English equivalents of the following words and word combinations.

самостоятельно, трудности, приспособиться к, общий результат, самооценка, распределение времени, ради кого-либо или чего-либо, постановка целей.

Exercise 2. Read and choose the most important tips for effective and easy self-learning.

- 1) Prepare a studying environment.
- 2) Get a dictionary.
- 3) Highlight!
- 4) Learn from different mediums.
- 5) Follow up on the references.
- 6) Talk to experts.
- 7) Study every day!
- 8) Don't assume everything you read is true.
- 9) Join online communities of learners and methods.
- 10) Make learning your lifestyle.
- 11) Search for online courses.
- 12) Get information from news aggregators.
- 13) Don't just read. Review!
- 14) Set goals!
- 15) Write essay and research papers!
- 16) Teach!
- 17) Have a schedule!
- 18) Take notes!
- 19) Every obstacle is a change to expand!
- 20) Say YES to new experiences

DISCUSSION

Comment on the following statements.

1. Where there are gaps in knowledge, fear fills the void!
2. Education is not a vessel to be filled; but a fire to be lit.

WRITING

Write an essay on the following topic:

Self-Learning: Why it's Essential for You in the 21st Century

FOREIGN LANGUAGE LEARNING

PRE- READING

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. to be a struggle
2. to rehearse
3. to get over
4. a degree
5. a catchphrase
6. to pick up on
7. by far the best
8. to make a right mess of

Definition

- a. clearly the best
- b. a certain level
- c. to be difficult to do
- d. to notice
- e. to do something quite badly
- f. to feel better about something upsetting
- g. to practise something you plan to say or perform
- h. a short, popular phrase that makes you think of the person who says it

READING

Learning Languages

I want to talk about learning languages. I've lived in many different countries, both in Western Europe, Middle East and now here in Hong Kong. And during all of that time, I've learned five or six different languages to one degree or another. I love learning languages. Not only are they important when you move to a country, I just find them fascinating.

Before I came to Hong Kong, I lived in Barcelona, Spain, for ten years. And when I first arrived, the most important thing was being able to communicate with people locally. I don't attend classes. I don't think I'm particularly good in classes. I prefer to learn by just talking to people, finding out what I need to say, by looking at dictionaries and listening carefully.

Other things that helped me when I first moved to Spain were watching the typical kinds of programmes we see every day on channels around the world, for example the weather. This is great, because they always say the same things, so you can really quickly hear the same words repeated again and again. And the pictures help of course.

Other types of programmes that helped me learn Spanish quickly were things like game shows, where the same thing happens. They have a catchphrase or a slogan that they repeat endlessly when contestants win or when they are called to compete.

As well as that, I used to pick up the Spanish newspapers. First of all, I just accepted there was no way I was going to understand anything but one or two words. But gradually, I found that I learned lots of new things about this. I was

interested because I wanted to know what was happening in the country I lived in. But I also knew that I could learn a lot of language this way. So I'd take a dictionary with me sometimes, or I'd notice a word and I'd ask other people what it meant.

Anyway, by far the best practice I ever had was just talking to people in the street or in shops, where I'd rehearse in my head what I wanted to say beforehand, before I went in. Usually, I made a right mess of it first of all, but after you get over the embarrassment, it's quite funny really. And people are very sympathetic and supporting in most cases.

It took me a long time to develop a good level of Spanish. I lived there for ten years, and I think I'm very fluent now. But I think for the first two years that I was there it was quite a struggle to hold a decent conversation. There were always lots of words and expressions that I didn't pick up on. In particular with the colloquial expressions, idioms, that kind of thing, that people use in everyday talk, but you don't necessarily see written down. I didn't find those very easy to learn at all. But it was a lot of fun. And people, as I said, are really supporting when they know that you are genuinely interested in learning their language.

Exercise 1. Circle the best answer.

1. *Which continent has the speaker NOT lived in?*
 - a. Asia
 - b. Europe
 - c. South America
2. *Which two things does the speaker do to learn a new language?*
 - a. Go to classes and speak to people
 - b. Speak to people and use a dictionary
 - c. Watch TV and listen to the radio
3. *Why does the speaker think watching game shows is useful?*
 - a. Because of the pictures
 - b. Because contestants are always winning
 - c. Because the language is repetitive
4. *What does the speaker say about using newspapers?*
 - a. It was easy to learn a lot of new words quickly.
 - b. A lot of things were happening in the country.
 - c. Other people sometimes explained new words to him.
5. *What does the speaker say about talking to people in the street?*
 - a. Preparation was necessary.
 - b. The embarrassment made it a failure.
 - c. People reacted negatively.
6. *Why were colloquial expressions a problem for the speaker?*
 - a. They took ten years to learn.
 - b. They were never written down.
 - c. They were often unnoticed.

Exercise 2. Complete the sentences with words from the box.

over
typical

degree
again

find
mess

way
far

1. I've learned several languages to one _____ or another.
2. I just _____ them fascinating.
3. The _____ kinds of programmes we see every day
4. You can really quickly hear the same words repeated _____ and again.
5. There was no _____ I was going to understand everything.
6. By _____ the best practice I had was just talking to people.
7. Usually, I'd make a right _____ of it first of all.
8. But after you get _____ the embarrassment, it's quite funny really.

DISCUSSION

Do you agree or not? Comment on the following statement.

As many languages you know, as many times you are a human being.

A STANDARD LANGUAGE AND DIALECTS

Vocabulary

dialect	accent
to absorb	artificial
bilingual	to borrow
flexible	flexibility
monolingual	multilingual
perennial	plummy
sophisticated	resurgence
emergence	diversity
identity	posh
promiscuous	RP
slang	sloppy
versatile	uniformity
dialectal	affected
allegiance	archaic
amalgam	extinct
pronunciation	speech
clipped	affected
archaic	extinct
promiscuous	overripe

PRE- READING

Exercise 1. Translate following word combinations:

standard language, artificial language, to abandon the language, to ban words, abusive language, multilingual country, perennial problem, overripe speech, affected speech, archaic words, clipped pronunciation, upper class dialect, to become extinct, posh accent, plummy speech, promiscuous accent, well-spoken

Exercise 2. Answer the questions using the words from the box below:

- 1 Which language in the world is spoken by most people?
- 2 Which language has the largest vocabulary?
- 3 Which is the oldest written language?
- 4 Which sub-continent has the largest number of languages?
- 5 Which language has no irregular verbs?
- 6 Which language has the most letters in its alphabet?
- 7 In which language is the largest encyclopedia printed?

Spanish/ Cambodian/ English/ Egyptian/ Esperanto/ Mandarin Chinese/ Indian
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READING

Text1

Spread of English

The global spread of English over the last 50 years is remarkable. It is unprecedented in several ways: by the increasing number of users of the language; by its depth of penetration into societies; by its range of functions.

Worldwide over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. And one in five – over one billion people – is learning English. Over 70% of the world's scientists read English. About 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English. By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers. This trend will certainly affect the language.

English is used for more purposes than ever before. Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment genres. What began some 1,500 years ago as a rude language, originally spoken by obscure Germanic tribes who invaded England, now encompasses the globe.

When Mexican pilots land their airplanes in France, they and the ground controllers use English. When German physicists want to alert the international scientific community to new discoveries, they first publish their findings in English. When Japanese executives conduct business with Scandinavian entrepreneurs, they negotiate in English. When pop singers write their songs, they often use lyrics or phrases in English. When demonstrators want to alert the world to their problems, they display signs in English.

Three factors continue to contribute to this spread of English: English usage in science, technology and commerce; the ability to incorporate vocabulary from other languages; and the acceptability of various English dialects.

In science, English replaced German after World War II. With this technical and scientific dominance came the beginning of overall linguistic dominance, first in Europe and then globally.

Today, the information age has replaced the industrial age and has compressed time and distance. This is transforming world economies from industrial production to information-based goods and services. Ignoring geography and borders, the information revolution is redefining our world. In less than 20 years, information processing, once limited to the printed word, has given way to computers and the Internet. Computer-mediated communication is closing the gap between spoken and written English. It encourages more informal conversational language and a tolerance for diversity and individual style, and has resulted in Internet English replacing the authority of language institutes and practices.

English, like many languages, uses a phonetic alphabet and fairly basic syntax. But most importantly, it has a large and extensive vocabulary, of which

about 80% is foreign. Therefore, it has cognates from virtually every language in Europe and has borrowed and continues to borrow words from Spanish and French, Hebrew and Arabic, Hindi-Urdu and Bengali, Malay and Chinese, as well as languages from West Africa and Polynesia. This language characteristic makes it unique in history.

Finally, no English language central authority guards the purity of the language, therefore, many have developed: American, British, Canadian, Indian, and Australian, to name a few. There is no standard pronunciation. But within this diversity is a unity of grammar and one set of core vocabulary. Thus, each country that speaks the language can inject aspects of its own culture into the usage and vocabulary.

However, the future is unpredictable. As David Crystal commented, there has never been a language so widely spread or spoken by so many people as English. So, there are no precedents to help us predict what happens to a language when it achieves genuine world status.

Exercise 1. Find in the text English equivalents of the following words and word combinations.

ряд функций, официальный статус, носители языка, произношение, приемлемость, научное доминирование, лингвистическое доминирование, информационная революция, печатное слово, синтаксис, неофициальный разговорный язык, основной словарный запас.

Exercise 2. Complete the following statements.

1. The global spread of English is unprecedented in several ways: by____; by...; by_____.
2. When Mexican pilots land their airplanes in France,_____.
3. When German physicists want to alert the international scientific community to new discoveries,_____.
4. When Japanese executives conduct business with Scandinavian entrepreneurs,_____.
5. When pop singers write their songs,_____.
6. When demonstrators want to alert the world to their problems,_____.
7. Three factors continue to contribute to the spread of English: (1)_____; (2)_____; (3)_____.

Exercise 3. Answer the following questions.

1. What caused the emergence of new linguistic forms and ways of speaking and writing?
2. What progress has English made over the 1,500 years of existence?
3. What underlies the linguistic dominance of English?
4. What goes into the notion of information revolution?
5. What keeps English as one language within the diversity of dialects and pronunciation?

Text 2

Changes in the 21st Century

The world is in transition, and the English language will take new forms. The language and how it is used will change, reflecting patterns of contact with other languages and the changing communication needs of people.

English is divesting itself of its political and cultural connotations as more people realize that English is not the property of only a few countries. Instead, it is a vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for whatever purpose or need.

One question that arises about the future role of the English language is whether a single world standard English will develop. This could result in a supranational variety that all people would have to learn.

The widespread use of English as a language of wider communication will continue to exert pressure toward global uniformity. This could result in declining standards, language changes, and the loss of geolinguistic diversity.

On the other hand, because English is the vehicle for international communication and because it forms the basis for constructing cultural identities, many local varieties could instead develop. This trend may lead to fragmentation of the language and threaten the role of English as a lingua franca. However, there have always been major differences between varieties of English.

There is no reason to believe that any one other language will appear within the next 50 years to replace English. However, it is possible that English will not keep its monopoly in the 21st century. Rather, a small number of languages may form an oligopoly — each with a special area of influence. For example, Spanish is rising because of expanding trade and the increase of the Latino population in the United States. This could create a bilingual English-Spanish region.

A language shift, in which individuals change their linguistic allegiances, is another possibility. These shifts are slow and difficult to predict. But within the next 50 years, substantial language shifts could occur as economic development affects more countries.

Because of these shifts in, more languages may disappear. Those will rapidly get more native speakers. This includes English.

Internal migration and urbanization may restructure areas, there thereby creating communities where English becomes the language of interethnic communication — a neutral language.

Conclusion

English has been an international language for only 50 years. If the pattern follows the previous language trends, we still have about 100 years before a new language dominates the world. However, this does not mean that English is replacing or will replace other languages as many fear. Instead, it may supplement or co-exist with languages by allowing strangers to communicate across linguistic boundaries. It may become one tool that opens windows to the world, unlocks doors to opportunities, and expands our minds to new ideas.

Exercise 1. Match the words to make suitable word combinations.

Adjectives

- 1) artificial
- 2) bilingual
- 3) compulsory
- 4) dominant
- 5) longstanding
- 6) national
- 7) obsolete
- 8) perennial
- 9) prestige
- 10) sophisticated
- 11) staggering
- 12) trenchant
- 13) varied
- 14) vernacular

Nouns

- a) attempts
- b) bias
- c) confrontation
- d) country
- e) costs (of translation)
- f) discussion
- g) idea
- h) instructions
- i) language (4)
- g) spelling
- k) words

Exercise 2. Explain the meaning of the following word-combinations.

- divest oneself of political and cultural connotations
- supranational variety of English
- geolinguistic diversity
- construct cultural identities
- lingua franca

Text 3

PRE-READING

Exercise 1. Translate the following word combinations.

- to bridge the gap between (languages/countries)
- to explain something in plain English
- to pick up an accent
- to take on an accent
- to maintain an accent
- to stop the spread of / the importation of a language

British English and the Languages of the UK

It isn't always easy these days to distinguish between people from different parts of Britain. That's because British people move about the country more than they used to. Northerners come and live in the south. Southerners and East Anglians go to the north, and lots of Scots, Welsh and Irish come and live in England. More people settle in London and the south than in any other region. That

is why many Southerners do not really have a special accent – except the Cockneys from the East End of London.

Still, many Northerners think that Southerners have their own accent. They sometimes make fun of the ‘southern accent’: ‘I say, thanks orfully, old chap! It’s vair nice of you. ..’(I say, thanks awfully (very much), old chap! It’s very nice of you...) Very few people speak like that today. In fact, it is a form of upper class dialect.

The North still has a character of its own, and Southerners who settle in the North usually take on the Northern way of life. Their children soon pick up the accent from their school friends. The first thing visitors notice is the way Northerners pronounce ‘mother’, ‘much’, ‘southern’, ‘done’. In the North these words are pronounced like the standard English ‘pull’. Northerners pronounce ‘dance’, ‘chance’, ‘France’ like the ‘a’ in ‘man’ – as the Americans do, but when they say ‘can’t’ they pronounce it in the Southern English way, like the ‘a’ in ‘far’. Sometimes Northerners leave out the article, ‘the’, and also the possessive adjectives, ‘my’, ‘your’, ‘their’, etc.

Here’s a Yorkshireman talking to his son, who has just returned from a long stay in London: ‘Take feet off t’table, lad. London folk may put feet on t’table, but here we put ’em on t’floor.’(Take your feet off the table, lad. London folk may put their feet on the table, but here we put them on the floor.)

Cockney has a pronunciation, accent and vocabulary unlike any other dialect. Cockneys pronounce ‘wait’, ‘late’, ‘tray’, etc. like ‘white’, ‘light’, ‘try’, etc. ‘Wait for me, Dave!’ becomes, ‘Wite for me, Divel’, and they drop their aitches: ‘have’ becomes ‘ave’, etc.

This is how a Cockney tells his friend, Herbert, what happened to Dave when he came home drunk from the pub:

‘Poor old Divel, ’e always ‘its ’is old woman when ’e’s drunk. But this time, when ’e gets ’ome from the pub, ‘is old woman’ as ‘er bike ’elmet on. But ’e don’t see the ’elmet, so ’e ’its it ’stead of ’er ’ead. ’urts ’isself, ’e does?’ (Poor old Dave! He always hits his wife when He’s drunk. But this time, when he gets home from the pub, his old woman has her bike helmet on. But he doesn’t see the helmet, so he hits it instead of her head. Hurts himself, he does!) Cockneys usually tell a story in the present tense. Cockneys usually tell a story in the present tense.

Many linguists today say that dialects are a natural way of speaking, and that it does not matter if the grammar and pronunciation are not standard English.

Here’s some more Cockney: ‘I ain’t pleased with them repairs Wot ’e done’ (I’m not pleased with those repairs that he’s done.)

Norfolk dialect: ‘She say it’s wrong. She don’t know a lot, do she?’ (She says it’s wrong. She doesn’t know a lot, does she?)

West Country (Devon and Somerset): ‘I bevat and wold, zurr. I stays at wom.’ (I’m fat and old, sir. I stay at home.)

None of these examples are correct Standard English, but they are quite correct in the regions where they are spoken. There are several non-English languages spoken in Britain today. Indian immigrants are mostly Hindu and speak Hindi. The Muslim Pakistanis speak Urdu, which is very like Hindi. Their children

are bilingual. There are Indian and Pakistani children who speak with perfect Cockney or Northern accents. English is the language of West Indians, but the dialects of some of the islands are very difficult to understand. West Indian children in Britain, however, often have dialects or accents which are completely British.

There are Welsh people who are doing all they can to preserve the Welsh language. Many Welsh school children have to learn Welsh when they would prefer to learn German or Spanish. Most public signs in Wales are in Welsh as well as in English, even when this isn't really necessary:

Toilet/Toiletd. The leading members of Plaid Cymru are Welsh-speaking, but not all Welsh-speaking people want independence, or even a separate parliament. English tourists find Welsh place names like Pwllheli impossible to pronounce.

Gaelic on the Hebridean islands of Scotland Will not survive as long as Welsh, because children have to go to secondary school on the mainland, where they speak English. Many school leavers find life on the islands too hard and lonely, and move to the cities.

Many Scots who do not speak Gaelic have abroad, colourful dialect that most non-Scots find difficult to understand:

‘What do ye think o’ yon bonnie lassie, Angus? Dae ye ken her?’

‘Ay, but I dinna like her.’

‘Why’s that, Angus?’

‘Well, mun, she’s a Sassenach.’

Exercise 1. Answer the questions.

1. Where are most Cockneys born?
2. How do Northerners pronounce (a) can't (b) dance?
3. Find as many words as you can with the same vowel sound as: done, much, southern, mother.
4. What would Dave answer if you asked him if he'd hurt his wife?
5. Why do many children in South Wales not want to learn Welsh?
6. Why won't most Hebridean children go on speaking Gaelic?

BRITISH ENGLISH AND AMERICAN ENGLISH

PRE- READING

Exercise 1. Split the following words into two columns (spelling differences).

BRITISH ENGLISH	AMERICAN ENGLISH
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behaviour / behavior, flavour/ flavor, rumour/ rumor, centrepiece / centerpiece, anemia / anaemia, liter/ litre, meter/ meter, pretence / pretense, draft / draught, curbstone / kerbstone, pajamas / pyjamas, specialty / speciality, tire / tyre

Exercise 2. Answer the questions.

1. What do you know about a number of variants of the English language? Name as many of them as you can think of and dwell on the most striking differences between them.
2. Which variant of English do you study (are you interested in)? Why?
3. Which variant of English – British or American – do you find easier to understand?
4. Which sounds more prestigious to you?
5. Which variant is domineering in the world‘?

READING

The Transatlantic Connection

Do Americans and Englishmen really speak the same language? It isn't only a question of accents. Spelling and vocabulary are different on either side of the Atlantic, too. Some people would say that the differences are getting fewer. The now 'language' we call 'Transatlantic English' is helping to bridge the gap between our two countries. It's a mixture of British and American characteristics in accent and vocabulary, invented by the increasing number of tourists and businessmen who cross the Atlantic frequently.

But wouldn't it be a pity if we all started talking English in exactly the same way? Variety is the spice of life and it's impossible to say that British or American English is wrong or right. Let's hope that we can go on being inventive in our own individual ways on both sides of the Atlantic.

The differences in spelling are well known – for instance, words like 'colour', 'honour' and 'neighbour' are spelt without the 'u' in the United States. While the British have kept the original spellings of many foreign words now used in the English language, Americans have made a point of simplifying spellings and often change them in ways that seem curious to their more conservative British cousins. 'Catalogue' becomes 'catalog', and even 'cigaret' has been seen for 'cigarette'.

Some of the differences in vocabulary could lead to amusing situations. Did you know that American buildings have no ground floor? This does not mean you

have to jump up ten feet to get into them, simply that what the British call the 'ground floor' is what Americans call the 'first floor' and so on – useful to remember in a department store!

If an American says he is wearing his new 'pants' and 'vest' to a party – do not be alarmed. He is not going in his underwear, but 'pants' and 'vest' are the American words for 'trousers' and 'waistcoat'. On the other hand, if a British person wears his 'mackintosh' and 'Wellingtons' on a rainy day, he will have to explain to his American cousin that these are his 'raincoat' and 'galoshes' or 'rubbers'. In the USA a raincoat is even called a 'London fog', something which no longer exists in London.

When an Englishman goes on his 'holidays', an American will go 'on vacation'. And whereas an Englishman will be 'ill in hospital', an American will be 'sick in the hospital'.

Americans are more ready to accept new ideas and new customs than their British cousins, and the same goes for new words.

In some cases the British seem more modern in their use of English than the Americans – some American English dates back to the language of the Pilgrim Fathers and hasn't been used in Britain since the seventeenth century. The word 'fall' is considered archaic, in Britain, where we use 'autumn' instead. In the USA people use the old-fashioned past participle of 'get' and say 'He has gotten, thin' or 'I could have gotten here sooner' when in Britain we would always use 'got'.

How American or English is either of our languages anyway? We both owe a lot to languages from other countries and words that have been absorbed into English tell us much about the histories of Britain and America. Many 'English' words used in Britain actually come from countries of the British Empire, such as 'dinghy' (a small boat) and 'bungalow' (a house on one level), both from India.

American English has words taken from all the different nations which have contributed to the formation of North America: 'hooch' meaning 'whisky', is an American Indian word; 'cockroach' (the insect) and 'stampede' (when a herd of cattle runs in panic) come from the original Spanish; the Dutch contributed words such as 'dumb' (stupid) and 'boss' (chief); and it is to the Germans that Americans owe that vital word 'hamburger'.

Exercise 1. Label the following statements as true (T) or false (F). Correct the false ones and provide extra information if necessary.

- 1) American English differs from the British variant merely in terms of accents.
- 2) The number of language differences is inevitably increasing due to worsening relations between the two countries.
- 3) The author of the article is positive that American English is the wrong one.
- 4) Americans have made considerable steps on the way to simplification of spelling.
- 5) So far no differences in vocabulary have been spotted.

Exercise 2. Give detailed answers to the questions that follow.

- 1) What is expected to contribute to bridging the gap between the UK and the USA? Does it sound effective enough?
- 2) Do you agree that “variety is the spice of life”? What are other things that can “spice up” our life‘?
- 3) What are the differences in spelling based on? Give examples to support your answer.
- 4) What kind of amusing situations can differences in vocabulary lead to?
- 5) Which nation of the two is more eager to accept all types of innovations as well as new words? How would you account for it?
- 6) Sometimes, however, the British seem more advanced in their use of the language, don’t they?
- 7) What did the outward influences upon both British and American English consist in‘?

WRITING

Write an essay on the following topic.

“Transatlantic English”: Hopes and Prospects.

WAYS TO LEARN FOREIGN LANGUAGES

PRE- READING

Answer the questions

- 1) Do you know how to learn foreign languages? Best ways?
- 2) Do you know the peculiarities of learning English language?
- 3) Multilingualism is important for your future career, isn't it?

READING

We get it – learning a new language is challenging, frustrating, and sometimes just downright difficult. And figuring out the best way to learn a new language? That seems nearly impossible. Different science, theories, and learning styles are all over the place, and truthfully, some languages are easier to learn than others. Maybe you're great at conversing in French, but can't write in Spanish to save your life. Despite the difficulties, multi-language acquisition is rapidly growing in popularity around the world and bilinguality is becoming more of a highly-desired resume addition.

With so much out there in terms of best ways to learn a language, it can be hard to zero in on what language learning tactics would be especially helpful for you personally. In order to revive and renew your drive in learning a foreign language or to improve upon the impressive skills you've already achieved, here are some fresh ideas on the best way to learn a new language:

Best Ways to Learn a New Language

Keep some of these in mind and you'll be ready to find an intensive language program before you know it!

1. Make New Friends.

If there's a community of people who speak the language you want to learn in your city, start attending events! Friendship is one of the best ways to learn a foreign language, and the easiest way to get comfortable with the slang, intonation, and mannerisms. You can casually chat with your friends in local cafés, bars, and restaurants and slowly build a foundation on the language you want to learn. The great part about making friends who already speak the language (or are learning right along with you) is that you will be able to practice freely without feeling self-conscious or on the spot!

2. Watch a Movie.

For the people who want to take advantage of one of the best ways to learn a language from the comfort of their own home, put on a foreign movie in another language – without subtitles if you can! Not only is this one of the best ways to learn a foreign language, but you will also get a greater sense of that language's culture as well! If you don't know enough of the language to turn the subtitles off, keep a list of new vocabulary words you hear and what you think they mean. Look them up later. Come on, looking up words is fun! (side note: If you feel ready and

want to “level up” your language learning, commit to going out to a theater and watching a foreign flick in public!)

3. Use the Interwebs.

The internet is a truly magical place. If you’re looking for the best ways to learn a foreign language, look no further! From using Google Translate to watching videos to reading articles and helpful brochures to infinity and beyond, the internet is ready to help you reach your foreign language learning goals. Research local classes or event boards to find a new educational outlet, or connect with other language learners via online chat groups.

4. Teach Yourself

The key to this one is small steps of dedicated research – and while obvious, remains one of the best ways to learn a new language. Take a little bit of time every day to write out a sentence you would like to know how to say in your target language. Look up each word/section and try to construct the sentence yourself. If you have a language partner, have them double check your sentences when you meet up. This is a great trick to keep yourself in check.

5. Listen to the Radio

Similar to watching a foreign movie, try listening to a radio station in your target language either in the car, on a podcast, or online. Try to see how much you can understand, and write down words that you recognize but do not understand to look up. Listening to the news in another language is an incredible and really intense way to start learning vocabulary and conversational structures fast!

6. Break it Down

Nope, we’re not talking about break dancing here — sadly those crazy moves will most likely not help you learn a language (anything is possible, though!). Instead, focus on vocabulary for one area or topic each week (i.e., transportation or food items), and then move onto another topic the next week. Just like teaching yourself new sentences and passages, this organized routine will make learning vocab and other important keywords more manageable and you’ll begin to be able to group things together.

7. Go Abroad!

One of the best ways to learn a foreign language is to visit a country that speaks your target language and live with a host family that doesn’t speak your native language. You’ll be absolutely amazed at how much information you can communicate and how quickly you pick up a language when you don’t have any other option. This full-on immersion style training will have you speaking fluently in months. Honestly, what could be better? You could even learn multiple languages abroad if you choose your country right!

Exercise 1. Fill in the missing prepositions.

to pick ... a language

to look the best ways learn a foreign language

to keep yourself ... check

to focus ... vocabulary

to turn the subtitles

to look each word/section
to chat your friends

Exercise 2. Find all phrasal verbs in the text and explain their meaning.

DISCUSSION

What is the most effective language learning method for you?

CAREER PROSPECTS FOR LANGUAGE STUDENTS

Vocabulary

interpreter	advertising agency
translator	journalist
career prospects	odd jobs
aspiration	business-oriented
self-discipline	steady job
to up-date	language students

READING

Read two interviews with the language students speaking about their career prospects. Notice how many feelings, desires, hopes, intentions and fears are expressed.

Ron:

Five years ago I couldn't wait to leave school. I was dying to start work. I mean to find a nice steady job in a well-established firm, and intend to work my way up from the bottom. I'd rather not think about how many jobs I had. All I've ever asked for a bit of security. Instead I settled for odd jobs here and there, compromised left, right and centre and made do with what came my way. At times I would have given my right arm for a comfortable job, regular salary and some sort of prospects. I yearned for a second chance. Now with a university degree and a good knowledge of French and Italian I have every intention of making a break. I've got my eye on a company just down the road. I have half a mind to write to them today. And if I get the job I'm determined to keep it longer than the others, so I'm keen to make a good impression. But to be quite honest, I just don't feel like going in to the office again. I hate to admit, but I'm dreading having to sit behind a desk from nine to five, I'm longing for something different. I rather like the idea of being a journalist. I'm very much into travelling and enjoy taking challenges and meeting a lot of people. Every time it's like a new experience. And it would help me to up-date my knowledge of the languages.

As you can see I'm still not clear on what my future career will be. I'm sure that as long as I am trying to keep up to my aspirations, have a desire to learn and succeed, everything will come out right for me. I just need to pull up my socks.

Ruth:

I'm undecided as to what to do after the University. I feel quite tempted to start work in the real world, but on the other hand: I quite like three years doing nothing very much and give myself time to make a choice of a career. To tell the truth, I don't really fancy getting tied down to one profession just yet. There are so many options open today, so many alternatives to pick from, so many possibilities from which to choose. But you have to ask yourself what is more important to you – job satisfaction or money. It's perfect when these two are combined but sometimes it doesn't come out like this. Therefore I think that when you are

choosing a career you have to have some realistic expectations. Up to now I've been a very business-oriented person. I used to dream of making my way up to the top of some firm or other. I wanted to work in pleasant surroundings, to keep civilised hours, to have a nice salary and good career prospects. But lately I've been thinking a lot about teaching as a career. I think the feeling of job satisfaction in this profession is the greatest. Teaching English to foreign students appeals to me, I really like the sound of it. Though I'm not sure that I'll make a good teacher as I lack tolerance and self-discipline.

Quite frankly, I wouldn't mind working in a travel agency. I'm the kind of person who finds it boring to stay too long in one place, I begin to get itchy feet. And this profession involves travelling, seeing new places, meeting new people. So I'm still in two minds what career to choose. But there is some time left to make up my mind. I simply want to be happy.

Exercise 1. Find in the text English equivalents of the following words and word combinations.

намереваться, хотеть что-либо сделать; тосковать по чему-либо, жаждать сделать что-либо; приглядывать; бояться, страшиться; страстно желать чего-либо; засучить рукава, приложить усилия, поднапрячься; чемоданное настроение, охота к перемене мест, не сидится дома; сомневаться, колебаться; принять решение, решиться.

DISCUSSION

Do you agree or not? Comment on the following statements.

1. Those who know many languages live as many lives as the languages they know.
2. Learn a language, and you'll avoid a war.

SELF-CHECK

1. the business of providing courses online for students so that they can study and learn from home:

- e-learning
- face-to-face learning
- blended learning

2. having a clear meaning that people can understand

- meaningful
- incensed
- interactive

3. a judgment, sometimes for official purposes, that you make about your abilities, qualities, or actions

- self-assessment
- self-learning
- self-access

4. to get something that is useful, that gives you an advantage, or that is in some way positive, especially over a period of time:

- to gain
- to obtain
- to receive

5. an eager wish to know or learn about something:

- commitment
- curiosity
- motivation

6. the practice of using the time that you have available in a useful and effective way, especially in your work:

- motivation
- time management
- self-assessment

7. to notice something that other people have not noticed:

- pick up on sth
- pick at sth
- pick off sth

8. to feel better about something upsetting

- to get along
- to get over
- to get off

9. idiom –

- a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own;
- a short sentence, etc., usually known by many people, stating something commonly experienced or giving advice;
- a humorous poem with five lines

10. to record information on paper:

- to write down
- to write in
- to write back

11. to make a right mess =

- to do something quite badly
- to do something right
- do something in advance

12. to practise something you plan to say or perform

- to rehearse
- to restore
- to reemploy

13. an informal word or expression that is more suitable for use in speech than in writing

- colloquialism
- proverb
- limerick

14. a form of a language that people speak in a particular part of a country, containing some different words and grammar, etc.:

- slang
- dialect
- pronunciation
- accent

15. very informal language that is usually spoken rather than written, used especially by particular groups of people:

- slang
- dialect
- pronunciation
- accent

16. the way in which a word or letter is said, or said correctly, or the way in which a language is spoken:

- slang
- dialect
- pronunciation
- accent

17. able to use two languages equally well:

- bilingual
- monolingual
- multilingual

18. able to use one language well:

- bilingual
- monolingual
- multilingual

19. able to use more than two languages for communication, or (of a thing) written or spoken in more than two different languages:

- bilingual
- monolingual
- multilingual

20. the way in which people in a particular area, country, or social group pronounce words:

- slang
- dialect
- pronunciation
- accent

21. the fact of many different types of things or people being included in something; a range of different things or people:

- diversity
- uniformity
- resurgence

22. the quality or fact of being the same, or of not changing or being different in any way:

- diversity
- uniformity
- resurgence

23. a process in which something starts to grow, develop, or become successful again:

- diversity
- uniformity
- resurgence

24. no longer existing:

- extinct
- affected
- plummy

25. of or belonging to an ancient period in history:

- extinct
- affected
- archaic

26. used to describe a low voice or way of speaking using long vowels, of a type thought to be typical of the English upper social class:

- plummy accent
- posh accent
- promiscuous accent

27. Over _____ of the world's scientists read English.

- 70%
- 30%
- 40%

28. someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult:

- native speaker
- foreign speaker
- chap

29. English replaced German after _____.

- World War II
- World War I
- English Civil War

30. the printed word

- information in the form of books, newspapers, and magazines:
- the fact that there are many different ideas or opinions about something:
- the quality or fact of being the same, or of not changing or being different in any way:

31. behaviour, flavour, centrepiece, rumour

- British English
- American English

32. specialty, pajamas, liter, pretense

- British English

-American English

33. to increase or improve something so that it is as good as something else:

- level up
- level off
- level out

34. making you feel annoyed or less confident because you cannot achieve what you want:

- frustrating
- challenging
- facile

35. difficult, in a way that tests your ability or determination:

- frustrating
- challenging
- facile

36. The differences in spelling are well known – for instance, words like ‘colour’, ‘honour’ and ‘neighbour’ are spelt without the ‘u’ in the United States.

- True
- False

37. lasting a very long time, or happening repeatedly or all the time:

- perennial
- artificial
- obsolete

38. not in use any more, having been replaced by something newer and better or more fashionable:

- perennial
- obsolete
- staggering

39. (Speaking) with words pronounced quickly and clearly, sometimes with parts missing, or in a very short and unfriendly way:

- clipped
- versatile
- archaic

40. able to change easily from one activity to another or able to be used for many different purposes:

- clipped
- versatile
- archaic

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