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That Global English Путешествуем с английским

Видеопрактикум

*Рекомендовано
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для студентов, обучающихся по всем специальностям*

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Практикум составлен на основе видеофильма «The Adventure of English» (включает восемь фильмов по 50–60 минут каждый) из интернет-ресурсов кафедры иностранных языков ЯрГУ (Medialab. uniyar. as. ru) и состоит из четырех частей.

В каждой части практикума содержатся проблемные и информационные тексты по тематике фильмов, лексические упражнения, задания для обсуждения (в разделе Discussion Forum).

Предназначен для самостоятельной работы студентов со средним и продвинутым уровнем знания английского языка, обучающихся по всем специальностям (дисциплина «Английский язык», блок ГСЭ), очной формы обучения.

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Part I

International English

***There has never been a language spoken by so many people in so many places
(Professor David Crystal, The Cambridge Encyclopedia of Language)***

Needs analysis

1 Complete the following sentence. Use the words in the box if you like. Then compare with other people in the class.

‘For me, learning English is _____.’

a pleasure	a hobby	an opportunity	
an investment	a necessity	an effort	a problem
a pain	a nightmare		

2. Why are you learning English? Complete the sentences below and number them in order of importance for you. Compare with a partner.

In general, I want to:

learn	write	read	improve
feel	make		

- a) _____ more confident when I speak.
- b) _____ my listening skills.
- c) _____ lots of new vocabulary.
- d) _____ fewer grammar mistakes.
- e) _____ better, clearer English.
- f) _____ without using a dictionary so much.

In particular, I need English for:

taking	traveling	socializing
doing	giving	writing

- g) _____ on business.
- h) _____ business on the phone.
- i) _____ e-mail, faxes, and letters.
- j) _____ with clients and colleagues.
- k) _____ part in meeting.
- l) _____ short presentations.

3. Are you learning English for any other reason? Add them to the list above.

Global communication

Quiz

1. How much do you know about the world's major languages? Try the quiz below.

Test your knowledge...

1. Approximately how many languages are there in the world?
a) 650 b) 6.500 c) 65.000 d) 650.000.
2. Order the world's top ten languages according to the number of native speakers.

Portuguese	Arabic
Chinese	Japanese
Russian	German
English	Spanish
Hindi	Bengali
3. How many people speak English as a first, second or third language?
a) 0.5 billion b) 1 billion c) 1.5 billion d) 2 billion.
4. In recent survey, how many Europeans said everyone should speak English?
a) 49% b) 69% c) 89% d) 99%.
5. How much of the world's mail is written in English?
a) 25% b) 50% c) 75% d) 90%

6. How much of the world's e-mail is written in English?
a) 50% b) 60% c) 70% d) 80%.
7. How many languages disappear every year?
a) 2 b) 5 c) 10 d) 20.
8. What is the world record for the most foreign languages spoken by one person?
a) 14 b) 24 c) 44 d) 64.

Check your answers in the article below.

English Inc.

English is to international communication what VHS is to video, Microsoft to software and Pentium to the microchip. It is, for better or worse, the 'industry standard'. And those who don't speak at least a little risk losing business to the increasing number who do. A quarter of the planet currently speaks English. That's one and a half billion people, two-thirds of whom speak it as a foreign language.

In a recent survey, 69% of Europeans said they thought everyone should speak English. More than half of them already do. For most, it's not a question of choice but of necessity, as English has rapidly become the first language of business, science and popular culture. Three-quarter of the world's mail is in English. So are four out of five e-mails and most of what you find on the Internet.

However, not everyone welcomes this linguistic monopoly. The French Ministry of Finance, for instance, recently surprised the international business community by banning English terms like e-mail and Internet. In fact, seven teams of language experts have been employed to come up with French alternatives. *Le Web* is not acceptable, *La toile* is. And when the French President himself referred to start-up companies as *les start-upistes* in televised speech, he was strongly criticized for failing to defend France against the advance of the English language.

The French have a point. Twenty languages disappear every year because nobody speaks them anymore. At that rate, by the end of the 21st century almost a third of the world's six and a half thousand languages will be dead. Even in Germany, where *Denglish* is

fashionable, and phrases like *Jointventure*, *Powerpartner* and *Fitness-Training* are common, the leader of the Free Democrats has expressed concern about the ‘flood of anglicisms descending on us from the media, advertising, product descriptions and technology’. Some go so far as to call it ‘a form of violence’.

Maybe it is, and big business certainly accelerates the process. As Professor David Crystal author of *The Cambridge Encyclopedia of Language*, puts it, ‘wave dollar bills in front of someone, and they will learn complicated spellings and grammar’.

But what about people who learn languages just for fun? A 37-year-old American, Gregg Cox, has taken this simple pleasure to extremes. He holds the world record for speaking the most foreign languages – sixty-four at the last account! He would undoubtedly be an asset to any company doing international business. But for those of us who are less gifted linguistically, the power of the American dollar means there may soon be only one foreign language we need to learn, and that language will be English.

The number of native speakers of the world’s top ten languages:
1. *Chinese* (726m), *English* (427m), 3. *Spanish* (266m), 4. *Hindi* (182m), 5. *Arabic* (181m), 6. *Portuguese* (165m). 7. *Bengali* (162m), 8. *Russian* (158m), 9. *Japanese* (124m), 10. *German* (121m).

Discussion

2. Discuss the following sentences.

- a) Do you think the article overstates the importance of English?
- b) What other languages might eventually take over from English as the international language of business?
- c) Do you agree that big business accelerates the advance of the English language?

Attitudes to English

3. Read about six business people attitudes to learning English. Whose opinion is closest to your own?

Attitude 1

Well, to be honest, learning English isn't my idea of fun. I mean rock concerts are fun. Motorbikes are fun. Snowboarding is fun. Learning English isn't fun. It's hard work. But it's worth it. I don't need English every day in my job right now. But if I want to get on in my career, I know I'm going to need it more and more. English is where the money is, so I just think of it as an investment in my future. We Swiss are very practical like that.

Attitude 2

Hm, well, I accept that English is the language of the media, but I'm not so sure about business. Personally, I know a lot of business people who speak almost no English at all. Twenty-five per cent of the world speaks English. OK, but that means 75% don't. The way I see it, if I'm trying to sell you something, I should speak your language. But if you come to Ecuador to sell something, then you should speak Spanish.

Attitude 3

Coming from a tiny country like the Netherlands means we've always had to speak foreign languages. So it's nothing new for us. The same goes for people from Luxembourg, Belgium, Scandinavia. 80% of Dutch people speak English. Most of us speak some German too, or French. We certainly don't expect anybody to speak Dutch! In fact, the firm I work for recently introduced English as the official company language. So now I speak English all day – to other Dutch people!

Attitude 4

I'm afraid I really don't like English that much. I find the pronunciation very difficult. It's certainly not as beautiful a language as my language, which is Italian. And, anyway, I think it's more difficult as you get older to learn foreign languages. But my company wants me to learn English, so I really don't have much choice. If a quarter of the world speaks it, I suppose I must too. But I'll always think in Italian. My brain works in Italian.

Attitude 5

I don't know why people who speak European languages complain about learning English. Try learning it when your native language is Korean! Actually, I find I can speak English OK, if I'm doing business with other non-native speakers, like Argentinians or Japanese. But with native English speakers, I do feel at a disadvantage. I've heard that 60% of British people don't speak a foreign language at all. Hardly surprising when so many of us have to learn English.

Attitude 6

Well, actually, I love English. It's true the pronunciation is quite hard to get right, but the grammar is much simpler than my language, Hungarian – at least at the beginning. That's the thing about English – it's easy to speak a little quite quickly. It gets harder later, of course. Frankly, I don't know why some French and German are against using English words. It seems to me that English is full of foreign words – especially French and German!

Attitude 7

This is a rather strange and amusing attitude. Do you think the man who has it is an optimist, a pessimist or ...? What are his problems in learning English? What are his recommendations to the learners of English? Do you think the man is serious in his opinion?

When I arrived in England I thought I knew English. After I'd been here an hour I realized that I did not understand one word. In the first week I picked up a tolerable working knowledge of the language and the next seven years convinced me gradually but thoroughly that I will never know it really well, let alone perfectly. This is sad. My only consolation being that nobody speaks English perfectly.

Remember that those five hundred words an average Englishman uses are far from being the whole vocabulary of the language. You may learn another five hundred and another five hundred and yet another five hundred and still you may come across a further fifty thousand you have never heard of before, and nobody else either.

If you live long enough in England you will find out to your great amazement, that the adjective ‘nice’ is not the only adjective the language possesses, in spite of the fact that in the first three years you do not need to learn or use any other adjectives. You can say that the weather is nice, a restaurant is nice. Mr. Smith is nice. Mrs. Smith’s clothes are nice, you had a nice time, and all this will be very nice.

Then you have to decide on your accent. The easiest way to give the impression of having a good accent or no foreign accent at all is to hold an unlit pipe in your mouth, to mutter between your teeth and finish all your sentences with a question: “isn’t it?” People will not understand much, but they are accustomed to that and they will get the most excellent impression.

Many foreigners who have learnt Latin or Greek at school discover with amazement and satisfaction that the English language has absorbed a huge amount of ancient Latin and Greek expressions, and they realize that:

a) it is much easier to learn these expressions than the much simpler English words;

b) that those words as a rule are interminably long and make a simply superb impression when talking to the greengrocer, the porter and the insurance agent.

Finally, there are two important points to remember:

1. Do not forget that it is much easier to write in English than to speak English, because you can write without a foreign accent.

2. In a bus, in other public places it is more advisable to speak softly in good German than shout in abominable English. Anyway, this whole business is not at all easy. After speaking eight years in the country, the other day I was told by a very kind lady: “But why do you complain? You really speak a most excellent accent without the slightest English.”

Part II

Glimpses of the History of English

Section I. Battle for the Language **“Adventure of English” (2002),** **film 3”Battle for the Language”**

The text below informs of the development of the English language before the 14th century. Read it and answer the questions:

Are there many Celtic words in Modern English?

What effect on the English language did the Roman domination make?

What is the origin of the word ‘English’?

What are the three results of the Scandinavian invasion?

Why did the English language go underground under the Normans?

The English language of today reflects many centuries of development. The political and social events that have in the course of English history so profoundly affected the English people in their national life have generally had a recognizable effect on their language.

The language spoken by the native inhabitants of the British Isles belonged to the Celtic family, introduced by a people who had come to the islands in the first millennium BC. There is, surprisingly, very little Celtic influence – or perhaps it is not surprising, given the savage way in which the Celtic communities were destroyed.

Though Julius Caesar’s invasions of 55 and 54 BC. mark the end of Britain’s pre-history and the beginning of her history, they had no lasting effect on the tribes in the island. Only in AD 43 the armies of the Emperor Claudius overran the south-east of Britain and established it as the Roman Province. The history of the province ended in 410 when the Romans had to leave it because of the Germanic threat on the Continent. The Latin language did not vanish with the Romans. The Roman army, merchants and Christian missionaries brought a huge Latin vocabulary: *plant, wine, cheese,*

cat, dish, candle; tile, wall, city, road; camp, decree, commerce, buy, pound; Mass, monk, minster, alter, preach.

The Scandinavian invasion resulted in the considerable mixture of the two races and their languages. Bede, the famous medieval English historian, describes the invaders as belonging to the three most powerful nations of Germany – the Saxons, the Angles, and the Jutes. With scant respect for priorities, the Germanic invaders called the native Celts *wealas* (foreigners), from which the name Welsh is derived. The Celts called the invaders ‘*Saxons*’, regardless of their tribe. By the end of the 6th century, however, the term *Angli* (‘Angles’) was in use – as early as 601, a king of Kent is called King of the Angles – and during the 7th century *Angli* or *Anglia* (for the country) became the usual Latin names. Old English *Engle* derives from this usage, and the name of the language found in Old English texts is from the outset referred to as *Englisc* (the *sc* spelling representing the sound *sh*). References to the name of the country as *Englaland* (land of the Angles), from which came *England*, do not appear until c. 1000.

The next big linguistic invasion came as a result of the Viking raids on Britain, which began in AD 787 and continued at intervals for some 200 years. The linguistic result in this prolonged period of contact was threefold. A large number of settlements with Danish names appeared in England. Many general words entered the language. They include *again, anger, bag, birth, cake, die, egg, flat, happy, husband, neck, root, silver, smile, take, want window* and many others. Some of the commonest words in Modern English came into the language at the time of close contacts between the Anglo-Saxons and the Danish settlers, such as *both, same, get, give. They and them,* and *their* replaced the early forms. *Sindom* was replaced by *are*, -s ending in the present tense spread.

The year 1066 marks the beginning of a new social and linguistic era in Britain. It is also the beginning of the period that we call Middle English (the 12th – 15th century). In October 1066 Duke of Normandy William defeated the Anglo-Saxons at Hastings, captured London, was crowned and became the English King William the Conqueror, subjugated the country and started to rule with an iron hand. The French language was established in the corridors of power. Almost all the English words to do with aristocracy and their servants are of

French origin. The chief examples are *baron*, *count(ess)*, *duchess*, *duke*, *marquis*, *page*, *noble*, *prince*, *princess*, *government*, *liberty*, *constable*, *empire*, *arrest*, *crime*, *jury*, *prison*, *verdict*, *cardinal*, *cathedral*, *religion*, *saint*, *salvation* to mention a few. French-speaking barons, abbots, bishops, merchants and craftsmen made English the language of the lower classes. Doubtless bilingualism quickly flourished – English people learning French to gain advantages from the aristocracy, baronial staff learning English as part of their daily contact with the local communities. Judging by the documents it seems that French was the language of government, law, administration,, literature, with Latin used in church, and education. These 150 years is something of a ‘dark age’ in the history of the language.

During the 14th and 15th centuries there began the movement to return English to its central place in society. This fight was often a violent one. It was as much a political story as a linguistic one. Two segments of the film are illustrations of this fight.



Before you watch the film *read about heroes of the film and events described in it.*

The Wycliffite Bible

The authorship of the Bible translation attributed to John Wycliff (1384) is uncertain. Because of the unorthodox nature of Wycliff's opinion, the early manuscripts of his writings were widely destroyed. His followers included several scholars who helped him carry out the task of translation. But there is no doubt that the inspiration for the work came from Wycliff himself, who was particularly concerned that lay people should be able to read in their own language. The first translation, using the Latin version, was made between 1380 and 1384. The Catholic church that controlled and pervaded all aspects of life condemned Wycliff's work as heresy in 1382, the Lollards who preached his Bible were persecuted, the Parliament banned the Bible.

The rage of the church authorities was so great that they burnt John Wycliff's bones 41 years after his death.

The First English Printer

The man who is credited with having invented the art of printing from movable type is Johann Gutenberg of Mainz, Germany. The first English printer William Caxton (1438–1491) was a merchant and spent 20 years in the Low Countries (Modern Netherlands, Belgium, Luxembourg). In 1469 he began work on his first translation, a French account of the Trojan War. He decided to reproduce his translation in printing. In early 1474 he put through his 700-page translation of *the Historyes of Troye*, the first book printed in English. Caxton was a merchant, not a linguist or a literary scholar. Faced with the task of translation, he had to deal with several major problems:

Should he use foreign words in his translation or replace them by native English words?

Which variety of English should he follow?

How should the language be spelled and punctuated?

Returning to England, in 1476 he set up his wooden press in a shop somewhere within the precincts of Westminster Abbey. He published nearly 80 items, several in more than one edition.

The Medieval Church

The Church was extremely powerful. It formed to some extent a state within a state and represented the one indisputable moral force. The language of the Church was Latin, although even in Latin countries this was a language no longer understood by people. Mass could be celebrated only in Latin, and the Bible, the Gospels, and the writings of the Fathers of the Church read only in Latin. This contributed greatly to its internal unity. The privileges enjoyed by the Church, privileges generally recognized and respected by the rich as well as the poor, meant that it played an enormously important part in society.

Video vocabulary

Match these words from the video to the definitions.

- | | |
|--------------------|---|
| 1. strange | a) the unofficial leaders of organized religion |
| 2. fluent | b) to be a sign of an important change or development |
| 3. passionate | c) to use machines to make goods in large number |
| 4. common | d) unusual or surprising |
| 5. familiar | e) showing very strong feeling |
| 6. clergy | f) to make or design a new type of a thing |
| 7. layman | g) ordinary and not special in any way |
| 8. silence | h) able to speak and write English very well without mistakes or stop |
| 9. to mark | i) well-known |
| 10. to manufacture | j) not a cleric |
| 11. to invent | k) when there is no sound |

Use the words from the exercise above to complete the following sentences.

1. Candidates must be _____ in two European languages.
2. She had a _____ dream last night.
3. The two men sat in _____.
4. The company _____ chemicals.
5. This problem is _____ to many teachers.

Video on

Before you watch the segment read the questions. Then watch the video and answer the questions.

Segment 1

5.58 – 10.30

1. Why will a modern man find the medieval church service strange?
2. What was vital for the authority of the church?
3. What kind of a battle began in the 14th century?

4. What kind of a man was John Wycliff, the leader of the battle?
5. What did he fiercely oppose to?
6. What was his passionate belief?
7. Why was it difficult for him to fulfill his task?

Segment 2

10.30 – 14.18

Word for word
complete it word for word.

Watch the following segment and

(.....stand for omitted sentence/s)

We know that a)_____5_____ Wycliff had organized the translation from the Latin of the first English Bible. The work took place here in Oxford b)_____6_____.
..... There must have been armies of c)_____2_____ transcribing it, copying it and d)_____3_____. There was a problem e)_____3_____. It was not an easy translation. Many familiar phrases . f)_____4_____ here.....and words such as *(write at least ten of them)* g)_____.
But on the whole Wycliff and h)_____2_____ were so in awe *(respect)* with the sacred nature of the Latin scripture that they i)_____6_____ even keeping j)_____3_____ order..... . These were people still k)_____5_____ anxious that it could carry l)_____4_____ word. One result was that there m)_____7_____ that turned up for the first time in English like n)_____. A good word for this Bible.

Segment 3

33.11 – 34.54

Before you watch the segment read the questions. Then watch the video and choose the true answer(s).

1. Why is it possible to say that Gutenberg's invention of printing press marks the beginning of the Information Age?

- a) It made easy to read books.
- b) It stimulated the spread of ideas.
- c) It helped manufacture books in large numbers.
- d) It stimulated the spread of literacy.

2. What may one think looking at the 600 years old printing press?

- a) There is nothing extraordinary about it.
- b) This simple device could not bring revolution in technology of printing.
- c) It manufactured books in large numbers.
- d) It was invented in the 16th century.

3. What language was the language of education in the 15th century?

- a) English
- b) French
- c) German
- d) Latin

4. Why was the English language 'a monster' in Caxton's time?

- a) Grammar was very difficult.
- b) There were many Latin words in it.
- c) There were many regional differences in it.
- d) Spelling was extremely difficult.

5. What books were Caxton's best sellers?

- a) The Histryories of Troye
- b) The Cunterbury Tales
- c) The Wycliffite Bible
- d) The Tale of King Arthur

6. What did W. Caxton worry about when he started to translate and print books?

- a) how to print pictures

- b) how to achieve a common standard of English
- c) how to please every reader
- d) how to decorate his books

Segment 4

34.53 – 36.31

Word for Word

Watch the segment and complete it word

for word.

Certainly it is hard a) _____ 4 _____ because of diversity and change of language.

b) _____ 6 _____ will utter his communication in such terms c) _____ 3 _____

shall understand them. But in my judgment the common d) _____ 6 _____

have been lighter to be understood than the older and ancient English. Caxton tells e) _____ 5 _____ “Voyage” from a French version. f) _____ 6 _____ he is to use for ‘eggs’.

He tells the story g) _____ 3 _____ from Northumberland who are away from home h) _____ 5 _____ Kent to buy food. One asks a woman for ‘egges’.

She tells him i) _____ 4 _____ . Another asks

j) _____ 5 _____ a different plural ‘eyren’ which means ‘eggs’ in the dialect of Kent. And he gets them.

k) _____ 4 _____

Caxton choose for his translation? He settles for ‘egges’ l) _____ 5 _____ . So it’s printers as much as teachers and

writers m) _____ 7 _____ and their spelling.

Discussion Forum

(power point presentation, role play, a study map, an essay)

Talking points:

1. *Glory* is a good word for Wycliff’s Bible.
2. Printing marks the beginning of the Information Age.

3. W. Caxton worried how to achieve a common standard that would be understood by all.
4. Linguistic battle of the 14th and 15th centuries.
5. It's conquerors, printers, teachers and writers who decide on a lot of words and their spelling.

Section II. Growth of Shakespeare English
“The Adventure of English” (2002),
film 4 “The Earth, the Realm, the English”

The greatest master of all time William Shakespeare wrote at the end of the 16th and beginning of the 17th century. This was the period of English Renaissance (‘*rebirth*’ in English). This together with the development of England as a maritime power, and the growth of commerce and industry, science and literature, each in its way, contributed to make the English language what it is today.



Before you watch the film *read about heroes of the film and events described in it.*

The English Renaissance

The period from the time of W. Caxton until around 1650 is called the ‘Renaissance’ and Elizabeth Time, because it coincided with the reign of Elizabeth I. All the countries of Europe had such Renaissance periods in their art, philosophy, poetry and literature though not in the same centuries. The real reason is that all the European culture and science came to such periods when the work of their minds flourished. In England the Renaissance began somehow later than, for instance, in Italy, but, as in any land, it meant the whole change in art, thought and temper, which recreated the European mind. English vocabulary of the period is the focus of interest. There were no words in the language to talk accurately about the new concepts, techniques, inventions coming from Europe, and so writers began to borrow them. Most of the words were taken from Latin,

Greek, French, Italian, Spanish and Portuguese. The increase in foreign borrowings is the most distinctive linguistic sign of the Renaissance in English.

Spanish Armada

Philip II of Spain had been co-monarch of England until the death of his wife Mari I executed by the order of Elizabeth in 1587. A Roman Catholic, he considered his Protestant half sister-in-law Elizabeth a heretic and illegitimate ruler of England. Philip planned an expedition to invade and conquer England, thereby to punish England, the Queen and to restrain English ambitions to rule the oceans. Queen Elizabeth (1558–1603) patronized trade and navigation. A big fleet was built during her reign. The Queen supported the pirates and received part of their booty. The most successful of the pirates became admirals in the Royal Navy. In 1588 the whole world watched as Spain sent her Invincible Armada (34 warships and 163 armed merchant ships) up the English Channel. It saw how the world's most powerful fleet was forced to leave the Channel by Elizabeth's ships (22 ships of the royal fleet and 108 armed merchant ships), sail north around Scotland to shipwreck and disaster. The defeat of the Spanish Armada at Graveline (port in France) opened the way to English supremacy in trade and rule in the oceans.

William Shakespeare (1564–1616)

W. Shakespeare was born in Stratford-upon-Avon, the son of John Shakespeare, a glover, and Mary Arden. Many uncertainties surround his life. He was the eldest of three sons, and there were four daughters. Educated at the local grammar school, in 1582 he married Ann Hathaway, from a local farming family. Their children were Susanna and twins Hamnet and Judith. In about 1591 he moved to London and became an actor. The first evidence of his association with the stage is in 1594, when he was acting with the company of players 'the King's Men '. When the company built the Globe theatre, he became a partner, devoting himself to his art, writing more than a million words of poetic drama of the highest quality, living modestly

in a house in Silver Street, then moving near the Globe. He returned to Stratford-upon-Avon in 1610, living as country gentleman at his house, New Place. His will was made in March 1616, a few months before he died, and he was buried at Stratford.

All textbooks on the history of English agree that the works of W. Shakespeare influenced the development of the language during the final decades of the Renaissance. There are many words first recorded in Shakespeare which have survived into Modern English. Some examples: *accommodation, eventful, countless, assassination*. Many of hyphenated compounds are uniquely and recognizably his: *faire-play, giant-world, smooth-faced*. Some quotations from Shakespeare have become part of the idiomatic expressions of the modern English: *what the dickens, beggars all description, it's Greek to me, salad days, cold comfort, love is blind, to play fast and loose*.

Video vocabulary

Match the words from the video to their definitions.

- | | |
|-----------------|---|
| 1. repulsion | a) able to read and write |
| 2. playwright | b) to use something that belongs to someone else and give it back |
| 3. performance | c) the act of fighting back a military attack |
| 4. contribution | d) to invent new words and phrases |
| 5. literate | e) presentation of a theatrical work or a piece of music |
| 6. to borrow | f) one who writes plays |
| 7. to captivate | g) to attract and interest you very much |
| 8. to coin | h) something that you give to help make something successful |

Use the words from the exercise above to complete the sentences.

1. Everybody knows about Einstein's _____ to science.
2. _____ of Persian attacks by the Spartans lasted three days.

3. There were few _____ people in the early Middle Ages.
4. Can I _____ your car, dad?
5. Alex was _____ by her beauty.
6. We enjoyed a brilliant _____ of Beethoven's Fifth Symphony.

Match Shakespeare quotations to their Russian equivalent.

- | | |
|----------------------------------|---|
| 1. to hoist with his own petards | a) это для меня китайская грамота |
| 2. a foregone conclusion | b) кто роет другому яму, сам туда попадет |
| 3. It's Greek to me | c) метать бисер перед свиньями |
| 4. to play fast and loose | d) неизбежный результат |
| 5. salad years | e) действовать безответственно |
| 6. caviare to the general | f) юный возраст |

Video on

Segment 1

1.36 – 4.58

Before you watch the segment read the questions. Then watch the video and answer the questions.

1. Where does the story of Shakespeare English start?
2. What was the reason of the English language growth before the 16th century?
3. What started the new chapter in the adventure of English?
4. Did Queen Elizabeth use her skill of oratory to congratulate the English soldiers with victory or inspire them to win victory?
5. What did the victory of the English ships open?

Segment 2

4.58 – 9.10

Watch the segment and complete the chart with the loan words that entered English in the 16th century.

<i>Nation</i>	<i>Loan words</i>
French	
Spanish	
Dutch & Flemish	
Turkish	
Arabic	
Persian	
Italian	

Segment 3

19.01 – 22.04

Before you watch the segment *read the questions. Then watch the video and choose the true answer(s).*

- When was the first English dictionary created?
a) 1225, b) 1644, c) 1604, d) 1725
- What words do we find in the first English dictionary?
a) every day English words
b) loans from Latin
c) loans from Spanish
d) loans from Greek
f) loans from French
- Who was the dictionary written for?
a) aristocracy
b) scholars
c) ordinary people
d) military men
- Why was the dictionary written?
a) to educate people
b) to explain the new ideas
c) to entertain people
d) to catalogue the new words
- How many literate people were there in that time in England?
a) 1 750 000, b) 1 250 000, c) 1 000 000, d) 500 000.

Segment 4

31.37 – 37.40

Before you watch the segment *read the questions. Then watch the video and answer the questions.*

1. When was the Globe theatre built?
2. Where had people been attending performances 20 years before the Globe?
3. In what way did the playwrights transform the English language?
4. Why did they do it?
5. How many other theatres could people go to?
6. How many plays and sonnets did W. Shakespeare write?
7. Who makes Shakespeare English its best export?
8. What is his best contribution to the English language?
9. What most famous expressions did he coin?

Discussion Forum

Power point presentation, role play, a study map, an essay)

Talking points:

1. Renaissance of English.
2. W. Shakespeare and his contribution to the development of English.
3. Defeat of the Spanish Armada and its economic and linguistic result.
4. Educational role of the first English dictionary.

Section III. Speaking Proper
“The Adventure of English” (2002),
film 6 “Speaking Proper”



Before you watch the film *read about its heroes and events described in it.*

The British Genius

Literature and science are the two fields of artistic and intellectual endeavour in which the British can be safely said to excel. And in each field Britain has produced an outstanding genius: William Shakespeare (1564–1616) and Isaac Newton (1642–1727).

Perhaps Newton’s most wonderful individual achievements – among many – were his laws of motion and the great law of gravitation published in the *Principia* in 1687. A Cambridge philosopher and mathematician, he was a member of the Royal Society, one of the oldest scientific societies in the world and one which established London as a leading scientific centre. It has numbered among its members many of Britain’s most distinguished men of science.

The Royal Society

The Society’s origin dates back to about 1645 when a group of *virtuosi* (men who loved to dabble in science) who had studied the teachings of Galileo began to meet in London. These gatherings led in 1660 to a learned society for the newly discovered ‘scientific method’. In 1662 Charles II – never one to discourage enquiring minds – granted a royal charter to what now became known as the Royal Society for Improving Natural Knowledge. Half a century earlier, such a body would have conducted its proceedings in Latin; but at the Royal Society English was used from the first.

One of the Society's early members was Sir Robert Boyle (1627–1691) – ‘the father of modern chemistry’ – who recognized the importance of publishing scientific discovery and observation. His law on the behaviour of gases began a long chain of discoveries culminating in the nuclear physics of the present century.

Henry Cavendish (1731–1810), another fellow of the Royal Society, gave his name to one of the Britain's great centers of scientific discovery, the Cavendish Laboratory in Cambridge; he was the first to measure the force of gravity and to weigh planet Earth.

But perhaps the best remembered of Britain's scientists is known not for his physics or chemistry but the theory of natural selection. Charles Darwin's great work, *The Origin of Species*, published in 1859, won its latest legal battle for acceptance – as opposed to the biblical view of creation – as recently as 1982.

Samuel Johnson (1709–1784)

Johnson, the author of *A Dictionary of the English Language*, was born in Lichfield, Staffordshire, the son of a provincial bookseller. He studied for a while at Oxford, but lack of money caused him to leave after a year. He became a teacher and writer, moving to London in 1737, where he wrote for *The Gentleman's Magazine*. He also helped catalogue the library of the Earl of Oxford.

Plan of a Dictionary of the English Language appeared in 1747. It took him over a seven-year period to write definitions of 40,000 words, to illustrate their use from the best authors since the time of the Elizabethans and to complete the whole work. The book, according to his biographer Boswell, ‘conferred stability’ on the language – and at least with respect to spelling (where most of Johnson's choices are found in modern practice), this seems to be so. The Preface stresses that his aim is to ‘not form, but register the language’; and it is this principle which introduces a new era in lexicography.

The book dominated the dictionary market for decades, and appeared in several editions for much of the next century.

Video Vocabulary

Match these words from the video to the definitions.

- | | |
|-------------------|--|
| 1. to coin | a) disused, antiquated, rudimentary |
| 2. cockney | b) characteristic of a native language of the East End of London |
| 3. obsolete | c) to mark point in line of levels |
| 4. to voice | d) accurate, correct |
| 5. to omit | e) to invent a new word |
| 6. proper | f) to reproduce itself, grow, increase rapidly |
| 7. benchmark | g) give utterance to, express |
| 8. to proliferate | h) leave out, not inset or include |

Use the words from the exercise above to complete the following sentences.

1. It is the _____ sense of the word.
2. J. Swift _____ his concern that English was changing.
3. Speak _____ English!
4. _____ is a local dialect.
5. Do not include _____ words in your composition.
6. The Age of Reason _____ a lot of new words.
7. He _____ the terms in the areas of law, medicine and physical science.
8. New words were _____ by I. Newton.

Video on

Segment 1

0.24 – 2.03

Word for word *Watch the following segment and complete it word for word.*

In 1713 “The Englishman”, a) _____ 5 _____ into the English language ‘orrery’. It was taken from the name of the Earl of

Orrery, who b) _____ 4 _____ to build a machine being c) _____ 3 _____ of the Earth's movement d) _____ 4 _____. The Age of Reason began in the late 17th century. It was e) _____ 4 _____ war. The war made familiar such words and phrases as f) _____ .

Segment 2

2.36 – 5.05

Before you watch the segment *read the questions. Then watch the video and answer the questions.*

1. When was the Royal Society founded?
2. In what language were learned books usually written? Why?
3. What textbook written by Newton was published in English?
4. What words were coined by Newton?
5. What terms did Newton introduce?

Segment 3

9.55 – 12.00

Before you watch the segment *read the questions. Then watch the video and choose the true answer.*

1. What were Samuel Johnson's merits?
 - a) He introduced new words.
 - b) He was a famous lexicographer.
 - c) He was a champion in this field.
2. What was he criticized for?
 - a) He included proper names.
 - b) He did not want to include terms.
 - c) He included obsolete words.
3. What areas were not included in the dictionary?
 - a) physics and mathematics

- b) law, medicine and physical science
- c) history and law
- 4. When was the dictionary published?
- a) in 1755 b) in 1855 c) in 1765

Segment 4

35.30 – 40.46

Before you watch the segment *read the questions. Then watch video and answer the questions.*

1. Who was working on improving the steam engine?
2. What part of the machine was the key to efficient steam power?
3. What Exhibition was opened in the purpose-built Crystal Palace?
4. What was displayed there?
5. What new words appeared in the English language as a result of the Industrial Revolution?
6. What classical languages were employed by scientists?

Watch the video to match the names of famous Englishmen to their contribution to the development of the English language.

- | | |
|-----------------------------------|------------------------------|
| 1. John Lock (philosopher) | 6. Thomas Sheridan (actor) |
| 2. Isaac Newton (scientist) | 7. Robert Burns (poet) |
| 3. Jonathan Swift (writer) | 8. Jane Austen (writer) |
| 4. Samuel Johnson (lexicographer) | 9. William Wordsworth (poet) |
5. James Watt (engineer)
 - a) found a model in the classical languages Latin and Greek.
 - b) taught the Lowland Scots how to speak English properly.
 - c) showed that poetry could be written in a language really used by men.
 - d) created an appetite and market for novels written in proper and correct English.
 - e) made the Scots proud of their own language.
 - f) wrote pure and simple English.
 - g) published his famous book in Latin in 1687, published his “Optics” in English in 1704.
 - h) added new words, such as *hydraulic power*, *electro-plating*.
 - i) published *A Dictionary of the English Language*.

Discussion Forum

(power point presentation, role play, a study map, an essay)

Talking points:

1. What does the word 'proper' imply?
2. "Language is the dress of thought". (Samuel Johnson)
3. Language as a product of revolution.
4. It is scientists, poets and writers who contributed greatly to the development of English.

Part III Expansion of English

Section I. English in America "The Adventure of English" (2002), film 5 "English in America"

Video off

Before you watch the film *read about heroes and events described in it.*

Puritans

They were members of a group of English Protestants who in the 16th and 17th centuries advocated strict discipline and simplification of religious ceremonies. They wanted a simpler and plainer form of religion, and, among the extremists at least, only too often this showed in an actual dislike of the beautiful merely because it was beautiful. It led them to destroy pictures, the lovely stained-glass windows of churches and often the churches themselves. Their dress was plain and dull in colouring; their hair was cut close, their faces were habitually sour. To them all pleasures, even the most innocent, were sinful things. They scorned

learning and art: they were bitterly intolerant of the opinions of their enemies and the pleasures of their friends. But they had courage that no defeats could crush; they had a religious faith that inspired every act of their lives. King James I let them go to New England, and erect a new colony. He gave them great privileges, and suitable powers; and kept them under protection, and defended them against all invaders; and received no taxes or revenue from them.

English Colonists

A group of British Puritans, led by William Brewster, ran away to Holland to escape persecutions. But they decided to move again because they thought that students of Amsterdam with their frivolity would have a bad influence on their children. So they made an agreement with a London company. In return for seven year labour for the company it could build them two ships to set up a colony in America.

In July 1620 they set sail in *the Mayflower* and *the Speedwell*, but *the Speedwell* was damaged and the passengers all went into *the Mayflower*.

After a long voyage they landed at a place now called Province Town. But the passengers stayed on board the ship, only armed parties went ashore for firewood. On Christmas Day 1620 they started building.

More immigrants followed the “*Pilgrim Fathers*”. At first their relations with the Indians were good. Then one of the “*Fathers*” treated an Indian badly and trouble began. The colonists called a conference with the Indians and murdered their leaders and thus established themselves as masters.

Video Vocabulary

Match the words from the video to their definitions.

- | | |
|------------------|---|
| 1. settler | a) elementary schoolbook or manual |
| 2. guardian | b) an amount of something that you can hold in your hand |
| 3. handful | c) sometimes but not often |
| 4. persistence | d) something that you do regularly and usual |
| 5. spelling | e) to continue to live after an accident, war, illness |
| 6. primer | f) someone who goes to live permanently in an area where not many people had lived before |
| 7. pattern | g) continue to do something even when it is difficult or people tell you not to do it |
| 8. habit | h) to force people to accept something |
| 9. to impose | i) a feature of character when a person holds to his purposes in spite of obstacles |
| 10. to survive | j) someone who defends, protects |
| 11. occasionally | k) model, example, specimen |
| 12. entire | m) forming of words with letters in an accepted order |

Use the words from the exercise above to complete sentences.

1. Only ... people came to the meeting.
2. The hurricane destroyed ... villages.
3. People are struggling to
4. They ... meet for a drink.
5. The government ... a ban on imports.
6. Jeff was in the ... of taking a walk after dinner.
7. Weather ... has changed in recent years.
8. Six Wonders of the ancient world were destroyed; only the Pyramids
9. Who can give me the correct ... ?

Video on

Segment 1

7.13 – 8.06

Word for word

Watch the segment and complete it word for word. (stand for omitted sentence/s)

The settlers had a new country _a)_____4_____ and geographical features, full of new animals and plants. They needed words to describe them and _b)_____4_____ the native languages.But what really remarkable isn't that these _c)_____3_____ the English vocabulary but how few of them they were. For centuries English _d)_____3_____ words in thousands from Latin, Danish, French and every other language it had come into f)_____2_____. But here _g)_____5_____ the entire continent the English borrowed words _h)_____3_____ but in handfuls.

Segment 2

8.19 – 12.57

Before you watch the segment read the questions. Then watch the video and choose the true answer(s).

1. Why did few native words enter English?

- a) The English settlers did not like the language of the natives.
- b) The settlers wanted to survive through their own language.
- c) The native speakers started to learn English.
- d) The settlers did not want to be changed by the new land.

2. How did the settlers control their English?

- a) They had a good book "Primer" to teach English at school.

b) Religious authorities punished those who mixed English and the language of the natives.

c) The settlers were examined regularly.

d) The settlers taught English well.

3. When did New Amsterdam become New York?

a) in 1663, b) in 1664, c) in 1665 d) in 1666

4. What were other powers interested in America?

1. the Spanish a) trading with the natives d) settling in the new land

2. the French b) taking gold e) sending armies

3. the English c) sending priests

5. Why did English become the language of America?

a) There was no alternative.

b) It was very simple for the natives.

c) Thanks to the persistence of the settlers.

d) Spanish was very difficult for the settlers.

6. How had Americans spoken English by the middle of the 18th century?

a) without regional variations

b) worse than Londoners

c) perfect English

d) better than the English themselves spoke

Segment 3

14.17–17.28

**Before you watch the segment *read the questions and tasks.*
Then watch the video. answer the questions and do the tasks.**

1. What was the most influential book in America?
2. What was the second influential book in America?
3. Who wrote the book?
4. What did it teach?
5. Listen and repeat English and American variants of pronunciation of two words.
6. Write examples of English and American spelling.
7. How was the east coast America presenting itself?

Discussion Forum

(power point presentation;
role play; a study map; an essay)

Talking points:

1. Do you think it is a good idea to follow the Pilgrim Fathers' pattern of life when you come to a country to stay and to live nowadays?
2. How did it come that the perfect English language of English colonists became American English? *(If you watch the video to the end you will find the answer to the question.)*

Read the text "The English Language in America" and name at least three qualities attributed to American English.

The English spoken in America shows a high degree of uniformity. Those who are familiar with the pronounced dialectical differences that mark the popular speech in different parts of England will know that there is nothing comparable to these differences in the United States.

The merging of regional difference through the mixture of the population has been promoted by a certain mobility that characterizes the American people. It has been said that it is unusual to find an adult American living in the place in which he was born, and while this is an exaggeration, it is nevertheless true that change of abode is distinctly common.

As a result of the homogeneity of the English language in America we have a standard that rests upon general use. Complete

uniformity cannot be claimed for this standard. In New England, in the West and the South there are particular differences.

But these differences are not regarded as defections from the general standard but as permissible variations within it.

A second quality often attributed to American English is archaism. It has qualities that were characteristic of English speech in the 17th and 18th centuries. Our use of *gotten* in place of *got* as the past participle of *get* always impresses the Englishman of today as an old-fashioned feature. It was the usual form in England two centuries ago. We have kept a number of old words or old uses of words no longer usual in England. We still use *mad* in the sense of *angry*, as Shakespeare and his contemporaries did. We have kept the picturesque old word *fall* as the natural word with us for the season.

It seems nearest the truth to say that American English has preserved certain older features of the language which have disappeared from Standard English in England. But it has also introduced equally important innovations, to which we must turn.

It is a matter of common observation that American spelling often differs in small ways from that customary in England. We write *honor*, *traveler*, *center*, where the English write *honour*, *traveller*, *centre*.

The distance which the English language in America has traveled in its separation from that of England is chiefly measured in its vocabulary. (See the table below.)

American and British English Differences

Spelling Differences

<i>British English</i>	<i>American English</i>	<i>British English</i>	<i>American English</i>
behaviour	behavior	centre	center
colour	color	metre	meter
favour	favor	theatre	theater
harbour	harbor	offence	offense
honour	honor	defence	defense
humour	humor	licence (n.)	license
labour	labor	practise (v.)	practice (n./v.)
neighbour	neighbor	axe	ax
valour	valor	cheque	check

Vocabulary Differences

<i>British English</i>	<i>American English</i>	<i>British English</i>	<i>American English</i>
<i>Time and season</i>		<i>Transport; roads</i>	
autumn	fall	car park	parking lot
a fortnight	two weeks	motorway	freeway
in future/in the future	in the future	traffic lights	stop lights
Monday to Friday	Monday through Friday	pavement	sidewalk
ten to three	ten of three	<i>Transport</i>	bike rack
<i>Schools/Education</i>		bike stand	
class/form	grade	caravan	trailer/camper/RV
state school	public school	lorry	truck
secondary school	high school	taxi	cab/taxi
staff	faculty	aeroplane	airplane
pupil	student	air hostess	flight attendant
first year	freshman	railway	railroad
second year	sophomore	booking	reservation
third year	junior	return ticket	round-trip ticket
fourth year	senior	single ticket	one-way ticket
timetable	schedule	<i>Clothes</i>	
<i>Communications</i>		braces	suspenders
engaged	busy	dressing gown	bathrobe
phone/ring/call	call someone	jumper/sweater	sweater
trunk call	long-distance call	pants	underpants
post	mail	trousers	pants
post box	mailbox	trainers	tennis shoes
postcode	zip code	vest	undershirt
<i>City life</i>		zip	zipper
in town	downtown	<i>Houses</i>	
chemist's	pharmacy	flat	apartment
estate agent	realtor	lift	elevator
cinema	movie theater	cooker	stove

Section II. English in India and Australia

“The Adventure of English” (2002), film 7 “Language of Empire”

Towards the end of the 18th century, the continuing process of British world exploration established the English language in the southern hemisphere.



Before you watch the film *read about heroes and events described in it.*

South Asia

In terms of numbers of English speakers, the Indian subcontinent ranks third in the world, after the USA and UK. This is largely due to the special position which the language has come to hold in India itself, where it has been estimated that some 4 per cent of the people (over 30 million in 1994) now make regular use of English. There are also considerable numbers of English speakers elsewhere in the region, which comprises six countries (India, Bangladesh, Pakistan, Sri Lanka, Nepal, Bhutan) that together hold about a fifth of the world's population. The variety which has emerged throughout the subcontinent is known as South Asian English. It is less than 200 years old, but it is already one of the most distinctive varieties in the English-speaking world.

The origins of South Asian English lie in Britain. The first regular British contact with the subcontinent came in 1600 with the formation of the British East India Company – a group of London merchants who were granted a trading monopoly in the area by Queen Elizabeth I. It established its first trading station at Surat in 1612, and by the end of the century others were in existence at Madras, Bombay, and Calcuta. During the 18th century, it overcame competitions from other European nations, especially France.

During the period of British sovereignty, from 1765 until independence in 1947, English gradually became the medium of

administration and education throughout the subcontinent. The language questions attracted special attention during the early 19th century, when colonial administrators debated the kind of educational policy which should be introduced. A recognized turning-point was Lord William Bentick's acceptance of a Minute, written by Thomas Macaulay in 1835, which proposed the introduction of an English educational system in India. When the universities in Bombay, Calcutta and Madras were established in 1857, English became the primary medium of instruction, thereby guaranteeing its status and steady growth during the next century.

Influential View

Thomas Macaulay (1800-59) began a four year period of service on the Supreme Council of India in 1834. His famous Minute presented the case for a new English subculture in the region.

"I think it is clear...that we ought to employ them (our funds) in teaching what is best worth knowing; that English is better worth knowing than Sanscrit or Arabic, that the natives are not desirous to be taught Sanscrit or Arabic... that it is possible to make natives of this country thoroughly good English scholars; and that to this end our efforts ought to be directed".

The climate of opinion which led to this Minute had been much influenced by the views of the religious and social reformer Ram Mohan Roy (1772-1833). In the 1820s he had proposed the introduction of a Western education curriculum, arguing that instruction in English was essential if Indians were to have access to European scientific knowledge.

Australia

Australia was visited by James Cook in 1779, and within 20 years Britain has established its first penal colony at Sydney, thus relieving the pressure on the overcrowded prisons in England. About 130,000 prisoners were transported during the 59 years after the arrival of the 'first fleet' in 1788. 'Free' settlers, as they were called, also began to enter the country from the very beginning, but they did not achieve

substantial numbers until the mid-19th century. From then on, immigration rapidly increased. By 1850, the population of Australia was about 400,000, and by 1900 nearly 4 million. Today, it is over 17 million.

The British Isles provided the main source of settlers, and thus the main influence on the language. Many of the convicts came from London and Ireland, and features of Cockney and Irish English can be traced in the speech patterns heard in Australia today. Several words commonly thought of as Australian started out in Britain, and may still be heard locally in British dialects, such as *cobber*, *tucker* (compare *tuck shop*), and *joker* ('person'). On the other hand, the variety contains many expressions which have originated in Australia (including a number from Aboriginal languages), and in recent years the influence of American English has been noticeable, so that the country now has a very mixed lexical character.

Video Vocabulary

Match the words from the video to their definitions.

- | | |
|-----------------|---|
| 1. to enrich | a) someone who has been proved guilty of a crime and sent to prison |
| 2. to challenge | b) the most basic and important part of something |
| 3. negotiation | c) not illegal |
| 4. ancestor | d) something that tests your skill or ability especially in a way that is interesting |
| 5. descendant | e) to improve the quality of something by adding to it |
| 6. indisputable | f) a product that is bought and sold |
| 7. essence | g) absolutely true, correct; you can't doubt it |
| 8. convict | h) someone who is related to a person who lived long ago / the opposite of ancestor |
| 9. legitimate | i) official discussion between two groups who are trying to make an agreement |
| 10. commodity | j) a member of one family who lived a long time ago before your grandparents |

Use the words from the exercise above to complete the sentences.

1. An.....fact is absolutely true.
2. His.....came from Italy.
3. In Russia.....were usually sent to Siberia.
4. This is a perfectly....question.
5. You must....your English.
6. Employers failed another round of....
7. Together we can deal with this....
8. All sorts of....from South Asia can be found in the market.

Video on

Segment 1

1.47 – 9.57

Word for Word

Watch the segment and complete it word for word.

For most Britishers this was the a) _____ 3 _____ , but there were others who were b) _____ 2 _____ in the English language. One of the students made a discovery which we wrote to the c) _____ 1 _____ of the English language. English traced its roots to the d) _____ 3 _____. When in 1785 Jones started to look at the ancient language of Sanscrit he discovered what was e) _____ 3 _____ the adventure of English. He discovered that one of the oldest roots of English was here f) _____ 2 _____. Jones made a startling discovery that there were g) _____ 1 _____ between words in Sanscrit and the younger languages. He decided that this is h) _____ 2 _____ that they were all descendants from i) _____ 4 _____ .

Before you watch the segment read the questions and the tasks. Then watch the video answer the questions and do the tasks.

1. Name several words that were borrowed from the native language.

2. When did the first real relations between India and Britain start?
3. What was the basis of the first relations between Britain and India?
4. Why did English have to learn local language?
5. What did Jones discover?
6. What kind of relation was there between Britain and India?
7. What language was decided to teach at school and why?
8. What was the essence of English superiority?

Segment 2

28.22 – 35.45

Before you watch the segment *read the questions. Then watch the video and answer the questions.*

1. Was the land settled?
2. Who brought English to Australia?
3. Where were most of English words taken from?
4. What song was the essence of Australian English at that time?

Discussion Forum

(power point presentation, role play, a study map, an essay)

Segment 3

41.41 – 47.36

Before you watch the segment *read the questions for discussion. Then watch the video and get ready to discuss:*

- a) Modern situation in India and Australia.
- b) What are the characteristic features of Australian English?
- c) What did the English language do with local languages?

Part IV. Many Tongues Called English “The Adventure of English” (2002), film 8 “Many Tongues Called English”

The essence of education is not to stuff you with facts but to help you discover your uniqueness, to teach you how to develop it and then to show you how to give it away.

Leo Buscaglia

Section I. American English

Video off

Before you watch the film read the text and a) make a list of the key points presented in it; b) discuss: 1. Why does the modern world need a common language? 2. What kind of attempts were made at the end of the 19th century to make the dream come true? 3. What are the major questions of this film?

A World Language

The movement of English around the world began with the pioneer voyages to the Americas, Asia, and the Antipodes, continued with the 19th-century developments in Africa and the South Pacific, and took a significant further step when it was adopted in the 20th century as an official or semi-official language by many newly-independent states. English is now the dominant or official language in over 60 countries, and is represented in every continent and in the three major oceans – Atlantic, Indian, and Pacific. It is the spread of the representation which makes the application of the term ‘world language’ a reality.

The present-day world status of English primarily the result of two fact: the expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the United States as the leading economic power of the 20th century. It is the latter factor which continues to explain the position of the English language today. The USA contains nearly four times as many English mother-tongue (EMT) speakers as the next most important EMT nation (the UK), and these two countries comprise 70% of all EMT speakers in the world. Such dominance, with its political and economic underpinnings, gives the Americans a controlling interest in the way the language is likely to develop.

With over 60 political and cultural histories to consider, it is difficult to find safe generalization about the range of social functions with which English has come to be identified. General statements about the structure of the language are somewhat easier to make. The problem is not so much in relation to those countries where English is a first language, and where by definition it is available for all communicative situations, but for those where it has status as a second foreign language, and where its role is often defined by a conscious process of language planning, and not by the natural course of linguistic evolution. Sociolinguistic generalization is especially a problem in those countries where English is used simultaneously as a first and a second language (e.g. Canada), or where a history of language contact has produced a legacy of language conflict.

Video Vocabulary

Match these to their equivalents:

1. America was flexing its economic muscles.
 - a) was preparing for war
 - b) was keen on fitness and athletics
 - c) experienced massive industrial expansion
2. America burst onto the global stage.

- a) went global
- b) expanded worldwide
- c) became international

- 3. provide
- 4. artificial
- 5. invent
- 6. claim
- 7. huge
- 8. spread
- 9. mainstream
- 10. apotheosis
- 11. would
- 12. multitude
- 13. opportunity
- 14. move in
- 15. inject

- a) very big
- b) a great number of
- c) bring
- d) chance
- e) symbol
- f) give, offer
- g) extend
- h) popular
- i) immigrate, come
- j) man-made
- k) develop
- l) declare
- m) used to

Video on

Segment 1

Start – 05.10

Before you watch the segment *read the questions. Then watch the video and answer the questions.*

1. In what language does the presenter welcome the listeners to the programme?
2. Why did Esperanto fail to become popular?
3. Why does the tour start in Chicago?
4. Comment the words of Otto von Bismark, the German Chancellor, on the decisive element of modern history?
5. When and where was the first skyscraper ever built? What did it symbolize?

Word for word

Watch the segment and complete it word for word.

The English language spread by natural_a)_____ in the 20th century and can _b)_____ to be more global than any other language in the history.

British and American Englishes are going together during the story of the latest century: sometimes in harmony, sometimes in c)_____.

America built the 20th century image of the country _d)_____.



Give the Russian equivalent to the words symbolizing American economic growth.

<i>American English</i>	<i>Russian equivalent</i>	<i>American English</i>	<i>Russian equivalent</i>
big business		yes-man	
executive		assembly line	
fat cat		closed shop	
well-heeled		penthouse	
go-getter		cool	

Give American equivalents to the British English

<i>British English</i>	<i>American English</i>	<i>British English</i>	<i>American English</i>
tower		bathroom	
a large private house		bath with the tub	
reception area		curtains	
consierge/desk clerk		bed clothes	
mainstream (adj.)		dressing gown	
lift		bed-side table	
wardrobe		waste-paper basket	

Segment 2

05.10 – 07.27

Video off

Before you watch the segment read the passage. Which of the points do you agree or disagree with?

The language as a whole belongs to no one, yet everyone owns a part of it, and has an opinion about it. Moreover, whenever people begin to talk about their own language, they all have something to offer – favourite words or sayings, dialect anecdotes and observations, usage likes and dislikes. Individual linguistic memories, experiences, and abilities enable everyone to make a personal contribution to language chat. In a sense, we are all truly equal when we participate – even though this democratic vision is disturbed by the widely-shared perception that some (notably, those who have learned the terminology of language study) are more equal than others.

Video Vocabulary

Guess the meaning of the key words from the segment.

<i>English</i>	<i>Russian</i>	<i>English</i>	<i>Russian</i>
to note		glorious	
to corrupt		link	
barbarious		version	
vulgar		tolerate	
apotheosis		equality	

Video on

Before you watch the segment read the questions. Then watch the video and answer the questions.

1. Comment on the following two statements: a) He left the Cambridge University in a blaze of glory. b) He left the Cambridge University in July.

2. What is the principle difference between British English (mostly of the 19th century) and the American English?

3. What attitudes do both languages symbolise?

4. What did Charles Dickens, the English novelist, and Walt Whitman, the famous American poet of the 19th century, note about the American English?

5. What was the influence of World War I on the English language? (*Make up a list of new after-war vocabulary.*)

Segment 3

07.27 – 11.23

Video off

Before you watch the segment *read the text and make a study map for clear structure and understanding.*

What affects a language?

Social variation

Society affects a language, in the sense that any important aspect of social structure and function is likely to have a distinctive linguistic counterpart. People belong to different social classes, perform different social roles, and carry on different occupations. Their use of language is affected by their sex, age, ethnic group, and educational background. English is being increasingly affected by all these factors, because its developing role as a world language is bringing it more and more into contact with new culture and social system.

Personal variation

People affect a language, in the sense that an individual's conscious and unconscious choice and preferences can result in distinctive and even unique style. Such variations in self-expression are most noticeable in those areas of language use where great care is being taken, such as in literature and humour. But the uniqueness of individuals, arising out of differences in their memory, personality, intelligence, social background, and personal experience, makes distinctiveness of style inevitable in everyone.

Temporal variation

Time affects a language, both in the long term and short term, giving rise to several highly distinctive processes and varieties. *Long*

term: English has changed throughout the centuries, as can be seen from such clearly distinguishable linguistic periods as Old English, Middle English, and Elizabethan English. Language change is inevitable and continuing process, whose study is chiefly carried on by philologists and historical linguists. *Short term:* English changes within the history of a single person. This is most noticeable while children are acquiring their mother tongue, but it is also seen when people learn a foreign language, develop their style as adult speakers or writers, and, sometimes, find that their linguistic abilities are lost or seriously impaired through injury or disease. Psycholinguists study language learning and loss, as do several other professionals, notably speech therapists and language teachers.

Regional variation

Geography affects language, both within a country and between countries, giving rise to regional accents and dialects, and to the pidgins and creoles which emerged around the world whenever English first came into contact with other languages. Intranational regional varieties have been observed within English from its earliest days, as seen in such labels as ‘Northern’, ‘London’, and ‘Scottish’. International varieties are more recent in origin, as seen in such labels as ‘American’, ‘Australian’, and ‘Indian’. Regional language variation is studied by sociolinguists, dialectologists, and others, the actual designation depending on the focus and emphasis of the study.

Video on

Before you watch the segment read the questions. Then watch the video and answer the questions.

1. What are the reasons for black shift to the north of the USA after World War I?
2. How did Afro-Americans change English?
3. What brought black and white together?
4. How did European immigrants contribute to the English language?
5. Why did the words of Afro origin (*see the words below*) make such a great influence on the English language in America?

6. Group the words according to their meaning: jazz, jelly roll, shake up, the jive, blues, cherry pie, the shimi, custard pie, hippie cat, the boogie-woogie, the huchie-kuchie, the rock'n'roll.

Segment 4

11.33 – 17.18

Before you watch the segment *read the questions. Then watch the video and answer the questions.*

1. What is the social and linguistic effect of American movies?
2. What was Britain's attitude to the new 'movie' language?

Word for Word

Watch the segment and complete two quotations word for word.

1. "The words and accent were perfectly _____, and there can be no _____ that such films are an _____ influence on our society".

Sir Alex Knox, 4th

February 1935

2. "Those truly loathsome transatlantic importations
" _____ " _____ "
" _____ " and " _____ " are spreading like plague".

Daily Telegraph,

6th March 1935

Section II. Global Spread of English

Segment 5

17.18 – 23.48

Video off

Before you watch the segment *read the questions. Then watch the video and answer the questions or choose the true answer.*

1. What trends made English in the USA a different kind of the English language?

2. Why has English become so important on the world stage?

a) There was something special and unique about the language itself.

b) There are social, political and economic factors behind the spread of languages.

c) In all the countries of the world learning English became compulsory.

d) The American dream appeal.

e) The vocabulary of innovations was in English.

f) English became the most significant trading language.

3. In what language did the Pope address his hosts during his historic visit to Israel in March 2000? Why?

a) Edish

d) Esperanto

b) German

e) Latin

c) French

f) English

Video on

Before you watch the segment *read the questions and the tasks. Then watch the video, answer the questions and do the tasks.*

1. What was meant by the American dream after World War II?

2. Make a list of the new technical vocabulary.

3. English has become the language of scientific and business communication. Prove this idea with the examples from the video.

4. Thousands of English words have made their way to German and French speech and print. How did their governments respond to such a trend? What other countries took similar measures?

Segment 6

23.48 – 29.24

Video on

Before you watch the segment *read the questions. Then watch the video and answer the questions.*

1. How many people in the world speak English as a) their first language b) as a second language, c) at schools and colleges?
2. How many countries around the world use English as official or semi-official?
3. What is the place of English in the EU?
4. In what international bodies all over the world does English play the leading role?

Segment 7

29.24 – 32.48

Video off

Before you watch the segment *read the texts A and B. Formulate the two sides of globalization.*

Text A

The Roman god, Janus, with a double-faced head, might symbolize the process. A spirit associated with doorways and archways, looking backward as well as forward, he is also often regarded as the god of beginnings. The month January is named after him. The two facets of globalizing also demonstrate opposite trends. On the one hand, official sort of English of multi-national corporations and international associations is very dull as it is designed to be easily understood internationally, without confusing local terms. On the other hand, every nation prefers to keep its national identity, trying to remain different from others.

Text B

The two chief issues – internationalism and identity – raise an immediate problem, because they conflict. In the former case, a nation looks out from itself at the world as a whole, and tries to define its needs in relation to that world. In the latter case, a nation looks within itself at the structure of its society and the psychology of its people, and tries to define its needs in relation to its sense of national identity. Corresponding linguistic issues automatically arise.

Internationalism implies intelligibility. If the reason for any nation wishing to promote English is to give it access to what the broader English-speaking world has to offer, then it is crucial for its people to be able to understand the English of that world, and to be understood in their turn. In short, internationalism demands an agreed standard – in grammar, vocabulary, spelling, pronunciation, and convention of use.

Identity implies individuality. If a nation wishes to preserve its uniqueness or to establish its presence, and to avoid being an anonymous ingredient in a cultural melting-pot, then it must search for ways of expressing its difference from the rest of the world. Flags, uniforms, and other such symbols will have their place, but nothing would be so naturally and universally present as a national language –or, if there is none, a national variety of an international language. In short, in the context of English, identity demands linguistic distinctiveness – in grammar, vocabulary, spelling, pronunciation, or conventions of language use.

The future of the English language depends on how the tension between these two principles will be resolved.

Video on

Watch the segment and find out some varieties of the English language.

Discussion Forum

(power point presentation, role play, a study map, an essay)

Talking points:

1. What six factors affected the English language in America?
2. What were the reasons for America to burst onto the global stage?
3. British English versus American English.
4. Why did the words of African origin become mainstream and have such a great influence on the English language in America?
5. Why did English become the language of international communication?

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Учебное издание

That Global English **Путешествуем с английским**

Видеопрактикум

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