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About Language

Методические рекомендации

Часть 2



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Электронное учебное издание *About Language* (= О языке) состоит из двух частей: практикума для студентов и методических рекомендаций для преподавателей. Практикум предназначен для студентов и предполагает работу по трем основным содержательным разделам изучаемой темы, включая *Language diversity* (=Разнообразие языков); *English* (=Английский язык); *Learning foreign languages* (=Изучение иностранных языков); Каждый раздел предусматривает выполнение определенной последовательности заданий.

Методические рекомендации (часть 2) адресованы преподавателям, работающим со студентами старших курсов языковых направлений в рамках практического курса английского языка, и содержат необходимые методические материалы для организации обучения по теме и возможные варианты ответов.

Минимальные системные требования:

Celeron 1600 Mhz; 128 Мб RAM; Windows XP/7/8 и выше;
разрешение экрана 1024×768 или выше; программа для просмотра pdf.

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Методические рекомендации. Часть 2

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Методические указания

Электронное учебное издание *About Language* состоит из двух частей, первая часть адресована студентам старших курсов языковых направлений и специальностей, а вторая содержит методические рекомендации для преподавателей и включает в себя ответы и ключи к заданиям первой части. Первая часть предназначена для использования студентами на практических занятиях по основному иностранному языку (английскому) и в ходе подготовки домашних заданий, а также для самостоятельной работы. Вторая часть адресована преподавателям и содержит возможные варианты ответов на отдельные задания, причем некоторые ответы даются в составе текстов, что позволяет на аудиторном занятии не переключаться к версии задания в первой части пособия, адресованного студентам.

Материалы электронного учебного издания могут использоваться в рамках практического курса английского языка для студентов продвинутого уровня в качестве основного учебного пособия, а также в качестве источника дополнительных материалов по изучаемой теме и как разработка для организации самостоятельной работы студентов.

Предлагаемое электронное учебное издание может использоваться как на аудиторном занятии в компьютерном классе, так и в аудитории, оборудованной компьютером и экраном, так как отдельные фрагменты издания могут быть проектированы на экран. Электронное учебное издание может быть размещено как в системе электронного обучения, так и в локальной сети компьютерного класса. Нумерация заданий, расположение заданий на страницах издания позволяют легко

использовать его в качестве базового материала для чтения и выполнения коммуникативных заданий. Рекомендуется использовать задания на заполнение таблиц, подстановочные задания в отдельных файлах, шаблоны для которых могут быть созданы и загружены преподавателем для использования на уроке заранее. Это способствует формированию профессиональных навыков использования цифровых технологий в условиях ограниченных временных рамок, пределы которых устанавливает преподаватель.

Новизна предлагаемого в электронном учебном издании подхода определена логикой изучения тематики, которая включает в себя рассмотрение вопросов сохранения языкового разнообразия и необходимости использования языков международного общения в отдельных сферах их активного функционирования, мотивации к изучению английского языка как одного из языков международного общения. Цель практикума – сформировать у студентов тематически-обусловленный профессиональный тезаурус в процессе выполнения коммуникативных заданий, в осуществлении разных видов текстовой деятельности, тренировки навыков чтения, а также развития монологической речи.

Структура учебного издания включает в себя три основных раздела: *Language diversity* (=Языковое разнообразие); *English* (=Английский язык); *Learning foreign languages* (=Изучение иностранных языков). В каждом разделе приведены ответы на задания на множественный выбор, на подстановочные упражнения. Они обозначаются пометой *Answer Key*. Ряд заданий не предполагает однозначного ответа, поэтому даются рекомендации возможных ответов, которые вводятся с помощью фразы *Suggested Answer Key*.

Преподаватель имеет возможность отбора необходимых материалов, которые кажутся релевантными, могут мотивировать студентов к изучению актуальной наукоёмкой и практико-ориентированной информации, в зависимости от целей и задач занятия, уровня готовности студентов к изучению отдельных аспектов заданной проблематики. В некоторых случаях возможно формирование индивидуальной траектории обучающегося на основе предлагаемого систематизированного материала практикума.

В практикуме использованы фрагменты аутентичных текстов из монографий, справочной литературы, учебно-методических комплексов, представленные в дидактизированной форме, которые приведены в библиографии и списке источников. Указанные материалы частично сокращены или адаптированы в соответствии с целями и задачами обучения студентов на продвинутом уровне изучения практического курса основного иностранного языка (английского).

Part 1. Language diversity

Task 1.1 Suggested Answer Key

1. There are some languages that are no longer spoken: Latin, Akkadian (an ancient Mesopotamian language, now studied only by historians and researchers), Etruscan (was spoken in ancient Italy).
2. Sanskrit – Hindi, ancient Greek – Greek
3. The life span of a language is variable depending on many factors including social, political, technological and some others.
4. Some languages are currently at risk of extinction due to some economic and cultural factors.
5. Language diversity is important in cultural, communicative and cognitive aspects.

Task 1.3 Suggested Answer Key

Country	Adjective	One Person	People	Language
China	Chinese	a Chinese	the Chinese	Chinese
Spain	Spanish	a Spaniard ['spænjəd]	the Spanish Spaniards	Spanish
Italy	Italian	an Italian	Italians	Italian
Brazil	Brazilian	a Brazilian	Brazilians	Portuguese
Portugal	Portugese	a Portuguese	Portuguese	Portuguese
Vietnam	Vietnamese	a Vietnamese	Vietnamese	Vietnamese
Turkey	Turkish	a Turk	Turkish/ Turks	Turkish
Mexico	Mexican	a Mexican	Mexicans/Mexican	Spanish
Pakistan	Pakistani	a Pakistani	Pakistani	Urdu Punjabi English
India	Indian	an Indian	Indians	Multilingual, English as an official language
Bhutan [bu: 'tɑ:n]	Bhutanese	a Bhutanese	Bhutanese	Multilingual
Denmark	Danish ['deɪnɪʃ]	a Dane	Danish	Danish
the Netherlands syn. Holland	Dutch	a Dutchman, a Dutchwoman	Dutch	Dutch

Switzerland	Swiss	a Swiss	the Swiss	German, Italian, French
South Africa	South African	a South African	South Africans	Multilingual, English as an official language
Egypt	Egyptian	an Egyptian	Egyptians	Egyptian Arabic
Peru	Peruvian [pə'ru:vian]	a Peruvian	Peruvians	Multilingual, Spanish
Senegal [,seni'go:l]	Senegalese [,seniɡə'li:z]	a Senegalese	Senegalese	Multilingual, French as an official language
New Zealand	New Zealand	a New Zealander	New Zealanders	English, Maori
Uzbekistan	Uzbek	an Uzbek	Uzbeks	Uzbek

Task 1.9 Students may notice a variety of provided figures, but they are based on the texts that were selected for the study. So your students may compare different numbers and estimates to show a variety of approaches to selecting data.

Task 1.10 The answers may be found in Task 1.11.

Task 1.11 Find English equivalents for the following words and phrases in text 1.8.

It's estimated; English is related to German and Dutch; another group of Indo-European languages is the Romance languages; multiple languages might have developed; the world's five most spoken languages; official languages; according to figures from UNESCO.

Task 1.12 Suggested Answer Key

An issue discussed in the text	Essential information	
The estimated number of languages in the world	7000 different languages in the world	
The Indo-European family of languages	Germanic languages	English, German, Dutch
	Romance languages	French, Spanish, Italian
Reasons for language diversity in some areas of the world	If communities are historically isolated from each other; Papua New Guinea has 830 languages, because the tribes are isolated by mountain ranges	
The world's most spoken languages	The world's five most spoken languages, according to figures from UNESCO, are Mandarin Chinese, English, Spanish, Hindi and Arabic.	

The UNO official languages	The United Nations uses six official languages to conduct business: English, French, Spanish, Chinese, Russian and Arabic.
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Task 1.13 You may want to read the text as a whole, so the complete text is given below. Answer Key: BAECD

In New Guinea and surrounding islands, 750 languages have been identified.

Almost certainly, there are tribes that remain undiscovered in the remote part of this land, and scientists believe that these people too may speak other languages, so the total of 750 languages is unlikely to stay the same if further exploration of the country occurs.

This represents by far the greatest single concentration of languages in the world.

More than half the languages have some similarity to each other, often very close ones.

Others, mainly in the mountain areas, are spoken by just a few hundred people.

Task 1.15 The additional information in the table is shown in italics.

An issue discussed in the text	Essential information	
The estimated number of languages in the world	7000 different languages in the world	
The Indo-European family of languages	Germanic languages	English, German, Dutch
	Romance languages	French, Spanish, Italian
Reasons for language diversity in some areas of the world	If communities are historically isolated from each other; Papua New Guinea has 830 languages,	

	<p>because the tribes are isolated by mountain ranges.</p> <p><i>This represents by far the greatest single concentration of languages in the world.</i></p> <p><i>More than half the languages have some similarity to each other, often very close ones. Others, mainly in the mountain areas, are spoken by just a few hundred people.</i></p>
The world's most spoken languages	The world's five most spoken languages, according to figures from UNESCO, are Mandarin Chinese, English, Spanish, Hindi and Arabic.
The UNO official languages	The United Nations uses six official languages to conduct business: English, French, Spanish, Chinese, Russian and Arabic.

Task 1.19 Suggested Answer Key

language diversity; to cause a stir; judged by the standards of the past; on a massive scale; according to the best estimates; on average; a recently published survey established; in danger; are striving to improve their lives; increasing uniformity; for the long-term survival of a species; preservation of linguistic diversity; indigenous people.

Task 1.20 Suggested Answer Key.

- | | |
|----------------------|---------------------|
| 1. <i>strive</i> | 6. <i>average</i> |
| 2. <i>reduce</i> | 7. <i>long-term</i> |
| 3. <i>establish</i> | 8. <i>a stir</i> |
| 4. <i>extinction</i> | 9. <i>transmit</i> |
| 5. <i>survey</i> | |

Task 1.21 Suggested Answer Key

Esperanto

Although there has always been a need for a lingua franca to facilitate communication between people from different parts of the world, artificial languages have been (1) *singularly* unsuccessful at fulfilling this role. At first glance, this might seem surprising because a language such as Esperanto, which is (2) *supposed* very easy to learn, would seem to have (3) *considerable* advantages over languages such as English, French or Spanish.

Esperanto is not burdened with a host of irregular verbs and its grammar has an innate (4) *simplicity* that makes it very straightforward. The vocabulary has none of the (5) *complexities* and ambiguities of a natural language, so why has Esperanto not thrived? There are many reasons why people prefer to learn natural languages, and these range from the practical to the (6) *psychological*. Esperanto speakers are still (7) *comparatively* rare, so there is little reason to study it in (8) *preference* to a widely spoken modern language such as English. In (9) *addition*, real languages come with cultures and literary traditions, making them far more (10) *appealing* to the majority of learners.

Task 1.22 After working with the Task 1.21, you may want to ask students to read out the text once again and use it as a source of information about Esperanto as the most widely-known artificial language. You may want to explain what a lingua franca is. The following information may be helpful.

Suggested Answer Key

- 1. What is a lingua franca? A lingua franca is a language used for communication between groups of people who speak different languages.*
- 2. Why may people want to learn a lingua franca? People may want to learn a lingua franca because there are many speakers of it and the process of communication is likely to become simple and straightforward.*
- 3. What languages hold the status of a lingua franca?*

Languages that hold the status of a lingua franca are those widely used beyond their native speakers' communities. Throughout history and at the moment, several languages have served as global lingua francas due to their extensive use across regions, international organisations, business, science, culture, etc. They are English, French, Russian, Arabic, Portuguese, and Spanish.

Questions from 4 – 7 are based on the text and don't cause any difficulties in answering.

Task 1.23 Suggested Answer Key

There are more than five thousand languages in the world. According to some estimates, the number of existing languages can range from six to seven thousand. No one can determine the exact

number of languages, as it depends on how we make our estimates. Sometimes it is challenging to distinguish between a language and a dialect. Additionally, some languages have yet to be discovered. It is possible that there are people living in the jungles of the Amazon River who speak their own language, and no linguists have any idea what it sounds like.

These five thousand languages include world languages with millions of speakers. However, there are also languages spoken by only a few hundred or even a few dozen people. These languages face challenges in survival, as their speakers are surrounded by larger populations speaking a different language and are at risk of extinction. Each new generation sees a decrease in the number of speakers, who gradually become more proficient in the neighbouring language. Eventually, the language becomes extinct.

Many languages have perished in this manner for centuries and millennia. Among them were once renowned languages such as Sumerian, Hittite, Akkadian (all in Asia Minor), Etruscan (northern Italy), and Gothic (Western Europe). Yet there were many more that we have forgotten.

Linguists are working tirelessly to preserve these languages, as each one is unique. There are a number of languages that are on the verge of extinction, which is why Russian linguists have recently published the so-called Red Book of Languages of Russia, similar to how biologists create Red Books to document endangered species.

In Russia, there are many languages that are in danger of disappearing, particularly those spoken by the indigenous peoples of the North and Siberia. For example, the Kamas language, once a Samoyed language in Siberia, was preserved by a single elderly woman at the end of the 20th century.

Meanwhile, over half of the world's population speaks one of the world's most widely spoken languages, with over two billion speakers. These languages include:

Chinese, with over a billion speakers;

English, with over four hundred million speakers;

Spanish, with over three hundred million speakers;

Hindi, with over three hundred million speakers;

Russian, with over two hundred and fifty million speakers.

Some languages are also close to becoming world languages, with an estimated number of speakers ranging from one hundred to two hundred million. These include Arabic, Portuguese, Indonesian, Bengali, Japanese, German, and French.

Part 2. English

Task 2.2 Answering the questions, the students are supposed to use the information based on the study of the previous part.

Suggested Answer Key

- Which are the most populated countries in the world? Which languages are spoken in these countries? (*China, India; the languages – Chinese (Mandarin) and Hindi, Punjabi and some others.*)
- Which are the most widely spoken languages in the world? (*Chinese, Hindi, English, Arabic, Russian*)
- Which languages make up the largest part of the Internet? (*students may name English, but it should be mentioned that the Internet is evolving and other languages become more and more used for communication, so other top languages are Chinese, Spanish, Russian, French, German*)

Task 2.4 Suggested Answer Key.

1. Is English the most widely spoken language in the world, according to the text?
English seems to be widely spoken, but more other languages are about to take their own position in the Internet business.
2. What are other languages that are widely spoken as shown in the article?
Chinese, Spanish

3. Why do some e-business companies need translation of their websites?

E-business companies in some European and Asian countries need to attract their customers, and it has become evident that people want to buy products communicating in their own languages, not in English. It has also become evident that it is easier to solve some legal problems connected with e-purchases in local languages.

4. How is the position of English in e-business beginning to change?

English is still the lingua franca of the Internet, but some other languages with bigger populations are constantly increasing their web participation.

5. In what way can English as the most widely used language on the Internet bring benefits to Internet communication?

English is an official language of many countries with considerable populations (India, for example), so there is a number of English-speaking users of the Internet who don't need additional expenses on translation. Thus, the process of communication becomes easier and more time efficient.

6. In what way can it become a threat to Internet communication?

Other languages may be of rarer use, so their speakers may feel disappointed. Moreover, there are still quite a few people who are not proficient enough in English and they may need translators' services, otherwise they may feel that they are underprivileged in getting e-services via the Internet not in their native language.

Task 2.5 Suggested Answer Key

Proficient, to consider, to conduct, to increase, apparent, customer, aware, to tend

Word	Transcription	Definition	Translation	Set Expressions/ Collocations	Word Family
Proficient (adj)	[prə'fɪʃənt]	able to do something well because of training and practice, skilled and experienced	Умелый, знающий, самый высокий уровень владения иностранным языком (C2)	be/seem/become proficient	Proficiency (n); to develop proficiency; a high level of oral proficiency in English; Proficiency in something/ in doing something
Consider (v)	[kən'sɪdə]	to think carefully about a decision; to think about particular facts; to have a	Рассматривать; принимать во внимание, считать, полагать	For somebody's consideration; under consideration	Considerable (adj); considerably (adv); consideration (n);

		particular opinion about someone or something			considerate (adj); inconsiderate (adj)
Conduct (v)	[kən'dʌkt]	to organize and/or do a particular activity (formal)	Проводить, организовать	to conduct an experiment/ an investigation/ a survey/ research/study; to conduct oneself	conduct (n) ['kɒndʌkt]; conductor
Increase (v)	[ɪn'kri:s]	to become greater in amount, number, value, etc.; to make something greater in amount, number, value, etc.	Повышаться. увеличиваться	increases demand/ competition; to increase dramatically/substantiall y; increasingly difficult/popular	increase (n) ['ɪnkri:s] increased (adj) increasingly decrease (v)
Apparent (adj)	[ə'pærənt]	obvious or easy to notice	очевидный	For no apparent reason	Apparently (adv)
Customer (n)	['kʌstəmə]	a person or organization	покупатель		

		that buys goods or services from a shop or business			
aware (adj)	[ə'weə]	knowing that something exists, or having knowledge or experience of a particular thing	осведомленный	To be (very much/fully/ linguistically) aware; as far as I am aware; to be aware of/that	Awareness (n) Unaware (adj)
Tend (v)	[tend]	to be likely to behave in a particular way or have a particular characteristic	Иметь тенденцию; склонность		

Task 2.6 Suggested Answer Key

- a) Is English the world's widely spoken language?
- b) The disproportion of native or proficient speakers of English and English users on the Internet is easy to notice.
- c) The position of English on the Internet is beginning to change.
- d) The translation of a website into different languages is a difficult task.
- e) Existing automated translation system don't always meet professional quality standards.
- f) Not only translation difficulties arise in e-business.
- g) The efforts needed for resolving translation problems are increasing with the growth of the Internet.
- h) Small local companies resolve their translation problems more efficiently.

Task 2.7 Suggested Answer Key

- 1. Most people are under the impression...
Many people think...
- 2. And English does seem to be everywhere...
English really seems to be widely used...
- 3. It comes as quite a surprise ...
It is surprising to notice...
- 4. Also, the numbers of people who can speak English is nowhere near as high as it is for other languages.
The numbers of people who can speak English are much fewer than for other languages such as Chinese or Spanish.
- 5. One reason for this is that both Europe and Asia have become growth areas for the Web.

It may be explained by the fact that some European and Asian countries have been uploading more and more resources on the Internet.

6. ... it has become apparent to many of them...

... it has become quite obvious for many of them...

7. It has also been pointed out that many people see the overuse of English as a threat to language diversity.

It has been observed that the dominance of the English language may be seen as a danger to linguistic diversity.

8. There are also all sorts of legal issues to take into consideration.

It is also necessary to take into account some laws and regulations connected with e-business.

9. Such vast changes will not happen overnight.

These changes may take a considerable amount of time to be realised.

10. But one thing which is certain is that a growth in the use of the Internet is guaranteed.

One thing may be said for sure: the Internet is thriving; thus, more people and more resources are involved in the process of its development.

Task 2.8 Suggested Answer Key.

Analyse quantity	Explanation or paraphrase
... around 75% of the pages on the Web are in English	This means that three out of every four web pages are written in English.
this is the mother tongue of only 5% of the world's population	Few people, a small group

the number of proficient speakers of the language is only slightly higher.	Few people, a limited number of proficient speakers
a relatively small number of the world's population can communicate well in English	Few people
Also, the numbers of people who can speak English is nowhere near as high as it is for other languages such as Chinese or Spanish.	<i>Nowhere near means not close in distance, time, amount, or quality, so the phrase from the text may be explained as follows:</i> the numbers of people who can speak English are much fewer than for other languages such as Chinese or Spanish. Chinese and Spanish have significantly more speakers.
more and more material in different languages is being added to the web at an ever increasing pace.	Experts can observe a growing trend towards linguistic diversity on the internet.

Task 2.12 Suggested Answer Key

- | | |
|-------------------|-----------------|
| 1) First of all | 5) particularly |
| 2) By this I mean | 6) Finally |
| 3) for instance | 7) To sum up |
| 4) Secondly | |

Task 2.13 Suggested Answer Key

1. first; 2. accent; 3. native; 4. language; 5. tongue; 6. speech;
7. body; 8. talk

Task 2.15 Exercises 2.15 and 2.16 aim to enhance students' awareness of specific linguistic phenomena. Suggested Answer Key

1. madam
2. Breakfast+lunch= brunch; smoke+fog=smog
3. Smoke/smog; brunch/lunch
4. MADAM
5. Facetious
6. feedback

Task 2.16 Suggested Answer Key.

1. The shortest word: *I*. The longest words usually are some terms of medicine or chemistry.
2. English words that people wouldn't have known 50 years ago: *Internet, smartphone, chat bot*
3. Some Russian words: смартфон, роуминг, дисплей

Task 2.18 Suggested Answer Key

- He's having a party.
- He's taking an exam.
- He's giving a lecture.
- He's making a good progress.
- He's doing his duty.

Task 2.19 Suggested Answer Key

In the morning I made / did some work in the garden, then I spent/ had a rest for about an hour before going out to have/do some shopping in town. It was my sister's birthday and I wanted to do/make a special effort to cook a nice meal for her. I gave/ had a look at a new French cookery book in the bookshop and decided to

buy it. It has some totally/ **extremely** easy recipes and I managed to do/ **make** a good impression with my very first French meal. I think my sister utterly/ **really** enjoyed her birthday.

Task 2.20 This exercise is supposed to help students to learn to understand some idioms with a linguistic term word. Answer Key

1. F; 2. C; 3. E; 4. D; 5. A; 6. B; 7. G

Task 2.21 Suggested Answer Key.

- **Cat got your tongue**

Unable to speak or think of something to say.

Example: *You're being very quiet. Cat got your tongue?*

- **It's all Greek to me**

Something incomprehensible or hard to understand.

Example: *I've tried learning the rules to volleyball, but it's all Greek to me.*

- **Be lost for words** *to be so surprised, confused, etc. that you do not know what to say*

Example: After hearing the shocking announcement, I felt completely lost for words.

- **beyond words** *in a way that cannot be expressed in words*

Example: The film was boring beyond words.

- **body language** *the movements or positions of one's body that show other people how you are feeling, without using words*

Example: It was easy to tell from her body language that she was very embarrassed.

- **eat your words** *to admit that what you said was wrong*

Example: When he told her she would fail the project, she promised she would make him eat his words.

- **in plain English** *simply and clearly expressed, without using technical language*
Example: Students should be encouraged to write in plain English.
- **go without saying** *to be very obvious or easy to predict*
Example: Of course I'll help you. That goes without saying.
- **speak/talk the same language** *to be able to communicate easily with another person because you share similar opinions and experience*
Example: My mother and I talk the same language when speaking about instilling good manners in children.
- **talk a mile a minute** *very quickly*
Example: The boy was very excited, talking a mile a minute.
- **mind/watch your language** *to be careful about what you say in order not to upset or offend somebody*
Example: The referee told the players to mind their language.
- **words fail me** *said to emphasize your surprise or shock, especially at something you have just seen or been told*
Example: When I saw the damage caused by the earthquake, words failed me.

Task 2.24 Suggested Answer Key

1. ... *deserve the red pencil*

needs correction

2. ... *would deserve his peers' equivalent of the red pencil.*

...would be scolded by his peers

3. *Different usages are appropriate to different settings ...*

Standard and non-standard English may be used in different contexts...

4. ... *we can begin to exploit the stylistic contrast involved*

...speakers should notice the difference between formal and informal utterances

5. *Competent writers know they have the ability to switch into and out of standard English...*

Native speakers of English can use standard and non-standard language forms suitable for certain contexts...

6. *The application of this analogy is probably obvious...*

The use of this comparison may be evident...

7. *... then they leave school linguistically fully dressed.*

...later they finish school with the knowledge of stylistic variety of the language

8. *... take steps to familiarize themselves with the stylistic range of English...*

Make an effort to learn how English is used in colloquial, formal, and informal contexts...

9. *... people from all walks of life...*

...people with different social background

10. *Language is a form of social behaviour, and it is subject to these sanctions as is everything else.*

Speaking a language requires knowledge of social rules that allow the use of standard and non-standard forms in the contexts considered appropriate for that.

Task 2.25 Answer key

1. F

5. F

2. T

6. T

3. T

7. T

4. F

8. T

Task 2.27 Suggested Answer Key

No argument there; equally; different usages are appropriate to different settings; an eye-grabbing headline; switch from the customary standard English; in inverted commas; competent writers; one of language skills; in other walks of life; application of this analogy; to familiarize oneself; the stylistic range of English

Task 2.28 Suggested Answer Key

Word	Transcription	Definition	Translation	Set Expressions/ Collocations	Word Family
appropriate (adj)	[ə'prəʊpriət]	suitable or right for a particular situation or occasion	подходящи й, соответству ющий	appropriate for	inappropriate (adj) appropriate (v) [ə'prəʊpriət] appropriacy (n) appropriately (adv)
deserve	[dɪ'zɜ:v]	to have earned or to be given something because of the way you have behaved or the qualities you have	заслуживать	one good turn deserves another: <i>(saying) you should help somebody who has helped you;</i> deserve praise/respect; get what you deserve	deserved (adj) well- deserved (adj) undeserved (adj)
familiarise (v)	[fə'miliəraɪz]	to learn about something or	знакомить/ ся	familiarise somebody with something	familiarity (n)

		teach somebody about something, so that you/they start to understand it	(в процессе изучения)		familiar (adj)
instil (v)		to gradually put an idea or attitude into somebody's mind	внушать, вселять	to instil confidence/discipline into somebody;	
aim (n)	[eɪm]	the purpose of doing something, and what you hope to achieve	цель	with the aim of doing something; to aim at something	aim (v) aimless (adj) aimlessly (adv)
goal (n)	[gəʊl]	an aim or purpose	цель	to achieve/accomplish/reach a goal;	

Task 2.29 Pairs of synonyms. Suggested Answer Key

context – setting	interact – communicate
usage – application	aware – familiar with
difference – contrast	aim – goal
suitable – appropriate	instil – teach
variety – type	competent – proficient
variety – range	

Task 2.30 Pairs of antonyms. Suggested Answer Key

- | | |
|---------------------------|------------------------------------|
| 1. aware – ignorant | 5. appropriateness – unsuitability |
| 2. competent – unprepared | 6. variety – analogy |
| 3. contrast – similarity | |
| 4. different – similar | |

Task 2.32 The contents of the text can be presented with the help of two tables. Suggested Answer Key.

Table 1.

Language Appropriateness

English language norms	Where they can be used	What effect they achieve
Standard forms of English	a serious sample of writing/paper/document	to inform
Non-standard forms of English	in colloquial situations	to express emotions communicating with peers
	in newspaper sports reports	to create eye-grabbing headlines
	in fiction (novel)	e.g. to represent speech of football supporters / speech characteristics

Table 2.

How to teach language appropriateness?

Linguistic skills to instil in learners	Awareness of all the varieties in the language
	Stylistic range of English
	The idea of language as a form of social behaviour
	A sense of linguistic appropriateness

Task 2.33 Your students may be encouraged to cover the following aspects. Suggested Answer Key

- Standard forms of English are used for formal writing, including papers and documents, primarily to convey information effectively.
- Non-standard forms of modern English can be appropriate in certain contexts, such as in colloquial situations or when communicating with peers to express emotions. They can also be used in newspaper sports reports to create eye-grabbing headlines; in fiction to achieve an artistic effect by reproducing the speech profile of some characters, such as football supporters.
- Non-standard forms of English should be avoided in the process of learning a foreign language; however, their functions in a text or speech should be understood.
- What linguistic skills are necessary to develop a sense of linguistic appropriateness: awareness of the various dialects and registers of the language, an understanding of the stylistic range of English, and the idea of English as a form of social behaviour. This knowledge enables effective communication in diverse contexts, such as business

discussions, negotiations, document and paper writing, and classroom interactions.

Task 2.37 Suggested Answer Key

1. She has acquired a good command of French.
2. How long will it take me to acquire necessary memorizing skills?
3. I would like to apply these newly acquired skills to our project.
4. He has acquired a reputation for being a conscientious person.
5. The firm has just acquired new premises.
6. How did the library come to acquire so many books by a famous linguist?
7. I am very conscious of the need for learning languages.
8. We are now deeply conscious of these issues.
9. She made a conscious decision to spend more time on reading modern prose.
10. I have no intention of changing the theme of my research.
11. I went straight home with the intention of reading for my exam.
12. My original intention was to translate the excerpt, but this turned out to be unnecessary.

Part 3. Learning foreign languages

Task 3.5 Suggested Answer Key

1. Should students be taught all four basic language skills, such as speaking, listening, reading and writing, or only some of them? Or should some of them be taught first, and then later others may be trained?
2. Which is better: to know one foreign language perfectly or to speak two foreign languages but on a lower level?
3. Should learners be taught only the colloquial form of a language, a foreign language for academic purposes or any other?
4. Should teachers focus on classroom communication, or should they use a grammar-translation method and pay more attention to teaching grammar rules and doing only translation exercises?
5. How often should foreign language learners' native language be used during the foreign language lessons?

Task 3.6 Suggested Answer Key

- FLL – foreign language learning
- FLT – foreign language teaching
- L1 – learners' native language
- L2 – learners' second of foreign language

Task 3.7 Suggested Answer Key

Объяснять; получать; способность, трудный, напористость, самостоятельность, применение, обнаруживать, проявлять себя, усваивать знания, цель, владение (языком), современный, создавать условия, создание условий, использовать наилучшим образом.

Task 3.8 Suggested Answer Key

account for the diversity of FLL behaviour; a genuine aptitude for ELL; but the task is likely to be less onerous if certain general personal qualities are present; assertiveness and independence; good drive and powers of application; assimilate knowledge; find patterns in samples of data; an ability to detect phonetic differences; especially in the community at large; encouragement from local employers; parental support; silent rehearsal; may lead to discontinuities; readily leading to fatigue and superficial assimilation; with underachievers, as well as with the gifted; are all four linguistic modes to be introduced; an excellent command; need to keep themselves up-to-date with the latest research.

Task 3.9 Suggested Answer Key.

Less successful students; the talented; uninterrupted process; a skill of introducing into practice; to acquire knowledge; regularities in data; to distinguish slight changes of phonetic sounds; a real gift for language study; in the society; to teach 'bit by bit'; acquire knowledge that is not deep enough; to take part; four language skills; to be aware of innovations; teacher qualification improvement; basic teacher training.

Task 3.10 Suggested Answer Key

Adaptability – flexibility; sphere – domain; goal – objective, aim, purpose; strategy – technique, method; formula – pattern; aptitude – ability, intelligence; input – teaching; up-to-date – latest; critical – serious, important; encouragement – motivation; individual – personal; difficult – onerous; explain – account for

Task 3.11 Suggested Answer Key

good drive – fatigue; fatigue-ability; succeed – fail; underachievers – the gifted; limited competence – excellent command; communicative – formal; regular exposure – discontinuity; obtain - give

Task 3.12 Suggested Answer Key

- | | | |
|------|------|-------|
| 1. F | 5. T | 9. T |
| 2. T | 6. T | 10. F |
| 3. T | 7. F | |
| 4. T | 8. F | |

Task 3.16 Suggested Answer Key

get rid of the language barrier; on the contrary; use methods that you find engaging; a common mistake; the rest of the time; in a row; reward your successes; don't overdo it; repetition; boring (dull); memorising skills; educational horizons; any option will do; it makes no sense; to improve your pronunciation skills; which aspects are worth paying extra attention to; perception; preferences; visual aid

Task 3.18 Answer Key

1D; 2E; 3C; 4A; 5F; 6 I; 7H; 8B; 9G; 10 J

Task 3.19 Answer Key

1D;2D;3A;4B;5D

Task 3.23 Suggested Answer Key

1. The tongue is not steel, yet it cuts. *Words can hurt people as deeply as physical tools.*

2. Practice makes perfect. *Repeated practice helps to improve mastery of a skill.*
3. Learn young, learn fair. *Learning at a young age is beneficial, as it's easier to memorise information.*
4. Practice is the best master. *The most effective way to improve mastery of language skills is hands-on experience.*
5. What we do willingly is easy. *If we are motivated and enjoy what we do, it feels easier to cope with complicated tasks.*
6. A bird is known by his note, and a man by his talk. *Just as a bird's song identifies it, people reveal their character and intentions through what they say.*
7. Think today and speak tomorrow. *It's sensible to consider what you say carefully before speaking to avoid mistakes you may regret later.*
8. The pen is mightier than the sword. *Written words, intellect, creativity and diplomacy may greatly influence shaping social norms and resolving conflicts.*
9. Better the foot slip than the tongue. *A physical mistake, such as tripping or stumbling is often easily forgiven and forgotten, but words can have lasting consequences and can harm relationships or reputations. One should be careful with words.*
10. Brevity is the soul of wit. *Being concise and to the point is often more effective and clever than speaking too much and being wordy.*

Task 3.24 Suggested Answer Key

1. This job requires fluency in two or more foreign languages.
2. In spite of the fact that Latin is a dead language, all linguists need to study it.
3. Last year the research was aimed at studying the questions of language acquisition by two-year-old children.

4. Language is constantly evolving.
5. There are several theories of the origin of language.
6. New methods of learning foreign languages are being introduced in many universities.
7. Her command of the language is perfect for a six-year-old child.
8. Formulate the task in plain English.
9. His letter was written in the official style.
10. The writer's language reflects the personality of each character.
11. Watch your language, young man!
12. We have courses on developing oral and written language skills.
13. The poem is written in modern language.
14. His strength is that he speaks to his readers in plain language.

Task 3.25 Suggested Answer Key

At the age of ninety, Kato Lomb set about learning Hebrew and planned to take up the study of Arabic. Here is a list of her useful tips for foreign language learners.

1. Study every day

Devote at least 10 minutes a day to English. Morning classes will bring the most benefit: review the notes that you made in the lesson, read an article or repeat previously learned words.

2. Motivation

If it becomes more difficult for you to learn a language every day, don't make yourself do something you don't like. At the same time, you should not give up your dream of knowing the language perfectly. First, try to change the type of activity: tired of grammar

exercises – read the article, tired of practicing phonetics – read interesting stories.

3. Context is important

Forget about the simple cramming of disparate information, learn new vocabulary exclusively in context.

4. Colloquial phrases

Write out not only new expressions from books or audio recordings, but also whole phrases that are often repeated. They should be learned by heart and try to use them often in speech – this is the ‘live’ version of the language.

5. Mental translations

How to learn English and relax at the same time? Try naming the objects around you in English or translating advertising signs and announcements. The technique is useful for those who are engaged in mental work — it has a relaxing effect on the brain (as we change the type of activity).

6. Correct memorisation

When learning some phrases or expressions, try to memorise a sentence with them in the first person singular the way you would pronounce it. For example, ‘I’m good at playing tennis’ – ‘I play tennis well.’

7. Simultaneous development of all skills

All language skills need to be developed at the same time, do not wait until you have learnt grammar or the first thousand words, start talking and listening from the very first lessons.

8. Philosophical attitude to mistakes

We don't like being corrected so much, but we shouldn't. From a person who knows English better than you, you can learn about the mistakes you are making. This way you can work on them and avoid them in the future.

9. Self-confidence

Convince yourself that you are a gifted polyglot who knows how easy it is to learn a language. If it is not easy for you, you can criticise textbooks, dictionaries and the language itself – they may seem imperfect and inconsistent, not you.

Test.

Part A. Answer key.

1E; 2H; 3I; 4C; 5G; 6B

Part B. Answer Key.

- | | |
|---|-------------------------|
| 1. C | 13. addition, appealing |
| 2. C | 14. enrich |
| 3. B | 15. various, adoption |
| 4. D | 16. perfected |
| 5. a lingua franca | 17. B |
| 6. B | 18. D |
| 7. A | 19. D |
| 8. extinction | 20. B |
| 9. D | 21. A |
| 10. D | 22. C |
| 11. proficiency; mother
tongue; proficient;
to remember; an utterance | 23. B |
| 12. simplicity | 24. C |
| | 25. C |

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