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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛИ ЛЕКСИКОЛОГИЯСИ КАФЕДРАСИ**

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INTRODUCTION

When a child acquires first knowledge of his or her mother tongue, he usually takes all its peculiarities for granted: he has no other language to compare it with, and no general logical principles to judge it by. Learning one's mother tongue is a natural process, which has been going on ever since mankind came into being. Things are quite different with mastering a foreign language: when learning it (at whatever age) the student compares it to his mother tongue. (be it Uzbek or Russian) He is often astonished to find great differences in the way ideas are expressed in the two languages, and if the learner is an adult person, he will often be struck by inconsistencies in the foreign language, illogicalities and contradictions in its structure. He will therefore quite naturally be inclined to ask, why is this so? In learning the English language of today, we are faced with a number of peculiarities, which appear unintelligible from the modern point of view.

These are found both in the vocabulary and in the phonetic and grammatical structure of the language.

For historical and economic reasons the English language has spread over vast territories. It is the national language of England proper, the USA, Australia, New Zealand and some provinces of Canada. It is the state language in the Wales, Scotland, in Gibraltar and on the island of Malta.

The English language was also at different times enforced as a state language on the peoples who fell under British rule or USA domination in Asia, Africa, Central and South America. The population thus imposed upon still speak their mother tongue or had control of both languages.

After World War II as a result of the national liberation movement throughout Asia and Africa many former colonies have gained independence and in some of them English as the state language has been or is being replaced by the national language of the people inhabiting. These countries (by Hindi in India, Urdu in Pakistan, Burmanese in Burma, etc.), though by tradition it retains there

the position of an important means of communication. The role of the English language is often overrated, apart from other reasons, through lack of discrimination between the function of the language as a mother tongue and as a means of communication between the colonizers and the native population.

As the English language was spreading over the globe, it was but natural that local peculiarities should arise, depending on conditions of each country and its population.

The most important question in this sphere is that about the English language in America: Since the American people became a nation in its own right, the question arose of the relations between British and American English.

In the 1920 s a theory came into being which asserted there was a separate “American language” different from English. The chief exponent of this theory was the well-known American author and journalist Henry Louis Mencken (1880-1948). His book “The American Language”, whose very title indicated the author’s views, was first published in 1919 and then appeared in several more editions.

To approach the essence of the problem, we shall have to cast a look at the history of the English language in America.

The earliest English settler in America came from London and the counties close to it (Suffolk, Norfolk, Essex). These settlers occupied territories on the Atlantic coast. The territory now known as New England (the states of Maine, Vermont, New Hampshire, Massachusetts, Connecticut, and Rhode Island). When the struggle with England came in the late of 18-th century the colonies only occupied a narrow strip on the Atlantic coast. Only gradually, in the course of many migrations, which were accompanied by an influx of ever new masses of immigrants from Europe, did the colonies cross the Alleghenies, the plains of the central continent, reach the Rocky Mountains and the Pacific coast in the mid 19-th century.

Proclamation of the independent United States the ensuing war with England which brought about complete separation of the colonies from the metropolis, was accompanied by a separatist movement in language matters as well.

Centrifugal tendencies in American English were also fostered by influx of immigrants from Scotland and Ireland, who brought to the New World their own dialects.

The most representative variety of American English differs from the British standard in the following points: phonetics and spelling, morphology, vocabulary.

In the sphere of vocabulary the differences between British and American English are most pronounced.

The subject matter of the qualification paper is to study the differences between British English and American English.

The object of the qualification paper is to define the concrete results of the research of phonetic, lexical and grammatical differences between British English and American English, get examples by the study of the means of them.

The actuality of the qualification paper is that the study of peculiarities of grammar of American variant of English is very interesting and the most disputable problems of linguistics.

The aim of our work is to determine the phenomenon Americanisms, to find its equivalents in the English and Uzbek languages, to determine the main differences and similarities between American and British English, to define the distinctive features of the two variants.

The tasks of the qualification paper are as follows:

- to study regional varieties of the English language;
- to study the English language outside Europe;
- to study standard English, variants and dialects;
- to study the English language in the British Isles and the USA;
- to define grammar of the American variety of the English language;
- to analyze features of the grammar of American English;

- to analyze morphological Structure of American Usage;
- to analyze some points of Diachronic approach to the problem;

There we have used different methods of language learning and structure in carrying out paper. Analytic methods, descriptive methods and comparative-componential methods.

The materials of our work are research works of other authors. Literature of different authors, Internet materials, dictionaries and of course the real speech of native and foreign speakers.

The novelty of the research paper is in the fact that much material concerning the criteria of the phonetic, lexical and grammatical differences between British English and American English were systematized.

The Theoretical significance of the paper is in the fact that the problems discussed here, the solutions presented as a result of the investigation may sure for the further development of the theoretical aspects of the problem.

The Practical value of the work is doubt ten due to the fact, which its material, results and conclusions can be helpful for the students and teachers to learn the theoretical grammar, Translation theory and other theoretical and practical courses taught at the University.

The qualification paper consists of Introduction, two chapters, conclusion, summary and bibliography.

Introduction tells us about the brief plot of this qualification paper and also it informs us about the structure of this work.

Chapter I is devoted to the study of regional varieties of the English language. In this chapter we tried to study the English language outside Europe, its variants and dialects in the British Isles and the USA.

Chapter II is dedicated to the study of Grammar of the American variety of the English language. In this chapter we observed the features of the grammar of American English and the morphological Structure of American Usage.

Conclusion is about the achieved results of the work under the chosen theme.

Bibliography deals with the alphabetical list literatures used in carrying out the investigated work.

CHAPTER I. REGIONAL VARIETIES OF THE ENGLISH LANGUAGE

1.1. THE ENGLISH LANGUAGE OUTSIDE EUROPE

This work outlines the differences between American English, the form of the English language spoken in the United States, and British English, which for the purposes of this paper is assumed to be the form of English spoken in South East England, used by the British Government and the BBC and widely understood in other parts of the United Kingdom. The section on Pronunciation assumes the Received Pronunciation of British English.

During the 1500's, fewer than 2 million people spoke English. All of them lived in what is now Great Britain. Though the centuries, as the result of various historical events, English spread throughout the world. Today about 400 million people speak English as their native language. Most of them live in Australia, Canada, Great Britain, Ireland, New Zealand, South Africa and the United States.

Another 100 million people, chiefly living in Bangladesh, India, Pakistan and in many countries also, speak English in addition to the own language.

Origins

The earliest source of the English Language was prehistoric language that modern scholars call about 5 000 years ago by people who lived in the area north of the Black Sea, in southeastern Europe. These people migrated through the centuries and gradually developed new languages. One group migrated west and divided into groups who spoke languages that were the ancestors of the Germanic, Greek, and Latin tongues. The Germanic languages developed into English, Danish, Dutch, German, Norwegian and Swedish. The ancient Greek language became modern Greek and early Latin grew into French, Italian and Spanish¹.

The earliest known language in what is now Britain was spoken by a people called the Celts. The Romans started to conquer the Celts in AD. 43 and ruled much of Britain until the early 400's, when they returned to Rome. During the mid

¹ Allurrod M. American and British. A Handbook of American – British Language Differences – Halo, 1964.

- 400's, Germanic people who lived along the North Sea invaded Britain. The invaders belonged to three main tribes - the Angles, the Jutes, and the Saxons. All three tribes probably understood one another. The Angles settled in central Britain. This area became known as Angle-Land and eventually as England. The language of the Angles, Saxons, and Jutes became known as English.

The history of the English language can be divided into three main periods. The language of the first period, which began about 500 and ended about 1100, is called Old English. During the language of the period from about 1100 to 1485, the people spoke Middle English. The language of the period from about 1485 to the present time is known as Modern English

English usage in other countries has traditionally followed one model or the other. For example, British English is used in most of the Commonwealth, with the major exception of Canadian English. British English is also the dialect taught in most countries where English is not a native language, though there are a few exceptions where American English is taught, such as in the Philippines and in Japan. Ireland's version of English is often described as Hiberno - English and differs in some respects from British English, in so far as phrases and terms often owe their origin to the original Irish language (Gaelic), which allowed for more variations in word structure¹.

Henry Sweet predicted in 1877 that within a century, American English, Australian English and British English would be mutually unintelligible, but it may be the case that increased world-wide communication through television, the Internet, or globalization has reduced the tendency to regionalization. This can result either with some variations becoming extinct (as, for instance, “apartment” has been gradually displacing “flat” in much of the world) or that wide variations are accepted as "perfectly good English" everywhere.

In addition to its use in English-speaking countries, English is used as a technical language around the world, in medicine, computer science, air traffic

¹ Беляева Т. М., Потанова И. А. Английский язык за пределами Англии. Л., 1961.

control, and many other such areas of concentrated expertise and international user populations. Such speakers may be fluent in English within their discipline, but not generally fluent in English.

There are also many surviving dialects and local variations in English. Certainly the Alabama truck driver, the Highlands crofter, the Jamaican rapper, the Harvard professor, can all speak English, but they would have to work at it to talk among themselves. And the Finnish air traffic controller might still feel left out.

In the history of the English language in Great Britain dialects followed the familiar pattern. In the fifteen century England was a continuum of regional dialects. With the rise of urbanism a standard language emerged; this was basically the London form of Southeast dialect. In the course of the time, it lost some of its local characteristics and was finally fixed as the speech of the educated class. It is essentially the pronunciation of the educated at public schools. It is largely through these schools that the pronunciation, known as Received Pronunciation, or RP, is perpetuated. RP is not the Pronunciation of any region. Today because of its use on radio and television within Britain, RP has become the social standard. Great prestige is still attached to this implicitly accepted social standard of pronunciation. It has become more widely accepted through the advent of radio. Thus, RP is often identified in the public mind with "BBC ENGLISH". It is the form of pronunciation most commonly described in books on the phonetics of British English and traditionally taught to foreigners.

Dialect

This refers to a variety of the language that is identified geographically or socially by certain vocabulary or grammatical features, e.g. In the west Midlands of England – her's soft (the word soft is a combination of soft is a combination of soft and daft; and her is used here where other dialects would use she) spoken forms of a dialect often become associated with a distinctive pronunciation (an accent).

The dialect that now predominates especially on writing, is called standard English. There are different versions of standard American English, though grammatical and lexical differences between them are minor.

Spoken and written language

Spoken and written are two major modes of language organization.

In their extreme forms, for example, a casual conversation between friends and a formal business letter there are a number of significant linguistic differences. However, spoken and written language are best seen as sets of tendencies, for example, written language tends to be characterized by nouns formed from verbs whereas spoken language tends to contain more verbal processes¹.

Thus:

1. The completion of the job will take seven days.
2. We will complete the job in seven days.

Sentence 1. tends to be written and sentence 2. tends to be spoken.

There are, however, many other categories, which distinguish spoken and written language tendencies and there are, of course, many examples, such of one category overlapping into another.

Standard English

Standard English has been defined as: that variety of English which is usually used in print and which is normally taught in schools and too none native speakers using the language. It's also the variety, which is normally spoken by educated people and used in news broadcasts and other similar situations. There is a particular relationship between Standard English and written forms not just in Great Britain, but internationally. It's grammar and vocabulary has been codified.

It's used extensively in education, including formal, public, written examinations in all subjects.

Beyond school, it's used widely in public and professional life. In this respect, many mother tongue curriculum documents stress the entitlement of pupils

¹ Fries Ch. American English Grammar, New Haven – London. 1960

to Standard English: not to give access to Standard English would be to disempower pupils socially and culturally. Other countries also have a Standard English.

For example, there is standard American English and standard Australian English. For some pupils standard English is a native dialect that is, they are brought up speaking it. This group is not restricted geographically, and speakers of Standard English do not necessarily reveal their geographical origins in the grammar or vocabulary of their speech. Some speakers of Standard English speak it with the accent termed Received Pronunciation or with an accent approximating to it. This accent has its origins in the variety of English spoken in public schools and within the professions and the media. It's the basis on which English pronunciations Standard English can, however, be spoken with any accent.

The main variants of the English language.

For historical and economic reasons the English language has spread over vast territories. It is the national language of England proper, the USA, Australia, New Zealand and some provinces of Canada. It is the state language in the Wales, Scotland, in Gibraltar and on the island of Malta. The English language was also at different times enforced as a state language on the peoples who fell under British rule or USA domination in Asia, Africa, Central and South America. The population thus imposed upon still spoke their mother tongue or had control of both languages. After World War II as a result of the national liberation movement throughout Asia and Africa many former colonies have gained independence and in some of them English as the state language has been or is being replaced by the national language of the people inhabiting these countries (by Hindi in India, Urdu in Pakistan, Burmese in Burma, etc), though by tradition it retains there the position of an important means of communication¹.

The role of the English language is often overrated, apart from other reasons, through lack of discrimination between the function of the language as a mother

¹ Jespersen, Otto. Growth and Structure of the English Language. Oxford, 1983.

tongue and as a means of communication between the colonizers and native population.

The English language is at present spoken as a native language by millions of people spread over four continents. Can it therefore be one language or must it have many varieties? You don't have to be a linguist to admit that it must vary. It is an obvious fact now that every language is always changing. New concepts and ideas are created with the rapid development of civilization. American English, for instance, was influenced by Native American languages and by the languages of other colonists, French, Spanish, Dutch and German¹.

Different varieties of English are used in Great Britain, in the United States of America, in Australia, in New Zealand, in south Africa and in Canada. If there are so many varieties of English, which one should we learn? Either American English or British English, as those are languages of the two countries that shape the life of our planet. What is American English, then?

We can start with looking at the question of whether American constitutes a separate language from English. Henry Louis Mencken wrote an interesting book called "The American Language", first published in 1919. The book contains the most complete survey of what is called American English. H.L. Mencken regarded British- and American English as separate languages. His book demonstrates the distinctness of American English, and stresses American linguistic creative and independence. In fact, however, he was leading an anti-colonialist campaign about the language Americans use. Although political independence from Britain had been gained more than a century before, the influence of accepted canons of usage was still felt to be imposed from London. Mencken told that Americans had no need to be modest about their own characteristic form of English. Once he had pointed this out, it was obvious to everyone that an American English tradition was clear and by accepting this it was no longer necessary to press for the idea of a separate American English. I should add, that if we take into consideration the

¹ Jespersen, Otto. Growth and Structure of the English Language. Oxford, 1983.

mobility of tourists, the exchange of literature, press, films and TV then we will easily understand that British and American English mutually influence each other. Is there such a thing as Standard British? There is! It is the language of the educated class of people centered in London and its vicinity, and spoken by BBC radio announcers. The differences between American English and British English are considerable.

In the course of the last few centuries the English language spread over various parts of the globe.

In the 18-th century the English penetrated into India and it came under English power. In this huge territory, which since 1974 is divided between two states, India and Pakistan, English has not, however ousted the local language. Its sphere is limited to large cities and to a certain social layer.

In India today the English language is a state language along side the native languages Hindi and Urdu.

In the course of Seven Years` War (1756 - 1763) the English conquered Canada, which had been a French colony. A few decades later English settlers appeared in Australia. During the 19th century the whole of Australia, and also New Zealand and many islands in Oceania were colonized. In the early years of the 20 th century the English penetrated into South Africa and made themselves masters of the Cape Colony and of the Transvaal.

In all of these territories the English language had to compete with other colonizers` languages and with those of the local populations. In some cases a compromise was the result. Thus, in Canada English did not entirely supersede French. The French Canadian dialect, which shows a strong influence of English, is still used in several regions of Canada. In the Republic of South Africa the Dutch dialect, called Afrikaans, has survived and enjoys equal rights with English.

According to data published in 1964, there are about 270,000,000 English speakers on the globe, including 195,000,000 in the United States, 54,000,000 in the British Isles, 8,000,000 in Canada, and 11,000,000 in Australia.

The English language in America

As the English language was spreading over the globe, it was but natural that local peculiarities should arise, depending on conditions of each country and of its population.

The most important question in this sphere is that about the English language in America. Since the American people became a nation in its own right, the question arose of the relations between British and American English.

In the 1920s a theory came into being which asserted that there was a separate “American language”, different from English. The chief exponent of this theory was the well-known American author and journalist Henry Louis Mencken (1880 - 1948). His book *The American Language*, whose very title indicated the author’s views, was first published in 1919 and then appeared in several more editions.

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Proclamation of an Independent United States, the ensuing war with England which brought about complete separation of the colonies from the metropolis, was accompanied by a separatist movement in language matters as well.

¹ Burchfield R.W. The English Language. Lnd., 1985

Centrifugal tendencies in American English were also fostered by influx of immigrants from Scotland and Ireland, who brought to the New World their own dialects.

The most representative variety of American English differs from the British standard in the following points:

Phonetic and Spelling

1) the consonant (r) before vowels is preserved; the words *firm*, *hurt*, *learn* are pronounced [fɜːrm], [hɜːrt], [lɜːrn].

2) for long [ɜː] before [s, f, p] [æ] is sounded. Words like *class*, *fast*, *grasp*, *ask*, *shaft*, *path* are pronounced [klæs], [fæst], [græsp], [æsk], [æft], [pæθ]. The only exception is the word *father* which is always pronounced [fɑːðər].

3) For London [ɒ] an **a**-sound is pronounced (close to [ɔː]): *lot* [lat], *pot* [pat], *psychology* [saɪˈkɒlədʒi], etc.

American spelling, while leaving untouched the main principles of English spelling, introduced some minor changes in details. Thus, for the English **-our** at the end of French and Latin loan words the spelling **-or** has been introduced: *honor*, *labor*, *ardor*, etc. For British *centre*, *theatre* American *center*, *theater* are used. Individual word spellings have also been changed: *thru* for *through*, *tho* for *though*, *defense* for *defence*.

Occasionally the spelling *catalog* (for *catalogue*), *prolog* (for *prologue*), *program* (for *programme*) is found, but these remain optional: they are not adopted either by school or by most publishing companies.

Differences in morphology are negligible. The only distinct Americanism is the form *gotten*, second participle of the verb *get*, as against the British form *got*.

A typical feature of American English is the preservation of the present subjunctive in sentences like *I suggest that he go*, etc.

In the future tense the auxiliary *will* prevails over *shall* in all persons.

In colloquial American speech we often find formations like *I been*, *I taken*, *I seen*, etc. These formations are the result of a phonetic weakening and loss of the

auxiliary verb *have*: [hæv > h v > v > v]. However, the loss of the auxiliary means a change in the second participle, which tends to become a finite verb form.

In the sphere of vocabulary the differences between British and American English are most pronounced. In some cases American English has preserved old words which were superseded by synonyms in England, as *sick*, which in the predicative use has been superseded by *ill* in England, or *guess* (meaning ‘suppose’) or *fall* (meaning ‘autumn’).

In other cases new words appeared in America to denote new notions, as *caucus* ‘preliminary meeting of a party committee’, *graft* ‘illegal profit’, etc.

Here is a short list of different words used in Britain and in the United States.

<i>British</i>	<i>American</i>	<i>British</i>	<i>American</i>
lift	elevator	underground	subway
sweets	candy	pavement	sidewalk
behind	back of	shop	store
	postman	letter-carrier	

Sometimes, again, a word has one meaning in Britain and another in the United States. For example, the word *bug* means ‘bed bug’ in Britain, but ‘beetle’ in America (compare the title of a story by Edgar Allan Poe, *The Gold Bug*).

Another case is seen when American English adopted words from other languages with which it came into contact in the New World, mainly Spanish, partly also American Indian and Negro.

Words of Spanish origin are: *ranch*, *adobe*, *cinch*. American Indian words: *squaw*, *succotash* ‘bean dish’, *mugwump* ‘man considering’ himself above party politics’, *Chatauqua* ‘extension course’.

Words borrowed from Negro dialects: *banjo* (ultimately of Greek origin), *pickraninny* ‘Negro baby’ (from Spanish *pequeno* ‘small’).

Within the English language in America there are differences, which however are not great enough to make us speak of dialects. G. Ph. Krapp, who

made a close study of these differences, states three main types (as he calls them) of American English: (1) Eastern, (2) Southern, (3) Western or General. Differences between them concern mainly points of pronunciation. The three types are in various relations to the English national language, either agreeing with it or differing from it, as the case may be.

Distinctive features of the Eastern type, mainly represented in the New England states, are these:

1. The consonant [r] before consonants and in final position is dropped, as in *form* [f :m], *first* [f :st], *turn* [t :n], *fur* [f :]. In this the Eastern type agrees with London English.

2. The letter **a** before **ff, ss, sk, sp, th, nce** usually denotes the sound [a:]: *chaff* [t af], *pass* [pa:s], *ask* [a:sk], *fast* [fa:st], *grasp* [gra:sp], *path* [pa:θ], *dance* [da:ns]. On this point, too, the Eastern type agrees with London English.

3. **o** in a closed syllable before a stop denotes the sound [ɔ:]: *hot* [h t], *stop* [st p], *rock* [r k]. This, again, agrees with London English.

4. **o, ou** before **r** denote the sound [ɔ:]; *port* [p :t]; *court* [k :t]; *course* [k :s], as in London English.

5. In words like *duty, tune, new*, [u:] is usually pronounced after a dental consonant instead of [ju:]: [˘du:ti], [tu:n].

6. In words like *stone, home, whole* a short non-labialized vowel is pronounced. This pronunciation is represented by spellings like *stun, hum, hull*.

7. Words ending in [-] tend to have an [i]-like sound at the end. This is represented by spellings like *idear* for *idea*, *Hanner* for *Hannah*.

Distinctive features of the Southern type:

1. The consonant [r] before consonants and in final position is dropped as in the Eastern type and in London English.

2. **a** before **ff, ss, sk, st, sp, th, nce** denotes the vowel [æ]: *chaff* [t æf], *pass*[pæs], *ask* [æsk], *fast* [fæst], *grasp* [græsp], *dance* [dæns]. In this the Southern type differs both from the Eastern and from London English.

3. **o** in a closed syllable before a stop denotes the vowel [a]: *hot* [hat], *stop* [stap], *rock* [rak], differing from the Eastern and from London English.
4. Within the Southern type there occur local peculiarities of pronunciation, as [æu] for [au] in the words like *down*, *town*, and occasionally [] for [] in words like *hear*, *deer*, *dear*, *ear*.
5. Final stops after constructive or nasals are weakened, as in *first*, *soft*, *hand*.

Distinctive features of the Western or General type:

1. [r] before consonants and in final position is preserved : *farm* [f :rm], *first* [f :rst] *turn* [t :rn]. Here the Western type differs from Eastern, Southern and London English.
2. **a** before **ff, ss, sk, sp, th, nce** denotes the vowel [æ], agreeing with the Southern type as against Eastern and London English.
[ɑ:] appears only as a result of Eastern influence.
3. Words like *not*, *stop*, *rock* have an [a], agreeing with Southern as against Eastern and London English.
4. The spelling *wa* in words like *water*, *watch* represents a pronunciation [wa]
5. In words like *duty*, *tune*, *new* the pronunciations [ˈdju:tɪ], [tju:n], [nju:] and [ˈdu:t], [tu:n], [nu:] are found equally.
6. There is a greater tendency to nasalize vowels than in Eastern or Southern pronunciation.

For an American, as Krapp says, it is much easier to imagine the Eastern or Southern type of pronunciation than the Western, which appears like a generalized national language, devoid of specific local features. The origin of this type lies, in Krapp's view, somewhere between the Alleghenies and the Rocky mountains.

The existing divergences between British and American English are too insignificant to justify talk of a separate "American language". Thus we arrive at

the conclusion that English is the mother tongue both of the British and the American nation¹.

Since there are some differences between them, the appropriate terms to use are the British variant and the American variant of the English language.

The Language of Canada, Australia and New Zealand

The English language in Canada has several peculiarities in pronunciation and in vocabulary. The first element of the diphthongs [ai] and [au] before voiceless consonants sounds like [] or [] as in *height* [], *out* []. Before the sonants [l, m, n] an additional vowel often arises, as in *film* [fil m], *known* [nou n]. The consonant [r] is sounded in all positions.

Canadian English also has some words that are not used either in Britain or in the United States, such as *dunch* 'half-baked bread', *frazil* 'ice at the bottom of river', *lund* 'quiet'.

Australian English also has some peculiarities in pronunciation and in vocabulary. The diphthong [ei] has become something like [æi], so that the word *day* is pronounced in a way close to the London pronunciation of *die*. The long [i:] tends to become [i] or [], as in *sweets* [swits], [sw its]. The long [u:] tends to become [iu] or [u], as in *boot* [biut], [b ut].

In the sphere of vocabulary Australian English has some characteristic features as well. The noun *stock* has preserved its original meaning 'cattle', and also as part of compounds: *stock-holder* means 'cattle-breeder', *stock-house* means 'cattle-yard'. The noun *station* has acquired the meaning 'cattle-farm', etc. A number of words have been adopted from the language of the Aborigines; besides such words as *boomerang* and *dingo*, which have become international, there are the words *waddy* 'cudgel', *cooboo* 'child', *mallee* 'acacia'.

G. W. Turner in a special study of Australian and New Zealand English points out some peculiarities of Australian pronunciation. Thus, he states that "Australian rhythms are slower, more even and more deliberate than English

¹ Burchfield R.W. The English Language. L;1985.

ones". In the sentence *Thank you very much* educated English would stress *thank* and *much*, while the slower Australian version would include a stress or secondary stress on *very*.

As far as single sounds are concerned, Turner says that in Australian pronunciation the words *archers* and *arches* sound the same and are both phonemically equivalent to English *archers*. On the other hand, the Australian distinguishes *taxis* and *taxes*, *candied* and *candid*, whereas many English speakers do not distinguish these pairs.

1.2. STANDARD ENGLISH, VARIANTS AND DIALECTS

Standard English - the official language of Great Britain taught at school and universities, used by the press, the radio and the television and spoken by educated people may be defined as that form of English which is current and literary, substantially uniform and recognized as acceptable wherever English is spoken or understood. Its vocabulary is contrasted to dialect words or dialectisms belonging to various local dialects. *L o c a l d i a l e c t s* are varieties of the English language peculiar to some districts and having no normalized literary form. Regional varieties possessing a literary form are called variants. In Great Britain there are two variants, Scottish English and Irish English, and five main groups of dialects: Northern, Midland, Eastern, Western and Southern. Every group contains several (up to ten) dialects¹.

One of the best known Southern dialects is *C o c k n e y*, the regional dialect of London. According to E. Partridge and H. C. Wilde, this dialect exists on two levels. As spoken by the educated lower middle classes it is a regional dialect marked by some deviations in pronunciation but few in vocabulary and syntax. As spoken by the uneducated. Cockney differs from Standard English not only in pronunciation but also in vocabulary, morphology and syntax. G. B. Shaw's play "Pygmalion" clearly renders this level of Cockney as spoken at the time when the

¹ Ivanova, Chaxoyan, Belyaeva. The history of the English language. K.;1996.

play was written and reveals the handicap Cockney obviously presents in competition with speakers of standard English. Professor Henry Higgins, the main character of the play, speaking about Eliza Doolittle, the flower girl, says:

You see this creature with her kerbstone English: the English that will keep her in the gutter to the end of her days. Well, sir, in three months I could pass this girl off as a duchess... even get a place as lady's maid or shop assistant which requires better English.

“Encyclopedia Britannica” of 1964 treats Cockney as an accent, not acknowledging it the status of dialect.

Cockney has attracted much literary attention, and so we can judge of its past and present on the evidence of literature. As recorded by Dickens over a century ago, Cockney was phonetically characterized by the interchange of the labial and labio-dental consonants [w] and [v]: *wery* for *very* and *vell* for *well*. This trait was lost by the end of the 19th century. The voiceless and voiced dental spirants [θ and ð] are still replaced – though not very consistently – by [f] and [v] respectively: *fiŋ* for *thing* and *farver* for *father* (inserting the letter *r* indicates vowel length). This variation is not exclusively characteristic of Cockney and may be found in several dialects. Another trait not limited to Cockney is the interchange of the aspirated and non-aspirated initial vowels: *hart* for *art* and *`eart* for *heart*. The most marked feature in vowel sounds is the substitution of the diphthong [ai] for standard [ei] in such words as *day*, *face*, *rain*, *way* pronounced: [dai], [fais], [rain], [wai].

Some specifically Cockney words and set expressions are: *balmy!* *Barmy*, noun or adjective meaning ‘mentally unbalanced’, *barrikin* ‘chatter’, *Garn!* (an interjection of disbelief – *go on!*), *tanner* ‘sixpence’, *toff* ‘a person of the upper class’ and such expressions as *up the pole* ‘drunk’, *you’ll get yourself disliked* (a remonstrance to a person behaving very badly).

Cockney is lively and witty and its vocabulary imaginative and colorful. Its specific feature not occurring anywhere else is the so-called rhyming slang, in

which some words are substituted by other words rhyming with them. *Boots*, for instance, are called *daisy roots*, *hat* is (if *for tat*, *head* is sarcastically called *loaf of bread*, and *wife* – *trouble and strife*. It has set expressions of its own. Here is an example of a rather crude euphemistic phrase for being dead: “*She may have pulled me through me operation,* ” said Mrs. Fisher, “*but `streuth I am not sure I wouldn’t be better off pushing up the daisies, after all.*”(M. Dickens).

The study of dialects has been made on the basis of information obtained with the help of special techniques: interviews, questionnaires, recording by photograph and tape-recorder, etc. Data collected in this way show the territorial distribution of certain key words and pronunciations which vary from region to region. Maps of isoglosses are thus obtained. *I s o g l o s s e s* (from Greek *isos* ‘equal’ and *glossa`* an obscure or foreign word`) are lines showing points where test usage is the same.

Dialects are now chiefly preserved in rural communities, in the speech of elderly people. Their boundaries have become less stable than they used to be; the distinctive features are tending to disappear with the shifting of population due to the migration of working-class families in search of employment and growing influence of urban life over the countryside. Dialects are said to undergo rapid changes under the pressure of Standard English taught at schools and the speech habits cultivated by radio, television and cinema.

For the most part dialect writing has been limited to speech characterization of personages in books otherwise composed in Standard English. There are Yorkshire passages in “*Wuthering Heights*” by Emily Bronte, and Lancashire passages in “*Mary Barton*” by E. Gaskell. A Southern dialect (that of Dorset) is sometimes introduced by Th. Hardy. A. Tennyson used Lancashire dialect in two of his poems reproducing peasant speech (“*Nothern Farmer: Old Style*” and “*Nothern Farmers: New Style*”). “*The Nothern Farmer: Old Style*” is the monologue of a dying old man. He knows that his death is near and is resigned to it: “*It I must die I must die*”. He wants his nurse to bring him ale, although doctor

has forbidden it. The last atanza runs as follows: *What atta stannin` theer for, an`doesn bring ma the yaäle? Doctor`s a`tottler, lass, an a`s hallus i`the cwd taäle; I weänt break rules for Doctor, a knaws now moor nora floy; Git ma my yaäle I tell tha, an gin I mun doy I mun doy.* (Tennyson)

Although the pronunciation is very specific, it is not difficult to translate the bit into Standard English and observe the difference.

The dialect vocabulary is remarkable for its conservatism: many words that have become obsolete in standard English are still kept in dialects, e.g. *to and`envy`* < OE *andian*, *barge`pig`* < OE *berg*, *bysen`blind`* < OE *bisene* and others.

According to O. Jespersen, however, dialect study suffered from too much attention being concentrated on the “archaic” traits. “Every survival of an old form, every trace of old sounds that have been dropped in the standard speech, was greeted with enthusiasm, and the significance of these old characteristics greatly exaggerated, the general impression being that popular dialects were always much more conservative than the speech of educated people. It was reserved for a much later time to prove that this view is completely erroneous, and that popular dialects, in spite of many archaic details, are on the whole further developed than the various standard languages with their stronger tradition and literary reminiscences”¹.

The standard work reference in dialect study is Joseph Wright’s *English Dialect Dictionary*.

After this brief review of dialects we shall now proceed to the discussion of variants.

The Scottish Tongue and the Irish English have a special linguistic status as compared with dialects because of the literary composed in them. The name of Robert Burns, the great national poet of Scotland, is known all over the world. There is a whole group of modern poets including Hugh MacDiarmid writing in this variant of the English language.

¹ Jespersen, Otto. *Growth and Structure of the English Language*. Oxford, 1983.

A few lines from Burns's poem dedicated to his friend James Smith will illustrate the general character of Scottish:

TO JAMES SMITH

1

Dear Smith, the *slee'st*, *pawkie* thief,
 That e`er attempted stealth or *rief*!
 Ye surely hae some *warlock-brief*
 Owre human hearts;
 For ne`er a bosom yet was *prief*
 Against you arts.

2

For me, I swear by sun and moon,
 And every star that blinks *aboon*,
 Ye`ve cost me twenty pair o` *shoon*
 Just *gaun* to see you;
 And *ev'ry ither* pair that's done,
 Mair taen I'm wi' you...

Here *sleest* means `slyest`, *pawkie* `cunning`, `sly`, *rief* `robbery`, *warlock-brief* `wizard's contract` (with the devil), *prief* `proof`, *aboon* `above`, *shoon* `shoes`. The other dialect words differing only in pronunciation from their English counterparts (*owre*:: over, *mair*:: more) are readily understood.

The poetic features of Anglo-Irish may be seen in the plays by J. M. Synge and Sean O'Casey. The latter's name is worth an explanation in this connection. O' is Gaelic and means `of the clan of Cf. *Mac* – the Gaelic for `son` found in both Scottish and Irish names. *Scan*, also spelled *Shown* and pronounced [jo:n], is the Irish for *John*.

The passage from O'Casey's play "Hall of Healing" given below is not very exactly sustained vernacular from the phonetical point of view. It illustrates, however, the general rhythm, the so-called Irish lilt and the vivid concreteness of word usage. O'Casey introduces an old Dublin woman who speaks thus: "Ay, *do, son, go home. Ah, it's curious how Wold is left to wither on, while th'young often go before they've to bloom. It doesn't seem right to me. I could ha'gladly done in the little one's place, for head down and back bent, what's for me to thry to tarry here a minute longer!*"

The word *thry* illustrated a characteristic modification in [t] and [d] before [r]. The transcription with *h* according to M. Schlauch seems to indicate dentality rather than aspiration (*wather* for *water*, *sfhroung* for *strong*. *Shrunk* for *drunk*). O. Jespersen, on the other hand, defines these as interdental stops. *Ay/aye* for *yes* and *ha`* for *have are* paralleled in other dialects.

Some more traits of Anglo-Irish may be observed in the following lines from "The Playboy of the Western World" by J. M. Synge: I've told my story no place till this night, Pegeen Mike, and it's foolish I was here, maybe, to be talking free; but you're decent people, I'm thinking, and yourself a kindly woman, the way I was not fearing you at all.

Pegeen exemplifies the diminutive suffix found in Standard English only in loan-words. The emphatic personal pronoun *yourself* appears in a non-appositional construction. Cf. also *It was yourself started it.* (O'CASEY) The main peculiarities concern syntax and they are reflected in some form words. The concrete connective words *the way* substitute the abstract conjunction *so that*. Cf. also *the time that, the while for when*, and *all times for always*. E.g. *I'd hear himself snoring out—a loud, lonesome snore he'd be making all times, the while he was sleeping; and he a man'd be raging all times the while he was waking.* (Synge) The Anglo-Irish of Synge, however, should not be taken as a faithful reproduction of real speech as it is imbued with many romantic poetic archaisms.

Good examples of Gaelic loan-words in Irish English are *colleen* 'a girl', *poteen* or *potheen* 'Irish whisky illicitly distilled from potatoes', *smithereens* 'small fragments' cf. *to smash to smithereens*.

Words from dialects and variants may penetrate into Standard English. The Irish English gave, for instance, *blarney* n 'flattery', *bog* n 'a spongy, usually peaty ground of marsh'. This word in its turn gave rise to many derivatives and compounds, among them *bog-trotter*, the ironical nickname for Irishman. *Shamrock* (a trifoliate plant, the national emblem of Ireland) is a word used quite often, and so is the noun *whiskey*.

The contribution of the Scottish dialect is very considerable. Some of the most frequently used Scotticisms are: *bairn* 'child', *billy* 'chum', *bonny* 'handsome', *brogue* 'a stout shoe', *glamour* 'charm', *laddie*, *lassie*, *kilt*, *raid*, *slogan*, *tartan*, *wee*, etc.

A great deal in this process is due to Robert Burns who wrote his poems in Scottish English, and to Walter Scott who introduced many Scottish words into his novels.

1.3. THE ENGLISH LANGUAGE OF THE BRITISH ISLES AND THE USA

English is not spoken with uniformity on the British Isles and in Australia, in the USA and New Zealand, etc. close inspection, however, reveals that these varieties are essentially different in character. Only two have their own literary standards, i.e. their own generally accepted norms of speaking and writing – British English and American English.

Opinion differs as to the nature of these two main varieties of English. Some American linguistics, .L. Mencken for one, speak of two separate languages with a steady flood of linguistic influence first (up to about 1914) from Britain to America, and since then from America to the British Isles. They even proclaim that the American influence on British English is so powerful that there will come a

time when the American standard will be established in Britain. Other linguistics regard the language of the USA as a dialect of English¹.

The differences between the two varieties of English are immediately noticeable in the field of phonetics. However, these distinctions are confined to the articulatory-acoustic characteristics of some phonemes and to some differences in the use of others. The few phonemes characteristic of American pronunciation and alien to British literary norms are as a rule observed in British dialects. The variations in vocabulary, to be considered below, are not very numerous. Most of them are divergences in the semantic structure of words and in their usage. The dissimilarities in grammar are scarce. For example, *am*, *Gotten*, *proven* for *Br*, *got*, *proved*, the preference of Past Indefinite to Present Perfect, Subjunctive I to Suppositional, the formation of the Future Tense with *will* as the only auxiliary verb, for all persons, and some others.

Since the two varieties have essentially the same grammar system, phonetic system and vocabulary, they cannot be regarded as different languages. Nor can the American variant be called a dialect. Indeed the two differ far less than the local dialects of Dewberry and Hoyden, two English towns in Yorkshire some frothy miles apart. Thus we must speak of two equitable variants of the English national language having different accepted literary standards, one spoken on the British Isles, the other spoken in the USA.

On the British Isles there exist many speech varieties confined to particular areas. These local dialects traceable to Old English dialects may be classified into six distinct divisions;

- 1) Lowland (Scottish or Scotch, North of the river Tweed)
- 2) Northern (between the rivers Tweed and Humber)
- 3) Western
- 4) Midland and
- 5) Eastern (between the river Humber and the Thames)

¹ Mencken. H. L. *The American language*, N – Y, 1919.

6) Southern (South of the Thames).

Their sphere of application is confined to oral speech of the rural population in a locality and only the Scottish dialect can be said to have a literature of its own with Robert Burns as its greatest representative.

Offspring's of the English national literary language, the British local dialects are marked off from the formed and each other by some phonetic, grammatical and lexical peculiarities. In this book we are naturally concerned only with the latter.

Careful consideration of the national and the dialect vocabularies discloses that the most marked difference between them lies in the limited character of the dialect vocabularies. The literary language contains many words not to be found in dialects.

Local lexical peculiarities, as yet the least studied, are most noticeable in specifically dialectal words pertaining to local customs, social life and natural conditions; life-landed proprietor in Scotland, burgh – Scottish characterized town, Kirk-church, loch-Scottish lake or landlocked arm of the sea, etc., there are many names of objects and processes connected with farm keeping, such as the names of agricultural processes, tools, domestic animals and the like, e.x. Galloway-horse of small strong breed from Galloway, Scotland; kyloe-one of small breed -one of small breed of long-horned Scotch cattle; shelty-Shetland pony. There is also a considerable number of emotionally – colored dialectal words, e.g. Scot, bonny-“Beautiful” healthy-looking; braw-fine, excellent; daffy-crazy, silly; cuddy-fool ass. Loon-a clumsy, stupid person.

Besides, words may have different meanings in the national language and in the local dialects, e. g. in the Scottish dialect the word to call is used in the meaning of to drive, to set-to suit, short-rude, silly-weak, etc.

Dialectal lexical differences also embrace word-building patters. For instance, some Irish words contain the diminutive suffixes –an-een, -can as in bohaun-cabin, from irish both-cabin bohereen-narrow road, from orish bothar-road; mearacaun-thimble, from irish mear-finger, etc. some of these suffixes may

even be added to English roots, as in girleen, dogeen, squireen (squirrel), etc. some specifically dialectal derivatives are formed from standard English roots with the help of standard English affixes, e.g. Scot. flesher-butcher, suddenly-suddenness.

A great number of words specifically dialectal appeared as a result of intense borrowing from other languages, others are words that have disappeared from the literary national language or become archaic, poetical (such as gang-go, OE. Bairn-child, OE. bearn). Thus, the lexical differences between the English national language and its dialects are due to different spheres of application, different tempos of development, different contacts with other peoples, and deliberate elaboration of literary norms¹.

The local dialects in Britain are sharply declining in importance at the present time; the literary language is obliterating them. This process is twofold. On the one hand, lexical units of the literary language enter local dialects, ousting some of their words and expressions. On the other hand, dialectal words penetrate into the national literary language. many frequent words of common use are dialectal in origin, such as girl, one, raid, glamour, etc. some words from dialects are used as technical terms or professionalism in the literary language, e.g. the Scotch cuddly-ass is used in the meaning of jack –screw and lug-ear means handle.

Dialect peculiarities (phonetically, grammatical, but mainly lexical) modify (in varying degrees) the national language spoken in different parts of Britain. These speech –forms are called regional variants of the national language and they are gradually replacing the old local dialects. Thus the word dialect is practically used in two meanings nowadays; to denote the old dialects, which are now dying away, and to denote the regional variants, i.e. a literary standard with some feature of local dialects.

The most marked difference between dialects and regional variants in the field of phonetics lies in the fact that dialects possess phonemic distinctions, while regional variants are characterized by phonetic distinctions. In matters of

¹ Ivanova, Chaxoyan, Belyaeva. The history of the English language. K.;1996.

vocabulary and grammar the difference is in the greater number and greater diversity of local peculiarities in the dialects as compared with the regional variants.

The variety of English spoken in the USA has received the name of American English. The term variant or variety appears most appropriate for several reasons. American English cannot be called a dialect although it is a regional variety, because it has a literary normalized form called Standard American, whereas by definition given above a dialect has no literary form. Neither is it a separate language, as some American authors, like H.L. Mencken, claimed, because it has neither grammar nor vocabulary of its own. From the lexical point of view we shall have to deal only with a heterogeneous set of Americanisms¹.

An Americanism may be defined as a word or a set expression peculiar to the English language as spoken in the USA. E.g. cookie a biscuit, frame house a house consisting of a skeleton of timber, with boards or shingles laid on; frame-up a staged or preconcerted law case; guess think; store shop.

It is but natural that English is not spoken with uniformity on the British Isles and in Australia, in the USA and New Zealand, etc. Close inspection, however, reveals that these varieties are essentially different in character. Only two have their own literary standards, i. e. their own generally accepted norms of speaking and writing—British English and American English.

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Since the two varieties have essentially the same grammar system, phonetic system and vocabulary, they cannot be regarded as different languages. Nor can the American variant be called a dialect. Indeed the two differ far less than the local dialects of Dewsbury and Howden, two English towns in Yorkshire some forty miles apart. Thus we must speak of two equitable variants of the English national language having different accepted literary standards, one spoken on the British Isles, the other spoken in the USA.

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'a staged or preconcerted law case'; *guess* 'think'; *store* 'shop'. Some expressions known by the term have originated in America. Hominy, wigwam, squaw, moose, pemmican and teepee are words of this sort. They are chiefly of Indian origin. Some expressions that are colloquial in England have been raised to the rank of national usage in this country. Other words and expressions known only in some parts of Great Britain belonging to the dialect of a district, have come into general use. Many English words have acquired new meanings in the USA, and still other words, once reputable, have become obsolete in England, but are still retained by Americans. Similar expressions and idioms are to be heard in Canada, Australia, India and South Africa, in short, in all regions where a considerable number of English-speaking people have colonized.

A general and comprehensive description of the American variant is given in Professor Schweitzer's monograph. An important aspect of his treatment is the distinction made between Americanisms belonging to the literary norm and those existing in low colloquial and slang. The difference between the American and British literary norm is not systematic.

The American variant of the English language differs from British English in pronunciation, some minor features of grammar, but chiefly in vocabulary, and this paragraph will deal with the latter. Our treatment will be mainly diachronic.

Speaking about the historic causes of these deviations it is necessary to mention that American English is based on the language imported to the new continent at the time of the first settlements, that is on the English of the 17th century. The first colonies were founded in 1607, so that the first colonizers were contemporaries of Shakespeare, Spenser and Milton. Words which have died out in Britain, or changed their meaning may survive in the USA. Thus, *I guess* was used by Chaucer for *I think*. For more than three centuries the American vocabulary developed more or less independently of the British stock and was influenced by the new surroundings. The early Americans had to coin words for the unfamiliar

fauna and flora. Hence *bull-frog* 'a large frog', *moose* (the American elk), *oppossum*, *raccoon* (an American animal related to the bears), for animals; and *corn*, *hickory*, etc. for plants. They also had to find names for the new conditions of economic life: *back-country* 'districts not yet thickly populated', *back-settlement*, *backwoods* 'the forest beyond the cleared country', *backwoodsman* 'a dweller in the backwoods'.

The opposition of any two lexical systems among the variants described is of great linguistic and heuristic value because it furnishes ample data for observing the influence of extra-linguistic factors upon the vocabulary. American political vocabulary shows this point very definitely: *absentee voting* 'voting by mail', *dark horse* 'a candidate nominated unexpectedly and not known to his voters', *to gerrymander* 'to arrange and falsify the electoral process to produce a favourable result in the interests of a particular party or candidate', *all-outer* 'an adept of decisive measures'.

Many of the foreign elements borrowed -into American English from the Indian dialects or from Spanish penetrated very soon not only into British English but also into several other languages, Russian not excluded, and so became international. They are: *canoe*, *moccasin*, *squats*, *tomahawk*, *wigwam*, etc. and translation loans: *pipe of peace*, *pale-face* and the like, taken from Indian languages. The Spanish borrowings like *cafeteria*, *mustang*, *ranch*, *sombrero*, etc. are very familiar to the speakers of many European languages. It is only by force of habit that linguists still include these words among the specific features of American English.

As to the toponyms, for instance, *Iowa*, *Kansas*, *Michigan*, *Missouri*, *Utah* (all names of Indian tribes), or other names of towns, rivers and states named by Indian words, it must be borne in mind that in all countries of the world towns, rivers and the like show in their names traces of the earlier inhabitants of the land in question.

Another big group of peculiarities as compared with the English of Great Britain is caused by some specific features of pronunciation, stress or spelling standards, such as [ɪ] for [a:] in *ask, dance, path*, etc., or [e] for [ei] in *male, day* and some other.

The American spelling is in some respects simpler than its British counterpart, in other respects just different. The suffix *-our* is spelled *-or*, so that *armor* and *humor* are the American variants of *armour* and *humour*. *Altho* stands for *although* and *thru* for *through*. The table below illustrates some of the other differences but it is by no means exhaustive. For a more complete treatment the reader is referred to the monograph by A. D. Schweitzer (see footnote in the paragraph on Slang).

British spelling	American spelling
cosy	cozy
offence	offense
practice	practise
jewellery	jewelry
travelling	traveling
thralldom	thralldom
encase	incase

In the course of time with the development of the modern means of communication the lexical differences between the two variants show a tendency to decrease. Americanisms penetrate into Standard English and Britishisms come to be widely used in American speech. Americanisms mentioned as specific in manuals issued a few decades ago are now used on both sides of the Atlantic or substituted by terms formerly considered as specifically British. It was, for instance, customary to contrast the English word *autumn* with the American *fall*. In reality both words are used in both countries, only *autumn* is somewhat more elevated, while in England the word *fall* is now rare in literary use, though found in

some dialects and surviving in set expressions: *spring and fall*, *the fall of the year* are still in fairly common use¹.

Cinema and TV are probably the most important channels for the passage of Americanisms into the language of Britain and other languages as well: the Germans adopted the word *teenager* and the French speak of *l'automatisation*. The influence of American publicity is also a vehicle of Americanisms. This is how the British term *wireless* is replaced by the Americanism *radio*. The jargon of American film-advertising makes its way into British usage; i.e. *of all time* (in "the greatest film of all time"). The phrase is now firmly established as standard vocabulary and applied to subjects other than films.

The personal visits of writers and scholars to the USA and all forms of other contacts bring back Americanisms.

¹ Силис Я.Я. Лингвистическое и социальное в неологии британского варианта современного английского обращении неологизмы в лексике грамматике и фонетике. Рига 1985.

CHAPTER II. GRAMMAR OF THE AMERICAN VARIETY OF THE ENGLISH LANGUAGE

2.1. FEATURES OF THE GRAMMAR OF AMERICAN ENGLISH

Before starting the analyses of the case to be discussed, that is the characteristic features of the grammatical structures of British and American English. It is necessary to make the matter clear. That is to say what is to be compared?

1. As we know British English has got a unified literary standard accepted by the society. But in the USA we observe such grammatical forms that are territorially limited. For example we can give the usage of the negative form of the modal verb – ought hadn't ought instead of oughtn't. It is observed in the North-Eastern part of the USA. The same can be said about the combinations of the verb-want with off, in, out. With an actional verb. Eg: he wants off – instead of he want to get off “He want in” instead of he wants to come in.

These forms are spread in the Mid West and partly in the Mid Atlantic Region. But such phenomena have got local shade and are taken as violations from the Norm, and they are observed only in the speech of uneducated speakers.

2. One more peculiarity of the Grammar of American variety is the special form of the 2nd person plural – you – all y'all, yawl. Ex:

Have you-all any eggs. - spoken to a storekeepers, means: “Have you and your associates; the store as a group entently any eggs”? (J. Smith)

Yawl wait. The Popcorn will start in a minute (W. Faulkner).

I'm going to tell. Jason said. Yawl made me come. (W. Faulkner)

3. One of the morphological differences between British English and American English is the pairs of word-forms like: British English got American English gotten

British English		American English
struck	-	stricken
pleaded	-	pled

dived - dove

ex: For if we had missed our trains and gotten home late! (Th. Dreiser)

His stuff had already moved into Number Two for him, and the men in Number Two had gotten together and fixed it up for him. (Jones)

You never would have gotten anything like this in Paris. (Hemingway)

But it must be noted that the form “got” is also used in American English though rarely. See the following Example from the play of the American playwright Edward Alby.

George (very cheerful). Well, now let me see. I’ve got the ice.

Martha. ... gotten ...

George. Got, Martha, got is perfectly correct ... It’s just a little archaic like you.

It’s interesting to note that George thinks that the form “got” is more archaic, but really, the form gotten is more archaic.

At the same time have got is used in American English an equivalent of the verb have

What have you got to eat? (Hemingway)

They’ve got no pride. (Reed)

I’ve got plenty of material if I can just handle it. (Lardner)

The form gotten which is not used in British English can be said to be the only territorially marked form in this opposition. But the other point of view the form got is also used in American English. And if in the before seen case it is an obligatory form then in other cases it can freely be replaced by got. Compare the following piece of a dialogue of two linguists – American linguist – Marckwardt and British linguist – R. Quirk¹. Marckwardt – Yes, I’ve got your point Quirk: Got? I thought Americans always said gotten when they used the verb get as a full verb. But you did say. “I’ve got your point, didn’t you?” (Common language, 1964).

¹ Quirk R. Style and Communication in the English Language. Lnd., 1980.

4. The same can be said about the pair: struck: stricken, where stricken is also a locally marked form of the participle II. In England “stricken” is used only in a limited number of set phrases; like: stricken heart - ғаш юрак; stricken field - жанг майдони; stricken in years – йиллар қаддини буккан, кекса.

In these set phrases stricken was completely adjectivized. It’s divertness from the verb can be explained by the fact that one of the meanings expressed by that set-phrase has got nothing in common with the lexical meaning of the verb “to strike”.

It must be noted that the form “stricken” is rarely used in American English. The analyzed material made it possible to conclude that this form is used only in the contexts where the verb “to strike” is used in the meaning “ўчириб ташламоқ»».

Immediately following, though eventually ordered stricken from the records by Justice Oberwaltzer. There was introduced a paper signed by Heit. (Dreiser).

Objection to this interminable irrelevancy about the crate and request it be stricken from the record. (Wouk)

The clause was stricken out. (Evanse)

As can be seen from the examples given above the form “stricken” corresponds to one of the lexico-semantic variants of the verb “to strike”.

Other lexico-semantic variants of the verb correspond to the word form – struck – used both in American English and British English.

5. The next case of the grammatical peculiarity of American English is the use of the pair proven and proved. If in England as it is marked by Fowler, is used in the archaic form not-proven which is a quotation from the Scottish law, then in the USA both forms are used parallelly in all their meanings and in all their the occurrences of the verb prove.

Getting these two problems ... ironed out before going to the bowling alley has proven to be a great help.

I have used a little different method in teaching bowling that has proved

very successful. (Health, Physical Training and Recreation)

6. Such cases are observed in some other allomorphs.

He dove for them, heard the club whistle over his head. (Saxton).

And he bagged and pled so humble. (Bene'f)

According to the data presented by the Evans. B, the author of the "Dictionary of American Usage" dived and dove is the fact that the second forms (dove and pled) are mostly used in the colloquial speech.

7. The next peculiarity of the grammar of American English is the use of the Synthetic and analytical forms of the subjunctive mood. Synthetic form with a zero-morpheme is very often used in American English, it is the predominantly used form in this variety – mainly in the subordinate object clause after the verbs of the type: suggest, demand, insist, also in the subordinate subject, attributive, conditional and predicative clauses.

It is very necessary that I have the above recommendation.

It is my earnest desire that you grant him a formal discharge.

The recommendation was that it be renewed only on condition it be checked periodically.

They ignored the mate insisting that he not be in on the discussions.

"If it be necessary to shoot a man" – said my grandfather, than I suppose. T shall shoot him.

The difference between the usage of the synthetic forms and the analytical form with "would" is explained stylistically. Synthetic form is stylistically neutral and the should-form is considered to be "bookish" in American English.

Let's consider one example

"But the only plan I know of... was the one. I offered – over and over.

And what was that?

Why, that she go away and take a room somewhere and let me help her and come over and see her once in a while." (Dreiser)

And in British English – should form is stylistically neutral and synthetic form is regarded as bookish – official.

8. In British English shall can be used to form the future tense for the first person Singular and Plural. But in American English it can not be used as an auxiliary verb of the future tense. It is used as a modal verb.
9. As far as the syntactical differential features we can mention the differences in forming the Phrases, that is the use of the prepositions in certain conditions or their absence in certain distributions.

- a) In British English to battle is used with the prepositions with and against, but in American English it is used without any prepositions.

Ex: British English. They battled with the winds and ways. (Horrby's dictionary)

American English – Tom has been battling the machine of Carmino de Sapiro

- b) In British English the verb to protest is used with the prepositions – against and over, and in American English it is used without any preposition.

American English. A committe of clerguman called on him to protest his policy on vice (Steffens).

Mrs. Helga Ellis Herz, 79, set fire to herself and was severely burned to protest us bombing raids.

- c) In American English the verbs to come and go are not followed by the particle “to”.

Ex: Course I've had bits of chances to go alive in Minneapolis. (Lewis).

I hoped – he'd swallow that tobacco and go choke himself (A. Maltz)

But I want you and Alfred and the baby to come have a long visit with me (O'Hara).

In British English to is used after come and go

I've come to help you.

She went to see his brother

10. In American English one can't find the following combinations of words widely used in British English.

My books, let me show them you (Markwardt Quirk)

I won't tell it you (Glasworthy)

I told it you before (Fowler)

11. In American English the conjunction so that is used without that in the Adverbial clauses of purpose and Result.

Hold his arms and legs so he doesn't hurt himself... (Buchwald)

I can make it like new. So you doesn't have to buy a new one (J. Steinbeck)

In British English that cannot be omitted

12. In American English As...as is used in the adverbial clause of concession

As strange as it may seem to us today, all these words were frowned upon by the purists of the time as uncouth and vulgar (Mencken)

In British English we find "strange as it may seem..."

13. In British English we find articles before the word half (a half hour, a half dollar, a half dozen) etc.

Ex: We spent a half hour going over names (Anderson)

We won't charge but a half dollar. (Lewis)

In one day's course he is apt to sandwich in from 10 to 14 department heads, a half dozen assorted diplomats and four or five confabs with his boss (Coronet)

In American English we find only: half an hour. I'll meet you in half an hour. (Caldwell)

He turned around and walked half a block to a call box. (Caldwell)

14. American English - Do you have the qualification? And what did she have with her? (Dreiser) Does she have any children? (Quin)

Does America have language of its own? (Horwill)

British English – Have you a gun? (Green)

As we see the differences between British English and American English in the sphere of grammar are not so great to say that American English has its own grammatical structure different from British English. That would be wrong.

Those differences marked above distributional stylistic or frequency properties. Which makes it easy to understand the speech product of American English by the - speaker of British English.

2.2. MORPHOLOGICAL STRUCTURE OF THE AMERICAN USAGE.

The existing cases of difference between the two variants are conveniently classified into:

1) Cases where there are no equivalents in British English: *drive-in* 'a cinema where you can see the film without getting out of your car' or 'a shop where motorists buy things staying in the car'; *dude ranch* 'a sham ranch used as a summer residence for holiday-makers from the cities' The noun *dude* was originally a contemptuous nickname given by the inhabitants of the Western states to those of the Eastern states. Now there is no contempt intended in the word *dude*. It simply means 'a person who pays his way on a far ranch or camp',

2) Cases where different words are used for the same denotatum, such as *can, candy, mailbox, movies, suspenders, truck* in the USA and *tin, sweets, pillar-box (or letter-box), pictures or flicks, braces and lorry* in England.

3) Cases where the semantic structure of a partially equivalent word is different. The word *pavement*, for example, means in the first place 'covering of the street or the floor and the like made of asphalt, stones or some other material'. The derived meaning is in England 'the footway at the side of the road'. The Americans use the noun *sidewalk* for this, while *pavement* with them means 'the roadway'.

4) Cases where otherwise equivalent words are different in distribution. The verb *ride* in Standard English is mostly combined with such nouns as *a horse, a*

bicycle, more seldom they say *to ride on a bus* In American English combinations like *a ride on the train*, *to ride in a boat* are quite usual.

5) It sometimes happens that the same word is used in American English with some difference in emotional and stylistic colouring. *Nasty*, for example, is a much milder expression of disapproval in England than in the States, where it was even considered obscene in the 19th century *Politician* in England means 'someone in politics', and is derogatory in the USA. Professor Schweitzer, pays special attention to phenomena differing in social norms of usage. E.g. *balance* in its lexico-semantic variant 'the remainder of anything' is substandard in British English and quite literary in America.

6) Last but not least, there may be a marked difference in frequency characteristics. Thus, *time-table* which occurs in American English very rarely, yielded its place to *schedule*.

This question of different frequency distribution is also of paramount importance if we wish to investigate the morphological peculiarities of the American variant.

Practically speaking the same patterns and means of word-formation are used in coining neologisms in both variants. Only the frequency observed in both cases may be different. Some of the suffixes more frequently used in American English are; *-ee* (*draftee* n 'a young man about to be enlisted'), *-ette* (*tambourmajorette* 'one of the girl drummers in front of a procession'), *-dom* and *-ster*, as in *roadster* 'motor-car for long journeys by road' or *gangsterdom*.

American slang uses alongside the traditional ones also a few specific models, such as **verb stem** + *-er* + **adverb stem** + *-er*: e.g. *opener-upper* 'the first item on the programme' and *winder-upper* 'the last item', respectively. It also possesses some specific affixes and semi-affixes not used in literary colloquial: *-o*, *-eroo*, *-aroo*, *-sie/sy*, as in *coppo* 'policeman', *fatso* 'a fat man', *bossaroo* 'boss', *chapsie* 'fellow'.

The trend to shorten words and to use initial abbreviations is even more pronounced than in the British variant. New coinages are incessantly introduced in advertisements, in the press, in everyday conversation; soon they fade out and are replaced by the newest creations. Ring Lardner, very popular in the 30's, makes one of his characters, a hospital nurse, repeatedly use two enigmatic abbreviations: G.F. and B. F.; at last the patient asks her to clear the mystery.

"What about Roy Stewart?" asked the man in bed.

"Oh, he's the fella I was telling you about," said Miss Lyons. "He's my G. F.'s B. F."

"Maybe I'm a D.F. not to know, but would you tell me what a B.F. and G.F. are?"

"Well, you are dumb, aren't you?" said Miss Lyons. "A G.F., that's a girl friend, and a B.F. is a boy friend. I thought everybody knew that."

The phrases *boy friend* and *girl friend*, now widely used everywhere, originated in the USA. So it is an Americanism in the wider meaning of the term, i.e. an Americanism "by right of birth", whereas in the above definition we have defined Americanism synchronically as lexical units peculiar to the English language as spoken in the USA.

Particularly common in American English are verbs with the hanging postpositive. They say that in Hollywood you never *meet* a man: you *meet up* with him, you do not *study* a subject but *study up* on it. In British English similar constructions serve to add a new meaning.

With words possessing several structural variants it may happen that some are more frequent in one country and the others in another. Thus, *amid* and *toward*, for example, are more often used in the States and *amidst* and *towards* in Great Britain.

The lexical peculiarities of American English are an easy target for ironical outbursts on the part of some writers. John Updike is mildly humorous. His short poem "Philological" runs as follows:

The British puss demurely mews;
 His transatlantic kin meow,
 The kine in Minnesota moo;
 Not so the gentle Devon cows:
 They low,
 As every schoolchild ought to know.

A well-known humourist G. Mikes goes as far as to say: "It was decided almost two hundred years ago that English should be the language spoken in the United States. It is not known, however, why this decision has not been carried out." In his book "How to Scrape Skies" he gives numerous examples to illustrate this proposition: "You must be extremely careful concerning the names of certain articles. If you ask for suspenders in a man's shop, you receive a pair of braces, if you ask for a pair of pants, you receive a pair of trousers and should you ask for a pair of braces, you receive a queer look.

I should like to mention that although a lift is called an elevator in the United States, when hitch-hiking, you do not ask for an elevator, you ask for a lift.

There is some confusion about the word *flat*. A flat in America is called an apartment; what they call a flat is a puncture in your tyre (or as they spell it, tire). Consequently the *notice: flats fixed does* not indicate an estate agent where they are going to fix you up with a flat, but a garage where they are equipped to mend a puncture."

Disputing the common statement that there is no such thing as the American nation, he says: "They do indeed exist. They have produced the American constitution, the American way of life, the comic strips in their newspapers: they have their national game, baseball—which is cricket played with a strong American accent — and they have a national language, entirely their own."

This is of course an exaggeration, but a very significant one. It confirms the fact that there is a difference between the two variants to be reckoned with. Although not sufficiently great to warrant American English the status of an

independent language, it is considerable enough to make a mixture of variants sound unnatural, so that students of English should be warned against this danger.

2.3. SOME POINTS OF DIACHRONIC APPROACH TO THE PROBLEM

The grammatical divergences between the two main variants of English have been brought about by several historical processes. In the first place quite a number of words that were once in current usage in England have survived in America after becoming obsolete at home. Such are the words **to loan** as 'to lend', **fall** as 'autumn'¹, **guess** as 'think' or 'suppose', **homely** as 'ugly', 'crude', etc. At the same time new words were coined or borrowed from the languages with which the American variant came into contact, e. g. Indian **hickory**, **moose**, **raccoon**, Spanish **canyon**, **mustang**, **ranch**, **sombrero**. A number of words changed their meaning or acquired a new additional meaning. For instance, **corn** which originally meant 'grain' came to denote 'maize' in America¹.

Modern times are characterized by considerable leveling of the grammatical distinctions between the two variants due to the growth of cultural and economic ties between the two nations and development of modern means of communication. A large number of Americanisms have gained currency in British English, some becoming so thoroughly naturalized that the dictionaries in England no longer mark them as aliens (e. g. **reliable**, **lengthy**, **talented**, **belittle**). Others have a limited sphere of application (e. g. fan - *colloq.* 'a person-enthusiastic about a specific sport, pastime, or performer', **to iron out** - smooth out, eliminate). The influx of American films, comics and periodicals resulted in the infiltration of American slang, e. g. **gimmick** - 'deceptive or secret device', to root - 'support or encourage a contestant or team, as by applauding or cheering'.

At the same time a number of Briticisms is passing into 'the language of the USA, e. g. **smog** which is a blend of **smoke** and **fog**, **to brief** - 'to give instructions'. This fact the advocates of the American language theory deliberately

¹ Швейцер А. Д. Социальные диалекты американского варианта. М., 1988.

ignore. Sometimes the Briticisms adopted in America compete with the corresponding American expressions, the result being the differentiation of meaning or spheres of application; for example, unlike the American **store**, the word **shop** taken over from across the ocean at the beginning of the 20th century is applied only to small specialized establishments (e. g. **gift shop, hat shop, candy shop**), or specialized departments of a department store (e. g. **the misses' shop**). British **luggage** used alongside American **baggage** differs from its rival in collocability (**luggage compartment, luggage rack, but baggage car, baggage check, baggage room**). In the pair **autumn-fall** the difference is of another nature: the former is bookish, while **fall** is colloquial.

4. Examples

American English	British English	Uzbek
Cozy	Cosy	qulay
Comfy	Comfortable	qulay
Hairy	Difficult	qiyin
Stewed	Drunken	mas
Swell	Excellent	zo'r
Teenie	Tiny	jajji
Dinky	Small	kichik
blowed-in-the-class	Genuine	samimiy
bailed up	mixed up	murakkab
bug-house	Crazy	aqldan ozgan
some	Excellent	zo'r
likely	Promising	ishonarli

spry	Active	faol
ugly	ill natured	yomon tarbiyali
Dead above the ears	lacing brains	jinni
dumb	Stupid	jinni
easy	soft-hearted	ko'ngli bosh
Easy to look at	Pretty	chiroyli
full house	Complete	tamomlangan
ganz gut	Excellent	zo'r
gone coon	Ruined	buzilgan
Gone to chicago	Absconded	qochmoq
hand-picked	carefully selected	tanlangan
het-up	Angered	jahli chiqqan
high-brow	intellectually superior	aqli
hitched	Married	turmushga chiqqan
hot	Stolen	o'g'irlangan
jagged	Drunk	mast
jake	Correct	to'gri
jay	Worthless	foydasiz
knocked-off	Killed	o'ldirilgan
loco	Mad	aqldan o'zgan
lost	Murdered	o'ldirilgan

No account	Worthless	ma'nosiz
nobody home	dull-witted	jinni
nutty	Mad	yetishmaydigan
on	well-informed	yahshi ma'lumotga ega
on his feet	Ruined	buzdiriigan
on ice	Dead	o'lgan
on the job	Busy	band
On the muscle	Quarrelsome	urishqoq
one-eyed	Inactive	faolmas
ornery	Mean	past
Out of the whole cloth	False	hatoli
Out of parole	Divorced	ajrashgan
phoney	False	hatoli
pie	Simple	oson
played out	Exhausted	charchagan
queer	Criminal	jinoyat
real-sweet	Perfect	yuksak
sassy	Impudent	bez
scary	Scared	qo'rqqan
sharp	smartly dressed	zamonaviy kiyingan

slim	Shrewd	ziyrak
solid ivory	Stupid	jinni
Well-heeled	Rich	boy
wild-cat	Unsound	kasal
wise	Well-informed	yahshi ma'lumotga ega
woody	Stupid	jinni

CONCLUSION

As the English language was spreading over the globe, it was but natural that local peculiarities should arise, depending on conditions of each country and its population.

The most important question in this sphere is that about the English language in America: Since the American people became a nation in its own right, the question arose of the relations between British and American English.

In the 1920 s a theory came into being which asserted there was a separate “American language” different from English. The chief exponent of this theory was the well-known American author and journalist Henry Louis Mencken (1880-1948). His book “The American Language”, whose very title indicated the author’s views, was first published in 1919 and then appeared in several more editions.

To approach the essence of the problem, we shall have to cast a look at the history of the English language in America.

The earliest English settler in America came from London and the counties close to it (Suffolk, Norfolk, Essex). These settlers occupied territories on the Atlantic coast. The territory now known as New England (the states of Maine, Vermont, New Hampshire, Massachusetts, Connecticut, and Rhode Island). When the struggle with England came in the late of 18-th century the colonies only occupied a narrow strip on the Atlantic coast. Only gradually, in the course of many migrations, which were accompanied by an influx of ever new masses of immigrants from Europe, did the colonies cross the Alleghenies, the plains of the central continent, reach the Rocky Mountains and the Pacific coast in the mid 19-th century.

Proclamation of the independent United States the ensuing war with England which brought about complete separation of the colonies from the metropolis, was accompanied by a separatist movement in language matters as well.

Centrifugal tendencies in American English were also fostered by influx of immigrants from Scotland and Ireland, who brought to the New World their own dialects.

The most representative variety of American English differs from the British standard in the following points: phonetics and spelling, morphology, vocabulary.

In the sphere of vocabulary the differences between British and American English are most pronounced.

The subject matter of the research is a literary text.

The actuality of the qualification paper is that the study of peculiarities of grammar of American variant of English is very interesting and the most disputable problems of linguistics.

The aim of our work is to determine the phenomenon Americanisms, to find its equivalents in the English and Uzbek languages, to determine the main differences and similarities between American and British English, to define the distinctive features of the two variants.

The tasks of the qualification paper are as follows:

- to study regional varieties of the English language;
- to study the English language outside Europe;
- to study standard English, variants and dialects;
- to study the English language in the British Isles and the USA;
- to define grammar of the American variety of the English language;
- to analyze features of the grammar of American English;
- to analyze morphological Structure of American Usage;
- to analyze some points of Diachronic approach to the problem;

There we have used different methods of language learning and structure in carrying out paper. Analytic methods, descriptive methods and comparative-componential methods.

The Theoretical significance of the paper is in the fact that the problems discussed here, the solutions presented as a result of the investigation may sure for the further development of the theoretical aspects of the problem.

The Practical value of the work is doubt ten due to the fact, that its material, results and conclusions can be helpful for the students and teachers to learn the theoretical grammar, Translation theory and other theoretical and practical courses taught at the University.

The materials of our work are research works of other authors. Literature of different authors, Internet, dictionaries and of course the real speech of native and foreign speakers.

For historical and economic reasons the English language has spread over vast territories. It is the national language of England proper, the USA, Australia, New Zealand and some provinces of Canada. It is the state language in the Wales, Scotland, in Gibraltar and on the island of Malta. The English language was also at different times enforced as a state language on the peoples who fell under British rule or USA domination in Asia, Africa, Central and South America. The population thus imposed upon still spoke their mother tongue or had control of both languages. After World War II as a result of the national liberation movement throughout Asia and Africa many formed colonies have gained independence and in some of them English as the state language has been or is being replaced by the national language of the people inhabiting these countries (by Hindi in India, Urdu in Pakistan, Burmanese in Burma, etc), though by tradition it retains there the position of an important means of communication.

The role of the English language is often overrated, apart from other reasons, through lack of discrimination between the function of the language as a mother tongue and as a means of communication between the colonizers and native population.

The English language is at present spoken as a native language by millions of people spread over four continents. Can it therefore be one language or must it

have many varieties? You don't have to be a linguist to admit that it must vary. It is an obvious fact now that every language is always changing. New concepts and ideas are created with the rapid development of civilization. American English, for instance, was influenced by Native American languages and by the languages of other colonists, French, Spanish, Dutch and German.

Different varieties of English are used in Great Britain, in the United States of America, in Australia, in New Zealand, in south Africa and in Canada.

If there are so many varieties of English, which one should we learn? Either American English or British English, as those are languages of the two countries that shape the life of our planet. What is American English, then?

We can start with looking at the question of whether American constitutes a separate language from English. Henry Louis Mencken wrote an interesting book called "The American Language", first published in 1919. The book contains the most complete survey of what is called American English. H.L. Mencken regarded British- and American English as separate languages. His book demonstrates the distinctness of American English, and stresses American linguistic creative and independence. In fact, however, he was leading an anti-colonialist campaign about the language Americans use. Although political independence from Britain had been gained more than a century before, the influence of accepted canons of usage was still felt to be imposed from London. Mencken told that Americans had no need to be modest about their own characteristic form of English. Once he had pointed this out, it was obvious to everyone that an American English tradition was clear and by accepting this it was no longer necessary to press for the idea of a separate American English. I should add, that if we take into consideration the mobility of tourists, the exchange of literature, press, films and TV then we will easily understand that British and American English mutually influence each other. Is there such a thing as Standard British? There is! It is the language of the educated class of people centered in London and its vicinity, and spoken by BBC

radio announcers. The differences between American English and British English are considerable.

Having analyzed the structural and functional features of the sphere of grammar we have come to the following conclusions.

1. Though American English has got certain peculiarities in the sphere of Grammar they are not very great and can not lead to form a new independent language. The thing is that one and same grammatical units are used with different frequency in American and British English.
2. One of the noticeable features of the grammar of American variety is the use, of hadn't ought instead of oughtn't. It is deserved in the North-Eastern Part of the USA.
3. The verb "to want" is used with the post-positions "off, in, out" thus becoming an actional verb. ex:

American English. He wants off – British English. He wants to get off.

American English. He wants in - British English. He wants to come in.

4. American English has got a special form, for the 2nd person Plural – you – all, y'all, yawl. E.g. Yawl wait!

Yawl made me come!

5. American English has got morphological variants of word forms:

American English – gotten - British English got

American English – stricken - British English struck.

American English – pled - British English pleaded.

American English – dove - British English dived.

6. In American English the pair of words "proven" and "proved" are used equally. And in British English "proven" is considered to be archaic form.

7. The next peculiarity of the grammar of the American English is the use of the Synthetic and analytical forms of Subjunctive Mood. Synthetic form with a zero morpheme is very often used in American English. It is predominantly used in this variety – mainly in the Subordinate object clause. after verbs: suggest,

demand, insist, also in the subordinate subject, attributive, conditional and predicative clauses.

Ex: The recommendation was that it be burned.

If it be necessary to shoot a man

8. In American English Analytical form with the mood auxiliary should is said to be a “bookish”. And the form with “would” is accepted as a neutral form.
9. In American English auxiliary verb “shall” is not used to form. The future tense for the first person Singular and Plural. But in British English it can be used to form the future tense.
10. In American English the verb “shall” is used only as a modal verb.
11. Syntactically there are some differences in the formation of phrases, that is the use of prepositions in certain conditions or their absence in certain distributions.

Ex: British English. to protest against / over + noun.

American English. to protest + noun.

British English. to go + Particle “to” + Inf.

to come + Particle + Inf.

American English. to go + Inf. (without “to”).

to come + Inf. (without “to”).

12. In American English the conjunction so that is used without “that” in the Adverbial clauses of purpose and Result.

Hold his legs and arms so he doesn't hurt himself.

13. In American English as...as is used in the adverbial clause of concession.

14. In American English indefinite article “a” is not used before the word “half”.

British English a half hour, a half dollar.

American English a half hour, half dollar.

15. American English Do you have a gun?

British English Have you a gun?

16. The differences between British English and American English in the very sphere of grammar are not very great, they are distributional, stylistic and bear a

frequency character. And this makes it very easy to understand the speech product of American English by the speaker of the British English.

Grammar appears to be more similar on the surface, but contrasts in many respects as to the recognition of a particular derivational pattern or syntactic construction as standard or not. Very often a British form, which fell into disuse long ago or may still be heard in a dialect or in substandard speech, is fully accepted as best American usage. For example, the verb 'help' occurs without 'to' in informal British English and a number of dialects, whereas 'I helped him do his work' is perfect literary standard for an American.

The infinitive without 'to' is also common American usage in 'Oh, look at him run' or 'Listen to him talk' where British English will more usually have ing-forms or other means of expression ('look at his/him running', 'look how he runs').

Another area of contrast is the use or non-use of the preposition 'to' before complement in passive sentences. Again, 'A message sent him' is much rarer in British English than 'A message was sent to him', whereas it is rule in American English. the infinitival construction after nouns, adjectives, and verbs which can be followed by 'for' ('it's time for you to go/It's bad for her to smoke/ He waited for him to go') is extended, particularly in American English, to verbs and adjectives that do not normally take 'for', e.g. 'I'd like for you to go/we'd be proud for you to be our guest'.

Minor deviations, e.g., 'He ordered it put back' as against 'He ordered it to be put back' where American usage seems to prefer the shorter construction, concern, individual words. Another striking contrast is the use of 'will' in all persons of the future tense in American English. but here again American English is not alone. The English or Scotland and Ireland as well as spoken varieties everywhere else know this uniform usage too. Another typical feature found in American is the tendency to use more transitive verbs without a preposition, e.g. 'The doctor operated (on/upon) the patient'.

American sources abound in subjunctive forms depending upon a main clause expressing will or wish, e.g. 'He insisted that they quit the house' or 'He suggested that we stop'. A British author would probably have written '... that they should quit the house' and '... that we should stop'. Furthermore there are subtle differences in the use of prepositions and determiners.

A particular case in point is the frequency of *ly*-less adverbs such as 'He's real good', 'A mighty fine girl', 'I'll do it sure', 'It sure will help', 'Drive slow', whenever those syntactic Americanisms turn up in British English they are restricted in their range of usage.

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