

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТЕФАНІКА**

КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

РОМАНИШИН І.М.

HISTORY OF THE ENGLISH LANGUAGE

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

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Навчально-методичний посібник є розробкою занять із теоретичного курсу історії англійської мови для студентів-філологів спеціальності “англійська мова і література”, що мають сприяти якісному самостійному оволодінню студентами програмою цієї навчальної дисципліни. Посібник охоплює питання для обговорення, питання для самостійного вивчення, лінгвістичні терміни, літературу для самопідготовки, зразки аналізу давньоанглійського тексту, діяхронічного розвитку слова, короткий хрестоматійний довідник, узагальнення особливостей англійської мови і нації на різних етапах їх розвитку, тестові завдання для самоконтролю.

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Друкується за ухвалою вченої ради факультету іноземних мов Прикарпатського національного університету імені Василя Стефаника

ПЕРЕДМОВА

Історія англійської мови належить до циклу фундаментальних лінгвістичних дисциплін і передбачає забезпечення студентів знаннями про будову англійської мови на всіх етапах її розвитку. В курсі висвітлюються проблеми періодизації історії мови, особливості орфографії та фонетичних процесів, граматична структура мови – виникнення і відмирання граматичних категорій, процес еволюції лексичної системи мови, стилістичне розшарування лексики та закономірності змін синтаксичної структури словосполучення та речення.

Пропонований навчально-методичний посібник є системою завдань, ключових понять і переліку питань із означеної проблематики курсу історії англійської мови, який вивчається студентами 3-го курсу факультету іноземних мов. Його мета полягає в оволодінні та поглибленні знань студентів із теоретичного курсу історії англійської мови. Практична спрямованість завдань сприятиме активізації самостійного мислення студентів, кращому засвоєнню програмового матеріалу, розвитку навичок перекладу й аналізу морфологічних та синтаксичних одиниць давньо- та середньоанглійського періодів розвитку мови, глибшому розумінню походження тих чи інших лінгвістичних явищ у сучасній англійській мові.

Посібник складається з двох частин. Перша частина містить 14 розділів (sections), кожен з яких охоплює перелік теоретичних питань до теми (points for discussion) і основну літературу (reference material) до кожної теми окремо (цифра вказує на номер у загальному списку літератури). Друга – завдання до восьми семінарських занять у вигляді теоретичних і практичних запитань для самостійного опрацювання з наступною їх перевіркою в аудиторії (study questions, practical tasks) та рекомендовану додаткову літературу (supplementary reading) з посторінковим покажчиком до кожного джерела.

Посібник також містить список літератури, що може бути використана для глибшого вивчення курсу (further reading), словник найбільш уживаних лінгвістичних термінів (glossary), зразки перекладу й аналізу давньоанглійського тексту, діахронічного розвитку слова з поясненням основних лінгвістичних змін у ньому, короткий хрестоматійний довідник із уривками з ранньоанглійської прози та поезії, відомості про особливості англійської мови і нації на різних етапах їх розвитку, тестові завдання для самоконтролю, які охоплюють матеріал всього курсу тощо.

PART 1. THEORY
SECTION 1.
INTRODUCTORY

The subject matter of the course. Its ties with other disciplines.
Germanic languages in the system of Indo-European family of languages

A. Points for Discussion:

1. History of English in the systemic conception of English
 - 1.1 The aims and the purpose of the study of the subject
 - 1.2 Connection of the subject with other disciplines
2. Sources of the language history
 - 2.1 Writings in early English
3. General notes on the language study
 - 3.1 The definition of the language
 - 3.2 The function of the language
 - 3.3 The structure of the language
 - 3.4 The language classification principles
 - 3.5 Synchrony and diachrony in the language study
4. The comparative-historical method
 - 4.1 The stages of the comparative-historical analysis
 - 4.2 The principles of the comparative-historical method
 - 4.3 The drawbacks of the comparative-historical method
5. The Germanic group of languages
 - 5.1 Old Germanic languages
 - 5.1.1 East Germanic languages
 - 5.1.2 North Germanic languages
 - 5.1.3 West Germanic languages
 - 5.2 Modern Germanic languages
 - 5.2.1 North Germanic languages
 - 5.2.2 West Germanic languages.

B. Reference Material:

- (1) Pp.5 – 7, 8 – 14, 26 – 30
- (2) Pp.5 – 7, 9 – 13, 22 – 26
- (3) Pp.5 – 7, 40 – 43
- (4) Pp.7 – 12
- (5) Pp. 10 – 13, 24 – 32
- (6) Pp. 6 – 12

SECTION 2

The Formation of the English National Language

A. Points for Discussion:

1. Territorial dialects of the period of the Anglo-Saxon invasion
2. The dialects of the period of the Norman Conquest
3. The development of the dialect of London into a national language.

B. Reference Material:

- (1) Pp.177 – 187
- (2) Pp.26 – 40
- (3) Pp.228 – 236
- (4) Pp.17 – 18
- (5) Pp.159 – 179
- (6) Pp.19 – 22

SECTION 3

Periods in the History of the English Language

A. Points for Discussion:

1. Henry Sweet and his division of the history of English
2. Historical periodization as offered by B.Khaimovich
3. T.Rastorgueva's periodization of the English language
4. The division of the history of English as suggested by V.Arakin
5. The periods of the development of English as offered by A.Markman and E.Steinberg
6. David Burnley's periodization of the history of English.

B. Reference Material:

- (1) Pp.19 – 20
- (2) Pp.5 – 6
- (3) Pp.36 – 37
- (4) Pp.18 – 19
- (5) Pp.49 – 55
- (6) Pp.13 – 18

SECTION 4

Linguistic Features of Germanic Languages

A. Points for Discussion:

1. Some phonetic peculiarities of the Germanic languages

- 1.1 The doubling (gemination) of consonants
- 1.2 Rhotacism
- 1.3 Germanic fracture (or breaking)
- 1.4 The second consonant shift
2. Some common grammatical features of Germanic languages
 - 2.1 Form-building means
 - 2.2 Ablaut
 - 2.3 Word-structure
 - 2.4 Types of stems
 - 2.5 Strong and weak verbs
3. Early Germanic vocabulary.

B. Reference Material:

- (1) Pp.15 – 19
- (2) Pp.46 – 57, 98 – 100, 124, 133, 135 – 147
- (3) Pp.12 – 30
- (4) Pp.19 – 25, 51 – 54
- (5) Pp.34 – 48
- (6) Pp.25 – 29, 31, 35, 36, 38 – 49

SECTION 5

The Old English Period

The Old English Orthography and Phonology

A. Points for Discussion:

1. The Old English alphabet and pronunciation
2. The Old English phonology. Vowels
 - 2.1 Changes of stressed vowels
 - 2.2 Changes of unstressed vowels
3. Changes in the system of Old English consonants
4. Some other phonetic changes.

B. Reference Material:

- (1) Pp.31 – 45
- (2) Pp.58 – 76
- (3) Pp.44 – 56
- (4) Pp.26 – 31

- (5) Pp.74 – 91
- (6) Pp.30 – 38

SECTION 6

The Old English Morphology

A. Points for Discussion:

1. The Old English Noun. Categories. Declensions. Stems
2. The Old English Pronoun. Classes of pronouns
3. The Old English Adjective. Categories
4. The Old English Adverb
5. The Numeral in Old English.

B. Reference Material:

- (1) Pp.45 – 88
- (2) Pp.100 – 105, 112 – 115, 124 – 128, 133 – 155, 164 – 177, 180 – 190, 195, 202 – 205, 208 – 210
- (3) Pp.63 – 100
- (4) Pp.54 – 69
- (5) Pp.92 – 124
- (6) Pp.38 – 58, 61 – 89

SECTION 7

The Old English Morphology: Verb

A. Points for Discussion:

1. The Old English verb. The categories of the Old English verb
2. Morphological classification of the Old English verbs
 - 2.1 Strong verbs
 - 2.2 Weak verbs
 - 2.3 Preterite-present verbs
 - 2.4 Irregular (anomalous) verbs
3. Non-finite forms of the Old English verb.

B. Reference Material:

- (1) Pp.45 – 88
- (2) Pp.100 – 105, 112 – 115, 124 – 128, 133 – 155, 164 – 177, 180 – 190, 195, 202 – 205, 208 – 210
- (3) Pp.63 – 100
- (4) Pp.54 – 69

(5) Pp.92 – 124

(6) Pp.38 – 58, 61 – 89

SECTION 8

The Old English Syntax and Vocabulary

A. Points for Discussion:

1. The Old English syntax. General characteristics

1.1. The Old English word order

1.2. Ways of expressing syntactical relations

1.3. Negation in the Old English sentence

1.3. Verbal phrases

2. The Old English vocabulary. Etymological characteristics of the Old English words

2.1. Common Indo-European and common Germanic words

2.2. Loan words and poetic vocabulary

2.3. Word-building in Old English, its main types.

B. Reference Material:

(1) Pp.88 – 101

(2) Pp.222 – 224, 230, 234 – 241, 224 – 251, 270 – 271, 273, 275 – 176, 280 288 – 290, 292, 299, 305 – 307

(3) Pp.114 – 133, 56 – 63

(4) Pp.69 – 72, 83 – 84

(5) Pp.124 – 148

(6) Pp.89 – 101

SECTION 9

The Middle English Period

Changes in Middle English Orthography and Phonology

A. Points for Discussion:

1. The Middle English sounds and letters

1.1. Changes in the spelling system in Middle English

2. Changes in Middle English phonology

2.1 Changes in the system of consonants

2.2 Changes in the system of vowels

2.2.1 Main changes of unstressed vowels

2.2.2 Quantitative and qualitative changes of the Middle English stressed vowels.

B. Reference Material:

- (1) Pp.111 – 123
- (2) Pp.67 – 90
- (3) Pp.160 – 174
- (4) Pp.33 – 41
- (5) Pp.184 – 200
- (6) Pp.111 – 117

SECTION 10**Changes in Middle English Morphology****A. Points for Discussion:**

1. Changes in morphology in the Middle English period
2. The Middle English noun
3. The article as a class of words in Middle English
4. The Middle English adjective
5. The Middle English adverb
6. Pronouns in Middle English
7. The numeral in Middle English
8. The Middle English verb
 - 8.1. Strong and weak verbs
 - 8.2. Non-Finite forms of the verb.

B. Reference Material:

- (1) 123 – 151
- (2) 108 – 109, 116, 128, 134, 156 – 157, 166, 178, 186, 191, 206 – 210
- (3) 174 – 212
- (4) 72 – 78
- (5) 220 – 276
- (6) 118 – 141

SECTION 11**Middle English Syntax and Vocabulary****A. Points for Discussion:**

1. General characteristics of the Middle English syntax
2. The Middle English vocabulary
 - 2.1 Borrowings from Scandinavian and French
 - 2.2 The word building in Middle English
 - 2.2.1 The use of native affixes with borrowed words

2.2.2 The development of conversion as a new type of derivation.

B. Reference Material:

- (1) 154 – 174
- (2) 224 – 229, 231 – 235, 252 – 270, 274 – 275, 277 – 279, 281, 286, 295 – 299, 308
- (3) 212 – 227, 142 – 160
- (4) 79, 85 – 88
- (5) 277 – 289, 296 – 310
- (6) 142 – 151

SECTION 12

The Early New English Period

Changes in Orthography and Phonology in Early New English

A. Points for Discussion:

1. Changes in the system of Early New English orthography
 - 1.1 The Early New English system of sounds and letters
2. Changes in Early New English phonology
 - 2.1 The Great Vowel Shift
 - 2.2 Main changes of short vowels
 - 2.3 The changes of diphthongs
 - 2.4 Vowel changes under the influence of [r] and [l]
 - 2.5 Main changes in the system of Early New English consonants.

B. Reference Material:

- (1) 187 – 207
- (2) 79 – 96
- (3) 254 – 273
- (4) 42 – 50
- (5) 200 – 218
- (6) 164 – 170

SECTION 13

Essential Morphological Changes in the Early New English Period

A. Points for Discussion:

1. General characteristics of the Early New English morphology.
The noun

2. Changes in the system of the Early New English pronoun and adjective
3. Changes of the Early New English verb. The gerund.

B. Reference Material:

- (1) 208 – 220
- (2) 110 – 111, 116 – 124, 132, 134 – 135, 158 – 163, 179, 186 – 188, 194, 208 – 213
- (3) 274 – 294
- (4) 79 – 81
- (5) 233, 249, 265, 268, 275 – 280
- (6) 170 – 188

SECTION 14

Early New English Syntax and Vocabulary Changes

A. Points for Discussion:

1. Main changes in the Early New English Syntax
2. Early New English vocabulary enrichment. Word-building
 - 2.1 Conversion as the most productive way of word-formation
 - 2.2 Borrowings in Early New English
 - 2.2.1 Borrowings from Latin and French
 - 2.2.2 Borrowings from other languages
 - 2.3 Etymological doublets
 - 2.4 Semantic word-building
3. The expansion of English. The development of the variants of the English language.

B. Reference Material:

- (1) 221 – 245
- (2) 225 – 229, 236 – 238, 242, 252 – 270, 272 – 275, 277 – 279, 287, 291, 299 – 304, 309, 33 – 39
- (3) 244 – 253, 295 – 297
- (4) 81 – 82, 88 – 92
- (5) 281 – 289, 306 – 327
- (6) 188 – 221

PART 2. SEMINARS

SEMINAR 1

Theme 1. The subject matter of the course. Its ties with other disciplines. Germanic languages in the system of Indo-European family of languages

A. Points for Discussion:

1. History of English in the systemic conception of English
 - 1.1 The aims and the purpose of the study of the subject
 - 1.2 Connection of the subject with other disciplines
4. Sources of the language history
 - 2.1 Writings in early English
3. General notes on the language study
 - 3.1 The definition of the language
 - 3.2 The function of the language
 - 3.3 The structure of the language
 - 3.4 The language classification principles
 - 3.5 Synchrony and diachrony in the language study
4. The comparative-historical method
 - 4.1 The stages of the comparative-historical analysis
 - 4.2 The principles of the comparative-historical method
 - 4.3 The drawbacks of the comparative-historical method
5. The Germanic group of languages
 - 5.1 Old Germanic languages
 - 5.1.1 East Germanic languages
 - 5.1.2 North Germanic languages
 - 5.1.3 West Germanic languages
 - 5.2 Modern Germanic languages
 - 5.2.1 North Germanic languages
 - 5.2.2 West Germanic languages.

B. Study Questions:

1. What are the aims and the purpose of the study of the subject?
2. How is History of English connected with other disciplines?
3. Why any language is a social phenomenon?
4. Speak on the importance of learning the history of the English people while studying the history of the English language.
5. Must we always try to find an explanation of this or that change in the language in the change in the history of the people? Give your reasons.
6. What early English written documents do you know?

7. Comment on the term “comparative-historical method”.
8. Give the definition of the language.
9. What is the function of the language?
10. Name the levels in the language structure and their units.
11. What are the stages of the comparative-historical analysis?
12. What are the principles of the comparative-historical method?
13. Speak on the drawbacks of the comparative-historical method.
14. What languages comprise the Germanic group of languages?
15. Name the Old Germanic languages.
16. Name the Modern Germanic languages and the countries in which they are spoken.
17. What is the total number of people speaking English?
18. What is the total number of people speaking Germanic languages?

C. Reference Material:

- (1) Pp.5 – 7, 8 – 14, 26 – 30
- (2) Pp.5 – 7, 9 – 13, 22 – 26
- (3) Pp.5 – 7, 40 – 43
- (4) Pp.7 – 12
- (5) Pp. 10 – 13, 24 – 32
- (6) Pp. 6 – 12

Theme 2. Important Historical Events in the Early History of English

A. Points for Discussion

1. Pre-Germanic Britain. The Celts
2. The Roman Invasion
3. The Anglo-Saxon Invasion
4. The Scandinavian invasion of Britain
5. The Norman Conquest

B. Study Questions

1. Who were the earliest inhabitants of Great Britain?
2. Comment on the attempts of the Romans to invade Great Britain.
3. Which Roman emperors invaded Britain?
4. Did the Roman colonization have any effect on Britain?
5. What event is considered the beginning of the history of the English language? Why?
6. Who were the Germanic tribes?

7. Speak on the formation of kingdoms in Britain and their fight for supremacy.
8. What is known by “Heptarchy”?
9. Comment on the term “the Dane law”. What historic event is it connected with?
10. What was the result of the Scandinavian influence on the English language?
11. How did the Norman Conquest change the situation in the country and in the language?

C. Reference Material:

- (1) Pp.21 – 26;
- (2) Pp.7 – 9, 16 – 18;
- (3) Pp.9 – 11, 35 – 36, 134 – 136;
- (4) Pp.13 – 16;
- (5) Pp.55 – 61, 149 – 153;
- (6) Pp. 19 – 22.

SEMINAR 2

Theme 3. The Formation of the English National Language

A. Points for Discussion:

1. Territorial dialects of the period of the Anglo-Saxon invasion
2. The dialects of the period of the Norman Conquest
3. The development of the dialect of London into a national language.

B. Study Questions:

1. Name the most important territorial dialects of the time of the Germanic invasion.
2. What English dialects can we speak of during the Norman Conquest?
3. What bases does a national language develop on?
4. Comment on the factors, which contributed to the formation of the English national language.
5. Which dialects predominated in the process of the development of the English national language?
6. What is the relationship between territorial dialects and the English national language?

C. Reference Material:

- (1) Pp.177 – 187

- (2) Pp.26 – 40
- (3) Pp.228 – 236
- (4) Pp.17 – 18
- (5) Pp.159 – 179
- (6) Pp.19 – 22

Theme 4. Periods in the History of the English Language

A. Points for Discussion:

1. Henry Sweet and his division of the history of English
2. Historical periodization as offered by B.Khaimovich
3. T.Rastorgueva's periodization of the English language
4. The division of the history of English as suggested by V.Arakin
5. The periods of the development of English as offered by A.Markman and E.Steinberg
6. David Burnley's periodization of the history of English.

B. Study Questions:

1. Does the periodization offered by Henry Sweet consider the whole system of the English language? What language phenomena is his periodization based on?
2. What historic events does B.Khaimovich take as landmarks separating the three periods in the development of the English language?
3. Speak on the periods of the history of English as offered by T.Rastorgueva.
4. What features does Rastorgueva's periodization consider?
5. Why is V.Arakin's periodization considered to be a traditional one?
6. Is there any difference between the periodizations suggested by T.Rastorgueva and V.Arakin?
7. Whose periodization is mainly based on the dates of some early written documents and those of the activity of men of letters?
8. Which periods of the history of English does D.Burnley single out?
9. Can we say that the problem of the periodization of the history of the English language no longer exists?
10. What do the periodizations suggested by the linguists have in common?

C. Reference Material:

- (1) Pp.19 – 20
- (2) Pp.5 – 6
- (3) Pp.36 – 37
- (4) Pp.18 – 19
- (5) Pp.49 – 55
- (6) Pp.13 – 18

D. Supplementary Reading:

- (1) Антонович М.М. Курс лекцій з історії англійської мови. – Івано-Франківськ. – 1991.
- (2) Mykhailenko, V. (2002). *Profiles of the History of English* [electronic textbook]. Chernivtsi : Ruta.
- (3) Burnley, J.D. (1992). *The history of the English language: A source book*. New York : Longman Publishing.

SEMINAR 3**Theme 5. Linguistic Features of Germanic Languages****A. Points for Discussion:**

1. Some phonetic peculiarities of the Germanic languages
 - 1.1 The doubling (gemination) of consonants
 - 1.2 Rhotacism
 - 1.3 Germanic fracture (or breaking)
 - 1.4 The second consonant shift
2. Some common grammatical features of Germanic languages
 - 2.1 Form-building means
 - 2.1.1 Ablaut
 - 2.1.2 Word-structure
 - 2.1.3 Types of stems
 - 2.1.4 Strong and weak verbs
3. Early Germanic vocabulary
 - 3.1 Native words
 - 3.2 Borrowings.

B. Study Questions:

1. What does the Grimm's Law express?
2. What is known under the Verner's Law in Germanic languages?
3. What was the character of the Germanic word stress?

4. How were the Germanic short and long [o] and [a] reflected?
5. What change did the Germanic unstressed vowels undergo?
6. Comment on the doubling of Germanic consonants.
7. Speak on the development of the sound [z] in the Germanic languages.
8. Illustrate the phonetic change known as rhotacism.
9. What process is known as breaking or fracture?
10. Explain the notion “the second consonant shift”.
11. What were the principal means of form building in Old Germanic languages?
12. Give the definition of “ablaut”.
13. Speak on the types of ablaut.
14. How was the word-structure in Germanic languages simplified?
15. Comment on the stem-forming suffixes of nouns, adjectives and verbs in Old Germanic languages.
16. Differentiate between the Old Germanic strong and weak verbs.
17. What semantic fields are the earliest Germanic words?
18. What is meant under the notion “specifically Germanic words and word-building patterns”?
19. What languages were the borrowings in Old Germanic languages?

C. Reference Material:

- (1) Pp.15 – 19
- (2) Pp.46 – 57, 98 – 100, 124, 133, 135 – 147
- (3) Pp.12 – 30
- (4) Pp.19 – 25, 51 – 54
- (5) Pp.34 – 48
- (6) Pp.25 – 29, 31, 35, 36, 38 – 49

SEMINAR 4

Changes in the System of English Orthography and Phonology

Theme 6. The Old English Orthography and Phonology

A. Points for Discussion:

1. The Old English alphabet and pronunciation
2. The Old English phonology. Vowels
 - 2.1 Changes of stressed vowels
 - 2.2 Changes of unstressed vowels
3. Changes in the system of Old English consonants

4. Some other phonetic changes.

B. Study Questions:

1. Give the Old English (OE) letters and their correspondent sounds.
2. Comment on the palatal mutation of stressed vowels.
3. What is velar mutation?
4. Speak on the lengthening of short vowels.
5. What changes did the OE unstressed long vowels and diphthongs undergo?
6. What changes of vowels caused the weakening of unstressed vowels?
7. Why did Henry Sweet call the OE period the period of full endings?
8. What velar consonants were palatalized in OE?
9. What is known under the voicing of OE consonants?
10. Explain the changes of consonantal clusters in OE.
11. What happened to the OE *n*, *h*, and *Ʒ*?
12. Comment on the contraction and its main types.
13. Metathesis is a phonetic change, isn't it? Explain the notion, please.

C. Reference Material:

- (1) Pp.31 – 45
- (2) Pp.58 – 76
- (3) Pp.44 – 56
- (4) Pp.26 – 31
- (5) Pp.74 – 91
- (6) Pp.30 – 38

D. Practical tasks:

1. Prepare expressive reading of the lines 837 – 862 from the Old English poem “Beowulf” (See “A short reader in Early English”, pp. 35-36 in this book).
2. Do the phonetic analysis (follow the model in Appendix) of the underlined words in the extract “*Ohthere's account of his first voyage*” (See “A short reader in Early English”, pp. 37-38 in this book).

Theme 7. Changes in the Middle English Orthography and Phonology

A. Points for Discussion:

1. The Middle English sounds and letters
 - 1.1 Changes in the spelling system in Middle English
2. Changes in Middle English phonology
 - 2.1 Changes in the system of consonants
 - 2.2 Changes in the system of vowels
 - 2.2.1 Main changes of unstressed vowels
 - 2.2.2 Quantitative and qualitative changes of the Middle English stressed vowels.

B. Study Questions:

1. Speak about the changes in the system of Middle English (ME) orthography.
2. What changes took place in the system of ME consonants?
3. Comment on the changes of unstressed vowels in ME.
4. What changes did stressed vowels undergo in ME?
5. Which of the changes of stressed vowels made the English rhythm more measured?
6. What happened to the OE diphthongs?
7. Which of the OE monophthongs changed radically in ME?

C. Reference Material:

- (1) Pp.111 – 123
- (2) Pp.67 – 90
- (3) Pp.160 – 174
- (4) Pp.33 – 41
- (5) Pp.184 – 200
- (6) Pp.111 – 117

D. Practical task:

Prepare expressive reading of *the Prologue* from the Middle English poem “*Canterbury Tales*” (See “A short reader in Early English”, pp. 42-45 in this book).

Theme 8. Changes in Orthography and Phonology in Early New English

A. Points for Discussion:

1. Changes in the system of Early New English orthography
 - 1.1 The Early New English system of sounds and letters
2. Changes in Early New English phonology
 - 2.1 The Great Vowel Shift
 - 2.2 Main changes of short vowels
 - 2.3 The changes of diphthongs
 - 2.4 Vowel changes under the influence of [r] and [l]
 - 2.5 Main changes in the system of Early New English consonants.

B. Study Questions:

1. Speak on the main spelling changes in Early New English (ENE).
2. Comment on the phonetic change known as “the Great Vowel Shift”.
3. What changes did short unstressed vowels undergo in ENE?
4. Explain the development of the sound [ʌ].
5. Name the main changes of vowels under the influence of [r] and [l].
6. How did the new long vowels appear in ENE?
7. What process brought the appearance of new diphthongs and triphthongs in ENE?
8. What’s the most important change of the 15th century in the system of ENE consonants?
9. Explain the notion “Verner’s law in English”.
10. Comment on the development of ENE new sibilants and other changes of consonants.

C. Reference Material:

- (1) 187 – 207
- (2) 79 – 96
- (3) 254 – 273
- (4) 42 – 50
- (5) 200 – 218
- (6) 164 – 170

D. Practical task:

Prepare expressive reading of Sonnet # 153 by Shakespeare. Do the phonetic analysis of the underlined words (See “A short reader in Early English”, p. 49 in this book).

SEMINAR 5
Changes in the System of English Morphology
Theme 9. The Old English Morphology

A. Points for Discussion:

1. The Old English Noun. Categories. Declensions. Stems
2. The Old English Pronoun. Classes of pronouns
3. The Old English Adjective. Categories
4. The Old English Adverb
5. The Numeral in Old English.

B. Study Questions:

1. Comment on the categories of the Old English nouns.
2. Name the stems of nouns belonging to the strong, weak and minor declensions.
3. What Indo-European stem became an r-stem in OE?
4. Speak on the categories of the OE personal pronouns.
5. Name the other classes of the Old English pronoun.
6. What ending has developed into the MoE's of the possessive case?
7. Name some typical pronominal endings.
8. What are the main categories of the OE adjective?
9. Point out the main two groups of the OE adjectives within the category of degrees of comparison.
10. How were the OE adverbs inflected?
11. What were the most productive OE adverbial suffixes?
12. Name the Old English cardinal and ordinal numerals.

C. Reference Material:

- (1) Pp.45 – 88
- (2) Pp.100 – 105, 112 – 115, 124 – 128, 133 – 155, 164 – 177, 180 – 190, 195, 202 – 205, 208 – 210
- (3) Pp.63 – 100
- (4) Pp.54 – 69
- (5) Pp.92 – 124
- (6) Pp.38 – 58, 61 – 89

SEMINAR 6

Changes in the System of English Morphology Theme 10. The Old English Morphology: Verb

A. Points for Discussion:

1. The Old English Verb. The categories of the Old English verb
 - 2.1 Morphological classification of the Old English verbs
 - 2.1.1 Strong verbs
 - 2.1.2 Weak verbs
 - 2.1.3 Preterite-present verbs
 - 2.1.4 Irregular verbs
3. Non-finite forms of the Old English verb.

B. Study Questions:

1. What two main classes was the OE verb divided into?
2. Comment on the category of mood.
3. Which tenses did the OE verb distinguish?
4. Speak on the category of aspect.
5. What opposition might be regarded as a partial voice opposition?
6. How was the OE category of order expressed?
7. Which OE non-finite form of the verb has to do with the category of order?
8. Name the four basic forms of the OE verb.
9. Give the gradation series of the four basic forms of the strong verbs.
10. Speak on the classification of the OE weak verbs.
11. Why are the preterite-present verbs called so?
12. Name the OE irregular (anomalous) verbs.
13. What's the difference between the OE strong, weak, preterite-present and irregular verbs?
14. What non-finite forms did the OE verb comprise?

C. Reference Material:

- (1) Pp.45 – 88
- (2) Pp.100 – 105, 112 – 115, 124 – 128, 133 – 155, 164 – 177, 180 – 190, 195, 202 – 205, 208 – 210
- (3) Pp.63 – 100
- (4) Pp.54 – 69
- (5) Pp.92 – 124
- (6) Pp.38 – 58, 61 – 89

D. Practical Task:

Read and do the grammar analysis (follow the model in Appendix) of every word of the extract from the Old English writing “*Ohthere's account of his first voyage*” (See “A short reader in Early English”, pp. 37-38 in this book).

Theme 11. Changes in Middle English Morphology**A. Points for Discussion:**

1. General characteristics of the Middle English grammatical system
2. The Middle English noun
3. The article as a class of words in Middle English
4. The Middle English adjective
5. The Middle English adverb
6. Pronouns in Middle English
7. The numeral in Middle English
8. The Middle English verb
 - 8.1 Strong and weak verbs
 - 8.2 Non-Finite forms of the verb.

B. Study Questions:

1. What was the main tendency in the ME grammatical system?
2. Define the notion “the loss of endings”. What phenomenon is this change connected with?
3. Speak on the categories of the ME noun.
4. Comment on the development of the article.
5. What categories did the ME pronoun possess?
6. Speak on the categories of the ME verb.
7. Comment on the category of tense in the ME period.
8. Differentiate between the ME strong and weak verbs.
9. Name the endings of the ME finite forms.
10. What change happened to the OE preposition *tō*?

C. Reference Material:

- (1) 123 – 151
- (2) 108 – 109, 116, 128, 134, 156 – 157, 166, 178, 186, 191, 206 – 210
- (3) 174 – 212
- (4) 72 – 78
- (5) 220 – 276
- (6) 118 – 141

Theme 12. Essential Morphological Changes in the Early New English Period

A. Points for Discussion:

1. General characteristics of the Early New English morphology. The Noun
2. Changes in the system of the Early New English pronoun and adjective
3. Changes of the Early New English verb. The gerund.

B. Study Questions:

1. How was the possessive case of nouns used?
2. Speak on the changes within the ENE pronouns.
3. What changes did the ENE adjective undergo?
4. What changes did the ENE verb undergo?
5. Comment on the changes of the ENE strong verbs' forms.
6. Explain the development of the gerund.
7. Which of the non-finite forms of the verb has developed 'continuous forms' in ENE?
8. What is the character of the ENE word order?
9. Why doesn't inversion break the established word order?
10. When was the apostrophe introduced?

C. Reference Material:

- (1) 208 – 220
- (2) 110 – 111, 116 – 124, 132, 134 – 135, 158 – 163, 179, 186 – 188, 194, 208 – 213
- (3) 274 – 294
- (4) 79 – 81
- (5) 233, 249, 265, 268, 275 – 280
- (6) 170 – 188

SEMINAR 7

Theme 13. Changes in the System of English Syntax

A. Points for Discussion:

1. The Old English syntax. General characteristics
 - 1.1 The Old English word order
 - 1.2 Ways of expressing syntactical relations

- 1.3 Negation in the Old English sentence
- 1.4 Verbal phrases
- 2. General characteristics of the Middle English syntax
- 3. Main changes in the Early New English syntax.

B. Study Questions:

1. Speak on the most widely used patterns of the OE word order.
2. Name the free combinations of the OE words.
3. What were the ways of expressing syntactical relations between words?
4. Was multiply negation normal in the OE usage?
5. Comment on the relative clauses in the OE sentence.
6. Were there any correlative elements used in the OE complex sentence?
7. How was subordination expressed in the OE complex sentence?
8. What verbal phrases do we often come across in the OE texts?
9. What was the character of the ME word order?
10. Speak on the expression of the subject in the impersonal sentence.
11. Comment on the weakening and loss of agreement and government in the ME Syntax.
12. How were the modifiers used in the ME sentences?
13. What do you know about the use of ME prepositions?
14. Explain the use of the single negative in ME.
15. What structural substitutes were introduced in the ENE sentence?
16. Name the most remarkable feature of the ENE syntax.

C. Reference Material:

- (1) Pp.88 – 92, 152 – 154,
- (2) Pp. 216 – 311
- (3) Pp.114 – 133, 212 – 227, 295 - 298
- (4) Pp.69 – 72, 79, 81 – 82
- (5) Pp.124 – 148
- (6) Pp. 142 – 151, 188 – 191

SEMINAR 8

Theme 14. Changes in the System of English Vocabulary

A. Points for Discussion:

1. The Old English vocabulary. Etymological characteristics of the Old English words
 - 1.1 Common Indo-European and common Germanic words

- 1.2 Loan words and poetic vocabulary
- 1.3 Word-building in Old English. Its main types
- 2. The Middle English vocabulary
 - 2.1 Borrowings from Scandinavian and French
 - 2.2 The word building in Middle English
 - 2.2.1 The use of native affixes with borrowed words
 - 2.2.2 The development of conversion as a new type of derivation
- 3. Early New English vocabulary enrichment. Word-building
 - 3.1 Conversion as the most productive way of word-formation
 - 3.2 Borrowings in Early New English
 - 3.2.1 Borrowings from Latin and French
 - 3.2.2 Borrowings from other languages
 - 3.3 Etymological doublets
 - 3.4 Semantic word building
- 4. The expansion of English. The development of the variants of the English language.

B. Study Questions:

1. What layers can we distinguish among the native words?
2. Comment on the OE loan words.
3. Had the OE poetry a special vocabulary?
4. Explain the ways of enriching the OE vocabulary.
5. Name the most productive affixes.
6. Speak about the formation of the OE compound substantives, adjectives and verbs.
7. Comment on the borrowings from Scandinavian.
8. Name the lexical layers of the borrowings from French.
9. What new affixes appeared in ME?
10. Speak on the word building in ME.
11. What are the main ways of enriching the ENE vocabulary?
12. Speak on the borrowings introduced in the Early New English vocabulary.
13. Comment on the words belonging to the native stock.
14. What changes did the foreign elements bring into the nature of the native stock?
15. Give examples of productive suffixes in ENE.
16. Bring examples of etymological doublets.
17. Define the notion "conversion".
18. What notions have been introduced in English with the formation of the English national language?

19. What dialects oppose to Standard English?
20. What new type of differentiation has developed within English during the ENE period?
21. Explain why the English Language has spread beyond its borders.

C. Reference Material:

- (1) 92 – 100, 154 – 175, 221 – 246
- (2) 41 – 45
- (3) 56 – 63, 245 -253
- (4) 82 – 97
- (5) 131 –148, 296 – 328
- (6) 89 – 101, 144 –162

D. Practical Task:

Do the phonetic analysis of the underlined words and grammar and vocabulary analysis of every word in the extract from the Old English writing “*Anglo-Saxon Chronicle*” (See “A short reader in Early English”, pp. 38-39 in this book).

PRACTICAL TASKS FOR THE EXAM

1. Do the phonetic analysis of the underlined words and grammar and vocabulary analysis of every word from Lines 1–18 of the extract from *the Prologue* to the Middle English poem “*Canterbury Tales*” (See “A short reader in Early English”, pp. 42-45 in this book).
2. Do the phonetic analysis of the underlined words and grammar and vocabulary analysis of every word of the extract “About the languages of the inhabitants. Chapter 59” from Trevisa’s Translation of “The Polychronicon” (1387) (See “A short reader in Early English”, pp. 40-42 in this book).
3. Do the phonetic analysis of the underlined words and grammar and vocabulary analysis of every word of the extract from William Shakespeare’s “Hamlet, Act III, Scene II. The Performance” (See “A short reader in Early English”, pp. 46-48 in this book).
4. Do the phonetic analysis of the underlined words and grammar and vocabulary analysis of every word of Sonnet # 153 by William Shakespeare (See “A short reader in Early English”, p. 49 in this book).
5. Learn by heart Sonnet # 153 by William Shakespeare (See “A short reader in Early English”, p. 49 in this book).

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APPENDIX

A. GLOSSARY

1. **Ablaut** – is an independent vowel interchange unconnected with any phonetic conditions; it's a device to differentiate between words and grammatical forms built from the same root.
2. **Breaking (or fracture)** – is the diphthongization of the Gc. [a] before [r], [l] plus some other consonant into [ea], also [e] > [eo], [i] > [io].
3. **Comparative-historical method** – is the method, which studies linguistic correspondences between the languages of Indo-European family at a stage prior to their oldest written documents.
4. **Contraction** – is an old English phonetic change which took place when after a consonant had dropped, two vowels met inside a word, they were contracted into one long vowel.
5. **Doubling (gemination) of Germanic consonants** – is the process when all the consonants, except [r] were doubled in spelling or lengthened in pronunciation between a short vowel and the sound [j], sometimes [l] or [r].
6. **Great Vowel Shift** – is a Modern English phonetic change of the ME long vowels which became closer in their articulation.
7. **Grimm's Law** – the law which expresses regular correspondences between consonants of Germanic and those of other Indo-European languages (mainly Latin, Greek, Sanskrit and Russian (Ukrainian)).
8. **Metathesis** - is an old English phonetic change that consists in two sounds exchanging their places (mostly [r] and a vowel).
9. **National language** – is the language that develops on the basis of some territorial dialects, which under certain historical conditions become generally recognized as a means of communication.
10. **Palatal mutation** – is a kind of regressive assimilation caused by the sounds [i] and [j] in the 6th century. Under their influence the vowels of the preceding syllable moved to a higher front position.
11. **Palatalization of consonants** - is an old English phonetic change of the velar consonants [k] and [g] before (sometimes after) front vowels and the sound [j] into [tʃ] and [dʒ].
12. **Rhotacism** – is the intervocal change of the Germanic [-z-] to [-r-] in the West and North Germanic languages.
13. **The second consonant shift** – is the change of the common Germanic consonants *b, d, g, p, t, and k* in High German dialects.

14. **Velar mutation** – is a regressive assimilation called forth by the velar vowels [u, o, a]; under their influence the front vowels [i, e ,æ] in the 7th century changed into [io, eo, ea] respectively.
15. **Verner's law** – is the connection between the Germanic consonant sounds and the position of the OE accent (discovered in 1877 by K.Verner, a Danish linguist).
16. **Voicing of consonants** – is an OE phonetic change, which took place in an intervocal position or between a vowel and a voiced consonant. As a result, the Germanic [f],[s],[θ] changed into OE [v],[z],[ð].
17. **Unvoicing of consonants** – is an OE phonetic change of the labial and velar voiced fricatives [v] and [ŋ] which became voiceless at the end of a word: [v] > [f], [ŋ] > [x].

B. The Analysis of the OE Text

This extract is taken from King Alfred's translation of the History of the World (IX c.) Historial adversum Paganos) by the Spanish monk Paulus Orosius written in the 5th c. It describes the travels of Ohthere and Wulfstan.

Ōhthere sæde his hlāforde, Ælfrēde cyninze, thæt hē ealra Norðmanna norþmest būde. Hē cwæð þæt hē būde on þæm, lande norþweardum wiþ þā Westsæ. Hē sæd þēah þæt land sīe swīþe lanꝥnorþ þonan; ac hit is eal wēste, būton on fēawum stōwum stycce-mælum wīciað Finnas, on huntoðe on wintra and on sumera on fisceþe be þære sæ.

Model A. Vocabulary analysis

<i>eal pron.</i>	> <i>all (cf. Gt. alls)</i>	—	<i>(of) all</i>
<i>norþmest adv.</i>	> <i>micel adj., māra, mæst</i>	—	<i>to the North</i>
<i>būde</i>	> <i>bēon</i>	—	<i>lived (or had lived)</i>
<i>cwæð</i>	> <i>cwæðan</i>	<i>Quoth</i>	<i>said</i>
<i>þæm</i>	> <i>sē, sēo, þæt</i>	<i>that</i>	<i>the</i>
<i>þā</i>	> <i>sēo</i>	—	<i>that (the)</i>
<i>westsæ</i>	> <i>see (cf. Gt. saiws)</i>	<i>West sea</i>	<i>Atlantic Ocean</i>
<i>þēah conj.</i>		<i>though</i>	<i>also</i>
<i>sīe</i>	> <i>bēon</i>	<i>be</i>	<i>is</i>
<i>swīþe adv.</i>		—	<i>very</i>
<i>þonan adv.</i>		<i>thence</i>	<i>from there</i>
<i>ac conj.</i>		—	<i>but</i>
<i>wēste adj.</i>		—	<i>uninhabited</i>
<i>būton conj.</i>		<i>but</i>	<i>but</i>
<i>fēawum adj.</i>	> <i>fēaw</i>	—	<i>few</i>
<i>stōwum n.</i>	> <i>stōw</i>	<i>stow</i>	<i>peaces</i>
<i>stycce-mælum adv.</i>		<i>stock & meal</i>	<i>here & there</i>

<i>wīciað</i>	> <i>wīcian</i>	–	<i>live</i>
<i>huntoðe</i>	> <i>huntoð</i>	<i>to hunt</i>	<i>live hunting</i>
<i>fiscape</i>	> <i>fiscoð</i>	<i>fish</i>	<i>fishing</i>
<i>be prep.</i>		<i>by</i>	
<i>þære pron.</i>	> <i>sē, sēo, þæt</i>	<i>that</i>	

Model B. Grammar analysis

Ōhtere: noun proper, nominative singular

sæde: verb, 3 rd person singular, past tense, indicative mood of *seczan*, weak verb, class 3

his: pronoun personal, 3 rd person singular, masculine, genitive case

hlāforde: noun, dative case singular of *hlāford*, masculine, a-stem

Ælfrēde: noun proper, dative case singular

cyninȝe: noun, dative singular of *cyninȝ*, masculine, a-stem

thæt: conjunction

hē: pronoun personal, 3 rd person singular, masculine, nominative case

ealra: pronoun indefinite, plural, genitive of *eal*

Norðmanna: noun, genitive plural of *Norðmonn*, masculine, root-stem

norþmest: adverb

būde: verb, 3 rd person singular, past tense, indicative or subjunctive mood of *būan*, anomalous verb

C. Phonetic analysis (explanation of the origin of the italicized sounds)

<i>OE. <u>pr</u>ēo, Gt. <u>pr</u>eis, Lat. <u>tr</u>ēs</i>	(IE [t] > Gc.
<i>OE. <u>r</u>ēad, Gt. <u>rau</u>ps, E. <u>Red</u>, Skt. <u>rud</u>hiras</i>	[θ] – 1st consonant IE [dh] > Gc. shift [d])
<i>OE. <u>me</u>ord, Gt. <u>miz</u>do, R. <u>nȝ</u> da</i>	} (IE. [z] > Gc. [r] – rhotacism)
<i>Gt. <u>wes</u>un, OE. <u>wæ</u>ron</i>	
<i>Gt. <u>sal</u>jan, OE. <u>sell</u>an</i>	} (the doubling of Gc. consonants)
<i>Gt. <u>hlah</u>jan, OE. <u>hlieh</u>han</i>	
<i>L. <u>cap</u>ut, Gt. <u>huabi</u>þ, OI. <u>hauf</u>oð, OE. <u>hēa</u>fod</i>	(IE. [p], [t] > Gc. [f], [θ] – Grimm's Law Gc. [f] > [v] – Verner's Law)
<i>Gt. <u>tai</u>hum, G. <u>z</u>ehn, E. <u>ten</u></i>	(Gc. [t] > G. – 2nd consonant

<i>OE. niht, E. night, G. Nacht,</i> <i>L. noctis</i>	<i>[ts]</i> <i>IE. [k]>Gc.</i> <i>[x])</i>	<i>shift</i>
<i>Gt. haldan, G. halten, OE. healdan</i>	<i>([a>ea] – breaking)</i>	
<i>Osc. lātan, G. lassen, OE. lætan, E.</i> <i>(to) let</i>	<i>– palatalization</i>	
<i>Gt. stāins, OE. stān</i>	<i>– monophthongization</i>	
<i>(Gt. bairan, OI. bera, OE. beran, G. gebären,</i> <i>E. bear</i>	}	<i>qualitative ablaut</i> <i>or vowel gradation</i>
<i>Gt. barn, OI. barn, OE. bearn, G. geburt,</i> <i>E. barn</i>		
<i>qualitative ablaut</i>		
<i>Uk. Cnamu – cnyu a~ø</i>		
<i>L. lego – lēgi e – ē)</i>		
<i>Gt. wōpjan, OE. wēpan, E. weep</i>	<i>– palatal mutation</i>	
<i>[o]>[e]</i>		
<i>Gt. munþs, G. Mund, OE. mūþ,</i> <i>E. mouth</i>	<i>– lengthening</i>	
<i>OE. wērold>wōrold</i>	<i>– velar mutation, full assimilation</i>	
<i>OE. scūr>scēor, E. shower</i>	<i>– diphthongization after [k]</i>	
<i>OE. pund>pūnd, E. pound</i>	<i>– lengthening before nd</i>	
<i>OE. þihan>þēohan>þeon</i>	<i>– contraction</i>	
<i>OE. wascan>waxan, E. wash</i>	<i>– metathesis</i>	
<i>Gt. kiusan, OE. cēosa, E. choose</i>	<i>– voicing, palatalization</i>	
<i>Gt. baurgs, OE. buruh, burh, E.</i> <i>borough</i>	<i>– devoicing</i>	
<i>Gt. huzd, OE. hord</i>	<i>– rhotacism</i>	
<i>OE. mæzden, mæden</i>	<i>– loss of consonant</i>	
<i>OE. sunu, ME. sune, MoE. son</i>	<i>– weakening, levelling, loss of vowel</i>	
<i>ME. rīde, īs, E. ride [raid], ice [ais]</i>		
<i>ME. spēke, ēte, E. speak [spi:k], eat</i> <i>[i:t]</i>	}	<i>Great vowel shift</i>
<i>ME. mōn, fōd, E. moon [mu:n], food</i> <i>[fu:d]</i>		
<i>ME. hūs, hū, E. house [haus], how</i> <i>[hau]</i>		

A SHORT READER IN EARLY ENGLISH

Old English Poetry

From “Beowulf”

The epic poem of Beowulf, as Prof. C.L. Wrenn states, probably existed in written form by the middle of the 7th century. The original dialect in which the poem was written was Anglian (possibly Northumbrian). It was copied by West Saxon scribes who introduced West Saxon forms; the result is a mixture of Anglian and West Saxon forms.

The extract given below is a description of the celebration in honour of Beowulf after he has slain the man-eating monster Grendel.

- 837 Þā wæs on morzen, mīne ʒefrǣʒe,
 ymb ðā ʒif-healle ʒūð-rinc moniʒ;
 fērdon folc-toʒan feorran ond nēāhan
- 840 ʒeond wīd-weʒas wundor scēāwian,
 laþes lāstas. Nō his līf-ʒedal
 sārlic þūhte secʒa æneʒum,
 þara þe tīr-lēases trode scēāwode,
 hū hē wēriʒ-mōd on weʒ þanon,
- 845 nīða ofercumen, on nicera mere,
 fǣʒe ond ʒeflȳmed feorh-lāstas bæŕ.
 þær wæs on blōde brim weallende,
 atol ȳða ʒeswinʒ, eal ʒemenʒed,
 hāton heolfre, heoro-drēōre wēōl;
- 850 dēað-fǣʒe dēōʒ, siððan drēāma-lēās
 in fen-freoðo feorh āleʒde,
 hǣþene sāwle; þær him hel onfēnʒ.
 þanon eft ʒeonʒ maniʒ of ʒomen-wāþe,

- 855 fram mēre mōdʒe mēārum rīdan,
 beornas on blancum. Þær wæs Beowulfes
 mærdō mæned; moniʒ oft gecwæð,
 þætte sūð nē norð be sæm twēonum
 ofer eormen-ʒrund oþer næniʒ
- 860 under sweʒles begonʒ sēlra nære
 rond-hæbbendra, rīces wyrðra.
 Nē hīe hūru wine-drihten wiht nē lōʒon,
 ʒlædne Hrōðgār, ac þæt wæs ʒōd cyninʒ.

Place-names and Proper Names

Beowulf – the legendary hero, a prince belonging to the tribe of Geatas. Beowulf sailed over to Denmark with his troop of followers to help king Hrothgar to destroy the monster Grendel.

Hrōðgār – king of the Danes

Notes

841 *laħes lāstas* – *laħ* refers to Grendel, the monster who had fled after being mortally wounded by Beowulf

856 – 861 The main points of the structure are as follows:

...*ʒecwæð, hætte...oher næniʒ...nære rond-hæbbendra* – among those who possess shields – warriors

862 – *Nē hīe hūru wine-drihten wiht nē lōʒon* – nor indeed did they blame their king at all. *Lōʒon* – see *lēān*.

Old English Prose

From the Alfredian Version of Orosius's World History (about 893 A.D.)

Alfred the Great (849 – 900), King of Wessex, was an outstanding military leader, educator and a man of letters of the time. He tried to restore the cultural traditions of Anglo-Saxon England severely damaged by the barbaric "inroads of the Danes" and to revive learning and literature in his country. He also brought about a great reform in the schools.

He translated into his native tongue some books on geography, history and philosophy written by the popular authors of the IV—VIII centuries. This was fortunate for the language which became a medium of expression in the simpler forms of speech itself.

King Alfred's translation from Latin of "The History of the World" by the Spanish monk Orosius (V century) is especially valuable as it contains his own insertions – the descriptions of the sea-voyages in the North West of Europe of the two Scandinavian merchants, Ohthere and Wulfstan.

King Alfred's writings favoured flourishing of literature in Wessex and marked the beginning of the literary tradition later known as "the Alfredian prose".

The extract given below is "From Ohthere's account of his first voyage". It contains interesting geographical and ethnographical information of the places he visited. The dialect is West Saxon.

Ohthere's account of his first voyage

Ōthēre sæde his hlāforde, Œlfrēde cyninze, þæt hē ealra Norðmonna norþmest būde. Hē cwæð þæt hē būde on þæm lande norþweardum wiþ þā Westsæ. He sæde þeah þæt þæt land sīe swiþe lanȝ norþ þonan; ac hit is eal wēste, būton on fēawum stōwum stycce-mælum wīciað Finnas, on huntoðe on wintra and on sumera on fiscapē be þære sære.

He sæde þæt hē æt sumum cirre wolde fandian hū lonȝe þæt land norþryhte lāȝe oppe hwæðer æniz mon benorðan þæm wēstenne būde. Þā fōr hē norþryhte be þæm lande; lēt him ealne weȝ þæt wēste land on ðæt stēor-bord, and þā wīd- sære on ðæt bæc-bord, þrīe daȝas. Þā wæs hē

swā feor norþ swā þā hwælhuntan firrest farap. Þā fōr hē þā zīet norþryhte swā feor swā hē meahte on þæm ōþrum þrīm daȝum ȝesiȝlan. Þā bēaz þæt land þær ēast-ryhte oþþe sēo sǣ in on ðæt lond, hē nysse hwæðer, būton hē wisse ðæt hē ðær bād westanwindes and hwōn norþan, and siȝlde ðā ēast be lande, swā- swā hē meahte on fēower daȝum ȝesiȝlan.

Þā sceolde hē ðær bīdan ryht-norþanwindes; forðæm þæt land beaz þær sūþryhte oþþe sēo sǣ in on ðæt land hē nysse hwæðer. Þā siȝlde hē þonan sūþryhte be lande, swā- swā hē on fif daȝum ȝesiȝlan. Þā læȝ þær ān micel ēa up-in on þæt land. Þā cirdon hīe up-in on ðā ēa, for- þæm hīe ne dorston forþ bi þære ēa siȝlan for unfriþe: for-þæm ðæt land wæs eall ȝebūn on oþre healfe þære ēas. Ne mētte hē ær nān ȝebūn land, siþþan hē from his āȝnum hām fōr.

Fela spella him sǣdon ȝā Beornas æȝþer ȝe of hīera āȝnum lande ȝe of þæm landum þe ymb hīe ūtan wæron, ac hē nyste hwæt þæs sōþes wæs, for-þæm hē hit self ne ȝeseah. Þā Finnas, him þūhte, and þā Beornas spræcon nēah ān ȝepēode. Swīþost hē fōr ðider, tō-ēacan þæs landes scēawunȝe, for þæm hors-hwælum, for-þæm hīe habbað swiþe æpele bān on hīora tōþum, — þā tēð hīe brōhton sume þæm cyninȝe, — and hīora hȳd.

From the Anglo-Saxon Chronicle A. 1013

The Old English Chronicle, sometimes called the Anglo-Saxon Chronicle, contains the history of Britain from the time of Caesar's invasion to the reign of Henry II (1154).

It presents the original and authentic testimony of contemporary writers to the most important events in the history of the country, including many interesting facts relative to architecture, agriculture, coinage, commerce, naval and military events, laws, liberty and religion. This ancient record is believed to be the second great phenomenon in the history of mankind after the Old Testament, for there is no other work, ancient or modern, which exhibits at one view a regular and chronological panorama of a people, described in rapid succession by different writers, through so many ages, in their own vernacular language. That is why it may be considered not

only as the primeval source of factual material for all subsequent historians of England, but also as a faithful depository of the national idiom, providing a very interesting and extraordinary example of the changes incident to a language, as well as to a nation, in its historical progress.

The writers of the Chronicle are not known; probably they were monks, as MSS come from different monasteries. The dialect of the extract given below is West Saxon. It describes the time of Scandinavian Invasions in Britain and the fall of the Saxon dynasty.

On ðæm æftran zēare þē sē arcebiscop wæs zemartyrod, sē cyninȝ zesette Lyfine biscop tō Cantwarabyriȝ tō ðām arcestōle; and on þissum ylcan zēare, tōforan þam mōnðe Augustus, com Sweȝen cyninȝ mid his flotan tō Sandwīc, and wende þa swīðe raðe abūtan Eastenglum into Humbera mūþan. and swā upweard andlang Trentan, oð hē com tō zenesburuh; and þā sōna bēah Uhtred eorl and ealle Norðhymbre tō him; and eall þæt folc on Lindesiȝe, and siððan þæt folc into Fīfburhingum, and raðe þæs eall here bē norðan Wætlinȝa stræte, and him man sealde ȝislas of ælcere scīre. Syððan hē underȝeat þæt eall folc him tō zebogen wæs, þā bēad hē þæt man sceolde his here mettian and horsian; and hē ðā wende syþþan sūðweard mid fulre fyrde, and betæhte þā scipu and þā ȝislas Cnute his suna; and syððan hē com ofer Wætlinga stræte, worhton þæt mæste yfel þæt æniȝ here dōn mihte. Wende þā tō Oxenforda, and sēo buruhwaru sōna beah and ȝislude, and þanon tō Winceastre, and hī þæt ylce dydon. Wende þā þanon ēastwerd tō Lundene, and mycel his folces adrang on Temese, forðam þē hī nānre brycȝe ne cēpton.

Middle English Prose

From Trevisa's Translation of "The Polychronicon" (1387)

John de Trevisa (1326 -1412) of Cornwall, though educated at Oxford, lived most of his life in Gloucestershire (South West of England) serving as chaplain.

Trevisa's "The Polychronicon" is the translation from Latin of a world history written by the English monk Ranulf Higden in the middle of the 14th century. In his translation Trevisa inserted his own comment marking it by his name (Trevisa), and by (R) the continuation of Higden's text.

The extract below shows the language situation in England in the Late Middle English period and the role of French in the English society of the time: the 14th century witnessed the ascendancy of English in public life; whereas the practice had been to use French as school language (so Higden tells us in his Polychronicon), by the time of Trevisa English also gained a new place in the schools.

Trevisa's English of the Polychronicon combines Midland and South Western dialectal forms, (typical South Western dialect features are the ending of the Present tense, Plural -eth < OE -ath; the form of Participle II (e.g. i-meddled); /y/ > /u/ (e.g. burthe < OE Ʒ e-byrd).

About the languages of the inhabitants

Chapter 59

As it is i-knowe how meny manere peple beþ in þis ilond, þere beþ also so many dyvers longages and tonges; noþeles Walsche men and Scottes, þat

beþ nouȝt i-medled wiþ oper naciouns, holdeþ wel nyh hir firste longage and speche; but ȝif the Scottes þat were somtyme confederat and wonede wiþ þe Pictes drawe somewhat after hir speche; but þe Flemmynges þat woneþ in þe weste side of Wales haveþ) i-left her straunge speche and spekeþ Saxonliche i-now. Also Englische men, þey hadde from the bygynnyng þre manere speche, norþerne, sowþerne, and middel speche in þe myddel of þe lond, as þey come of þre manere peple of Germania, noþeles by comyxtioun and mellyng firste wiþ Danes and afterward wiþ Normans, in meny þe contray longage is apayred, and som useþ straunge wlafferynge, chiterynge, harynge, and garrynge grisbayting. This apayrynge of the burþe of þe tunge is bycause of tweie þinges; oon is for children in scole aȝenst þe usage and manere of alle opere naciouns beþ compelled for to leve hire owne langage, and for to construe hir lessouns and here þynges in Frensche, and so þey haveþ seþ þe Normans come first in to Engelond. Also gentil men children beþ i-tauȝt to speke Frensche from þe tyme þat þey beþ i-rokked in here cradel, and kunneþ speke and playe wiþ a childes broche; and uplondisshe men wil likne hym self to gentil men, and fondeþ wiþ greet besynesse for to speke Frensche, for to be i-tolde of. Þis manere was moche i-used to for firste deth and is siþþe sumdel i-chaunged; for John Cornwaile, a maister of grammer, chaunged þe lore in gramer scole and construccioun of Frensche in to Englische; and Richard Pencriche lerned þe manere techynge of hym and of opere men of Pencrich; so þat now, þe ȝere of oure Lorde a þowsand þre hundred and foure score and fyve, and of þe secounde kyng Richard after þe conquest nyne, in alle þe gramere scoles of Engelond, children leveþ Frensche and construeþ and lerneþ an Englische, and haueþ

þerby avauntage in oon side and disavauntage in anoþer side; here avauntage is þat þey lerneþ her grammer in lasse tyme þan children were iwoned to doo; disavauntage is þat now children of grammer scole conneþ na more Frensche þan can hir lift heele, and þat is harme for hem and þey schulle passe þe see and travaille in straunge landes and in many oþer places.

Middle English Poetry

From Chaucer's Prologue to his "Canterbury Tales"

Geoffrey Chaucer's writings are numerous and diverse in subject and literary manner but "The Canterbury Tales" are his greatest work.

It is a narrative of a pilgrimage that led to the outskirts of Canterbury to the shrine of St. Thomas a Becket (the archbishop of Canterbury in the XII century, murdered by the order of the king and canonized by the Catholic Church). "The Canterbury Tales" are not finished. They consist of a Prologue and 24 stories told by the persons described in the Prologue. These people are of different degrees of the medieval English society. The Prologue is the portrait of an entire nation, high and low, old and young, lay and clerical, town and country. The tales these pilgrims tell come from all over Europe, from Chaucer's contemporaries (Dante, Boccaccio, Petrarch), from the ancients, from the Orient.

Geoffrey Chaucer was the most outstanding figure of his time. He is considered to be "the Father of English Poetry", the founder of literary language.

He wrote in the London dialect which had by that time acquired prevailing East Midland features with a considerable Southern dialectal element. As it was the rise of national English standard various forms

coexisted – both dialectal, old and new (e.g. for to seke — for to seken; soote — sweete; y-ronne; spoken; hem, her (<OE) — they (Sc.)), hi bis rhymes (the meter is iambic pentameter); there are many e-forms (Southern dialectal features descending from Kentish).

The Prologue

Whan that Aprille with his shoures soote

The droghte of March hath perced to the roote,

And bathed every veyne in swich licour,

Of which vertu engendred is the flour;

Whan Zephirus eek with his swete breeth

Inspired hath in every holt and heeth

The tendre croupes, and the yonge sonne

Hath in the Ram his halve cours y-ronne,

And smale foweles maken melodye,

That slepen al the nyght with open ye —

So priketh hem nature in here corages —

Thanne longen folk to goon on pilgrimages,

And palmeres for to seken straunge strondes,

To ferne halwes, couthe in sondry londes;

And specially, from every shires ende

Of Engelond to Caunterbury they wende,

The hooly, blisful martir for to seke,
 That hem hath holpen, whan that they were seeke;
Bifil that in that seson on a day
 In Southwerk at the Tabard as I lay,
 Redy to wenden on my pilgrymage
 To Caunterbury with ful devout corage,
 At nyght were come into that hostelrye
 Wel nyne and twenty in a compaignye
 Of sondry folk by aventure y-falle
 In felaweshioe, and pilgrimes were they alle,
 That toward Caunterbury wolde ryde.
 The chaumbres and the stables weren wyde,
 And wel we weren esed atte beste.
 And shortly, whan the sonne was to reste,
 So hadde I spoken with hem everichon,
 That I was of her felaweshipe anon,
 And made forward erly for to ryse,
 To take oure wey ther, as I yow devyse.
But natheless, whil I have tyme and space,
Er that I ferther in this tale pace,

Me thynketh it acordaunt to resoun

To telle yow al the condicioun

Of ech of hem, so as it semed me,

And whiche they were, and of what degree

And eek in what array that they were inne;

And at a khyght than wol I first bigynne.

Early New English Writings

From Hamlet, Act III, Scene II. The Performance

(part 1)

The Trumpets sounds. Dumb show followes: Enter a King and a Queene, the Queene embracing him, and he her, he takes her up, and declines his head upon her necke, he lyes him downe upon a banche of flowers, she seeing him asleepe, leaues him: anon come in an other man, takes off his crowne, kisses it, pours poyson in the sleepers eares, and leaues him; the Queene returnes, finds the King dead, makes passionate action, the poysner with some three or foure come in againe, seeme to condole with her, the dead body is carried away, the poysner wooes the Queene with gifts, shee seemes harsh awhile, but in the end accepts loue.

Oph. What meanes this my Lord?

Ham. Marry that munching Mallico, it meanes mischiefe.

Oph. Belike this show imports the argument of the play.

Ham. We shall know by this fellow, [*Enter Prologue.*]
The Players cannot keepe, they'le tell all.

Oph. Will a tell us what this show meant?

Ham. I, or any show that you will show him, be not
you asham'd to show, heele not shame to tell
you what it meanes.

Oph. You are naught, you are naught. He mark the play.

Prol. For us and for our Tragedie,
Heere stooping to your clemencie,
We begge your hearing patiently.

Ham. Is this a Prologue, or the posie of a ring?

Oph. Tis breefe my Lord.

Ham. As womans loue.

Enter King and Queene.

King. Full thirtie times hath Phebus cart gone round
Neptunes salt wash, and Tellus orb'd the ground.
And thirtie dosen Moones with borrowed sheene
About the world haue times twelue thirties beene
Since loue our harts, and Hymen did our hands

Unite comutuall in most sacred bands.

Quee.

So many iourneyes may the Sunne and Moone
 Make us againe count ore ere loue be doone.
 But woe is me, you are so sicke of late,
 So farre from cheere, and from our former state,
 That I distrust you, yet though I distrust,
 Discomfort you my Lord it nothing must.
 For women feare too much, euen as they loue.
 And womens feare and loue hold quantitie,
 Eyther none, in neither ought, or in extremitie.
Now what my Lord is prooffe hath made you know,
 And as my loue is ciz'd, my feare is so,
Where loue is great, the litlest doubts are feare.
 Where little feares grow great, great loue growes there.
 Faith I must leaue thee loue, and shortly to,
 My operant powers their functions leaue to do
 And thou shalt liue in this faire world behind.
Honour'd, belou'd, and haply one as kind,
 For husband shalt thou.

(part 2)

Quee. O confound the rest,
 Such loue must needes be treason in my brest,
 In second husband let me be accurst.
 None wed the second, but who kild the first.

Ham. That's wormwood

The instances that second marriage moue
 Are base respects of thrift, but none of loue,
 A second time I kill my husband dead,
 When second husband kisses me in bed.

King I doe belieue you thinke what now you speake,
 But what we doe determine, oft we breake,
 Purpose is but the slaue to memorie,
 Of violent birth, but poore validitie,
Which now the fruite unripe sticks on the tree,
 But fall unshaken when they mellow bee.
 Most necessary tis that we forget

To pay our selues what to our selues is debt,
 What to our selues in passion we propose,
 The passion ending, doth the purpose lose,
 The violence of eyther, griefe, or joy,
Their owne ennaatures with themselues destroy,
 Where joy most reuels, griefe doth most lament,
 Greefe joy, joy grieves, on slender accedent,
 This world is not for aye, nor tis not strange,
 That euen our loues should with our fortunes change:
 For tis a question left us yet to proue,
 Whether loue lead fortune, or els fortune loue.
 The great man downe, you marke his fauourite flyes,
 The poore aduaunc'd, makes friends of enemies,
 And hetherto doth loue on fortune tend,
 For who not needes, shall neuer lacke a friend,
 And who in want a hollow friend doth try,
 Directly seasons him his enemy.
 But orderly to end where I begunne,
 Our wills and fates doe so contrary runne,
 That our deuises still are ouerthrowne,
 Our thoughts are ours, their ends none of our owne,
 So thinke thou wilt no second husband wed,
 But die thy thoughts when thy first Lord is dead.

**William Shakespeare,
Sonnets, ab. 1600**

Another form of literary work at which Shakespeare excelled was the writing of sonnets, lyric verse fashionable in Elizabethan England. It is justly said that there were few poetic compositions of any author or age that have evoked so much admiration as Shakespeare's sonnets. Most of them were probably written between 1593 and 1599 and were first published as a collection in 1609.

Sonnet #153

Cupid laid by his brand, and fell asleep:
 A maid of Dian's this advantage found,
 And his love-kindling fire did quickly steep
 In a cold valley-fountain of that ground;
Which borrow'd from this holy fire of Love
 A dateless lively heat, still to endure,
 And grew a seething bath, which yet men prove
 Against strange maladies a sovereign cure.
 But at my mistress' eye Love's brand new-fired,
 The boy for trial needs would touch my breast;
 I, sick withal, the help of bath desired,
 And thither hied, a sad distemper'd guest,
 But found no cure: the bath for my help lies
Where Cupid got new fire – my mistress's eyes.

SUMMARY OF HISTORICAL PERIODS

Old English, Anglo-Saxon Period (450-1100 AD)

Historical Background:

- Celtic inhabitants arrived around 750 BC;
- Julius Caesar's attempts at invading Britain in 55, 54 BC;
- AD 43/50 Claudius, Roman conquest: Romanization/Christianization, Latin;
- Roman departure, AD 410, Britain besieged by the Picts, Scots and Saxons;
- Large-scale Germanic invasions (Angles, Saxons, Jutes), 449; British resistance, King Arthur;
- Anglo-Saxon Heptarchy: 9-10th c. West Saxon dominance;
- Pope Gregory sends St. Augustine to Kent 597; Christianization of Anglo-Saxons by Roman and Irish missionaries;
- Czedmon, oldest poetic vernacular work ("Hymn of Creation", c. 670);
- Venerable Bede (673-735): "Historia Ecclesiastica Gentis Anglorum";
- First Viking attacks, 787;
- King Alfred (849-899), revival of learning, Anglo-Saxon Chronicle, victories over Vikings, Treaty of Wedmore, 878;
- 2nd half of 10th c: monastic reform, copying of manuscripts;
- Peak of monastic and literary revival: Catholic Homilies; Wulfstan;
- Early 11th c. renewed Norse invasions;
- William the Conqueror, Battle of Hastings, 1066, end of Anglo-Saxon Period.

Old English (Anglo-Saxon) Language

- The language of the Germanic tribes that invaded the British islands around 449 AD. It continued to be used till the French Norman invasion of England in 1066 AD;
- West Saxon literary dialect.

Dialects:

- Northumbrian, Mercian, West Saxon, Kentish; the dialect of Essex, of East Anglia;
- Phonological differences;

Literature:

- Literacy among the clergy, hand copying, command of Latin, English and Irish/Gaelic, anonymity of texts, religious literature, translations from Latin;
- Prose: King Alfred's translations of Bede's "Ecclesiastical History of the English People", Pope Gregory's "Pastoral Care", Boethius's "Consolations of Philosophy", biblical translations, compilation of Anglo-Saxon Chronicle;
- Aelfric (955-1020): sermons, homilies, saints' lives;
- Verse, four-stress alliterative line with caesura (alliteration determined by first stressed word in second half-line, recurring images (eagle, wolf, ice, snow), kennings (e.g. *swan-road*);
- The earliest verse: Caedmon's hymn of late 7th c., epic: "Beowulf", elegies: "The Wanderer", "The Seafarer".

Phonology:

- No phonemic voiced fricatives ([v], [ð], [z]);
- [h] was always pronounced;
- Distinctly pronounced consonant clusters ([hr], [hl], [hn], [hw], [kn], [gn]) (lost in ModE);
- Relative stability of English consonant system for past 1200 years;
- Vowel length was phonemic;
- [ə] existed in unstressed positions but was not phonemic;
- [y] was pronounced with rounding of the lips (as in German ü);
- Reduction of vowels in unstressed inflectional endings.

Prosody:

- Root syllable took major stress;
- Compounds stressed on the first element;
- OE verse: alliteration, stress-timed line.

Spelling and graphics:

- Germanic alphabet: Futhorc, derived from Greek/Latin alphabets, 24 symbols;
- Ruthwell Cross, 8th c. inscribed in runes with portion of "Dream of the Rood";
- 6th c. Christianization of England led to adoption of Latin alphabet;
- Influence of Irish practice, Insular alphabet;

- Punctuation: raised point to indicate pause; semicolon and inverted semicolon (punctus elevatus) also indicated pause; no capitals/lowercase distinction;
- Special characters:
 - thorn: þ (th). derived from the runic alphabet;
 - eth: ð (voiced th);
 - ash: æ (a+e). the name “ash” is derived from the name of a letter in the runic alphabet but the runic character is different;
 - wen/wynn: w (w);
 - Ʒ was the OE graphic sign for “g”.

Morphology:

- Loss of inflections: reduction of vowels in unstressed inflectional endings;
- Need for syntactical support (word order) and prepositions.

Nouns:

- Grammatical gender (masculine, feminine, neuter);
- Singular and plural number;
- Strong and weak declensions;
- Specific inflectional endings in each of the cases: nominative, accusative, genitive and dative;
- Adaptation of imported words;
- Inflections in form of suffixes.

Pronouns:

- Personal pronouns:
 - 1st, 2nd and 3rd person forms;
 - Singular, dual, and plural numbers;
 - declined according to the standard cases;
- Demonstrative pronouns:
 - *se* (that, the) and *þes* (this);
 - inflected according to gender, number, and case and had some instrumental forms;
 - agreement with their referents.
- Interrogative pronouns:
 - *hwa* (who) and *hwaet* (what);
 - inflected according to gender and case.

Adjectives:

- Declensions: definite/weak declension (with demonstrative, possessive pronoun or a numeral), indefinite/strong declension.

Verbs:

- Inflected for tense, person, number, and mood;
- Two tenses: present and preterite;
- Strong verbs: seven subclasses, ablaut system, four principal forms (infinitive, past sg., past pl., past participle);
- Weak verbs: Germanic innovation, led to regular verbs in MoE;
- Other verbs: irregular: *beon/wesan, dōn, willan, Ʒan*; preterite-present: *sculan, cunnan, maƷan, aƷan, durfan*.

Uninflected words:

- Prepositions;
- Conjunctions;
- Adverbs:
 - formed by addition of -an to other words, e.g. *innan, feorran, sippan*,
 - formed through inflection in genitive/dative of other words, e.g. *ealles, geara*;
 - formed by adding -e or -lice to adjective, e.g. *rihte, rihtlice*;
- Interjections, e.g. *la, eala, whæt*.

Lexicon:

- Indo-European: basic words, 1-10 numerals, kinship terms;
- Some words found only in Germanic/West Germanic languages, e.g. *folc, grund, rotian, seoc, swellan, weriƷ, wif, broc, crafian, idel, cniht, sona, weod*;
- Few Celtic borrowings, some place names, e.g. *Thames, Dover, London, Cornwall, Carlisle*;
- Some Scandinavian influence;
- Major Latin influence (words for religious, intellectual concepts/activities, plants, calques or loan translations);
- Formation of new words:
 - compounding: noun+noun, adjective+noun, adverb+noun, compound adjectives, some compound adverbs, compound verbs;
 - prefixing: prefix Ʒe-: past participles, perfective sense, association in nouns, derivation from verb;

- abstract nouns with -nes, -unȝ, -dom, -scipe;
 - agent nouns with -end, -a, -bora, -ere, -estre;
 - adjective suffixes: -iȝ, -lic, -ful, -leas, -ed, -isc, -sum, etc.;
 - prefixes: un-, in-, ofer-, aefter-, fore-, mis-, under-, etc.
- Loss in MoE of large part of OE vocabulary due to sound changes, reductions, confusions with other words, cultural and technological change, taboo, chain reactions in semantic changes, dialectal differences, fashion.

Middle English Period **(1100-1500)**

- Historical Background: Middle English Subperiods

1066-1204 Decline of English

- Norman invasion (1066). French conquest and unification of England; Normans spoke French influenced by Germanic dialect;
- King William in full control of England within ten years;
- Frenchmen in all high offices;
- Increase in dialectal differences;
- French-speaking court;
- Lack of prestige of English; Latin was written language of the Church and secular documents; Scandinavian still spoken in the Danelaw, Celtic languages prevailed in Wales and Scotland;
- Development of bilingualism among Norman officials;
- Very little written English from this period.

1204-1348 Rise of English

- King John (John Lackland), loss of Normandy in 1204;
- Barons revolt against John, Magna Carta (1215), origins and development of Parliament;
- Decline of French cultural dominance in England;
- Rise in use of English, smoothing out of dialectal differences, beginning of Standard English;
- Crusades, pilgrimages contributed to increase in communication and formation of common language.

1348-1509 Dominance of English

- French remained official language of England until second half of 14th c.; by mid to late 14th c. English was medium of instruction; in 1362 English

became official language of legal proceedings; everyone in England spoke English by the end of 14th c., displacing of French, Norse, and Celtic languages;

- Dialectal differences, increase in English writing, more common in legal documents than French or Latin by 15th c.;
- Emergence of London/East Midland dialect as standard spoken and written language;
- Printers' activity (William Caxton), increased literacy;
- Black Death of 1348-1351, death of one third of English population, social chaos, labour shortages, emancipation of peasants, wage increases, rise in prestige of English as language of working classes;
- War of the Roses (1455-1485), York vs. Lancaster;
- 1509 begins reign of Henry VIII, end of Middle English period.

Middle English

- French and Scandinavian influence;
- Loss of inflections;
- Less free in word order;
- Loss of grammatical gender.
- More phonetic spelling;
- Final -e pronounced, as well as all consonants;
- Resurrection of English in 13th and 14th c.
- Dominance of London dialect (East Midland), standard Modern English not a direct descendant of West Saxon but of the ME London dialect.

Dialects:

- Northern, East Midland, West Midland, Southern, Kentish.

Phonology:

- Match between sound and spelling worsened;
- Influence of French scribes, confusion in spelling system.

Consonants:

- Very similar to those of MoE but lacking [ŋ] and [ʒ];
- Addition of phonemic voiced fricatives: v, ð, z; effect of French loanwords;
- Loss of long consonants;
- h lost in clusters;
- ʒ became w after l and r, e.g. OE *sorʒ* >ME *sorrow*,

- OE prefix *Ʒe-* lost initial consonant and was reduced to *y* or *i*;
- Unstressed final consonants tended to be lost after a vowel;
- Final *-n* in many verbal forms (infinitive, plural subjunctive, plural preterite) was lost (remains in some past participles of strong verbs, e.g. *seen, gone*); also lost in possessives *my* and *thy* and indefinite article “an” before words beginning with consonant (*-n* remained in the possessive pronouns);
- Initial stops in clusters *gn-* and *kn-* still pronounced;
- *h* often lost in unstressed positions, e.g. OE *hit* > ME *it*.

Vowels:

- Loss of OE *y* and *æ*: *y* unrounded to *i*; *æ* raised toward *e* or lowered toward *a*;
- All OE diphthongs became pure vowels;
- Addition of schwa;
- Schwa in unstressed syllables, reduction of all unstressed vowels to schwa or *i*
- reason for ultimate loss of most inflections;
- French loanwords added new diphthongs and contributed to vowel lengthening;
- Diphthongs resulted from vocalization of *w*, *y*, and *v* between vowels;
- Phonemic vowel length in ME (lost in MoE);
- Loss of unstressed vowels: unstressed final *-e* was gradually dropped, though it was pronounced;
- Loss of *-e* in adverbs made them identical to adjective; hence, ambiguity of adverbs e.g. *hard, fast*;
- Final *-e* in French loanwords not lost because of French final stress.

Prosody:

- Stress on root syllables, less stress on subsequent syllables;
- Loss of endings led to reduction in number of unstressed syllables, increased use of unstressed particles;
- OE trochaic rhythm shift to iambic rhythm of unstressed syllables followed by stressed ones (caused by increase in use of unstressed particles and by French loans).

Spelling and graphics:

- 26 letters, *ash* and *eth* dropped, *thorn* and *yogh* retained;
- Interchangeable *y* and *i*;
- *q* and *z* more widely used under French influence, *qu* for [kw];

- Tendency for use of digraph th instead of thorn, thorn retained in function words;
- Poor match of sound and symbol caused by sound changes, French influence, new spelling conventions, dialectal differences;
- Increased use of digraphs;
- Punctuation: point, virgule indicated syntactic break; punctus elevatus, somewhat like comma; question mark; hyphen for word division at end of line; paragraph markers;
- Handwriting: insular hand replaced by Carolingian minuscule in cursive and gothic styles.

Morphology:

- Loss of inflections;
- Loss of grammatical gender;
- Two noun cases: possessive and non-possessive;
- All adjective inflections lost, loss of weak/strong distinction;
- Verbs: personal endings reduced, mood distinctions blurred;
- Dual/plural distinction lost;
- Change from synthetic to analytic language due to loss of inflections, reduction of unstressed final vowels, interaction of different inflectional systems in English, French, and Scandinavian;
- Relative rigidity of word order, increasing use of prepositions and particles.

Nouns:

- -es for genitive singular and plurals;
- Noun class distinctions disappeared, generalized to the strong masculine declension of OE;
- Weak declension endings (-n) survived into early ME then merged with strong declension; some ME words had plurals with -n;
- Some unmarked plurals: some OE strong neuter nouns had no ending in the nominative and accusative plural, continued in ME, e.g. *year*, *thing* (*winter*, *word*); unmarked plurals for animal names (derived from OE unmarked neuter plurals, e.g. *deer*); measure words without -s in the plural, e.g. *mile*, *pound*, *pair*, *score*).

Adjectives:

- Greatest inflectional losses;
- Totally uninflected by the end of the period;
- Loss of case, gender, and number distinctions;
- Distinction strong/weak lost;

- Rising use of definite and indefinite articles;
- Comparative OE -ra > ME -re, then -er (by metathesis), superlative OE -ost/-est > ME -est;
- Beginnings of periphrastic comparison (French influence), e.g. *more swetter*, *moste clenest*; *more* and *moste* as intensifiers.

Personal Pronouns:

- Preservation of gender, number, case, and person categories;
- Merger of dative and accusative into single object case;
- Dual number disappeared;
- Gender became biological instead of grammatical;
- Use of 2nd p. pl. *ye* to address one person as polite form (French influence), eventual loss of sg. forms in 18th c.
- 1st p. sg. *ich/I*: loss of unstressed *ch* led to form *I* (pronounced as [i]); *me* object case; *min(e)* and *mi* before a word beginning with a vowel and consonant respectively;
- 1st p. pl.: *we*; *us* object case; *ure/our* possessive forms; emergence of absolute pronominal forms;
- 2nd p. sg.: *þu, thou*;
- 2nd p. pl.: OE *3e* > *ye*; OE *eow* > ME *_you*, OE *eower* > *your*;
- 3rd p. sg. m.: *he, him, his*; 3rd p. sg. f.: *heo/sche, hire*, appeared first in Northern and East Midland dialects, allowed distinction from masculine forms; 3rd p. sg. n.: *hit/it*;
- 3rd p. pl.: *he, hem, here*; borrowing of pronouns from Old Norse (nom. *þeir*, dat. *þeim*, gen. *þeira* > *they, them, their*) to prevent confusion with other forms.

Verbs:

- Categories of tense, mood, number, person retained;
- New type of verb added;
- Use of two-part or separable verbal expressions;
- Use of adverbial particles instead of prefixes used in OE, e.g. *put in, blow out*;

- Increased use of weak verbs;
- *beon/wesan* collapsed into *wesan*, forms *am*, *art*, *is* prevailed in sg. present indicative, in pl. new form *are(n)* arose;
- *to go (eode, eodon)* became mixed with past forms of *wendan*, hence "went" which replaced "eode".

Lexicon:

- Large lexicon;
- Assimilation of loanwords;
- Variety of vocabulary levels;
 - Cosmopolitan language:
- Loans:
 - French;
 - Scandinavian (Norse);
 - Latin;
 - Low German and Dutch;
 - Celtic;
- Word formation:
 - compound nouns: noun +verb as ME innovation, e.g. *sunshine*, *manhandle*;
 - compound adjectives: e.g. *threadbare*, *bloodred*, *everyday*;
 - compound verbs: e.g. *outline*, *uphold*;
 - clipping: e.g. *distress* > *stress*, *amend* > *mend*;
 - back formation: e.g. Scandinavian *foggy* > *fog*; Latin *aspis* > *asp*, English *dawning* > *dawn*;
 - blends or portmanteau words: e.g. *escrow*+ *roll* > *scroll*, *sprout*+ *crawl*> *scrawl*; common nouns from proper nouns: e.g. *Jacques* > *jacket*;
 - onomatopoeic (echoic) words: e.g. *tehee*;
- Vocabulary losses: much of OE vocabulary lost;
- Cultural and technological change; obsolescence.

Literature:

- Mostly religious and didactic works;
- Oral presentation;
- More verse than prose;
- Anglo-Saxon alliterative verse gave way to syllable-counting, rhymed verse;
- New genres: romance, lyric;
- Secular prose: Thomas Malory's "Morte d' Arthur";

- Religious prose: monastic treatises, saints' lives, sermons and homilies, mystical writings;
- Religious and didactic verse: William Langland, *Piers Plowman*;
- Secular verse romances: "Sir Gawain and the Green Knight";
- Fabliau (bawdy tale: G. Chaucer's "Miller's Tale");
- Drama: mystery plays (dramatized biblical stories): "The Second Shepherds' Play"; morality plays (featuring allegorical or personified vices and virtues).

Early New English Period (1500-1800)

Historical background:

- Civil war, 1642, royalists vs. parliamentarians;
- O. Cromwell, lord Protector of the Commonwealth (1653-1658);
- independence of American colonies 1783, beginning of industrial revolution;
- War with France (1789-1815), English against French revolution and later Napoleon I, emperor of France (1804-1814), English victories by Nelson at Trafalgar 1806 and finally by Wellington at Waterloo 1815;
- Printing: William Caxton 1476; fixing of spelling; literacy; translations of classics; loanwords from Latin and Greek;
- Renaissance: interest in classical learning, loanwords, English style affected, attempts to improve English;
- Reformation, Church of England, Bible translations into English, Authorized Version 1611 (King James Bible), effect on style;
- Exploration and colonization: acquisition of colonies throughout the world; loanwords from non-IE languages, spread of English;
- American Revolution: separation of English speakers, beginning of multiple national Englishes;
- Scholarly writing in Latin; middle class embraced English as scholarly language during 18th c.
- Linguistic anxiety: perceived lexicon inadequacies, borrowing from Latin, deliberate attempts to improve the language; critics of inkhorn terms;
- Loanwords: Greek and Latin technical vocabulary; continued borrowing from French, also Spanish, Italian;
- Spelling reform: John Cheke (1569): proposal for remove all silent letters; Sir Thomas Smith (1568): letters as pictures of speech, elimination of c and q, reintroduction of thorn, use of theta, vowel length marked with diacritics; public spelling standardized by mid 1700's, under influence of printers, scribes of Chancery;

- Dictionaries: desire to refine, standardize, and fix the language;
- English Academy movement: 17th-18th c., precedents in Academie Francaise (1635); proponents: scientist and philosopher Robert Hooke (1660), curator of experiments of Royal Society; Daniel Defoe (1697); Joseph Addison (1711); Jonathan Swift; John Adams's proposal for American Academy;
- Grammar: attention given to proper and improper usage after mid 18th c.; aspiring middle classes, desire to acquire appropriate linguistic behavior; attempts to define and regulate grammar of language; notion of language as divine in origin, search for universal grammar; William Jones's Indo-European hypothesis, end of 18th c.; 18th c. grammarians: attempts to provide rules and prevent further decay of language, to ascertain, to refine, to fix;
- R. Lowth and J. Priestly: grammar as art, issue of propriety, effects of analogy;
- 18th c. grammarians: usage as moral issue, attempt to exterminate inconvenient facts.

Early New English

Dialects:

- Fixing of written language obscured dialectal differences;
- Information about dialects from personal letters, diaries;
- New England dialect features observable in spelling.

Phonology:

- Fossilization of spelling;
- Difficulty ascertaining phonology;
- Dialectal variations.

Consonants:

- Disappearance of allophones of [h] after a vowel; disappeared before t, e.g. *sight*, *caught*; disappeared or became [f] in final position, e.g. *sigh*, *tough*;
- Loss of l after low back vowel and before labial or velar consonant, e.g. *half*;
- Loss of t/d in consonant clusters with s, e.g. *castle*, *hasten*;
- Loss of ME intrusive t after s, e.g. *listen*, *hustle*;
- g/k lost in initial position before n: *gnaw*, *gnome*, *know*, *knight*;
- w lost in initial position before r: *wrong*, *wrinkle*, *wrist*;
- g lost in ng in final position, producing the phonemic velar nasal; further simplification occurred so that the velar nasal became n;

- General loss of r before consonants or in final position; also regular loss of r in unstressed positions or after back vowels in stressed positions: *quarter*, *brother*;
- Development of palatal semivowel /j/ in medial positions (after the major stress and before unstressed vowel: *tenner/tenure*, *peculiar/peculiar*; when semivowel j followed s, z, t, d, the sounds merged to produce a palatal fricative or affricate: *pressure*, *seizure*, *creature*, *soldier* (assibilantion));
- d > / th/ after major stress and before r: *OE faeder* > *father*; th > d all after r or before l: *OE morthor* > *murder*.

Vowels:

- Great Vowel Shift (GVS): major changes in ME long vowels, loss of vowel length; long vowels came to be pronounced in higher positions, the highest were diphthongized;
- Further loss of final unstressed -e (exceptions -.*judges*, *passes*, *wanted*);
- Influence of following r:
 - r tended to lower vowels (lax e+ r>ar) when following them, *fer*>*far*, *sterre*>*star*, *derk*>*dark*, *ferme*>*farm*; often however pronunciation reverted to higher positions: *sarvant*>*servant*, *sarmon*>*sermon*;
 - following r blocked GVS so that long lax e, long o and long u did not become the expected i, u, and au. e.g.: *wear*, *bear*, *floor*, *sword*, *court*.
- Diphthongs:
 - tendency for diphthongs to smooth into simple vowels; also tendency for new diphthongs to come into being.

Prosody:

- Rising pitch in questions;
- Falling pitch in statements;
- Tendency to stress the first syllable;
- Variation in placement of major stress in polysyllabic words;
- Often secondary stresses in syllables which today have only reduced stress;
- Variant pronunciations common;
- Extensive use of contractions: Early NE preferred proclitic contractions (*'tis*), while MoE prefers enclitic contractions (*it's*).

Spelling and Graphics:

- Abandonment of yogh;
- Thorn became indistinguishable from y;
- Spelling fixed in printed words by end of 17th c;

- Respellings under Latin influence;
- Common nouns often capitalized;
- Comma replaced the virgule (/);
- Apostrophe used in contractions.

Morphology:

Nouns:

- Two cases (common and possessive);
- No grammatical gender;
- Some mutated plurals, a few -n plurals, some unmarked plurals;
- Some unmarked genitives, e.g. *mother tongue*, *lady slipper*;
- -s of genitives sometimes omitted when the word ended in sibilant:

Adjectives:

- Lost all inflections except comparative (-er) and superlative (-est);
- Use of *more* and *most* as intensifiers, mixing and combination of *more/most* with endings -er/-est;

Pronouns:

- Most heavily inflected word class;
- Development of separate possessive adjectives and pronouns (*my/mine*, etc); possessive of it: *his* > *it* > *its* sometimes spelled *it's*;
- 2nd p. sg. forms *thou* and *thee* disappeared, the plural forms *ye/you* prevailed for both sg. and pl.;
- *ye* became *you*;
- Reflexive pronouns: simple object form or *self*+ personal pronoun;
- Decline in use of reflexives.

Verbs:

- Development of verb phrases;
- Transformation of strong verbs into weak;
- Further reduction of verbal inflections;
- Loss of 2nd p. sg. indicative endings.

Uninflected word classes:

- Loss of some prepositions, e.g. *maugre*, *sans*, *betwixt*, *fro*;
- Development of new phrasal prepositions;
- *ac* > *but*;
- New compound subordinating conjunctions, e.g. *provided that*, *insofar as*;

- Adverbs formed by adding -ly to adjectives, also plain adverbs, e.g. *absolute dead*;
- Intensifying adverbs, e.g. *very, pretty*,
- Interjections, e.g. *excuse me, please (if it please you), hollo, hay, what*, God's name in euphemistic distortions.

Lexicon:

- Heavy borrowing from Latin and other languages, including non-IE;
- Classical languages: free borrowing and reconstitution of roots and affixes often in combination with native words and other loans;
- Many Latin borrowings were doublets of words previously borrowed from French or Latin;
- Greek loans were highly specialized, scholarly words;
- Formation of new words:
 - affixing was the largest source;
 - new derivational affixes from Latin and Greek;
 - compounding;
 - functional shift or zero derivation (noun to verb);
 - clipping, e.g. *arrear* > *rear*,
 - back-formation, e.g. *greedy* > *greed*, *difficulty* > *difficult*, *unity* > *unit*;
 - blending, e.g. *dumb* + *confound* > *dumfound*;
 - proper names > common nouns, e.g. *Fauna* > *fauna*;
 - echoic words, e.g. *boohoo, boom, bump, bah, blurt*;
 - folk etymology, e.g. Dutch *oproer* [up + motion] > *uproar*;
 - verb + adverb, e.g. *take-out, pick up*;
 - reduplication, e.g. *so-so, mama, papa*;
 - lost vocabulary, shedding off of many French loans.

SOME SOURCES OF ENGLISH WORDS

(According to Oxford English Dictionary)

Donor Language	Number of loans
Latin	24 940
French	9 470
Scandinavian	1 530
Spanish	1 280
Dutch (incl. Africaans)	860
Arabic	615
Turkish	125

WORDS AND PHRASES IN THE ENGLISH LANGUAGE THAT COME FROM THE FRENCH

brasserie ♦ nom de plume ♦ joie *de vivre* ♦ soiree ♦ faux pas ♦ savoir- faire ♦ nouveau riche ♦ mon dieu ♦ haute couture ♦ canape 4 consomme ♦ puree ♦ laissez-faire

FOREIGN ORIGINS OF SOME WORDS IN THE ENGLISH LANGUAGE

- CHECKMATE comes from the Persian phrase, *shah mat*, meaning "the king is dead".
- ADMIRAL is from the Arabic phrase, *amir al bahr*, meaning "lord of the sea".
- SHAMPOO comes from the Hindi word, *champna*, for "press".
- CATAMARAN derives from the Tamil word, *katlumaaram*, meaning "logs tied together".
- CURRY comes from the Tamil word "*kari*" meaning "spiced sauce".
- CORDUROY comes from the French *cord du roi* or "cloth of the king".
- AVERAGE comes from the Arabic *awariyah* meaning "damaged goods".
- COTTON derives from the Arabic word *qutun*.
- SAFFRON comes from the Arabic-word *zafaran*.
- ARTICHOKE comes from the Arabic word *al kharshuf*.
- BUFFOON comes from the Italian word, *bujfone*, for "clown".
- BANKRUPT derives from the Italian phrase *banca roita*, meaning "broken bench".
- YACHT comes from the Dutch *yacht*, meaning "hunting ship".
- ROBOT comes from the Czech *robata*, meaning "compulsory service".

TASKS FOR SELF-CONTROL

Test 1

1. Certain facts of the English History at a stage prior to its oldest documents can be learned with the help of the _____.
 - a) comparative-phonetic method
 - b) comparative-linguistic method
 - c) comparative-historical method

2. The Norman Conquest is regarded as the beginning of the _____ period.
 - a) OE
 - b) ME
 - c) MoE

3. Which of the examples illustrates the second consonant shift?
 - a) Gt. þanhta > OE. þōhte
 - b) Gt. fimf > OE. five
 - c) OE. macian > HG. machen

4. The OE change [i] > [io] is an example of _____.
 - a) palatal mutation
 - b) lengthening
 - c) velar mutation

5. The category of "definiteness-indefiniteness" possessed OE _____.
 - a) nouns
 - b) adjectives
 - c) verbs

6. The ME stressed short vowels underwent the process of _____.
 - a) shortening
 - b) lengthening
 - c) diphthongization

7. The period in which the change of ME. *sone* > E. *son* took place Henry Sweet called _____.
 - a) "the period of lost endings"
 - b) "the period of new spelling"

c) "the period of vowel loss"

8. To the Germanic languages belong such languages as _____.

- a) English, German and Breton
- b) Danish, Flemish and German
- c) Gothic, Dutch and Old Prussian

9. In the Germanic languages the accent was _____.

- a) not fixed
- b) fixed on the second syllable of a word
- c) fixed on the root or the first syllable of a word

10. The loss of synthetic ways of expressing relations between words was taking place in the _____ period.

- a) OE
- b) ME
- c) Mo

Test 2

1. West-Germanic languages include _____.

- a) English and Norwegian
- b) Dutch and Gothic
- c) Flemish and Frisian

2. The change $k (kh) > h$ is regarded as an example of _____ .

- a) the first consonant shift
- b) Verner's Law
- c) Germanic fracture

3. What do we call the ablaut that differs vowels in their length?

- a) the qualitative ablaut
- b) the quantitative ablaut
- c) the gradative ablaut

4. The OE change of the velar consonant $[k] > [k'] > [tʃ]$ is regarded as _____.

- a) palatalization
- b) voicing
- c) unvoicing

5. All the OE strong verbs are united into _____ classes.
- 5
 - 6
 - 7
6. The vocalization of [j] and [w] after vowels in ME brought the _____.
- appearance of new monophthongs
 - monophthongization of old diphthongs
 - appearance of new diphthongs
7. The change [a] > [æ] as in *cat* [kat] > *cat* [kæt] took place in the _____ period.
- OE
 - ME
 - MoE
8. Grimm's Law expresses regular correspondences between _____.
- vowels
 - consonants
 - diphthongs
9. The main difference between Germanic strong and weak verbs lies in the means of building such principal forms as _____.
- the Present tense, the Future tense and Participle II
 - the Past tense, the Participle I
 - the Present tense, the Past tense and Participle II
10. The indefinite article has developed from the OE numeral _____.
- ān
 - ǣn
 - ō

Test 3

1. Which of the British territories was not conquered by the Germanic invaders?
 - a) Cornwall.
 - b) The Scottish Highlands.
 - c) The Isle of Wight.

2. Which of the sounds caused the doubling in the West-Germanic languages?
 - a) [m]
 - b) [j]
 - c) [s]

3. The OE change *þridda* > *þirda* is called _____.
 - a) rhotacism
 - b) unvoicing
 - c) metathesis

4. Which of the OE suffixes is regarded as a verbal suffix?
 - a) -s
 - b) -iȝ
 - c) -en

5. The ME noun possessed only the _____ cases.
 - a) nominative and the possessive
 - b) nominative and the dative
 - c) common and the possessive

6. The gerund has developed owing to the fusion of _____.
 - a) the noun in -ing and participle I
 - b) the verbal noun in -ing and participle I
 - c) the verb in -ing and participle I

7. The Romans first landed in Britain in _____.
 - a) 50 BC
 - b) 50 AD
 - c) 55 BC

8. The change of the Germanic [a] into OE [ea] is called _____.

- a) breaking
- b) palatal mutation
- c) ablaut

9. OE verbs distinguished only the _____ tense.

- a) present
- b) present and the past
- c) present and the future

10. The introduction of printing primarily contributed to the unification and fixation of the English _____.

- a) vocabulary
- b) spelling
- c) morphology

Test 4

1. The first English book was printed by

- a) Geoffrey Chaucer
- b) William Caxton
- c) John Wyclif

2. A characteristic feature of the speech of the Angles, Saxons, Jutes and Frisians was the absence of _____ forms of the verb.

- a) person distinctions in the plural
- b) gender distinctions in the plural
- c) person distinctions in the singular

3. Which of the OE verbs is a weak verb?

- a) *fēdan*.
- b) *bēon*.
- c) *cunnan*.

4. The indefinite article has developed from the _____.

- a) numeral
- b) preposition
- c) particle

5. Which of the grammatical categories of the verb was newly introduced in ME? _____.

- a) the category of number
- b) the category of order
- c) the category of aspect

6. The Old Germanic languages built their grammatical forms by means of _____.

- a) word connection
- b) suppletion
- c) auxiliary words

7. The English national language has developed on the basis of _____.

- a) the dialect of London
- b) the Northumbrian, Mercian and West-Saxon dialects
- c) the dialect of Kent

8. In MoE the palatal mutation serves to distinguish _____.

- a) different forms of a stem
- b) different forms of a word
- c) different forms of a compound

9. Which of the OE suffixes is regarded as a substantive suffix?

- a) *-lǣc*
- b) *-līc*
- c) *-lāc*

10. The so-called "continious" and "perfect continious" forms of the verb have developed from _____.

- a) analytical forms
- b) syntactical combinations of the verb "to be" and participle I
- c) syntactical combinations of the verb "to be" and the gerund

Test 5

1. The comparative-historical method dates back to the _____th century.
 - a) 18
 - b) 19
 - c) 20

2. The history of the English language is usually divided into _____ main periods.
 - a) 5
 - b) 4
 - c) 3

3. The change $[f] > [b]$ is regarded as a vivid example of _____.
 - a) Grimm's Law
 - b) breaking
 - c) Verner's Law

4. Palatal mutation is a kind of _____.
 - a) progressive assimilation
 - b) regressive assimilation
 - c) palatalization

5. The OE nouns possessed the category of case _____.
 - a) nominative and dative
 - b) genitive and accusative
 - c) nominative, genitive, dative and accusative

6. The sound $[\bar{e}]$ developed in ME as a result of _____.
 - a) the lengthening of [e] in closed syllables
 - b) the shortening of [e] in closed syllables
 - c) the lengthening of [e] in open syllables

7. Which ME vowel changed into a diphthong in the MoE period?
 - a) $[\bar{e}]$
 - b) $[\bar{o}]$
 - c) $[\bar{a}]$

8. Which of the events is regarded by Khaimovich as the beginning of the OE period?

- a) The Germanic invasion.
- b) The Roman invasion.
- c) The Norman conquest.

9. Ablaut is _____.

- a) a consonant interchange connected with no phonetic conditions
- b) an independent vowel interchange
- c) a device to differentiate between vowels in the words built from different roots

10. Quantitative changes of stressed vowels in the ME period influenced greatly the English _____.

- a) rhythm
- b) syntax
- c) grammatical structure

Test 6

1. The history of the English language begins with the invasion of the _____ tribes.

- a) Celtic
- b) Germanic
- c) Scandinavian

2. The OE change $[z] > [r]$ is called _____.

- a) rhotacism
- b) fracture
- c) palatalization

3. The change of the OE *feld* > *fēld* is called _____.

- a) lengthening
- b) diphthongisation
- c) velar mutation

4. The OE suffix - *līc* (as in *frēondlīc*) was regarded as _____.

- a) a verbal suffix
- b) an adverbial suffix

c) a nominal suffix

5. Henry Sweet called the ME period _____.

- a) "the period of levelled endings"
- b) "the period of the new diphthongs appearance"
- c) "the period of lost endings"

6. Which of the OE suffixes is regarded as an adjective suffix?

- a) *-inȝ*
- b) *-lǣc*
- c) *-iȝ*

7. The change of the *ME. helpe* > *E. help* Henry Sweet called _____.

- a) "the period of new spelling"
- b) "the period of lost endings"
- c) "the period of vowel loss"

8. The change of the *OE flōdu* > *flod* is called _____.

- a) weakening
- b) palatal mutation
- c) lengthening

9. Letters *g, j, k, q, v* were introduced in the English spelling in the _____ period.

- a) OE
- b) ME
- c) MoE

10. Which of the grammatical categories of the verb was no longer used in ME?

- a) aspect
- b) person
- c) number

Test 7

1. The Scandinavian invasion of Great Britain began in the _____ th century.
 - a) 8
 - b) late 10
 - c) early 11

2. What historic event is considered the beginning of the MoE period?
 - a) the downfall of feudalism
 - b) the introduction of printing
 - c) the downfall of capitalism

3. In early Proto-Germanic the word consisted of the three main component parts:
 - a) the prefix, the root, and the ending.
 - b) the prefix, the root, and the stem-suffix.
 - c) the root, the stem-suffix and the grammatical ending.

4. Which of the OE verbs is called "a preterite-present" verb?
 - a) *cunnan* (E. *can*)
 - b) *bēon* (E. *be*)
 - c) *fēdan* (E. *feed*)

5. The article became a class of words in the _____ period.
 - a) OE
 - b) ME
 - c) MoE

6. The long vowels [a:], [o:], [ɔ:] appeared in the _____ period.
 - a) OE
 - b) ME
 - c) MoE

7. The single negative began to be used in the _____ period.
 - a) OE
 - b) ME
 - c) MoE

8. The process of the *OE.fōhan* > *fōn* is called _____.
 a) contraction
 b) diphthongization
 c) metathesis
9. The definite article is an outgrowth of the OE _____.
 a) possessive pronoun *sē*
 b) reflexive pronoun *sē*
 c) demonstrative pronoun *sē*
10. The MoE change *[i:]* > *[ai]* is regarded as the _____.
 a) great vowel diphthongization
 b) great delabialization
 c) great vowel shift

Test 8

1. The Latin alphabet was acquired by the Anglo-Saxons in the _____ th century.
 a) 6
 b) 7
 c) 8
2. OE had loan-words only from _____.
 a) Greek
 b) Latin and Celtic
 c) Latin and Greek
3. The ME personal pronouns distinguished the _____ cases.
 a) nominative and the objective
 b) genitive and the dative
 c) dative and the accusative
4. The OE personal pronouns had _____ number (s).
 a) one
 b) two
 c) three

5. Which of the OE verbs is an "anomalous/irregular weak" verb?

- a) *fēdan* (E. *feed*)
- b) *bēon* (E. *bee*)
- c) *cunnan* (E. *can*)

6. The OE letter $\mathfrak{ȝ}$ was pronounced as [g] _____.

- a) before back vowels
- b) before front vowels
- c) after consonants

7. The names of most sciences are of _____ origin.

- a) Latin
- b) Greek
- c) French

8. The change of [t] > [Θ] > [d] is regarded as _____ .

- a) the 1-st consonant shift
- b) the 2-nd consonant shift
- c) Verner's law

9. French became an official language in Britain after the invasion of _____.

- a) Jutes
- b) Normans
- c) Scandinavians

10. The development of analytical means began in the _____ period.

- a) OE
- b) ME
- c) MoE

THE FUNNY HISTORY OF THE ENGLISH LANGUAGE

By Owen Alun and Brendan O 'Corraidhe

In the beginning there was an island off the coast of Europe. It had no name, for the natives had no language, only a collection of grunts and gestures that roughly translated to "Hey!", "Gimme!", and "Pardon me, but would you happen to have any woad?"

Then the Romans invaded it and called it Britain, because the natives were "blue, nasty, brutish [British] and short." This was the start of the importance of u (and its mispronunciation) to the language. After building some roads, killing off some of the nasty little blue people and walling up the rest, the Romans left, taking the language instruction manual with them.

The British were bored so they invited the barbarians to come over (under Hengist) and "Horsa" 'round a bit. The Angles, Saxons, and Jutes brought slightly more refined vocal noises.

All of the vocal sounds of this primitive language were onomatopoeic, being derived from the sounds of battle. Consonants were derived from the sounds of weapons striking a foe. "Sss" and "th" for example are the sounds of a draw cut, "k" is the sound of a solidly landed axe blow, "b", "d", are the sounds of a head dropping onto rock and sod respectively, and "gl" is the sound of a body splashing into a bog. Vowels (which were either gargles in the back of the throat or sharp exhalations) were derived from the sounds the foe himself made when struck.

The barbarians had so much fun that decided to stay for post-revel. The British, finding that they had lost future use of the site, moved into the hills to the west and called themselves Welsh.

The Irish, having heard about language from Patrick, came over to investigate. When they saw the shiny vowels, they pried them loose and took them home. They then raided Wales and stole both their cattle and their vowels, so the poor Welsh had to make do with sheep and consonants. ("Old Ap Ivor hadde a farm, L Y L Y W! And on that farm he hadde somme gees. With a dd dd here and a dd dd there...")

To prevent future raids, the Welsh started calling themselves "Cymry" and gave even longer names to their villages. They figured if no one could pronounce the name of their people or the names of their towns, then no one would visit them. (The success of the tactic is demonstrated still today. How many travel agents have YOU heard suggest a visit to scenic Llyddumlmunn yddthllywddu?)

Meantime, the Irish brought all the shiny new vowels home to Erin. But of course they didn't know that there was once an instruction manual for

them, so they scattered the vowels throughout the language purely as ornaments. Most of the new vowels were not pronounced, and those that were were pronounced differently depending on which kind of consonant they were either preceding or following.

The Danes came over and saw the pretty vowels bedecking all the Irish words. "Ooooh!" they said. They raided Ireland and brought the vowels back home with

them. But the Vikings couldn't keep track of all the Irish rules so they simply pronounced all the vowels "oouuoo."

In the meantime, the French had invaded Britain, which was populated by descendants of the Germanic Angles, Saxons, and Jutes. After a generation or two, the people were speaking German with a French accent and calling it English. Then the Danes invaded again, crying "Oouuoo! Oouuoo!," burning abbeys, and trading with the townspeople.

The Britons that the Romans hadn't killed intermarried with visiting Irish and became Scots. Against the advice of their travel agents, they decided to visit Wales. (The Scots couldn't read the signposts that said, "This way to l.yddyUwwyddymmllywllldd," but they could smell sheep a league away.) The Scots took the sheep home with them and made some of them into haggis. What they made with the others we won't say, but Scots are known to this day for having hairy legs.

The former Welsh, being totally bereft, moved down out of the hills and into London. Because they were the only people in the Islands who played flutes instead of bagpipes, they were called Tooters. This made them very popular. In short order, Henry Tooter got elected King and began popularizing ornate, unflattering clothing.

Soon, everybody was wearing ornate, unflattering clothing, playing the flute, speaking German with a French accent, pronouncing all their vowels "oouuoo" (which was fairly easy given the French accent), and making lots of money in the wool trade. Because they were rich, people smiled more (remember, at this time, "Beowulf" and "Canterbury Tales" were the only tabloids, and gave generally favorable reviews even to Danes). And since it is next to impossible to keep your vowels in the back of your throat (even if you do speak German with a French accent) while smiling and saying "oouuoo" (try it, you'll see what I mean), the Great Vowel Shift came about and transformed the English language.

The very richest had their vowels shifted right out in front of their teeth. They settled in Manchester and later in Boston.

There were a few poor souls who, cut off from the economic prosperity of the wool trade, continued to swallow their vowels. They wandered the

countryside in misery and despair until they came to the docks of London, where their dialect devolved into the incomprehensible language known as Cockney. Later, it was taken overseas and further brutalized by merging it with Dutch and Italian to create Brooklynese. That's what happened, you can check for yourself. But I advise you to just take oar word for it.

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