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«УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

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Г 60

ІСТОРІЯ АНГЛІЙСЬКОЇ МОВИ

Навчально-методичні вказівки для семінарських занять та самостійної роботи

для здобувачів вищої освіти бакалаврського рівня

денна та заочна форми навчання

Галузь знань: 03 Гуманітарні науки

Спеціальність: 035 Філологія

*Спеціалізація: 035.041 Філологія. Германські мови та літератури (переклад включно),
перша – англійська*

Освітня програма: Англійська мова та література. Переклад

Історія англійської мови: навчально-методичні вказівки для самостійної роботи та практичних занять для здобувачів вищої освіти галузі знань 03 Гуманітарні науки, спеціальності 035 Філологія, спеціалізації 035.041 Філологія. Германські мови та літератури (переклад включно), перша – англійська, освітньої програми «Англійська мова та література. Переклад» (англ. мовою) / уклад. С. В. Голик. Ужгород, 2024. 81с.

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Навчально-методична розробка містить робочу програму з навчальної дисципліни «Історія англійської мови» та методичні рекомендації, необхідні для успішного засвоєння лекційного курсу і підготовки до практичних занять. Представлено питання для семінарських занять, самостійної роботи, короткий конспект лекцій, тестові завдання для повторення і підсумкового контролю, а також основні дати з історії Англії та розвтку англійської мови.

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PREFACE

The course "History of the English Language" presents a *diachronic discipline* which explores the evolution and transformation of English through more than 15 hundred years of its existence. The primary objective of the course is to map the trajectory of the development of English, its journey from a Germanic dialect to a global language of the 21 century, as well as providing insight into the linguistic shifts that have shaped present-day English. This exploration is framed within the field of sociolinguistics, which examines language within its social and cultural environment.

The course gives insight into the origins of the English language, tracing its roots to the dialects spoken by migrating Germanic tribes from the European continent to the British Isles. Initially, English belonged to the Indo-European family of languages, characterized by its synthetic and inflected nature. At this stage, English exhibited a well-developed system of noun forms, a less elaborate system of verbal categories, and a vocabulary predominantly composed of native Indo-European words. Phonologically, the language was simpler, with a clear distinction between long and short vowels, limited diphthongs, and a basic consonantal system and a free order of words.

Over time, significant influences transformed English into the predominantly analytical language observed today. This evolution led to a reduction in nominal forms and a notable expansion of the verbal system, surpassing many other European languages in its segmentation of verb components. English boasts a rich vowel system, an extensive vocabulary, a remarkable adaptability to incorporate new words to express novel concepts, open attitude towards foreign elements and their seamless assimilation which contribute to linguistic versatility of English.

Thus, a central focus of the course is the internal history of English, encompassing its phonetics, grammar, vocabulary, orthography, and usage across different historical periods and geographical contexts.

The *key objectives* of the course include:

- describing key milestones in the development of the English language
- illustrating the linguistic landscape of English during major historical epochs
- explaining the mechanisms driving linguistic change over time, including sound shifts, morphological and syntactic changes, and semantic shifts
- analyzing contemporary English to discern its unique features and identify trends in language evolution

РОБОЧА ПРОГРАМА ДИСЦИПЛІНИ

1. ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Найменування показників	Розподіл годин за навчальним планом	
	Денна форма навчання	Заочна форма навчання
Кількість кредитів ЄКТС – 3	Рік підготовки:	
Загальна кількість годин – 90	2	2
Кількість модулів – 2	Семестр:	
Тижневих годин для денної форми навчання: аудиторних – 2,6 самостійної роботи студента – 2,7	4	4
	Лекції:	
	24	8
	Практичні (семінарські):	
	20	4
Вид підсумкового контролю: іспит	Лабораторні:	
Форма підсумкового контролю: усна	Самостійна робота:	
	46	78

2. МЕТА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Курс «Історія англійської мови» має на меті окреслити історію становлення англійської національної літературної мови, від найдавніших часів до сучасності. Цей курс розроблений для студентів денної та заочної форм навчання англійського відділення, які навчаються за освітньою програмою «Англійська мова та література. Переклад», і покликаний сприяти формуванню фахівця в галузі філології, майбутнього перекладача.

Завдання курсу полягає у тому, щоб ознайомити здобувачів вищої освіти з основними етапами історичного розвитку англійської мови як системи, з урахуванням особливостей історичних та соціокультурних передумов; сприяти поглибленню розуміння взаємозв'язку та першопричин історичних змін англійської мови; допомогти студентам аналізувати причини розвитку тих чи інших особливостей фонологічної, лексичної та граматичної будови сучасної англійської мови та загальних тенденцій її розвитку.

Програма курсу передбачає вивчення основних характеристик фонетичної та фонологічної системи давньоанглійської та середньоанглійської мови; розуміння особливостей та порівняння граматичної системи, граматичних категорій частин мови у давньоанглійській, середньоанглійській і новоанглійській періоди; з'ясування позамовних та мовних факторів становлення та розвитку словникового складу англійської мови у давньоанглійській, середньоанглійській та новоанглійській періоди; ознайомлення з історією, культурною спадщиною, традиціями народів-носіїв англійської мови.

Структура початкової дисципліни сприяє формуванню як загальних, так і фахових компетентностей бакалаврів філології за предметною спеціальністю 035.041 Філологія. Германські мови та літератури (переклад включно), перша – англійська. На лекційних заняттях з «Історії англійської мови» студенти ознайомлюються з хронологією розвитку англійської мови, змінами в системах фонології, морфології та граматики англійської мови у різні періоди.

Тематика семінарських занять передбачає перевірку і поглиблення розуміння студентами основних питань курсу, розвитку навичок аналізу конкретних мовних явищ, творчого наукового мислення, вміння робити самостійні узагальнення та висновки зі спостережень над фактичним матеріалом, а також розвиток критичного аналітичного мислення й формування у студентів навичок до аналізу мовних явищ як синхронно, так і діахронно, й здатності проводити науково-дослідницьку діяльність та застосовувати набуті знання та вміння.

Для самостійної роботи пропонується опрацювання джерел рекомендованої літератури, що сприятиме розвитку навичок автономного навчання та поглибленню знань та компетенцій. Підготовка до виконання модульних контрольних робіт передбачає повторення та поглиблений розгляд навчального матеріалу, що викладався у лекційному матеріалі та на практичних заняттях курсу «Історія англійської мови».

Відповідно до освітньої програми, вивчення дисципліни сприяє формуванню у здобувачів вищої освіти таких компетентностей:

Студенти повинні знати:

- основні періоди розвитку англійської мови,

- особливості еволюції її фонетичної, лексичної, граматичної системи у діахронному зрізі, починаючи з давньоанглійського та середньоанглійського періодів і завершуючи новоанглійським періодом;
- особливості розвитку мови, культури і традиції народів – носіїв англійської мови;

Студенти повинні вміти:

- визначати особливості взаємодії англійської мови з германськими та іншими мовами світу,
- розрізняти особливості мови давньоанглійського та середньоанглійського періодів;
- самостійно опрацьовувати наукову літературу, уміти аналізувати явища в процесі розвитку та становлення англійської мови, необхідні для аналізу й систематизації у науковій роботі.

3. ПЕРЕДУМОВИ ДЛЯ ВИВЧЕННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Передумовами вивчення навчальної дисципліни «Історія англійської мови» є опанування таких навчальних дисциплін (НД) освітньої програми (ОП):

Шифр НД за ОП	Назва навчальної дисципліни
ОК 4	Латинська мова
ОК 5	Вступ до мовознавства
ОК 7	Вступ до перекладознавства
ОК 10	Історія зарубіжної літератури
ОК 22	Вступ до спеціалізації

4. ОЧІКУВАНІ РЕЗУЛЬТАТИ НАВЧАННЯ

Вивчення навчальної дисципліни «Історія англійської мови»: передбачає забезпечення досягнення здобувачами таких компетентностей:

Загальні компетентності	Шифр
Здатність учитися і оволодівати сучасними знаннями	ЗК-5
Здатність до пошуку, опрацювання та аналізу інформації з різних джерел	ЗК-6
Здатність до проведення досліджень на належному рівні	ЗК-13
Фахові компетентності	Шифр
Усвідомлення структури філологічної науки та її теоретичних основ	ФК-1
Здатність використовувати в професійній діяльності знання з теорії та історії мов(и), що вивчаються(ється).	ФК-3
Здатність аналізувати діалектні та соціальні різновиди мов(и), що вивчаються(ється), описувати соціолінгвальну ситуацію.	ФК-4
Здатність до збирання й аналізу, систематизації та інтерпретації мовних, літературних, фольклорних фактів, інтерпретації та перекладу тексту (залежно від обраної спеціалізації)	ФК-7
Здатність вільно оперувати спеціальною термінологією для розв'язання професійних завдань.	ФК-8

Відповідно до освітньої програми, вивчення навчальної дисципліни «Історія англійської мови» повинно забезпечити досягнення здобувачами вищої освіти таких програмних результатів навчання (ПРН):

Програмні результати навчання	Шифр
Знати й розуміти систему мови, загальні властивості літератури як мистецтва слова, історію мови (мов) і літератури (літератур), що вивчаються, і вміти застосовувати ці знання у професійній діяльності.	ПРН – 8
Характеризувати діалектні та соціальні різновиди мов(и), що вивчаються(ється), описувати соціолінгвальну ситуацію.	ПРН – 9
Аналізувати мовні одиниці, визначати їхню взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.	ПРН – 12
Здійснювати лінгвістичний, літературознавчий та спеціальний філологічний аналіз текстів різних стилів і жанрів.	ПРН – 15
Знати й розуміти основні поняття, теорії та концепції обраної філологічної спеціалізації, вміти застосовувати їх у професійній діяльності.	ПРН – 16

6. ЗАСОБИ ДІАГНОСТИКИ ТА КРИТЕРІЇ ОЦІНЮВАННЯ РЕЗУЛЬТАТІВ НАВЧАННЯ

Засоби оцінювання та методи демонстрування результатів навчання

Засобами оцінювання та методами демонстрування результатів навчання з навчальної дисципліни є:

- виступи на семінарських заняттях
- презентації
- виконання індивідуальних та групових завдань
- виконання тестових завдань
- робота з текстами
- комплексні контрольні роботи
- екзамен

Форми контролю та критерії оцінювання результатів навчання

Форми поточного контролю: опитування на семінарських заняттях, виконання практичних завдань (усно і письмово), підготовка індивідуальних і групових презентації за тематикою семінарських занять.

Форма модульного контролю: письмова комплексна контрольна робота

Форма підсумкового семестрового контролю: екзамен (усний)

Розподіл балів, які отримують здобувачі вищої освіти (модуль 1)

Поточне оцінювання та самостійна робота							Модульна контрольна робота	Сума
T1	T2	T3	T4	T5-T6	Пр	Поточне тестування	40	100
5	5	5	5	5	2*5	25		

T1, T2 ... – теми

Пр. – презентації

Розподіл балів, які отримують здобувачі вищої освіти (модуль 2)

Поточне оцінювання та самостійна робота							Модульна контрольна робота	Сума
T7	T8	T9	T10	T11-12	Пр	Поточне тестування	40	100
5	5	5	5	5	2*5	25		

T7, T8 ... – теми
Пр. – презентації

Оцінювання окремих видів навчальної роботи з дисципліни

Вид діяльності здобувача вищої освіти	Модуль 1		Модуль 2	
	Кількість	Максимальна кількість балів (сумарна)	Кількість	Максимальна кількість балів (сумарна)
Практичні (семінарські) заняття	5	25	5	25
Поточне тестування	4	20	3	15
Презентація	2	10	2	10
Робота з текстами	1	5	1	10
Модульна контрольна робота	1	40	1	40
Разом		100		100

Критерії оцінювання на семінарських заняттях:

	Дескриптори				
	5	4	3	2	1
Усна відповідь	студент демонструє ґрунтовні знання матеріалу в повному обсязі, вміє вільно висловлювати думку з проблемних	Студент демонструє повні, систематичні знання з питання, вміє вільно висловлювати думку з проблемних питань	Студент демонструє знання основного матеріалу в обсязі, достатньому для подальшого навчання і майбутньої	Студент демонструє фрагментарні знання матеріалу, що складає менше 50% необхідного обсягу, не володіє основною	Студент демонструє фрагментарні знання дисципліни, які є частково правильними; відповідь містить грубі помилки у

	питань дисципліни, виявляє креативність у розумінні і творчому використанні набутих знань та умінь, пошуку додаткових джерел інформації.	дисципліни, самостійно аналізує події, явища, факти, однак при викладі матеріалу студент допускає несуттєві помилки.	фахової діяльності, поверхневу обізнаність у проблемних питаннях дисципліни, допускає суттєві помилки при викладі матеріалу, але спроможний усунути їх із допомогою викладача.	термінологією дисципліни, не вміє логічно продемонструвати свої знання.	аналізі явищ, фактів мов, використанні термінології, відзначається порушенням логіки викладу, неаргументоване висвітлення проблеми, студент не володіє термінологією.
Критерії оцінювання презентації:					
Критерії/ бали	Дескриптори				
	5	4	3	2	1
Зміст (точність та обсяг інформації, знання досліджуваної проблеми)	Зміст повністю відповідає цілям завдання	Виклад є зв'язним і охоплює основні завдання, але висновки не є чітко визначеними	Зміст презентації не повністю висвітлює завдання, хоча відповідає головній меті	Проект не є зв'язним, необхідні складові висновки відсутні.	Робота не досягає стандарту, описаного дескриптором
Мова (використання мови, граматичних форм, діапазону словника)	Презентація добре подана (чітко, точно та добре організоване мовлення) з широким набором складних граматичних конструкцій та розширеної лексики	Студенти використовують широкий спектр граматичних конструкцій, словниковий запас розширений з незначними граматичними помилками, помилками у вимові	Студенти використовують прості граматичні конструкції та лексику, допускаючи незначні помилки	Студенти використовують прості граматичні конструкції та лексику, допускаючи серйозні помилки	Робота не досягає стандарту, описаного дескриптором
Структура (зв'язність і логіка презентації, візуальної і	Логічний та зв'язний виклад теми: інформація має логічну	Інформація логічно структурована, вдало використані	Інформація структурована, використовуються діаграми,	Інформація погано структурована, діаграми, аудіо, відео та	Робота не досягає стандарту, описаного дескриптором

аудіо складових)	структуру, перетікає з одного розділу в інший, її легко відслідкувати й розуміти. Успішно використовуються діаграми, аудіо, відео та візуальні ефекти	діаграми, аудіо, відео та візуальні ефекти з незначними помилками хронометражу	аудіо, відео та візуальні ефекти, але не логічно	візуальні ефекти не використовуються	м
Дослідження (скільки інформації студенти знайшли самостійно і наскільки вона пов'язана з темою, як ресурси представлені з точки зору принципів академічної доброчесності)	Глибоке дослідження, що відповідає темі, із використанням сучасних ресурсів, представлені відповідно до принципів академічної доброчесності	Дослідження стосується теми, хоча сучасні ресурси відсутні, незначні помилки у поданні.	Базове дослідження, що відповідає темі, дрібні помилки у викладі	Елементарне дослідження на основі обмеженої кількості ресурсів, значні помилки у викладі	Робота не досягає стандарту, описаного дескриптором

Критерії оцінювання модульної контрольної роботи

Модульна контрольна робота комбінована і складається з теоретичної частини (письмово) і тестових завдань. Сумарно максимальна кількість балів, що виставляється здобувачеві вищої освіти за виконання усіх завдань однієї модульної контрольної роботи складає 40 балів (20 балів за теоретичний матеріал (2 питання по 10 б.) і 20 балів за тестові завдання (20 завдань по 1 б.).

За виступи на семінарських заняттях, презентації, виконання самостійної роботи, що стосуються даних модулів, здобувачу вищої освіти нараховується різна кількість балів, в залежності від складності матеріалу.

Конкретна максимальна кількість балів подається у таблицях розподілу балів, які отримують здобувачі за модуль та за окремі види навчальної роботи.

Невиконані завдання до семінарських занять, пасивність студента, а також неявка на модульну контрольну роботу оцінюються в 0 балів.

Сумарна оцінка (від 0 до 100 балів) виставляється у відомість модульного контролю. Модуль зараховується, якщо сумарний бал складає не менше 60 балів, і зараховано всі види роботи, які є складовими даного модуля.

Здобувач вищої освіти, який не з'явився на модульну контрольну роботу, або ж його модульна оцінка складає від 0 до 34 балів, зобов'язаний скласти (перескласти) модуль до початку підсумкового контролю у строки, визначені викладачем дисципліни та погоджені деканатом факультету.

Критерії оцінювання виконання тестових завдань

A (відмінно) 90-100	Студент надав усі правильні відповіді (20)
B (добре) 82-89	Студент надав 19-18 правильних відповідей.
C (добре) 74-81	Студент надав 17-16 правильних відповідей.
D (задовільно) 64-73	Студент надав 15-14 правильні відповіді.
E (задовільно) 60-63	Студент надав 13-12 правильних відповідей
FX (незадовільно) з можливістю повторного складання 35-59	Студент надав відповідь лише на 11-6 запитань
F (незадовільно) з обов'язковим повторним вивченням дисципліни 1-34	Студент відповів менше, ніж на 6 завдань із запропонованих 20.

Шкала оцінювання: національна та ECTS

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	
		для екзамену, курсового проекту (роботи), практики	для заліку
90 – 100	A	відмінно	зараховано
82-89	B	добре	
74-81	C		
64-73	D	задовільно	
60-63	E		
35-59	FX	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання
0-34	F	незадовільно з обов'язковим повторним вивченням дисципліни	не зараховано з обов'язковим повторним вивченням дисципліни

Критерії оцінювання підсумкового семестрового контролю

Система оцінювання курсу відбувається згідно з критеріями оцінювання навчальних досягнень студентів, що регламентовані в ДВНЗ «УжНУ».

Загальна сума балів, що присвоюється за курс, становить 100 балів, яка є сумою балів за відвідування усіх занять упродовж семестру, участь та виконання практичних завдань на семінарських заняттях, підсумкове тестування, самостійну роботу.

До складання екзамену допускаються здобувачі вищої освіти, які мають підсумковий доекзаменаційний рейтинговий бал не менше 35, і яким зараховано всі семінарські заняття за семестр. Підсумкова рейтингова доекзаменаційна оцінка визначається як середнє арифметичне двох модульних рейтингів за семестр.

Здобувач вищої освіти, доекзаменаційний рейтинговий бал якого складає від 0 до 34 балів, зобов'язаний покращити його до початку екзамену під час чергування викладача на кафедрі у строки, визначені викладачем дисципліни та погоджені деканатом факультету. В протилежному випадку, здобувач не допускається до екзамену, і у нього виникає академічна заборгованість.

Екзамен з навчальної дисципліни «Історія англійської мови» здобувач вищої освіти може не складати, якщо він успішно пройшов два модульні контролю та його влаштовує підсумкова доекзаменаційна рейтингова оцінка. Здобувачі вищої освіти, рейтинговий бал яких становить від 35 до 59, екзамен складають обов'язково.

Здобувач вищої освіти може підвищити на екзамені рейтинговий бал, при цьому, за результатами складання екзамену оцінка не може бути меншою за до екзаменаційний рейтинговий бал.

Екзамен проводиться в усній формі. На екзамен вноситься весь навчальний матеріал з навчальної дисципліни «Історія англійської мови». Оцінювання результатів навчання на екзамені здійснюється за 100-бальною шкалою. Оцінка за екзамен вноситься у відомість обліку успішності.

Шкала оцінювання: національна та ECTS

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	
		для екзамену, курсового проекту (роботи), практики	для заліку
90 – 100	A	відмінно	зараховано
82-89	B	добре	
74-81	C		
64-73	D		
60-63	E	задовільно	
35-59	FX	незадовільно з можливістю	не зараховано з можливістю

		повторного складання	повторного складання
0-34	F	незадовільно з обов'язковим повторним вивченням дисципліни	не зараховано з обов'язковим повторним вивченням дисципліни

6. ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

6.1. Зміст навчальної дисципліни

Номер модуля	Номер змістового модуля	Назви тем
Модуль 1	Змістовий модуль 1	Тема 1. Предмет і завдання навчальної дисципліни «Історія англійської мови». Підходи до періодизації історії розвитку англійської мови. Теоретичні аспекти та джерела вивчення історії англійської мови.
		Тема 2. Давньоанглійський період розвитку мови: загальна характеристика.
		Тема 3. Давньоанглійський період: особливості формування та розвитку фонологічної системи.
		Тема 4. Давньоанглійський період: морфологічна будова мови. Іменник в давньоанглійський період. Сильна і слабка відміна. Займенники, прикметники, прислівники і числівники.
		Тема 5. Давньоанглійський період: морфологічна будова мови. Дієслово в давньоанглійський період. Морфологічна класифікація дієслів. Граматичні категорії дієслова.
		Тема 6. Давньоанглійський період: лексична система. Лексичний склад мови в давньоанглійський період. Етимологічна класифікація вокабуляру. Запозичення.
Модуль 2	Змістовий модуль 2	Тема 7. Середньоанглійський період: загальна характеристика. Писемні пам'ятки середньоанглійського періоду. Зміни в фонологічній та морфологічній підсистемах мови в середньоанглійський період.
		Тема 8. Середньоанглійський період: зміни в фонологічній системі мови в середньоанглійський період.
		Тема 9. Середньоанглійський період: морфологія і синтаксис.
		Тема 10. Середньоанглійський період: лексична система. Словотворення в середньоанглійський період.

		<p>Тема 11. Новоанглійський період: загальна характеристика. Становлення національної (літературної) англійської мови.</p> <p>Фонетичні зміни новоанглійського періоду.</p> <p>Загальна характеристика морфології новоанглійського періоду.</p>
		<p>Тема 12. Новоанглійський період розвитку мови.</p> <p>Лексика новоанглійського періоду. Словотворення.</p> <p>Поширення англійської мови та формування її національних варіантів. Англійська мова як Lingua Franca.</p>

6.2. Структура навчальної дисципліни

Назви змістових модулів і тем	Кількість годин					
	Форма навчання:					
	Усього	у тому числі				
		лекції	практичні (семінарські)	лабораторні	індивідуальна робота	самостійна робота
2-й семестр						
Модуль 1						
Тема 1. Предмет і завдання навчальної дисципліни «Історія англійської мови». Підходи до періодизації історії розвитку англійської мови. Теоретичні аспекти та джерела вивчення історії англійської мови.		2	2			2
Тема 2. Давньоанглійський період розвитку мови: загальна характеристика.		2	2			4
Тема 3. Давньоанглійський період: особливості формування та розвитку фонологічної системи.		2	2			4
Тема 4. Давньоанглійський період: морфологічна будова мови. Іменник в давньоанглійський період. Сильна і слабка відміна. Займенники, прикметники, прислівники і числівники.		2	2			4
Тема 5. Давньоанглійський період: морфологічна будова мови. Дієслово в давньоанглійський період. Морфологічна класифікація дієслів. Граматичні категорії дієслова.		2	2			4
Тема 6. Давньоанглійський період: лексична система. Лексичний склад мови в давньоанглійський період.		2				4

Етимологічна класифікація вокабуляру. Запозичення.						
Модуль 2						
Тема 7. Середньоанглійський період: загальна характеристика. Писемні пам'ятки середньоанглійського періоду. Зміни в фонологічній та морфологічній підсистемах мови в середньоанглійський період.		2	2			4
Тема 8. Середньоанглійський період: зміни в фонологічній системі мови в середньоанглійський період.		2	2			4
Тема 9. Середньоанглійський період: морфологія і синтаксис.		2	2			4
Тема 10. Середньоанглійський період: лексична система. Словотворення в середньоанглійський період. Запозичення середньоанглійського періоду.		2	2			4
Тема 11. Новоанглійський період: загальна характеристика. Становлення національної (літературної) англійської мови. Фонетичні зміни новоанглійського періоду. Загальна характеристика морфології новоанглійського періоду.		2				4
Тема 12. Новоанглійський період розвитку мови. Лексика новоанглійського періоду. Словотворення. Поширення англійської мови та формування її національних варіантів. Англійська мова як Lingua Franca.		2	2			4
Разом за модуль		24	20			46

6.3. Теми лекційних занять

Номер лекції	Назва теми та її зміст	К-сть годин	
		денна	заочна
Модуль 1 Змістовний модуль 1			
Лекція 1	Тема 1. Предмет і завдання навчальної дисципліни «Історія англійської мови». Підходи до періодизації історії розвитку англійської мови. Теоретичні аспекти та джерела вивчення історії англійської мови. Періодизація англійської мови за Henry Sweet та іншими науковцями. Давньоанглійський, середньоанглійський та новоанглійський період у розвитку мови.	2	2

Лекція 2	Тема 2. Давньоанглійський період розвитку мови: загальна характеристика. Кельтський період. Англи, сакси і юти в історії Англії. Поява писемності. Епоха вікінгів.	2	
Лекція 3	Тема 3. Давньоанглійський період: особливості формування та розвитку фонологічної системи. Особливості розвитку монофтонгів та дифтонгів. Основні фонетичні кількісні та якісні зміни голосних: переломлення, дифтонгізація монофтонгів, зрощення. Зміни у системі приголосних: перший пересув приголосних, гемінація, палаталізація.	2	
Лекція 4	Тема 4. Давньоанглійський період: морфологічна будова мови. Іменник в давньоанглійський період. Сильна і слабка відміна. Морфологічні категорії давньоанглійських іменників. Категорія відмінків. Граматичні категорії давньоанглійських прикметників. Займенники, прислівники і числівники.	2	
Лекція 5	Тема 5. Давньоанглійський період: морфологічна будова мови. Дієслово в давньоанглійський період. Морфологічна класифікація дієслів (сильні, слабкі, претерито-презентні дієслова, неправильні дієслова). Граматичні категорії дієслова.	2	2
Лекція 6	Тема 6. Давньоанглійський період: лексична система. Лексичний склад мови в давньоанглійський період. Етимологічна класифікація вокабуляру. Запозичення.		
Модуль 2 Змістовний модуль 2			
Лекція 7	Тема 7. Середньоанглійський період: загальна характеристика. Писемні пам'ятки середньоанглійського періоду. Історія нормандського завоювання.	2	
Лекція 8	Тема 8. Середньоанглійський період: зміни в фонологічній системі мови в середньоанглійський період. Монофтонгізація дифтонгів у середньоанглійський період. Формування нових дифтонгів. Асиміляція, вокалізація та інші зміни приголосних.	2	
Лекція 9	Тема 9. Середньоанглійський період: морфологія і синтаксис. Парадигма іменника в середньоанглійський період. Зміни в системі прикметників, займенників. Розвиток артикля. Зміни в системі дієслів в середньоанглійський період. Розвиток аналітичних форм дієслова.	2	2
Лекція 10	Тема 10. Середньоанглійський період: лексична система. Словотворення в середньоанглійський період. Шляхи поповнення вокабуляра в середньоанглійський період.	2	
Лекція 11	Тема 11. Новоанглійський період: загальна характеристика. Становлення національної (літературної) англійської мови. Введення книгодрукування, формування національної (літературної) англійської мови. Фонетичні зміни новоанглійського періоду. Кількісні зміни	2	2

	голосних у новоанглійський період. Великий пересув голосних. Вокалізація й утворення нових дифтонгів. Вокалізація фрикативів та приголосного r. Інші зміни приголосних. Становлення англійської орфографії у XV-XVI ст. Вплив орфографії на вимову слів. Загальна характеристика морфології новоанглійського періоду. Відмирання категорії відмінювання іменників. Зміни у системі прикметників та займенників у новоанглійський період. Зміни в системі дієслів. Розпад системи сильних дієслів. Подальший розвиток аналітичних форм. Поява службового do. Модальні дієслова. Безособові форми дієслова.		
Лекція 12	Тема 12. Новоанглійський період розвитку мови. Особливості структури простих і складних речень у новоанглійський період. Засоби синтаксичного зв'язку в складному реченні. Лексика новоанглійського періоду. Словотворення. Тенденції розвитку словникового складу мови в новоанглійський період. Поширення англійської мови та формування її національних варіантів. Англійська мова як Lingua Franca.		
	Усього	20	8

6.4. Теми практичних (семінарських, лабораторних) занять

№ з/п	Назва теми	Кількість годин	
		денна	заочна
1	Тема 1. Предмет і завдання навчальної дисципліни «Історія англійської мови». Підходи до періодизації історії розвитку англійської мови. Теоретичні аспекти та джерела вивчення історії англійської мови.	2	
2	Тема 2. Давньоанглійський період розвитку мови: загальна характеристика.	2	
3	Тема 3. Давньоанглійський період: особливості формування та розвитку фонологічної системи.	2	
4	Тема 4. Давньоанглійський період: морфологічна будова мови. Іменник в давньоанглійський період. Сильна і слабка відміна. Займенники, прикметники, прислівники і числівники.	2	2
5	Тема 5. Давньоанглійський період: морфологічна будова мови. Дієслово в давньоанглійський період. Морфологічна класифікація дієслів. Граматичні категорії дієслова. Тема 6. Давньоанглійський період: лексична система. Лексичний склад мови в давньоанглійський період. Етимологічна класифікація вокабуляру. Запозичення.	2	
6	Тема 7. Середньоанглійський період: загальна характеристика. Писемні пам'ятки середньоанглійського періоду. Зміни в	2	2

	фонологічній та морфологічній підсистемах мови в середньоанглійський період.		
7	Тема 8. Середньоанглійський період: зміни в фонологічній системі мови в середньоанглійський період.	2	
8	Тема 9. Середньоанглійський період: морфологія і синтаксис.	2	
9	Тема 10. Середньоанглійський період: лексична система. Словотворення в середньоанглійський період.	2	
10	Тема 11. Новоанглійський період: загальна характеристика. Становлення національної (літературної) англійської мови. Фонетичні зміни новоанглійського періоду. Загальна характеристика морфології новоанглійського періоду. Тема 12. Новоанглійський період розвитку мови. Лексика новоанглійського періоду. Словотворення. Поширення англійської мови та формування її національних варіантів. Англійська мова як Lingua Franca.	2	
Разом		20	4

6.5.Самостійна робота

№ з/п	Назва теми	К-ть годин	
		денна	заочна
1	Тема 1. Предмет і завдання навчальної дисципліни «Історія англійської мови». Підходи до періодизації історії розвитку англійської мови. Теоретичні аспекти та джерела вивчення історії англійської мови. Історія англійської мови як навчальної дисципліни. Методи та підходи до її вивчення. Класифікація індоєвропейських та германських мов. Живі та мертві мови. Поняття діахронії та синхронії у вивченні мов. Вплив мовних та позамовних факторів на розвиток англійської мови. Підходи до періодизації англійської мови серед науковців. Написання тесту.	2	5
2	Тема 2. Давньоанглійський період розвитку мови: загальна характеристика. Загальна характеристика давньоанглійського періоду. Переселення германських племен англів, саксів, ютів на територію Британії. Розвиток королівств Нотумбрія, Мерсія, Англія, Есекс, Сасекс, Весекс, Кент та їх діалекти. Давньоанглійська писемність, алфавіт. Особливості читання давньоанглійських текстів. Основні писемні пам'ятки давньоанглійського періоду. Підготовка презентацій	2	5
3	Тема 3. Давньоанглійський період: особливості формування та	2	6

	<p>розвитку фонологічної системи. Особливості розвитку монофтонгів та дифтонгів у давньоанглійський період. Основні фонетичні кількісні та якісні зміни староанглійських голосних: переломлення, дифтонгізація монофтонгів, зрощення. Зміни у системі приголосних: перший пересув приголосних, гемінація, палаталізація.</p> <p>Написання тесту</p>		
4	<p>Тема 4. Давньоанглійський період: морфологічна будова мови. Іменник в давньоанглійський період. Сильна і слабка відміна. Займенники, прикметники, прислівники і числівники. Морфологічні категорії давньоанглійських іменників. Категорія відмінювання. Граматичні категорії давньоанглійських прикметників. Давньоанглійські займенники.</p> <p>Робота з таблицями Написання тесту</p>	2	6
5	<p>Тема 5. Давньоанглійський період: морфологічна будова мови. Дієслово в давньоанглійський період. Морфологічна класифікація дієслів. Граматичні категорії дієслова. Морфологічна класифікація давньоанглійських дієслів. Сильні, слабкі, претерито-презентні дієслова. Їх класи. Граматичні категорії дієслів та віддієслівних частин мови. Написання тесту за темою.</p> <p>Робота з таблицями Написання тесту</p>	2	6
6	<p>Тема 6. Давньоанглійський період: лексична система. Лексичний склад мови в давньоанглійський період. Етимологічна класифікація вокабуляру. Запозичення.</p> <p>Читання уривку з епічної поеми «Беовульф». Підготовка презентації</p>	4	6
7	<p>Тема 7. Середньоанглійський період: загальна характеристика. Писемні пам'ятки середньоанглійського періоду. Історія норманського завоювання Британських островів та його лінгвістичні наслідки. Середньоанглійські діалекти. Основні писемні пам'ятки у середньоанглійський період. Становлення англійської орфографії.</p> <p>Підготовка презентацій</p>	4	6
8	<p>Тема 8. Середньоанглійський період: зміни в фонологічній системі мови в середньоанглійський період.</p> <p>Кількісні та якісні зміни голосних у середньоанглійський період.</p>	2	6

	<p>Монофтонгізація дифтонгів у середньоанглійський період. Формування нових дифтонгів. Асиміляція, вокалізація та інші зміни приголосних.</p> <p>Написання тесту</p>		
9	<p>Тема 9. Середньоанглійський період: морфологія і синтаксис.</p> <p>Парадигма іменника в середньоанглійський період. Зміни в системі прикметників, іменників. Розвиток артикля. Зміни в системі дієслів в середньоанглійський період. Розвиток аналітичних форм дієслова.</p> <p>Способи вираження синтаксичних зв'язків у середньоанглійських словосполученнях. Основні зміни у структурі простих та складних реченнях у середньоанглійський період. Способи вираження заперечення.</p> <p>Написання тесту</p>	2	6
10	<p>Тема 10. Середньоанглійський період: лексична система. Словотворення в середньоанглійський період.</p> <p>Читання та аналіз уривків з книги Джефрі Чосера "Кентерберійські оповідання".</p>	2	6
11	<p>Тема 11. Новоанглійський період: загальна характеристика. Становлення національної (літературної) англійської мови. Соціальні та історичні умови формування та розвитку англійської літературної мови в XV-XVII століттях.</p> <p>Фонетичні зміни новоанглійського періоду.</p> <p>Загальна характеристика морфології новоанглійського періоду.</p> <p>Загальна характеристика новоанглійського періоду. Введення книгодрукування, формування національної (літературної) англійської мови. Кількісні зміни голосних у новоанглійський період. Великий пересув голосних. Вокалізація й утворення нових дифтонгів. Вокалізація фрикативів та приголосного r. Інші зміни приголосних. Руїнування категорії відмінків іменників у новоанглійський період. Зміни в системі прикметників та займенників у новоанглійський період. Зміни в системі дієслів. Розпад системи сильних дієслів. Подальший розвиток аналітичних форм. Поява службового do. Модальні дієслова. Неособові форми дієслова. Розвиток дієприкметників.</p> <p>Написання тесту</p>	10	6
12	<p>Тема 12. Новоанглійський період розвитку мови.</p> <p>Лексика новоанглійського періоду. Словотворення.</p> <p>Поширення англійської мови та формування її національних варіантів.</p> <p>Англійська мова як Lingua Franca. Тенденції розвитку словникового складу мови в новоанглійський період.</p> <p>Підготовка презентацій.</p>	4	6
	Разом:	46	78

PART I

QUESTIONS AND METHOD GUIDES FOR SEMINARS

SEMINAR 1. THE SUBJECT-MATTER OF THE COURSE

1. The History of English as one of the fundamental linguistic disciplines, the importance of its study.
2. Theoretical aspects and sources of the study.
3. Periods in the history of English: approaches to their analysis.

Guides

The *History of English* is one of the fundamental linguistic disciplines, focusing on the evolution of the English language over time. It traces the development of English from its earliest stages to its current form, examining changes in vocabulary, grammar, pronunciation, and usage.

Studying the History of English is essential for several reasons:

1) By exploring the historical development of English, linguists gain insights into the processes of *language change and evolution*. This provides understanding why languages change over time and how linguistic structures develop and/or disappear.

2) The course offers an insight into the *cultural and social contexts* in which the language developed, contributing to preserving the literary and cultural heritage, for example, the works of renowned authors like Chaucer and Shakespeare.

3) Knowledge of the historical development of English informs *language teaching and learning practices*. Understanding the development of English grammar, vocabulary, and pronunciation can enhance language acquisition and help learners work on language patterns more effectively.

4) The History of English sheds light on the interactions between English and other languages throughout its history. By studying *language contact* situations, linguists can analyze the impact of contact languages, such as Old Norse, Old French, and Latin on the development of English vocabulary, grammar, and pronunciation.

5) By examining the History of English in relation to other languages, the discipline of historical linguistics promotes *linguistic diversity and appreciation for multilingualism*.

Drawing on different sources, scholars in the field of the History of English reconstruct the linguistic past, analyze language change and variation, and contribute to our understanding of the development of the English language. The most common sources commonly used in the field include:

1) *Historical texts* written in Old English, Middle English, and Early Modern English as crucial sources for studying the evolution of the English language. These texts include manuscripts, charters, legal documents, literary works, and religious texts.

2) **Lexicography** – historical dictionaries, such as the Oxford English Dictionary (OED) and the Middle English Dictionary (MED), provide comprehensive records of the English vocabulary over time. Lexicographers analyze word usage, meanings, and etymologies to trace the historical development of English words. Etymological dictionaries and studies of language origins explore the historical roots and development of words.

3) **Literary texts** from different periods of English literature offer valuable insights into language usage, grammar, style, and cultural context, e.g. works by Geoffrey Chaucer, William Shakespeare, John Milton, and Jane Austen are studied to understand linguistic changes and literary trends.

4) **Grammatical treatises** and language manuals written throughout English history document linguistic norms, grammar rules, and language usage conventions. These texts include works such as Aelfric's Grammar (10th century), William Bullokar's "Pamphlet for Grammar" (1586), and Robert Lowth's "A Short Introduction to English Grammar" (1762).

5) **Philological research** provides the comparative study of languages, including historical sound changes, cognates, and linguistic relationships.

6) **Archaeological findings, place names, personal names, and material culture** provide supplementary evidence for understanding linguistic, cultural, and social developments in the history of English-speaking communities.

The Old English period represents a time of English nationality formation based on old barbarian West Germanic tribes. It was a transitional language from old tribal dialects to the single language of English nationality, lasting from *the 5th to the 12th century*.

The Middle English period signifies the already formed English nationality and lasted from the *12th up to the second half of the 15th century*. The language of this period is considered as *the language of nationality*.

The New or Modern English period began from the second half of the 15th century up to the present day, during which *the national language* was fully formed.

According to **Henry Sweet's division** of the development of the English language into periods, the characteristics are as follows:

- the Old English period is characterized by **full endings**, where any vowel sound may appear in the unstressed position at the end of a word, for example, "sunu";
- the Middle English period is marked by **leveled endings**, where all unstressed vowels are leveled to a sound like "ə," as seen in words like "sune";
- the Modern English period is defined by **lost endings**, where the "ə" sound disappeared, resulting in words like "sun".

SEMINAR 2. OLD ENGLISH: GENERAL CHARACTERISTICS

1. Celtic period
2. The Roman period in Britain.
3. The Angles, the Saxons and the Jutes in the history of England. OE Dialects.
4. The Scandinavian invasion. The period of Vikings.
5. First written monuments.
6. Old English Alphabets.

Guides

It is commonly believed that *the Britons* (**Pritanī*, from Latin: *Britanni*), also known as Celtic Britons, arrived at the shores of Britain at approximately 1000 BC and lived there during the Iron Age, the Roman Age and the post Roman era.

Britain was part of the Roman Empire for over three and a half centuries, from the invasion under the emperor Claudius in AD 43 until the rule from Rome ended in the early 5th century. Although the Romans invaded northern Britain, they were unable to fully conquer the Britons and Caledonians in the north, with Hadrian's Wall serving as the northern frontier of the empire.

Roman conquests brought significant developments to the regions they controlled, including the establishment of towns, roads, permanent military installations, and centralized governance. In Britain, this legacy is evident in a wealth of archaeological remains, ranging from villas and

In the years following the collapse of Roman rule, numerous British kingdoms emerged. The history of *Anglo-Saxon England* begins in the period following the end of Roman rule in Britain, with the establishment of Anglo-Saxon kingdoms in the 5th and 6th centuries.

This period, known as *the Heptarchy*, saw the emergence of seven main Anglo-Saxon kingdoms:

Kent - settled by the Jutes, it was the first Anglo-Saxon kingdom to be converted to Christianity, under King Ethelbert who was converted by St. Augustine around 595 AD.

Mercia - located in the Midlands, Mercia's best-known ruler was Offa, who built Offa's Dyke along the border between Wales and England.

Northumbria – famous for the renowned monk *Bede*, Northumbria was an important center of learning during this period.

East Anglia - made up of the Angles, East Anglia was divided into the North Folk and the South Folk.

Essex - the East Saxons settled in Essex, where the Battle of Maldon was fought against the Vikings in 991.

Sussex - the South Saxons established themselves in Sussex.

Wessex – the home to King Alfred, known as "the Great," and his grandson Athelstan, who was the first to be called "King of the English." Wessex eventually became the dominant Anglo-Saxon kingdom.

By 850 AD, the seven kingdoms had been consolidated into three larger Anglo-Saxon kingdoms: Northumbria, Mercia, and Wessex. During this period, the Anglo-Saxons embraced Christianity, marking a significant cultural and religious shift.

The dialects spoken by the Anglo-Saxons were Northumbrian, Mercian, Kentish, and West Saxon.

The Vikings, known by various names such as Danes, Norsemen, Northmen, the Great Army, sea rovers, sea wolves, or the heathen, had a significant impact on Britain from around 860 AD. The part of England under Viking control changed considerably in this time and was known as *the Danelaw*.

The influence of the Vikings on the English language and culture is profound. Many of the names for days of the week, such as Tuesday (from *Tiw* or *Týr*), Wednesday (from *Woden* or *Odin*), and Thursday (from *Thor*), come from Norse gods. Moreover, many words from Old Norse have become integrated into the English language, settlement suffixes of –by (like *Grimsbý*) and –Thorpe; British surnames like Adamson, Holt and Thorn, including words, like *egg*, *steak*, *law*, *die*, *bread*, *down*, *fog*, *muck*, *lump*, and *scrawny*, among others. This linguistic legacy reflects the lasting impact of Viking presence and settlement in Britain.

Old English was initially recorded using runes, **the Futhork**, an early Germanic 24-character alphabet, extended by five more runes used to represent Anglo-Saxon vowel sounds. These runic inscriptions date back to the early medieval period, before the adoption of the Latin alphabet for writing Old English. The earliest appearances of the Old English language are found in inscriptions written using the runic Futhork alphabet. Once Old English started to be used more commonly for writing, the Roman alphabet was adopted and adapted.

The alphabet used for writing Old English texts was derived from the Latin alphabet, introduced by Christian missionaries. However, the Latin alphabet at that time did not include the letters "j" and "w", and it did not distinguish between "v" and "u". Additionally, native Old English spellings did not incorporate the letters "k", "q", or "z". To account for these linguistic nuances, four extra characters were added: "æ" (known as "ash" in modern English), "ð" (referred to as "eth" or "edh"), "þ" (thorn), and "ƿ" (wynn). Thorn and wynn were borrowed from the runic futhork alphabet. Anglo-Saxon scribes introduced thorn (þ) and later eth (ð) to represent the distinct "th" sounds in Old English.

SEMINAR 3. OLD ENGLISH PHONOLOGICAL SYSTEM

1. The development of diphthongs and monophthongs.
2. Qualitative and quantitative changes of vowels: diphthongization, monophthongisation, mutations, reduction of diphthongs, smoothing, breaking.
3. The changes in the system of consonants: palatalization, gemination, etc.

Guides

Old English had a relatively simple *vowel system* compared to modern English. It had seven primary vowel phonemes, each with short and long variants, making a total of fourteen vowel phonemes.

The short vowels were [æ], [e], [i], [o], [u], [y], and [ɑ].

The long vowels were [æ:], [e:], [i:], [o:], [u:], [y:], and [ɑ:].

The distinction between long and short vowels was phonemic, meaning it could change the meaning of words. For example, "mann" (man) versus "mān" (crime).

Vowel length played a crucial role in Old English phonology, with vowel length often influenced by the phonetic environment.

Common diphthongs included [æɑ], [æɔ], [æu], [ea], [eo], [eu], [iu], [ie], [io], and [ui].

The consonant system of Old English resembled that of other Germanic languages but with some distinctions.

Voiceless stops included [p], [t], and [k], while voiced stops included [b], [d], and [g].

The fricatives included [f], [θ], [s], [ʃ], [h], and [x].

Old English had a unique sound called the "wynn" (ƿ/p), which represented the [w] sound. This letter was later replaced by the letter "w."

Another notable feature was the use of dental fricatives [θ] and [ð], which have largely disappeared in modern English, except for "th" in words like "thing" and "this."

Old English also had a rich inflectional system, with many endings that affected the pronunciation of consonants in word-final positions.

In Old English, syllabic emphasis was attained by intensifying articulation, employing *dynamic stress*. In multisyllabic words, stress was commonly placed on the root-morpheme or the initial syllable. Word stress in Old English was typically fixed, remaining on the same syllable across various grammatical forms of the word and generally remaining unchanged during word-building processes.

SEMINAR 4. OLD ENGLISH: MORPHOLOGICAL STRUCTURE. THE NOUN. THE PRONOUN, THE NUMERAL, THE ADJECTIVE, THE ADVERB.

1. Morphological structure of the word in OE.
2. Strong and weak declensions of nouns.
3. Grammatical categories of the OE noun.
4. OE adjectives and their morphological properties.
5. Classes and categories of pronouns in OE.
6. OE numerals
7. The adverb and its morphological properties.

Guides

In Old English, *the morphological structure of words* was highly inflectional and displayed a complex system of prefixes, suffixes, and root forms. Words changed their form to indicate grammatical categories, such as case, number, gender, and tense. Nouns, pronouns, adjectives, and verbs all had inflectional endings that marked their grammatical function within a sentence. The word order in Old English was also flexible, because the relations between the subject and the object were indicated by inflections.

In OE, the word structure was simplified: the 3-morpheme Proto-Germanic structure (root+stem-forming suffix+ ending) transformed into a 2-morpheme structure (root+ending).

The noun had the following grammatical categories:

- the category of Number (Singular and Plural);
- the category of Case (Nominative, Genitive, Dative, and Accusative);
- the category of Gender (Masculine, Feminine, and Neuter). The genders in Old English were grammatical, rather than the natural forms of the Present Day English. Every noun with all its forms belonged to one gender, although the grammatical gender did not necessarily correspond to the natural gender: *seo sunne* ('the Sun') was feminine, *se mona* ('the Moon') was masculine and *þay wif* ('the woman/wife') was neuter.

OE system of declension was based on such criteria:

- the stem-forming suffix;
- the gender of nouns;
- the phonetic structure of the word;

The nouns in Old English are commonly subdivided into strong and weak declension, each of these groups is further on subdivided into several subgroups.

The Strong Declension includes nouns that had had a vocalic stem-forming suffix. The stem-suffixes could consist of vowels (a-stems, i-stems, \bar{o} -stems u-stems), or sound sequences (ja-stems, wa-stems $j\bar{o}$ -stems, $w\bar{o}$ -stems).

Weak Declension - this class of nouns consisted of a rather numerous group of nouns originally having n-stems; -nd-stems, r-stems, and s-stems. The suffix was well-preserved in the declension of nouns in Old English, but disappeared in the nominative case.

Some groups of nouns had no stem-forming suffix. They were called root-stems.

The classes of **pronouns** in OE:

- personal
- demonstrative
- interrogative
- indefinite

The grammatic categories: similar to those of the nouns (in pronouns-nouns) or the adjectives (adjective-pronouns). Relative, possessive and reflexive pronouns were not fully developed in OE.

The personal pronouns in Old English had 3 persons, 3 numbers (Singular, Plural and Dual) in the 1st and 2d persons and 2 numbers (singular and plural) – in the 3d person, and 3 genders in the 3d person. The pronouns of the 1st and 2d persons had suppletive forms.

There were two demonstrative pronouns in Old English, *sē*, which distinguished 3 genders in the singular form and had one form for all the genders in the plural; and: *þes* for Masculine, *þeos* for Feminine, *þis* for Neuter and *þās* for Plural.

Demonstrative pronouns in Old English followed a similar declension pattern as adjectives, resulting in a 5-case system. This system included the Instrumental case, which had a distinct form for the Masculine and Neuter genders.

Interrogative pronouns *hwā*, *hwæt* had only singular forms. They had a 4-case paradigm. The Instrumental case of *hwæt* was used as an individual interrogative word *hwȳ*.

The indefinite pronouns were a numerous class including simple pronouns and a large number of their compounds.

OE adjectives had the categories of:

- number,
- gender,
- case
- degrees of comparison,
- definiteness/indefiniteness.

The category of case included one more case, Instrumental. The adjective had two types of declensions: Weak and Strong, similar to those of the noun. However, as different from the noun, adjectives did not belong to a particular type of declension. Most adjectives in Old English could be declined in different ways, with the choice often depending on various factors such as the preceding pronouns that modified the same noun, the syntactical function of the adjective within the sentence, the degree of comparison being used, or the specific meaning conveyed by the adjective. The adjective had a strong form of declension when used predicatively or as an attribute without any determiners. The adjectives in the comparative and superlative degrees were declined as weak forms. The strong forms were generally associated with the meaning of *indefiniteness*, while the weak forms were associated with the meaning of definiteness. The weak forms were frequently used in combination with the demonstrative pronouns.

The typical method employed to form the Comparative and Superlative degrees of Old English adjectives was by adding the suffixes "-or/-ra" for the Comparative and "-est/-ost" for the Superlative. Occasionally, this suffixation was accompanied by a change in the root-vowel. Additionally, some adjectives retained their older suppletive forms for these degrees.

Old English Numerals:

- cardinal,
- ordinal.

Cardinal numerals from 1 to 3 were declined. Numerals from 4 to 19 were usually invariable, when used as attributes to a noun, and declined when used without a noun.

The Adverb

There were simple and derived adverbs in Old English. Simple adverbs are unchangeable. Derived adverbs were formed from the adjectives by means of the suffix -e: *wid-wide*. Adverbs formed the degrees of comparison in the same way as adjectives, that is by adding the suffixes -or/ra and -ost/est: e.g., *neah - nearra - niehst (near)*

SEMINAR 5. OLD ENGLISH: MORPHOLOGICAL STRUCTURE**THE VERB IN THE OLD ENGLISH PERIOD****OLD ENGLISH: THE SYSTEM OF VOCABULARY**

1. Morphological classes of verbs:
 - strong verbs in Old English
 - weak verbs in Old English
 - preterite-present verbs
 - anomalous/irregular verbs
2. Grammatical categories of the verb:
 - the category of person
 - the category of number
 - the category of mood
 - the category of tense
 - aspect in Old English
3. Non-finite forms of the verb.
4. Etymological Survey of the Old English Vocabulary
 - common Indo-European words
 - words from the common Germanic period
 - west Germanic words
5. Borrowings in the Old English period:
 - Latin
 - Celtic
 - Scandinavian
6. Wordformation in Old English

Guides

The Old English verb system was less developed, as compared to modern English, with fewer forms and somewhat different categories. The verb paradigm was represented by numerous morphological classes and employed various form-building means. Form-building means in Old English verbs included: vowel interchange, the use of suffixes, inflections, and suppletivity. Inflections were often present alongside other form-building methods, resulting in

a combination of inflections with vowel interchange or suppletivity, or purely inflectional forms.

Morphological classification of Old English Verbs

The majority of Old English verbs fell into two main classes:

- the strong verbs
- the weak verbs.

The primary distinction between these groups lies in the method they employ to form their main forms. *The strong verbs* formed their stems by means of vowel gradation and by adding certain inflections and suffixes; in some verbs, gradation was accompanied by changes of consonants. The strong verbs in Old English are usually divided into 7 classes according to the vowel gradation going back to Proto-Indo-European qualitative ablaut [e – o] and sometimes quantitative ablaut.

The weak verbs formed their Past tense stem and that of Participle II by adding dental suffix -d- and -t-; normally, they did not change their root vowels. In Old English, the number of weak verbs surpassed that of strong verbs. This trend continued to increase as all newly derived verbs were conjugated as weak verbs. They were subdivided into 3 classes (in Proto-Germanic – 4 classes).

Preterite-present verbs, also known as past-present verbs, were a significant group in Old English. Originally, the present tense forms of these verbs were past tense forms, specifically Indo-European perfect forms that denoted past actions relevant for the present. Over time, these forms acquired present meanings, but retained many formal features of the past tense. Most preterite-present verbs developed new past tense forms with the help of dental suffixes -d/-t. Many of these verbs lacked a full paradigm and were considered "defective" in this sense. In Old English, there were 12 preterit-present verbs, six of which have survived into Modern English: e.g., *āƷ* – *owe*, *cunnan*, *cann* – *can*, *dear* – *dare*, *sculan*, *sceal* – *shall*, *maƷan* – *may*, *mōt* – *must*.

Anomalous, or irregular verbs, in Old English exhibited irregularities in their conjugation or had unique characteristics that set them apart from regular verbs.

- *willan* (*wolde* in the Past): this verb originally conveyed the meaning of volition and desire. While it resembled preterit-presents in meaning and function, it evolved into a modal verb. Together with *sculan*, it developed into an auxiliary verb, giving rise to the modern forms shall, will, should, and would.
- *dōn* ("do"): this verb combined features of weak and strong verbs. It formed a weak past tense with a vowel interchange and a past participle in -n. The conjugation pattern was *dōn* – *dyde* – *Ʒe-dōn*.
- *Ʒān* ("go") and *bēon* ("be"): these verbs were suppletive, meaning their past tense forms were built from different roots. For *Ʒān*, the conjugation was *Ʒān* – *ēode* – *Ʒe-Ʒān*, while for *bēon*, it was *bēon* – *wæs* – *wēron* – *wāren*.

All paradigmatic forms of Old English verbs were synthetic, i.e., formed by means of inflections/grammatical endings or other morphological changes. Moreover, there existed lexical structures, featuring non-finite forms of the verb, that conveyed specific grammatical meanings, which eventually evolved into analytical forms.

The verb had the two grammatical categories, Number and Person, dependant on the subject of the sentence. Its specifically verbal categories were the category of mood, constituted by the Indicative, Imperative and Subjunctive forms, and the category of Tense, represented by the present tense, Presence, and the past tense form, Preterite. The tenses were formally distinguished by all the verbs in the indicative and subjunctive moods.

In addition to these categories, the category of aspect was expressed by the regular oppositions of verbs with or without the prefix *Ʒe-*: verbs with this prefix had a perfective meaning, while without it - a non-completed action: e.g., *feohtan* «fight» – *Ʒefeohtan*.

In Old English, aspectual meanings could also be expressed by verb phrases with the verbs *habban*, *bēon*, *weorðan* ("have," "be," "become") and the Past or Present Participle. Phrases with the Present Participle described a prolonged state or action, while phrases with the Past Participle indicated a state resulting from a previously completed action. However, these verb phrases cannot be considered as members of distinct grammatical categories, they contributed to the further development of analytical forms in the later periods.

Non-finite forms of the verb

The non-finite forms of the verb in Old English were the infinitive and two Participles. They had no categories of the finite verb but shared many features with the nominal parts of speech.

The Infinitive had the suffix *-an/ian*. *Participle I* is formed by means of the suffix *-ende* added to the stem of the infinitive: *writan* - *writende* (to write - writing). Like all nominal parts of speech, it had the categories of Number, Gender and Case, and was declined like a strong adjective. *Participle II* in Old English, depending on the verb class, was formed through vowel interchange (gradation) and the addition of the suffix "-en" for strong verbs or the dental suffix "-d/t" for weak verbs. It was often prefixed with "Ʒe-", though it could also appear without it, particularly when the verb already had another word-building prefix. For example, "writan" (to write) formed "writen" or "Ʒewriten".

Old English Vocabulary. Etymological composition

Old English vocabulary was primarily homogeneous, with loanwords being fairly insignificant compared to native words. These native words can be further subdivided into:

- **Common Indo-European words:** inherited from the common Indo-European language and formed a significant part of the Old English vocabulary. They represented fundamental concepts and everyday objects that were common to the Indo-European-speaking peoples.
- **Germanic words:** the core of the Old English vocabulary and reflected the linguistic heritage of the Germanic tribes who migrated to Britain. They included words related to daily life, family, nature, and basic human activities.
- **Anglo-Saxon words:** specific to the Anglo-Saxon culture and society that developed in Britain during the Old English period. They encompassed terms for social structures, legal institutions, and cultural practices unique to the Anglo-Saxons.

In Old English, *lexical borrowings* were not as frequent as in some other languages, but they did occur. The main sources of loanwords in Old English were *Celtic languages and Latin*. However, the Celtic influence was not very significant, and the borrowed words were mainly

limited to a few examples, such as: *dim* (from Celtic): meaning "down" was borrowed into Old English. Celtic loanwords represent a small, but noteworthy aspect of the Old English vocabulary, showing some influence from the indigenous languages spoken in the British Isles before the arrival of the Anglo-Saxons. Some Celtic words have persisted in English, particularly in the names of geographical features, like rivers and mountains. For example, the word "Avon," as seen in "Stratford-on-Avon," originates from Gaelic "*amhuin*," meaning "river." Similarly, the term "*loch*," meaning "lake" in Gaelic, is still used in English, often as part of proper names like "Loch Lomond." These serve as reminders of the linguistic and cultural influences that have shaped the English language over time.

However, Latin loanwords were more numerous and had a broader impact on the Old English lexicon, particularly in domains related to Christianity, learning, and administration. Latin words in Old English can be categorized into two layers based on their historical origins and assimilation into the Germanic languages. The first layer consists of Latin words that were borrowed into the Germanic languages during pre-British periods, primarily through contact between Germanic tribes via warfare and trade. These words are found not only in Old English, but also in many other Germanic languages. Over time, these Latin borrowings became assimilated, as a result Latin origin may not be immediately apparent and requires specialized knowledge to trace.

The second layer of Latin borrowings in Old English is associated with the introduction of Christianity. This layer includes religious terms as well as cultural and social concepts that emerged in society following the adoption of Christianity. Many of these religious terms were originally from Greek and were later borrowed into Latin before being incorporated into Old English.

Scandinavian borrowings in Old English primarily occurred as a result of Viking invasions and settlement in England. These borrowings influenced various aspects of Old English vocabulary, particularly in areas related to trade, governance, seafaring, and daily life. They included the following groups:

- Many everyday words in Old English were borrowed from Old Norse, the language of the Vikings: "sky" (Old Norse: *sky*), meaning "cloud"; "egg" (Old Norse: *egg*), meaning "egg"; "skirt" (Old Norse: *skyrta*), meaning "shirt" or "garment"; "knife" (Old Norse: *knífr*), meaning "knife".
- Scandinavian influence is evident in personal names and place names in England. Many names of towns, villages, rivers, and geographical features bear Norse origins. Examples include: e.g., "Thames" (Old Norse: *Temese*), the name of a major river in England; "York" (Old Norse: *Jórvík*), the name of a city in northern England; "Derby" (Old Norse: *Djúra-bý*), the name of a city in central England.
- The Vikings were skilled seafarers, and their influence is reflected in Old English nautical vocabulary. Words related to navigation, shipbuilding, and maritime activities were often borrowed from Old Norse: e.g., "keel" (Old Norse: *kjǫlr*), referring to the bottom of a ship; "mast" (Old Norse: *mastr*), referring to the upright pole on a ship; "sail" (Old Norse: *segl*), referring to the cloth used to catch the wind on a ship.
- Scandinavian influence is also evident in legal and administrative vocabulary, particularly in regions of England with significant Viking settlement: e.g., "law"

(Old Norse: *lag*), referring to a system of rules or regulations; "thing" (Old Norse: *þing*), referring to a legislative assembly or council; "husband" (Old Norse: *húsbóndi*), originally meaning "master of the house".

- Some personal pronouns in Old English show Scandinavian influence, particularly in the northern dialects of Old English. For example: "they" (Old Norse: *þeir*), referring to a plural group of people.

Word-building in Old English

Apart from borrowing words from other languages, there were other ways of enriching the system of vocabulary. In Old English, vocabulary enrichment was achieved through various word-building techniques. These included morphological processes, syntactic constructions, and semantic developments:

- **Morphological:** new words were formed by adding affixes or morphemes to existing words. This could involve prefixes, suffixes, infixes, or compounding. For example, the addition of the prefix " *Ʒe* " to verbs formed past participles, as in " *Ʒe-lufod* " (loved), while compounding created new words like " *ēag-wrāt* " (eyelash) from " *ēage* " (eye) and " *wrāt* " (twig).
- **Syntactic:** Some new words were created by combining words or syntactic groups. This could involve phrases becoming compound words or modifying the syntactic structure to convey a new meaning. An example is the combination of " *hūs* " (house) and " *weard* " (keeper) to form " *hūs-weard* " (household).
- **Semantic:** Existing words underwent semantic shifts or expansions to acquire new meanings. This could result from metaphorical usage, borrowing from other languages, or changes in cultural contexts. For instance, the Old English word " *hlāford* " originally meant "loaf-ward" (bread guardian) but evolved to signify "lord" or "master."

Affixation, including prefixation and suffixation, was very productive for building new words. Prefixation in Old English as in all the Old Germanic languages was most typical of verb-formation. Negative prefixes were productive in the formation of nouns and adjectives (prefixes *wan-*, or-).

The main function of prefixation was to modify the lexical meaning of a stem without changing the part of speech to which it belonged. The most productive Old English prefixes were *ā-*, *be-*, *for-*, *fore-*, *Ʒe-*, *mis-*, *un-* : e.g., *ā-* : *ā-faran* – (depart).

Suffixation was the most productive in nouns and adjectives. They were not only used to modify the lexical meaning of a stem but also to transform the word into another part of speech. Besides the Germanic suffixes, new suffixes were developing in Old English: *-dōm*, *-hād*, *scipe*, *-full-*, *leas-*, *līc-*.

These word-building techniques allowed Old English speakers to adapt and expand their vocabulary to express new concepts, reflect cultural changes, and accommodate influences from neighboring languages.

Thus, the Old English vocabulary was diverse and reflected the linguistic, cultural, and historical context of the Anglo-Saxon society. While the exact size of the Old English vocabulary remains uncertain, it is clear that it encompassed a wide range of words to articulate the experiences and worldview of the speakers of that time.

SEMINAR 6

MIDDLE ENGLISH: GENERAL CHARACTERISTICS

1. The impact of the Scandinavian invasion on the economic and social life in the 11th century
2. The Norman Conquest.
3. Language situation in the country after the Norman Conquest. The influence of the French language.
4. Middle English Dialects.
5. Middle English Written Records
6. Geoffrey Chaucer and his role in the development of English.

Guides

The Old English period, spanning from the 5th to the 12th century, marked a crucial transitional phase in British history, from a tribal system to the establishment of feudalism. By the 11th century, feudalism had become firmly entrenched in Britain, characterized by a natural economy where most goods needed for the lord's livelihood were produced on the estate. This transition to feudalism provided rich ground for dialectal differentiation within the English language. The main dialectal divisions often aligned with geographical features such as rivers, marshes, forests, and mountains. These natural barriers further accentuated the linguistic differences between regions.

Moreover, historical events such as the Scandinavian invasions and the Norman Conquest played significant roles in shaping dialectal variations during the Early Middle English period. The influx of Norse influences from the Scandinavian invaders and the subsequent Norman rule following the Conquest introduced further complexities and variations to the English language landscape.

The Scandinavian invasions of England, which occurred primarily during the Old English period (8th to 11th centuries), had a significant impact on the English language. The political annexation of England by Denmark under King Canute in 1016 was a pivotal moment in this process, setting the stage for linguistic changes that would become more pronounced in Middle English.

Thus, one of the most visible effects of the Scandinavian influence was the incorporation of *Norse vocabulary* into the language. Words related to maritime activities, warfare, trade, and everyday life entered the English lexicon from Old Norse.

Moreover, the contact between Old English and Old Norse speakers also led to *phonological changes* in both languages. For instance, Old Norse had certain sounds that were absent in Old English, such as the voiced dental fricatives [ð] and [ɣ]. The influence of Old Norse on Old English pronunciation might have contributed to the loss of certain distinctions

and the simplification of phonological features, paving the way for developments seen in Middle English.

The Scandinavian influence can also be observed in *the morphological structure* of Old English. Some scholars argue that the simplification of inflectional endings and the leveling of grammatical forms seen in Middle English may have been influenced by Old Norse.

The Scandinavian presence in England is also reflected in place names, with many locations in the Danelaw, the area of England under Danish control, bearing Norse-derived names. Examples include names ending in “-by” (meaning village or settlement), such as Grimsby and Derby, which are derived from Old Norse “byr”, names of villages with the element thorp – “village”: Woodthorp or Linthorp.

The Norman Conquest of England in 1066 marked a pivotal moment in English history. With the Norman Conquest, French became the language of the ruling elite in England. The Norman nobility and aristocracy brought with them their language, Norman French, which gradually began to coexist alongside Old English.

Norman French borrowings enriched the English vocabulary, particularly in areas related to governance, law, administration, religion, culture, and cuisine. Thousands of French words entered English during this period, many of which are still in use today. Examples include “government,” “justice,” “castle,” “religion,” “culture,” and “beef” (from the French “boeuf”). Also, many synonyms appeared in the English language because both French and English words for the same thing were used side by side, e.g., to give up – to continue, to give in – to abandon.

Furthermore, England, following the Norman Conquest, became a bilingual society where two languages, Old English and Norman French, coexisted. The ruling elite and nobility spoke Norman French, while the common people continued to speak Old English. These contacts influenced the pronunciation, grammar, and vocabulary of both languages, resulting in linguistic changes and innovations. The fusion of Old English and Norman French elements gave rise to Middle English, a new stage in the development of the English language, which exhibited characteristics of both its Anglo-Saxon and Norman roots.

Also, the Norman Conquest brought about significant social and cultural changes in England. The Norman nobility established a feudal system, introduced new administrative practices, and built castles and fortifications. These changes reshaped English society and institutions, influencing language use and development. The Normans, who were of French origin, brought with them their language and cultural practices, establishing French as the prestige language of the ruling class. French literary and cultural traditions impacted English literature, while Norman scribes played a role in the preservation and dissemination of English texts. Additionally, linguistic borrowings and interplay between French and English contributed to the richness and complexity of the English language.

Middle English Dialects

Middle English featured a range of dialectal variations. While there was no standardized form of Middle English, scholars have identified several major dialect groups based on regional differences in pronunciation, vocabulary, and grammar. These dialect groups include:

- a) *Southern Dialects*, spoken in the southern part of England, including London and the surrounding areas. Southern dialects influenced later forms of English and the London dialect served as the main source and basis of the Literary Standard, both in its written and spoken forms.
- b) *Kentish Dialect*, found in the county of Kent in southeastern England, the Kentish dialect exhibited distinct phonological features and vocabulary.
- c) *West Midlands Dialects*, spoken in the central-western part of England, including regions such as Mercia and the West Midlands. West Midlands dialects were characterized by features such as the retention of certain Old English sounds.
- d) *East Midlands Dialects*, spoken in the eastern part of England, including regions such as East Anglia and Nottinghamshire. East Midlands dialects were influential in the development of later forms of English.
- e) *Northern Dialects*, spoken in the northern part of England, including regions such as Yorkshire, Lancashire, and Northumberland. Northern dialects exhibited distinctive phonological and grammatical features.

Middle English written records encompass a wide range of texts produced between approximately the 12th and 15th centuries. These texts provide valuable insights into the linguistic, cultural, and literary developments of the Middle English period.

Middle English literature includes a rich variety of genres, such as poetry, prose, drama, and religious texts. Key literary works include Geoffrey Chaucer's "Canterbury Tales," William Langland's "Piers Plowman," and Sir Gawain and the Green Knight.

Religious texts were an important part of medieval English literature, reflecting the influence of Christianity on society. These texts include biblical translations, sermons, saints' lives, and devotional literature. A significant work in the history of the English language, offering valuable insights into the linguistic developments of the early Middle English period, is the poem "Ormulum", written in a distinct variety of Middle English known as the North-Eastern Midland dialect, which was spoken in the regions of northern England and the East Midlands during the 12th and 13th centuries. Orm, the monk who composed this poem, adhered to a phonetic spelling system, aiming to reflect more accurately the pronunciation of the time. This makes the "Ormulum" a valuable resource for scholars studying the phonological changes that occurred during the transition from Old English to Middle English.

Legal documents such as charters, deeds, and court records provide insights into legal practices, land ownership, and social organization during the Middle English period. The proclamation issued by King Henry III in 1258, addressed to the councilors in Parliament and written in French, Latin, and English, is emblematic of the growing recognition and acceptance of English as a language of governance and administration. This multilingual proclamation reflected the linguistic diversity of medieval England and signaled an acknowledgment of English alongside French and Latin.

Chronicles and historical narratives record historical events, political developments, and social changes in medieval England. Examples include the "Anglo-Saxon Chronicle" and the "Brut Chronicle."

Geoffrey Chaucer, often regarded as the "Father of English Literature," played a pivotal role in shaping the English language and literature. His most famous work, "The Canterbury

Tales," written in Middle English, contributed significantly to the standardization and development of the English language. His use of vernacular English, rather than the more traditional Latin or French, helped establish English as a legitimate literary language.

Chaucer's writing demonstrated a remarkable blend of humor, realism, and social commentary. His characters in "The Canterbury Tales" represent a cross-section of medieval English society, offering insights into various aspects of life during that period in the medieval England, its customs, beliefs, and social structures.

John Wycliffe's translation of the Bible into English was an influential work, with profound linguistic and cultural consequences. Wycliffe and his followers were among the first to translate the Bible from Latin into English, making the Scriptures accessible to a wider audience beyond the clergy and educated elite. Wycliffe's translation played a significant role in promoting the use of English as a language of literature, scholarship, and religious discourse. By translating the Bible into English, Wycliffe contributed to the standardization and development of the English language, helping to establish it as a legitimate medium for expressing religious and philosophical ideas.

"The Bruce" by John Barbour is a significant work in the literary history of Scotland. Written in the Scots language, which evolved from the Northern dialect of English, it is considered one of the earliest major works of Scottish literature. "The Bruce" is an epic poem that recounts the life and exploits of Robert the Bruce, a key figure in Scottish history who played a fundamental role in the Wars of Scottish Independence against English rule.

The 13th century saw a gradual shift in favor of English, caused by the factors such as the increasing use of English in legal documents, literature, and everyday communication among the population. The Hundred Years' War (1337-1453) between England and France further contributed to the decline of French influence in England and the consolidation of English as the dominant vernacular. By the end of the Middle Ages, English had firmly established itself as the primary language of administration, law, and literature in England. The Norman French spoken by the ruling class eventually merged with English to form Middle English, marking a significant milestone in the linguistic evolution of the English language. However, it would take several more centuries for English to fully supplant French as the language of governance and culture in England.

SEMINAR 7. MIDDLE ENGLISH: PHONOLOGICAL CHANGES

1. Changes in the System of Spelling
2. Leveling of sounds.
3. Quantitative changes of vowels
4. Monophthongization of Old English diphthongs.
5. The loss of h in certain clusters.
6. Development of new diphthongs

Guides

In the transition from Old English to Middle English, significant phonological changes occurred, reshaping the sound system of the language.

In ME the runic letters passed out of use: *þ* (thorn) and *ð* (eth) were replaced by the digraph *th*, *ƿ* (wynn) was replaced by “double u” *w*, *æ* (æsh) was no longer used and was replaced by *e*, *ea*, *e*, *ȝ* (yogh) was replaced by *g* (e.g., OE *ȝod* → ME *god*). By the 14th century, *ȝ* representing [j] was gradually replaced by the letter *y*, when *ȝ* represented a velar or a palatal spirant, it was replaced by *gh*: e.g. *right*, *brought*. Middle English saw the adoption of the Roman alphabet, which gradually replaced the runic characters used in Old English manuscripts. This led to changes in spelling conventions and the introduction of new letters to represent sounds not present in Old English.

Middle English employed digraphs and trigraphs to represent certain phonemes, e.g., “*th*” for the voiced and voiceless dental fricatives ([ð] and [θ]), “*ch*” for the [tʃ] sound, and “*gh*” for various guttural sounds. Middle English witnessed the introduction of new letters and diacritical marks to represent sounds not present in Old English or to distinguish between similar sounds. For example, the letter “*y*” was introduced to represent the [y] sound, and diacritical marks were sometimes used to indicate vowel length or stress. Also, Middle English spelling varied widely between different regions and individual writers, reflecting the lack of standardization during this period.

Middle English witnessed *the leveling* of certain consonant and vowel distinctions present in Old English. This resulted in simplification of the sound system, with fewer phonemic contrasts. For example, the Old English distinction between voiced and voiceless fricatives (such as [f] and [v], [θ] and [ð]) began to blur, leading to fewer contrasts in pronunciation.

Middle English was affected by *quantitative changes in vowel length*, with many long vowels of Old English becoming shortened or diphthongized. This resulted in the loss of the phonemic distinction between long and short vowels in many cases, leading to a more uniform vowel system. The quantity becomes a positional characteristic of a sound. In the 13th century short vowels were lengthened in the open syllables. This lengthening affected the short vowels *a*, *o*, *e*: e.g., *cāru* – *care*.

Middle English witnessed *the simplification of Old English diphthongs into monophthongs*. This process involved the smoothing out of the gliding movement within diphthongs, resulting in single vowel sounds. For example, the Old English diphthong [iu] became the Middle English monophthong [i:].

Middle English experienced *the loss of initial [h]* in certain consonant clusters. This phenomenon, known as h-dropping, occurred particularly in unstressed syllables. For instance, the Old English word "*hlāf*" (bread) became "loaf" in Middle English, with the initial [h] being dropped.

Middle English also witnessed *the development of new diphthongs* through various phonetic processes, including vowel breaking and glide formation. Some monophthongs in Old English underwent diphthongization. For instance, the Old English vowel [e] could become [ei] or [ɛi] in Middle English; the Old English [u] sound in words like "*cū*" (cow) developed into a diphthong in Middle English, resulting in pronunciations like "cow."

Middle English saw a significant *reduction in inflectional endings* compared to Old English. This led to a more simplified grammar and phonological system.

Also, some *consonants* became *palatalized* before front vowels. For example, the Old English [k] could become [tʃ] before front vowels in Middle English. There were changes in the voicing of consonants in certain contexts. For example, voiced fricatives became voiceless in word-final positions. Many final consonants were lost in Middle English, especially in unstressed syllables. This contributed to the simplification of word endings and the development of a stress-based phonological system.

Middle English exhibited *changes in syllable structure* compared to Old English. There was a tendency towards simplification, with a reduction in the number of consonant clusters and the development of new syllable patterns.

In Middle English, the word stress acquired greater positional freedom and began to play a more important role in word derivation. French borrowings, when they first appeared in the English language, kept their original stress on the final syllable. Later, these words were assimilated and the stress moved closer to the beginning of the word.

These phonological changes mark a significant transition from Old English to Middle English and reflect the evolving linguistic landscape of medieval England. They laid the basis for further developments in the English language, shaping its phonetic inventory and contributing to the emergence of distinct regional dialects.

SEMINAR 8. MIDDLE ENGLISH: MORPHOLOGY AND SYNTAX

1. Middle English noun: the category of number, the loss of the category of gender, reduction of case forms.
2. Article development.
3. Adjectives and adverbs in Middle English.
4. Pronouns and numerals.
5. The tendencies in the use and changes in the forms of verbs.
6. Grammatical categories of the verb. The development of analytical forms.
7. Middle English Syntax.

Guides

The noun

Middle English gradually lost the grammatical gender system present in Old English. Nouns were no longer classified as masculine, feminine, or neuter. The inflectional endings of nouns were simplified compared to Old English. The declension system became less complex, with fewer distinct forms for cases and numbers. Additionally, there was a reduction in the number of distinct case endings for nouns, transitioning from four in Old English to two in Middle English: the Nominative and the Genitive. In Old English, nouns in the Genitive case in the singular had the following endings:

- es (ā-stems and masculine and neuter nouns from other groups)
- e (o-stems, i-stems, root-stems)
- 0 (r-stems)
- a (u-stems)
- an (n-stems)

The genitive case became predominant and was marked by *-es* or *-is* for singular nouns and *-en* or *-es* for plural nouns. While Old English had a developed system of case endings, Middle English started to rely more on word order and prepositions for indicating grammatical relationships between the words in the sentence. The category of number was preserved, nouns generally had two forms for the singular and plural, with the plural often marked by *-es* or *-en*.

In Middle English, a significant development in the language's morphology was ***the development of the article*** as a distinct part of speech. Unlike in Old English, where case endings often indicated the function of nouns within a sentence, the article served to specify definiteness or indefiniteness, providing crucial information about the noun it accompanied.

The definite article "the" evolved from the weakened form of the Old English demonstrative pronouns "se," "seo," "Pæt". As a demonstrative pronoun "that" preserved number distinctions, but as a definite article it was uninflected.

The indefinite article "an" (later standardized as "a") originated from the weakened form of the Old English numeral "ān" (one).

The Adjective

Adjectives generally followed the declension pattern of nouns. The paradigm of the adjective in Middle English is significantly simplified. The category of gender is lost, because it was no longer found in the nouns. The distinction between strong and weak declensions became less prominent. Adjective agreement with nouns became less strict in Middle English compared to Old English. In Middle English, the adjective no longer agrees with the noun in case. The only remaining endings were the plural form with the ending "-e" and the weak form (the one preceded by an article) also ending in "-e": e.g., *young kniht /the younge kniht*.

The degrees of comparison was the only remaining grammatical category, it was represented in the same way as in Old English, but the suffixes were weakened to -er, -est and the interchange of the root-vowel was less common and soon fell in disuse. The most important innovation in Middle English was the development of analytical forms of degrees of comparison on the basis of the Old English adverbs *ma*, *bet*, *betst*, *swiþor*. When the phrases with ME "more" and "most" became more common, they were used with all kinds of adjectives regardless of the number of syllables: e.g. *more swete* (sweeter).

The Adverb

Middle English displays the changes in the formation and use of adverbs. Adverbs were often formed by adding the suffix "-e" to adjectives, although some adverbs retained irregular forms inherited from Old English. In Middle English, adverbs could occupy various positions within a sentence, and there was more flexibility compared to Old English. Adverb placement became less rigid and more dependent on stylistic considerations.

The Pronoun

Pronouns also underwent simplification and regularization, with distinctions between subject and object forms becoming clearer. While Old English had a variety of distinct forms for pronouns based on case, number, and gender, Middle English tended to merge or simplify these forms. The dual number, present in Old English pronouns, was no longer distinguished. All pronouns in Middle English, with the exception of personal, lost the categories of gender and case, some lost their number. The nominative case of personal pronouns was somewhat changed. The changes were not observed in all dialects. Both the forms *I* or *ich*, with the growing frequency of the first variant, *thou* (a new spelling of Old English *þū*). The plural of the third person personal pronouns, Scandinavian *they/them*, were introduced into the language.

A new class of pronouns appeared - possessive pronouns. The former Genitive case of the personal pronouns retained only the possessive meaning and constituted that group. The Norman Conquest brought French influences to Middle English pronouns, introducing new forms and affecting usage patterns.

The Numeral

Middle English numerals, with distinct forms for case, number, and gender, underwent simplification in declension, which became less prominent. They were no longer declined, and lost the category of gender alongside with other nominal parts of speech. As a result of Norman Conquest, French numerals were introduced into Middle English, influencing usage and pronunciation, e.g., the word *millioun*. French-derived numerals became more common alongside native English forms. The ordinal numerals developed the suffix *-th*, the borrowing from French *second* replaced the former Old English numeral.

The Verb

Middle English verbs demonstrated changes in conjugation, but they preserved some of the older Germanic features. All types of verbs existing in Old English - strong, weak, preterite-present and irregular were preserved in Middle English. In each type, some changes were observed due to phonetic developments of this period. The conjugational paradigms became more regularized, with fewer irregular verbs. The dual number, which existed in Old English, disappeared in Middle English, verbs were conjugated only for singular and plural subjects.

Strong verbs, which formed their past tense by the vowel interchange, were still in use, but underwent simplification. Weak verbs, which formed their past tense with a dental suffix, became more prevalent.

The distinction between singular and plural forms of the verb became less important. Many inflectional endings, such as those marking person, number, and tense, became less distinct or were lost.

The Old English prefix ȝe- reduced to $y-$, it was found in the second participle (in the Southern dialects). In most dialects it disappeared by the 14th century, while in Chaucer's "Canterbury Tales" it was commonly observed.

The analytical forms, Middle English innovation, developed from free word groups. The first component in such phrases weakened or lost its lexical meaning and turned into a grammatical marker, while the second component preserved its lexical meaning and acquired new grammatical value. Auxiliary verbs, such as "be," "have," and "do," became more prominent in Middle English. They were used to form compound tenses and express various grammatical aspects, thus Middle English saw the development of analytical progressive and perfect tense forms, combined with the past participle.

The use of such verbs as *shall/ will* referred the action to the future, in Middle English these became true auxiliaries used to form the future tense.

The passive voice expressed by the combination *ben + PII* was widely used in Middle English. Unlike Old English, where the form of the participle agreed in number with the subject of the sentence, in Middle English, the lexical part of the analytical form was unchangeable.

The category of mood kept the former subdivision into the indicative, the imperative and the subjunctive. The forms of the subjunctive mood demonstrated some new tendencies. The category of mood was enriched by analytical formations *wolde + infinitive* and *sholde + infinitive*.

A new non-finite form of the verb appeared, the Gerund, with the earliest examples of a verbal noun resembling Gerund back in the 12th century. The Gerund can be traced back to three sources: the Old English verbal noun in $-unz/ -inz$, the Present Participle, or the Infinitive. The infinitive lost the category of case and the infinitive marker "to" became more standardized in Middle English, preceding the base form of the verb in many contexts. The infinitival suffix $-an, -ian$ changed into $-en, -n$ (*to goon, to writen, to spenden, to maken*), but the tendency to lose the final consonant is strong.

Due to the Norman Conquest and subsequent influence of French, Middle English borrowed verb forms and constructions from Old French, which contributed to the evolution of the English verb system.

Word order was quite free, and in some cases influenced by the French language. Middle English retained the use of inversion for emphasis or to mark certain stylistic effects. However, its frequency decreased compared to Old English, reflecting a general trend towards more regular word order.

The post-position of the adjective, characteristic of French, penetrated into the English syntax, especially with the adjectives borrowed from French. Middle English syntax started to incorporate French word order patterns and constructions, particularly in formal registers and literature. The weakening and loss of inflections resulted in the weakening and loss of agreement and government. The tendency developed to place the modifiers close to the words they modified.

Middle English also saw an increase in the use of prepositional phrases to convey relationships between elements in a sentence. This was partly due to the loss of case endings and the need for alternative ways to indicate grammatical relationships. The single negative began to be used in the 14th century, although multiple negation was still widespread. Since auxiliary verbs began to be used to express tense, aspect, mood, and voice, this trend laid the basis for the complex verb constructions found in Modern English.

SEMINAR 9. MIDDLE ENGLISH: THE SYSTEM OF VOCABULARY

1. French borrowings in English.
2. Latin influence in Middle English
3. Word-building in Middle English

Guides

Despite significant changes, Middle English retained a substantial portion of its vocabulary from Old English. Words related to everyday life, basic actions, family relationships, and nature often persisted relatively unchanged. Middle English literature, including works like Geoffrey Chaucer's "Canterbury Tales" and William Langland's "Piers Plowman," played a crucial role in shaping and popularizing vocabulary. Many words and expressions from literary works entered the general lexicon and contributed to the enrichment of the language. Middle English exhibited regional variation in vocabulary due to geographical and social factors. Dialectal differences influenced the adoption and retention of certain words, leading to lexical diversity across different regions of England. Despite the diversity of vocabulary, efforts towards standardization began to emerge. Writers, in particular Chaucer, played a significant role in promoting certain linguistic forms and vocabulary, contributing to the development of a more standardized literary language.

Old Norse, spoken by the Scandinavian invaders and settlers, also contributed to Middle English vocabulary. Norse loanwords included terms related to seafaring, warfare, geography, personal names, and everyday objects.

The Norman Conquest in 1066 brought Old French (Anglo-Norman) into contact with Middle English. As a result, thousands of French words entered the English vocabulary, particularly in areas of government, law, fashion, cuisine, and culture. Many of these borrowings were related to higher registers and institutions, coexisting with native English terms. Here belong: names of rank (*sovereign, prince, princess, duke, duchess, marquis, marquise, count, noble*), titles of respect (*sir, madam, mistress*), governmental and administrative words (*state, government, parliament, crown, court, reign, royal, majesty, country*), legal terms (*justice, judge, jury, bill, crime, verdict, accuse, punish*), military terms (*army, navy, defence, enemy, war, battle*), religious terms (*religion, faith, clergy, preach, saint, miracle*), the arts and literature (*art, colour, beauty, paint, music, poem, romance*).

The connection between the English population and the French nobility is mirrored in the semantic association of certain English terms and medieval French loanwords. Walter Scott highlighted this phenomenon in "Ivanhoe," noting that domestic animals retained their English names while tended by the English in the fields (e.g., *ox, cow, calf, sheep, swine*), but acquired French names when served on the table of a Norman lord (e.g., *beef, veal, mutton, pork*).

Latin continued to be a significant source of vocabulary during the Middle English period, particularly in domains such as religion, science, medicine, law, and academia. Latin borrowings often entered English through ecclesiastical or scholarly contexts.

Middle English witnessed semantic shifts in many words inherited from Old English. Changes in meaning often resulted from contact with speakers of other languages or from

cultural and societal developments. For example, the Old English word "meat" originally referred to any kind of food, but later narrowed in meaning to specifically refer to animal flesh; the Old English verb *steorfan* "to die" and its modern outgrowth *to starve*, or the Old English *hærfest* "autumn" and the Modern English *harvest*.

Middle English continued to utilize word formation processes such as compounding, derivation, and borrowing to expand its vocabulary. Compound words became increasingly common, combining native English elements with borrowed or inherited components. During this period, a significant development was the emergence of conversion as a novel form of derivation. This was due to the simplification of endings and the omission of "-n" in unstressed syllables, causing Old English "ende" and "endian" to merge into Middle English "ende" ['endə]. Similarly, Old English "lufu" and "lufian" became Middle English "love" ['lʊvə]. Such instances of homonymy provided templates for the formation of new nouns from verbs (e.g., "smile" as both a verb and a noun) and vice versa (e.g., "chance" as both a noun and a verb). It is believed that the term "conversion" was first used by Henry Sweet in 1891.

Summing up, Middle English vocabulary exhibited evolutionary trends, with borrowings, semantic changes, and internal developments constantly shaping and renewing the lexicon, laying the groundwork for the further expansion and development of English in subsequent periods.

SEMINAR 10. NEW ENGLISH PERIOD

1. New English period: general characteristics. The rise of the national (literary) standard.
2. William Caxton and the introduction of printing.
3. Literary Renaissance
4. The development of science. The attempts to normalize the language.
5. Phonetic Changes in the Early New English Period. The Great Vowel Shift and its influence.
6. Early New English Grammar
7. Early New English Vocabulary. Conversion as a New Phenomenon In Early New English Word-formation. Borrowings in the Early New English. Etymological Doublets. Semantic Changes.
8. Colonial expansion of English. Regional variants of English. English as a Lingua Franca.

Guides

The New English Period, also known as Early Modern English, marks the era from approximately the late 15th century to the late 17th century. It was a time of significant linguistic change and cultural transformation in England.

Early New English is recognized as an important period in the history of the language because it saw the widespread adoption of the remaining grammatical categories and marked the final systematic and fundamental change in the sound system, bringing the pronunciation of words closer to their modern forms. Importantly, during Early New English, the borrowing of foreign words was not primarily due to invasion, but rather because the English language was becoming increasingly receptive to incorporating new vocabulary.

Moreover, it was during the Early New English period that a unified national Literary English began to take shape, thanks to two significant external factors: the consolidation of the nation and advancements in cultural progress.

The introduction of the printing press to England by William Caxton in 1476 facilitated the mass production of books and contributed to the standardization of English spelling and grammar. The language, used for printing, was the London literary English established since the age of Geoffrey Chaucer, modified in accordance with the linguistic changes. This helped to establish a more consistent written form of the language.

With the spread of printing and increased literacy rates, efforts towards standardizing English spelling and grammar began to emerge. Influential works such as *William Tyndale's Bible* and *Samuel Johnson's dictionary* contributed to the establishment of standardized norms.

The Renaissance, with its focus on classical learning and humanism, had a profound impact on English literature and language. The universities at Oxford and Cambridge, founded in the 12th – 13th centuries, became the centers of a new humanistic learning. Scholars sought to revive classical languages, leading to the incorporation of Latin and Greek elements into English vocabulary. Early grammarians, such as William Bullokar and Ben Jonson, played a

role in codifying English grammar rules and establishing grammatical conventions. Their works contributed to the standardization of English grammar and usage.

The Tudor period witnessed a significant encouragement of both domestic and international trade by the Tudor rulers. The era of great geographical discoveries, notably the discovery of the New World in 1492, provided a fresh impetus to foreign trade. By the late Tudor era, England had emerged as an impressive maritime and trading power. In 1588, England's victory over the Spanish Armada marked a decisive blow to Spain, its primary competitor in overseas trade and colonial expansion. During the late 16th century, England established its first colonies abroad. The intensification of England's interactions with foreign nations, though not always amicable, led to closer ties, inevitably influencing the expansion of its vocabulary. By the end of the Early New English period, the area of English had expanded to embrace the whole of the British Isles, with the exception of some mountainous parts of Wales and Scotland, the Isle of Man, Cornwall and some parts of Ireland, though in most of these regions the people were becoming bilingual.

During the first half of the 16th century, notable figures paved the way for the literary Renaissance in England. Among them were the renowned English humanist Thomas More (1478 – 1535) and William Tyndale, who translated the Bible. Thomas More's most significant work, "Utopia," was completed in 1516. Originally written in Latin, it was first translated into English in 1551.

The reign of Queen Elizabeth I (1558–1603) is often referred to as the Elizabethan Era, a period of cultural flourishing in England. It produced some of the greatest works of English literature, including those of William Shakespeare, Christopher Marlowe, and Edmund Spenser. The New English Period witnessed a flourishing of English literature, with the emergence of diverse literary genres such as drama, poetry, essays, and prose fiction. This period produced some of the most remarkable works of English literature, contributing to the development of the English literary canon.

William Shakespeare (1564 – 1616) stands as the foremost figure among the Elizabethan dramatists, whose writings have left a deep-rooted mark on every era and culture. Universally acknowledged, Shakespeare's unparalleled talent excelled all his contemporaries across various genres of drama and poetry, including comedies, historical plays, tragedies, and sonnets. His mastery of the English language is unmatched, evident in his ability to surpass others in his command of language. Shakespeare's works serve as an embodiment of the literary language of his time. With a vast vocabulary exceeding 20,000 words, he demonstrated a remarkable freedom in creating new words and imbuing them with new meanings. Moreover, his versatility in employing grammatical constructions mirrors the core characteristics of the language during his era.

The Reformation, initiated by Martin Luther in the early 16th century, led to religious and cultural upheaval in England. The translation of the Bible into English by figures, such as William Tyndale, and the publication of the Authorized Version (King James Version) in 1611 contributed to the spread of English as a literary and religious language. The period was marked by religious and political upheaval, including the English Reformation, the rise of Protestantism, and the English Civil War. These events had implications for language, as religious texts were translated into English and political discourse evolved.

By the middle of the 17th century, one form of the national literary language, referred to as its Written Standard, had been established. Its development and acceptance as the correct or

"prestigious" form of written language were influenced by several factors, including economic and political unification, cultural and educational advancements, and a flourishing literary scene. By the end of the 17th century, English had undergone significant changes in vocabulary, grammar, and pronunciation, laying the foundation for what would eventually become Modern English.

Following the literary Renaissance, *a period of "normalization"* stemmed, characterized by efforts to standardize and refine the English language. This era placed considerable emphasis on correctness and simplicity of expression. The language utilized by Shakespeare and his contemporaries was viewed by writers of the late 17th century as harsh and unrefined. Ensuring proper usage and safeguarding the language from corruption and alteration, "improving the English tongue," became significant topics of discussion and concern.

The 18th century was a crucial period for the standardization of the English language, marked by significant efforts to establish consistent spelling, grammar, and usage norms. Jonathan Swift, the renowned Irish writer best known for works such as "Gulliver's Travels," played a prominent role in these endeavors. Swift, along with other intellectuals of his time, recognized the need for a standardized form of English to facilitate communication and promote literacy. They advocated for linguistic reforms aimed at improving clarity, consistency, and uniformity in written and spoken English.

Swift and others promoted the use of prescriptive grammar rules to regulate English usage ("Grammatica Linguae Anglicanae" by J. Wallis, "A Short Introduction to English Grammar" by Robert Lowth, Oxford). They emphasized adherence to grammatical conventions and discouraged linguistic innovations that deviated from established norms. Moreover, Swift advocated for simplifying English spelling to make it more phonetic and consistent. He proposed various spelling reforms aimed at reducing ambiguity and irregularity in written English. While many of his specific proposals were not widely adopted, his advocacy contributed to ongoing discussions about spelling standardization. Furthermore, Swift supported efforts to compile comprehensive dictionaries and linguistic resources that would serve as authoritative references for English speakers and writers. Projects, such as Samuel Johnson's "A Dictionary of the English Language" (1755), played a crucial role in codifying vocabulary and spelling conventions.

The development of the Spoken Standard, representing the linguistic norms and conventions of spoken English, marks an important stage in the evolution of the national literary language. While direct evidence of oral norms is scarce due to the lack of recordings or transcripts, insights into spoken language during this period can be gleaned from various written sources, such as private letters and diaries. The distinction between the Spoken Standard and the Written Standard reflects the dynamic nature of language, where spoken forms often evolve more rapidly and incorporate a wider range of linguistic innovations compared to the more conservative Written Standard. The Written Standard represents the language norms and conventions used in formal written communication, such as literature, journalism, academia, and official documents. It tends to be more conservative and resistant to change, preserving established grammar, spelling, and vocabulary norms. It is often codified and enforced by linguistic authorities, such as dictionaries, style guides, and language academies, which aim to maintain consistency and uniformity in written expression.

Colloquial innovations and linguistic features associated with lower registers or dialects are often viewed as nonstandard or vulgar in the Written Standard, and may be stigmatized or marginalized.

One of the most notable linguistic changes during this period was *the Great Vowel Shift*, which occurred roughly between the late 14th and early 17th centuries. This was a systematic change in the pronunciation of long vowels, primarily affecting the high and mid vowels, e.g., the Old English vowel [i:] shifted to [ai], and [u:] shifted to [aʊ], leading to the emergence of the modern English vowel system.

The nature of the shift concerns the narrowing of all the long vowels and diphthongization of the narrow long ones. The Great Vowel Shift was not followed by any regular spelling changes, which resulted in the present incongruity between the pronunciation and spelling of English words.

One of the most important changes of the 15th century was the voicing of [f], [s], [θ], [tʃ] and [ks] in weakly stressed words and syllables: e.g., ME [f] > [v] - *active* (ME *actif*); ME [s] > [z] - *is, his, comes*; ME [θ] > [ð] - *with, the, they, etc.*

Initial [k] or [g] before [n] and [w] before [r] has been lost: *knife, gnat, wrong*. Final [b] has been lost after [m]: *climb, dumb, comb*.

New English Morphology

The only inflections were those marking the plural and the possessive singular. In the 16th century there were forms of the old weak plural in -n. But most of them gave way before the usual s-forms: *fon* (foes), *kneen* (knees), *fleen* (fleas). But beside the more modern form Shakespeare occasionally used: e.g., *eyen* (eyes).

During the 13th century, there was a practice of occasionally writing the genitive ending separately from the noun, as if it were a contraction of a noun and the pronoun "his." For example, instead of writing "*the stone's weight*," one might find "*the stone his weight*." This usage eventually led to the introduction of *the apostrophe* as a graphical convention to denote possession. The apostrophe served as a visual marker to indicate the possessive form of nouns, simplifying written communication by distinguishing possessive constructions from plurals or other grammatical forms. Over time, the use of the apostrophe became standardized in English orthography, persisting as a graphic convenience to mark possession even in Modern English. Thus, its origin can be traced back to the Middle English period and the phonetic similarities between the genitive ending "-es" and the pronoun "his."

During the 16th century, the adjective underwent significant changes, notably the loss of all its endings except for the category of degrees of comparison. It's worth noting that the degrees of comparison during this period were not always identical to those used today, with forms like "our elder" being more common. For example, comparatives such as "lenger" and "strenger" were prevalent.

In Shakespeare's works, commonly used words such as "*honester*" and "*violentest*," have been replaced in modern usage by analytical forms. Additionally, Shakespeare and his contemporaries often employed double comparatives or superlatives, as seen in phrases like "*more larger*" and "*most boldest*."

The primary development, affecting adjectives in New English period, has been the establishment of usage conventions, where monosyllabic adjectives typically add "-er" and "-est" for comparison, while adjectives with two or more syllables generally use "more" and "most."

The 16th century saw the establishment of the personal pronoun in the form that it has had ever since: *I, he, she, it, we, you, they*. Such pronouns as *thou, thy, thee* went out of use. The form *ye* (nominative case) was substituted by *you*.

Possessive pronouns in the 15th – 16th centuries are: *my, his, her, its, his, our, your, their, mine*. Pronoun *hir* was replaced by *her*; *its* as the possessive of *it* was introduced.

In reflexive pronouns, the forms of weak declension *-selven* changed into the forms with *-self, -selves* which was added to possessive pronouns.

Strong verbs were subject to considerable alteration in the past tense and past participle. Only one class of weak verbs survived in New English. In the 15th-17th centuries, two classes of verbs appeared, such as regular and irregular. Regular verbs constitute 95% of all English verbs. The number of preterit-present verbs reduced to 7 verbs.

The New English Period saw a significant expansion of the English vocabulary, primarily through ***borrowing from Latin, Greek***, and other languages, as well as through the invention of new words to describe advancements in science, technology, and culture.

The Renaissance was marked by a great influence of Latin and Greek on the English vocabulary. At this time thousands of Latin bookish words often scientific or technical terms like “*formula, maximum, minimum, item, radius*” were borrowed. Many words in *-ate, -ute* were assimilated (e.g. *separate, irritate, execute, constitute*).

There appeared Latin-French etymological doublets such as: *pauper/ pour, history / story, example /sample*, etc.

These are Latin-Latin doublets and even triplets: e.g., Latin “*discus*” (< Greek) is represented in English by “*dish*” (OE borrowing), “*disk*” (ME borrowing), *disc* and *discus* (NE borrowing).

Greek loanwords are specifically terminological. The names of most sciences are of Greek origin: *mathematics, physics, botany, lexicology*. Such words, as *synonym, antonym, metaphor, metonymy, archaism* are also of Greek origin.

The influx of French borrowing continued through the New English period. In most cases these new loan-words are distinguishable from previous French borrowings by their phonetic and spelling peculiarities: e.g. ME *village*, NE *mirage*

a) the stress shifted according to English accentuation *mi'rage* - stress on the last syllable remained

b) *g* [dʒ] - typical English sound

[ʒ] - French sound

e.g. *bourgeois, regime, machine, chemise* can be easily identified by spelling and pronunciation.

Two varieties of English in Great Britain, distinguished from Standard English, claimed to be literary tongues – *Scottish* and *Anglo-Irish*. Dialectal division in England in the 19-20th centuries included the Southern dialect (East and West Saxon), the Midland dialects (Eastern, Central, and Western), and the Northern dialects. Among the social dialects of particular interest is London’s *Cockney*.

The New English Period coincided with *England's colonial expansion*, leading to the spread of English to various parts of the world, including North America, the Caribbean, Africa, and Asia. English began to evolve differently in these regions due to contact with indigenous languages and cultures. Over the last three centuries, the English language has undergone a remarkable expansion, spreading to all continents of the world and experiencing a significant increase in the number of speakers. This resulted in the development of different varieties of English, e.g. American English, Australian English, Caribbean English, etc.

Overall, the New English Period marks a dynamic and transformative phase in the history of the English language, laying the foundation for its status as a global language in the centuries that followed.

PART II
REVISION TESTS

1. The development of new grammatical categories was the most intensive in the period of:
 - (a) Old English
 - (a) Middle English
 - (a) Early New English
 - (a) evenly found throughout the English language history
2. When was the first grammar book published?
 - (a) in the 19 th century
 - (a) in the 11 th century
 - (a) in the 17 th century
 - (a) in the 20 th century
3. What significant change occurred in Middle English morphology compared to Old English?
 - (a) Loss of noun declensions
 - (a) Introduction of verb conjugations
 - (a) Introduction of case markings on adjectives
 - (a) Preservation of all Old English morphological features
4. Which of the following suffixes was commonly used to form plural nouns in Middle English?
 - (a) -en
 - (a) -s
 - (a) -es
 - (a) -eth
5. What is a notable difference in verb morphology between Middle English and Old English?
 - (a) Middle English retained the complex system of verb conjugations.
 - (a) Middle English introduced more irregular verb forms.
 - (a) Middle English lost many verb inflections, simplifying conjugation.
 - (a) Middle English introduced tense markers on nouns.
6. Which of the following suffixes was typically used to form the past tense of weak verbs in Middle English?
 - (a) -ed
 - (a) -en

- (a) -eth
 - (a) -s
7. What linguistic phenomenon occurred in Middle English where strong verbs adopted the endings of weak verbs?
- (a) Conjugation merger
 - (a) Verb regularization
 - (a) Verb inversion
 - (a) Inflectional leveling
8. Which Middle English pronoun form is equivalent to the modern English pronoun "himself"?
- (a) Himsulf
 - (a) Himselve
 - (a) Hims
 - (a) Himselven
9. What effect did the Norman Conquest have on Middle English morphology?
- (a) It led to the adoption of Germanic inflectional endings.
 - (a) It introduced a plethora of Latin morphological features.
 - (a) It resulted in the complete loss of noun declensions.
 - (a) It had no significant impact on morphology.
10. What suffix was commonly used to form the diminutive in Middle English?
- (a) -y
 - (a) -ling
 - (a) -kin
 - (a) -let
11. Which grammatical case disappeared from Middle English nouns?
- (a) Accusative
 - (a) Genitive
 - (a) Dative
 - (a) Vocative
12. What is a notable characteristic of Middle English plural formation for some nouns?
- (a) They formed plurals by changing the root vowel.
 - (a) They formed plurals by adding a prefix.

- (a) They formed plurals by reduplicating the word.
 - (a) They formed plurals by adding a suffix to the end of the word.
13. The words borrowed from the French language in Middle English are:
- (a) assimilated only grammatically, but contain French sounds or have stress on the final syllable;
 - (a) they are assimilated only phonetically, but retain the grammatical forms of the source language;
 - (a) they do not fit into the English system of word-building (are used only with suffixes or prefixes of French origin);
 - (a) they are fully assimilated by now.
14. Which of the following changes occurred in Middle English phonology compared to Old English?
- (a) Preservation of all Old English vowel sounds
 - (a) Loss of all Old English consonant sounds
 - (a) Simplification of vowel sounds and changes in consonant sounds
 - (a) No significant changes in phonology
15. What major phonological change characterizes the Middle English period regarding vowels?
- (a) The Great Consonant Shift
 - (a) The Great Vowel Shift
 - (a) The Silent Letter Movement
 - (a) The Consonant Cluster Convergence
16. Which of the following vowel sounds was notably affected by the Great Vowel Shift in Middle English?
- (a) [a]
 - (b) [i]
 - (c) [u]
 - (d) [æ]
17. What is a primary result of the Great Vowel Shift in Middle English?
- (a) Vowel lengthening
 - (b) Vowel shortening
 - (c) Vowel nasalization
 - (d) Vowel doubling
18. Which of the following describes a significant consonant change during the Middle English period?

- (a) Loss of voiced fricatives
 - (b) Strengthening of dental fricatives
 - (c) Preservation of all consonant sounds
 - (d) Introduction of palatal stops
19. What term is used to describe the phenomenon in which certain consonants in Middle English became silent or were lost entirely?
- (a) Consonant Convergence
 - (b) Consonant Reduction
 - (c) Consonant Clipping
 - (d) Consonant Mutation
20. Which consonant underwent palatalization in Middle English, leading to the pronunciation shift from [k] to [tʃ] in certain environments?
- (a) [g]
 - (b) [b]
 - (c) [d]
 - (d) [p]
21. What effect did the loss of inflectional endings have on Middle English phonology?
- (a) It led to the doubling of consonant sounds.
 - (b) It resulted in increased vowel length.
 - (c) It simplified the overall phonological system.
 - (d) It caused the merging of all consonant sounds.
22. Which of the following is an example of a vowel that underwent significant change during the Middle English period?
- (a) [e]
 - (b) [ɑ]
 - (c) [ə]
 - (d) [o]
23. What historical event marks the beginning of the Middle English period?
- (a) The Norman Conquest of England in 1066
 - (b) The signing of the Magna Carta in 1215
 - (c) The Battle of Hastings in 1066
 - (d) The establishment of the Tudor dynasty in 1485
24. French borrowings in English:

- (a) Were nonexistent during the Middle English period
- (b) Were limited to basic vocabulary related to everyday life
- (c) Were primarily found in areas such as government, law, and culture
- (d) Only occurred after the Norman Conquest

25. Latin influence in Middle English:

- (a) Was minimal and insignificant
- (b) Was limited to religious vocabulary only
- (c) Was significant, especially in domains like religion, science, and academia
- (d) Did not occur until the Renaissance period

26. Word-building in Middle English:

- (a) Did not exist as Middle English mainly borrowed words from other languages
- (b) Was limited to compounding only
- (c) Involved compounding, derivation, and borrowing to expand the vocabulary
- (d) Was primarily influenced by Scandinavian languages

27. Which of the following texts is considered one of the earliest significant works of Middle English literature?

- (a) Beowulf
- (b) The Canterbury Tales
- (c) The Dream of the Rood
- (d) Sir Gawain and the Green Knight

28. Who is credited with writing "The Canterbury Tales"?

- (a) Geoffrey Chaucer
- (b) William Langland
- (c) John Gower
- (d) Julian of Norwich

29. Middle English is characterized by the influence of ... ?

- (a) Latin
- (b) Old Norse
- (c) French
- (d) German

30. Which significant historical event occurred during the Middle English period that changed the course of English language development?

- (a) The Hundred Years' War
 - (b) The Black Death
 - (c) The Norman Conquest
 - (d) The War of the Roses
31. What is the name of the dialect of Middle English associated with the London area and used by Geoffrey Chaucer in his works?
- (a) West Saxon
 - (b) Northern
 - (c) Kentish
 - (d) East Midlands
32. Who was the English king responsible for commissioning the compilation of the Domesday Book, an important historical document written in Middle English?
- (a) William the Conqueror
 - (b) Henry II
 - (c) Richard the Lionheart
 - (d) Edward I
33. What is the significance of the "Ormulum" in the context of Middle English literature?
- (a) It is the first English translation of the Bible.
 - (b) It is a collection of fables and moral tales.
 - (c) It is an early example of English poetry written in a distinct meter.
 - (d) It is a linguistic guide for pronunciation.
34. Which medieval author is known for his allegorical work "Piers Plowman"?
- (a) William Langland
 - (b) John Wycliffe
 - (c) John Gower
 - (d) Julian of Norwich
35. Which prominent event brought the end of the Middle English period and ushered in the Early Modern English period?
- (a) The Renaissance
 - (b) The Protestant Reformation
 - (c) The Printing Press
 - (d) The Great Vowel Shift

36. Which linguistic event is closely associated with the end of the Middle English period and the beginning of Early Modern English?
- (a) The Norman Conquest
 - (b) The Great Vowel Shift
 - (c) The Printing Press
 - (d) The Renaissance
37. What significant change occurred in Middle English morphology compared to Old English?
- (a) Loss of noun declensions
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 - (c) It resulted in the complete loss of noun declensions.
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 - (b) They formed plurals by adding a prefix.
 - (c) They formed plurals by reduplicating the word.
 - (d) They formed plurals by adding a suffix to the end of the word.
46. Which part of speech has lost the greatest number of grammatical categories (from Old English to present times)?
- (a) Noun
 - (b) Adjective
 - (c) Pronoun
 - (d) Verb
47. What form-building means were not used in Old English?
- (a) grammatical endings
 - (b) sound interchange in the root
 - (c) analytical forms (the use of auxiliaries)
 - (d) suppletive formations

48. Modern English diphthongs have developed as a result of:
- (a) the Great Vowel Shift
 - (b) changes in the system of short sounds
 - (c) changes of consonants
 - (d) reduction of final vowels
49. What influenced the development of the analytical forms?
- (a) changes of sounds
 - (b) reduction of final vowels
 - (c) changes in the system of nouns
 - (d) changes in the system of verb
50. Which part of speech is characterized by the development of analytical forms?
- (a) Adjective
 - (b) Noun
 - (c) Pronouns
 - (d) Verb
51. What type of the declension of nouns is the most important for the development of the category of number?
- (a) weak type of the declension
 - (b) the minor type of the declension
 - (c) the "a -stem" class of nouns
 - (d) the class of "root stems"
52. Which of the nominal parts of speech developed analytical forms in Middle English?
- (a) the noun
 - (b) Numeral
 - (c) Pronoun
 - (d) Adjective
53. When was the grammatical category of voice developed?
- (a) in Old English
 - (b) in Early Modern period
 - (c) in Middle English
 - (d) in Late Modern English
54. What are the sources of the development of modal verbs?

- (a) weak verbs
 - (b) strong verbs - class I
 - (c) preterite-present verbs
 - (d) suppletive verbs
55. Who was G. Chaucer?
- (a) a member of the parliament
 - (b) a poet
 - (c) a king
 - (d) a printer
56. When was the first book published?
- (a) In the 12 th century
 - (b) In the 17 th century
 - (c) In the 15 th century
 - (d) In the 19 th century
57. Who is the most important writer of the 16th century for the development of English?
- (a) G. Chaucer
 - (b) Ch. Dickens
 - (c) W. Shakespeare
 - (d) R. Sheridan
58. The most productive class of the Old English verbs was
- (a) strong verbs, I class
 - (b) preterite-present verbs
 - (c) weak verbs, II class
 - (d) strong verbs, II class
59. The most significant vocabulary layer of the Middle English period is represented by:
- (a) Scandinavian borrowings
 - (b) Latin borrowings
 - (c) Greek borrowings
 - (d) French borrowings
60. What period in the development of English phonology does, for the most part, the present day English spelling reflect?
- (a) 9 th century

- (b) 12 th century
 - (c) 15 th century
 - (d) 17 th century
61. Who is the author of the first universal dictionary of English?
- (a) S. Johnson
 - (b) W. Shakespeare
 - (c) R. Sheridan
 - (d) Walker
62. When did English lexicography begin to develop?
- (a) In the 12 th century
 - (b) In the 19 th century
 - (c) In the 17th century
 - (d) In the 16 th century
63. Who divided the periods in the development of English based on the morphological features?
- (a) H.Sweet
 - (b) Ch.Barber
 - (c) H.Poutsma
 - (d) O.Jespersen
64. When was English National Standard formed?
- (a) in Old English
 - (b) in Middle English
 - (c) in Early Modern English
 - (d) in Late Modern English
65. Who played the most important role in the development of education in English history?
- (a) King Alfred
 - (b) Queen Elizabeth I
 - (c) King James
 - (d) Queen Victoria
66. When was the pronoun “you” first used for the purpose of respect?
- (a) in the 12 th century
 - (b) in the 16 th century
 - (c) in the 20 th century

- (d) in the 18 th century
67. The history of the English language begins with:
- (a) the arrival of Angles, Saxons and Jutes
 - (b) the arrival of Angles, Celts and Saxons
 - (c) the arrival of Jutes, Normans and Angles
 - (d) the arrival of Jutes, Normans and Saxons
68. Which grammatical category of the adjective was preserved in the course of the historical development?
- (a) the category of Number
 - (b) the category of Case
 - (c) the category of Gender
 - (d) the category of the Degrees of Comparison
69. The Old English in the development of the English language lasted from ... to ... :
- (a) 1500 AD - 1800 AD
 - (b) 1100 AD - 1500 AD
 - (c) 450 AD - 1100 AD
 - (d) 800AD -1200AD
70. The first English alphabet was:
- (a) the Latin alphabet
 - (b) the Scandinavian alphabet
 - (c) the runic alphabet
 - (d) the alphabet of Norman invaders
71. Geoffrey Chaucer is the author of:
- (a) The Canterbury Tales
 - (b) Beowulf
 - (c) The Anglo-Saxon Chronocles
 - (d) Ormulum
72. After the Anglo-Saxons invasion, many of the ... moved to the west of Britain, into Wales and Cornwall.
- (a) The French
 - (b) The Romans
 - (c) The Celts

(d) The Vikings

73. Who won an important battle against the Vikings?

(a) William the Conqueror

(b) King Charles the First

(c) King Alfred

(d) Bede the Venerable

74. Beowulf is a poem written in:

(a) Middle English

(b) Old English

(c) Latin

(d) Old Norse

75. The first written records in English date back to:

(a) 4th century

(b) 5th century

(c) 6th century

(d) 7th century

76. Who used to fight naked and paint blue in wars?

(a) The Romans

(b) The Celts

(c) The Jutes

(d) The Vikings

77. Caesar invaded England with a Roman army in:

(a) 53BC and 54BC

(b) 55BC and 54BC

(c) 55BC and 56BC

(d) 55 AD and 56 AD

78. After the Germanic invasion, England was named:

(a) Britain

(b) Englalund

(c) Normandia

(d) Danelaw

79. When did the Vikings come to England?

- (a) 8/9th centuries
- (b) 5th century
- (c) 11th century
- (d) 6th century

80. Old English had many endings for nouns, pronouns, adjectives, and a ... verb system.

- (a) Complex
- (b) Simple
- (c) Reduced
- (d) Borrowed

81. England became ... in the Middle English period.

- (a) Bilingual
- (b) Trilingual
- (c) Christenized
- (d) Industrialized

82. What is another name used for Old English?

- (a) Norman
- (b) Anglo-saxon
- (c) Latin
- (d) Celtic

83. The main sources of borrowings in the Middle English period were:

- (a) Celtic and French
- (b) Old Norse and Latin
- (c) French and Latin
- (d) Scandinavian and Latin

84. Which Anglo-Irish writer proposed the creation of an English Academy to regulate English usage and "ascertain" the language?

- (a) Samuel Johnson
- (b) Jonathan Swift
- (c) Geoffrey Chaucer
- (d) William Shakespeare

85. Who were the first known people to inhabit the British Isles?

- (a) The Romans

- (b) The Celts
 - (c) The Angles
 - (d) The Saxons
86. What language family is English classified as?
- (a) The French
 - (b) The Latin
 - (c) The Romance
 - (d) The Germanic
87. The first historian of English was:
- (a) King Alfred
 - (b) Bede the Venerable
 - (c) King Arthur
 - (d) Ceasar
88. Who is the author of the first dictionary of American English?
- (a) Samuel Jonson
 - (b) Jonathat Swift
 - (c) Noah Webster
 - (d) Henry Sweet
89. What historical event marks the beginning of the Middle English period?
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 - (d) German
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98. Which prominent event brought the end of the Middle English period and ushered in the Early Modern English period?
- (a) The Renaissance
 - (b) The Protestant Reformation
 - (c) The Printing Press
 - (d) The Great Vowel Shift
99. The endings of what type of noun declension in Old English proved to be the most productive?
- (a) of weak type
 - (b) of strong “a” type
 - (c) of strong “u” type
 - (d) of strong “o” type
100. Which grammatical category of the adjective survived up till now?
- (a) The category of Number
 - (b) The category of Case
 - (c) The category of Gender
 - (d) The category of the Degrees of Comparison
101. Works of this writer were characterized by the first uses of analytical forms:
- (a) K. Sheridan
 - (b) G. Chaucer
 - (c) W. Shakespeare
 - (d) Ch. Dickens
102. In what historical period was the verb *to do* first used as the auxiliary one?
- (a) in Old English
 - (b) in Middle English
 - (c) in Early Modern English
 - (d) in Late Modern English
103. What form-building means were not used in Old English?
- (a) grammatical endings
 - (b) sound interchanges in the root

- (c) analytical forms (the use of auxiliaries)
 - (d) suppletive formations
104. What are the reasons for the development of the analytical forms?
- (a) changes of sounds
 - (b) reduction of final vowels
 - (c) changes in the system of nouns
 - (d) changes in the system of verbs
105. When was the first grammar book published?
- (a) in the 19 th century
 - (b) in the 11 th century
 - (c) in the 17 th century
 - (d) in the 20 th century
106. What language family does Old English belong to?
- (a) Germanic
 - (b) Romance
 - (c) Celtic
 - (d) Slavic
107. Which of the following is a characteristic feature of Old English phonology?
- (a) Extensive use of vowel length to distinguish meaning
 - (b) Presence of tones to differentiate words
 - (c) Minimal consonant clusters
 - (d) Absence of nasal vowels
108. How many vowel phonemes are typically recognized in Old English?
- (a) 5
 - (b) 7
 - (c) 10
 - (d) 12
109. Which of the following represents a diphthong in Old English?
- (a) [æ]
 - (b) [e:]
 - (c) [a:]
 - (d) [v]

110. Which of the following consonants was a characteristic feature of Old English but later merged with another sound in Middle English?
- (a) [x]
 - (b) [θ]
 - (c) [ʒ]
 - (d) [ʌ]
111. What is the term for the process in Old English where unstressed vowels reduced to a schwa sound?
- (a) Vowel raising
 - (b) Vowel lengthening
 - (c) Vowel shortening
 - (d) Vowel weakening
112. Which of the following consonants underwent palatalization in certain environments in Old English?
- (a) [k/]
 - (b) [p]
 - (c) [t]
 - (d) [b]
113. What effect did the process of umlaut have on Old English phonology?
- (a) It caused a shift in vowel pronunciation due to the influence of nearby consonants.
 - (b) It led to the disappearance of all nasal vowels.
 - (c) It resulted in the loss of all diphthongs.
 - (d) It introduced tones to differentiate word meanings.
114. Which of the following represents a voiced fricative sound in Old English?
- (a) [f]
 - (b) [θ]
 - (c) [s]
 - (d) [ʃ]
115. What was the significance of vowel length in Old English?
- (a) It was used to indicate grammatical case.
 - (b) It distinguished meaning between certain words.
 - (c) It denoted the position of stress in a word.

(d) It was used exclusively in loanwords.

PART III
IMPORTANT DATES IN THE ENGLISH HISTORY

55 BC	Roman military expedition to Britain by Julius Caesar
43 AD	Roman invasion under the emperor Claudius, which marks the beginning of 400 years of Roman control over much of the island
449	Angles, Saxons, and other Germanic settlers gradually move into Britain
597	St. Augustine arrives in Britain. Christianity became popular in Anglo-Saxon kingdoms
731	The Venerable Bede writes "The Ecclesiastical History of the English People" (in Latin)
793	Vikings from Scandinavia arrive. Within 100 years, the Vikings control much of central and north-eastern England, an area is called the Danelaw
871	Alfred ascends to the throne as king of Wessex and undertakes the translation of works from Latin into English. Additionally, the compilation of "The Anglo-Saxon Chronicle" is initiated during this time
878	Danelaw is established, dividing Britain into Anglo-Saxon south and Danish north
893	Anglo-Saxon Chronicle is started. This annual record of events is written in Old English and was originally compiled during the reign of King Alfred the Great
1000	The Old English heroic epic poem 'Beowulf' is written
1066	The Norman Conquest. William defeats Harold Godwin at Hastings
1086	Work commences on the Domesday Book
c1100	London becomes de facto capital of England

1150	The earliest surviving manuscripts in Middle English date from this period
1167	Oxford University is established
1180	The “Ormulum” text of the monk Orm is completed
1209	Cambridge University is established
1337-1453	The Hundred Years’ War begins. It started when King Edward III of England tried to invade France. 116 years later, France won
1348	The Black Death arrives in England and kills half the population of England
1362	The Statute of Pleading marks the replacement of French with English as the language of law, although records continue to be maintained in Latin. Additionally, English is used in the English Parliament for the first time
1370	William Langland writes “Piers Plowman”
1385	English replaces Latin as main language in schools (except Universities of Oxford and Cambridge)
1388	Chaucer begins “The Canterbury Tales”
1450	The Great Vowel Shift begins
1450s	The Wars of the Roses (a 30-year war between two sides of the English royal Plantagenet family: the House of York (with a white rose logo) and the House of Lancaster (red rose logo).
1476	The English merchant William Caxton sets up the first printing press in Westminster and publishes an edition of Chaucer’s “The Canterbury Tales”
1485	The start of the Tudor dynasty
c1500	The start of English Renaissance
1526	William Tyndale prints his English translation of the New Testament of “The

	Bible”
1534	The Reformation. Catholic King Henry VIII, who wants to divorce his wife, makes himself the head of a new church, the Church of England (Protestant). This leads to many years of Catholic-Protestant fighting.
1539	“The Great Bible” is published
1553-1558	Reign of Mary I, daughter of Henry VIII and Catherine of Aragon, and a devout Catholic. She attempts to enforce the wholesale conversion of England back to Catholicism, earning herself the title of ‘Bloody Mary’.
1559	Queen Elizabeth I is crowned (a Protestant queen who ruled for 44 years). A golden age in English history, Elizabeth is a woman noted for her learning and wisdom.
1577-1580	Circumnavigation of the globe by Sir Francis Drake. Returning to England with much treasure and exotic spices, Queen Elizabeth honours Drake with £10,000 and a knighthood.
1586	The first grammar of English—William Bullokar's Pamphlet for Grammar—is published
1587	Execution of Mary Queen of Scots by order of Queen Elizabeth I. Mary had been plotting against Elizabeth
1590-1611	William Shakespeare writes his Sonnets and the majority of his plays.
1600	The East India Company is chartered with the aim of facilitating trade with Asia, leading to the establishment of the British Raj in India
1604	Robert Cawdrey publishes the first English dictionary, “A Table Alphabetical”
1607	Founding of the first English colony in North America. Arriving in three ships, the explorers named their new settlement Jamestown, in honour of their king

1611	The Authorized, or King James Version, of "The Bible" is published
1649	Britain becomes a republic (called 'the Commonwealth'). A military leader called Oliver Cromwell takes control.
1620	The Pilgrim Fathers set sail to the Americas on the Mayflower from Plymouth in Devon
1622	Publication of the first English-language newspaper, the "Courante" or "Weekly News"
1660	The Restoration of the Monarchy
1666	The Great Fire of London devastates most of the City of London inside the old Roman City Wall
1667	John Milton publishes his epic poem "Paradise Lost"
1670	The Hudson's Bay Company is chartered to foster trade and settlement in Canada
1697	In his "Essay Upon Projects," Daniel Defoe advocates for the establishment of an Academy comprised of 36 "gentlemen" who would be tasked with prescribing English language usage
1707	The Act of Union unites the Parliaments of England and Scotland, creating the United Kingdom of Great Britain
1712	Anglo-Irish satirist and cleric Jonathan Swift suggests the formation of an English Academy aimed at regulating English usage and "ascertaining" the language
1715	The first grammar of Old English is published by Elisabeth Elstob
1721	Nathaniel Bailey publishes "Universal Etymological Dictionary of the English Language", a pioneer study in English lexicography
1755	Samuel Johnson published "Dictionary of the

	English Language”
1760-1795	This period witnesses the emergence of English grammarians, such as Joseph Priestley, Robert Lowth, James Buchanan, John Ash, Thomas Sheridan, George Campbell, William Ward, and Lindley Murray. Their rule books, predominantly rooted in prescriptive grammar, gain widespread popularity during this time
1762	Robert Lowth publishes his Short Introduction to English Grammar.
1763	Britain wrests control of Canada from the French
1776	American Declaration of Independence from Britain ⁷³ 1
1788	Britain wrests control of Canada from the French
1788	The English first settle in Australia, near present-day Sydney
1795	First English settlement at the Cape of Good Hope, South Africa
1803	The Act of Union unites Ireland with Britain, formally establishing the United Kingdom of Great Britain and Ireland
1806	British occupation of Cape Colony in South Africa
1828	Noah Webster publishes his “The American Dictionary of the English Language”
1840	British colony is established in New Zealand
1842	The London Philological Society is founded
Mid 19th century	During this time, a standard variety of American English begins to take shape. Additionally, English becomes firmly established in Australia, South Africa, India, and other British colonial outposts
1866	James Russell Lowell encourages the use of American regionalisms, contributing to the

	decline of deference to the Received British Standard. Additionally, Alexander Bain publishes "English Composition and Rhetoric," and the transatlantic telegraph cable is successfully completed.
1879	James A.H. Murray initiates the editing process for the "Philological Society's New English Dictionary on Historical Principles," later renamed the Oxford English Dictionary
1901	The Commonwealth of Australia is established as a dominion within the British Empire
1907	New Zealand is established as a dominion of the British Empire
1922	British Broadcasting Corporation (BBC) is founded
1928	The first edition of the "Oxford English Dictionary" is published
1930	British linguist C.K. Ogden introduces Basic English.
1947	India gains independence from British control and is partitioned into Pakistan and India. The constitution stipulates that English will remain the official language for 15 years. Additionally, New Zealand gains independence from the United Kingdom and becomes a member of the Commonwealth
1950s	The number of speakers using English as a second language surpasses the number of native speakers
1957	Noam Chomsky publishes "Syntactic Structures", a seminal work in the study of generative and transformational grammar
1969	Canada officially becomes bilingual, recognizing both French and English as its official languages.
1972	"A Grammar of Contemporary English", authored by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan

	Svartvik, is published
1981	The first issue of the journal “World Englishes” is published
1995	David Crystal publishes “The Cambridge Encyclopedia of the English Language”
2002	Rodney Huddleston and Geoffrey K. Pullum publish “The Cambridge Grammar of the English Language”. Additionally, Tom McArthur releases “The Oxford Guide to World English.”
2009	The two-volume “Historical Thesaurus of the Oxford English Dictionary” is published by Oxford University Press

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