

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ  
ДЛЯ АУДИТОРНОЇ ТА САМОСТІЙНОЇ РОБОТИ  
З ДИСЦИПЛІНИ  
«ІСТОРІЯ ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ»  
для іноземних студентів 3го року навчання,  
спеціальності 014 Середня освіта (Мова і література (англійська))**



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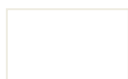
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Методичні рекомендації для аудиторної та самостійної роботи з дисципліни «Історія основної іноземної мови» стисло охоплюють основні віхи історії розвитку мови – від її витоків до 18 століття – періоду формування її сучасного стану. Рекомендації призначено для іноземних студентів 3го року навчання, спеціальності 014 Середня освіта (Мова і література (англійська)) третього курсу.



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## FOREWORD

The process of forming the communicative competence of future teachers of foreign languages relies largely on focusing students' attention on the cultural constituent which encompasses the historical linguistic component implying the study of phonetic, grammatical and vocabulary development of a language as well as insight into its earlier forms and methods to reconstruct them. Accounting this provides profound knowledge of the language a future specialist is going to teach.

The History of the English Language as a subject is directed at acquainting students with some basic events in development of English in its synchronic and diachronic perspectives; determining historical processes that influenced its state; specifying reasons and ways of developing its specific language features peculiar to the modern state of English; to deepen general philological preparation of future teachers through creation of basis for understanding the structure and system of English.

As a result of covering the bases of the discipline students are to know:

- the subject matter, tasks and aim of the discipline;
- the conceptual framework of the discipline;
- basic facts of the history, geography, state organization of the peoples of Great Britain connected with the process of development of the English language;
- the state of English (on the phonetical, semantic, grammatical, syntactic levels) on all stages of its development (old, middle and early new ones);
- lexical minimum of the Old, Middle and Early Middle Period.

The students are to be able:

- to establish the link between the phenomena analyzed within the discipline “The History of the English Language” and other related subjects;
- to demonstrate connection between the history of the English and the history of their language;
- to read simple texts in Old, Middle and Early New English;
- to explain the origin of English words using etymological dictionaries.

Besides, doing the course involves development of such competences as:

- ability to organize scientific research in the branch of the subject;
- ability to use the foreign language as an educational means, object of education and the instrument of pedagogical communication;
- ability to analyze and interpret simple artistic texts of different periods of the language development.

The guidebook arranges educational material due to the modular principle providing students with objectives, online resources, the outline of the lecture and tasks for discussion and independent research. It also suggests links to video resources with subsequent tasks, which is aimed at raising students’ motivation as well as accounting different learning styles of the future specialists. The course finishes with a test confirming or rejecting the required level of knowledge and skills due to the program.

## **Module 1.**

### **INTRODUCTION INTO THE HISTORY OF THE ENGLISH LANGUAGE. THE COMPARATIVE HISTORICAL METHOD**

#### **Objectives**

- to know the place of English in the world;
- to develop understanding of the procedure of the Comparative Historic Method.

#### **Online resources**

1. Griffiths D. The comparative method and the history of the modern humanities. Germanic branch. History of Humanities. Vol. 2. PP 473 – 505. URL : <https://www.journals.uchicago.edu/doi/full/10.1086/693325> (дата звернення : 25.04.2021).
2. Leture 1 – The subject matter of the History of the English Language. URL : [https://studopedia.su/2\\_38681\\_Lecture---The-subject-of-the-history-of-the-English-language.html](https://studopedia.su/2_38681_Lecture---The-subject-of-the-history-of-the-English-language.html) (дата звернення : 25.04.2021).
3. Subject and aims of the History of English. URL : <https://poznayka.org/s6977t1.html> (дата звернення : 25.04.2021).

#### **Theme 1.**

##### **The Subject Matter of the History of the English Language**

Today English is one of the main languages of the world, spoken by about 500 million people. It is used as a medium of international communication, as it plays an important role in seafaring, international trade, business world, culture and science.

The subject of the History of the English Language will give you're a brief picture of how this language appeared and developed, it will lead you

from its origins as a Germanic dialect to the state of American speech and global English today.

**The History of the English Language studies the history of the phonetic structure and spelling of the English language, the development of its grammar, the growth of its vocabulary, and also historical events that influenced the language history.**

## **Theme 2.**

### **The Comparative Historical Method**

At the end of the eighteenth century, the English scholar, judge and diplomat **William Jones**, when working in India, noticed some similarities in the vocabulary and grammar of Sanskrit, Latin, Greek and the modern European languages. For example, Sanskrit *raj*, Latin *rex*, German *reich*, and Celtic *rix* sounded and meant the same (they were all words for *king* or *ruler*).

He also noticed similar grammatical features, for example, the languages had the verb *to be* whose forms were changed according to the same principles.

Jones supposed that these various languages probably descended from Sanskrit, but later – in 1782 – he understood that Sanskrit, Greek and Latin all came from a common source, which had disappeared. This language is now known as Proto-Indo-European. It is thought that a group of people called the Kurgans spoke this language and lived in the territory of modern southern Russia from some time after 5000 BC. In about 3500BC the Kurgans probably began to migrate to Europe Asia. The further the Kurgans travelled the stronger differences in their dialects they developed. Thus there appeared different languages.

But returning to the proto-language, one can ask how we can know how a language which existed more than 6000 years ago looked like, before the time of written language? The answer comes from the study of the words of common origin in different languages. These words often resemble each other. The scientific method that investigates such words in order to reconstruct a Proto-Indo-European form is the comparative historic method.

**The comparative historic method is aimed at reconstruction of earlier forms of a language by comparing surviving forms in recorded languages.**

The comparative method is based on some steps:

**1. Assembling cognate lists** – comparing phonemes and morphemes in languages on the basis of comparing meaningful units that look, sound and mean the same.

<b>Sanskrit</b>	<b>Greek</b>	<b>Latin</b>	<b>Gothic</b>	<b>English</b>
pita	pater	pater	fadar	father
padam	poda	pedem	fotu	foot

**2. Establishing regular correspondence between compared units.**

The next step is to determine the regular sound correspondences they exhibit. The correspondence must be really regular: occasional phonetic similarity, as between English *day* and Latin *dies*, or Latin *diabolus* and English *devil*, has no value. But English and Latin *do* demonstrate a very regular correspondence between *t-* and *d-*. For example:

<b>English</b>	ten	two	tow	tooth
<b>Latin</b>	decem	duo	duco	dent-

**3. Establish approximate chronological correspondence between compared phenomena.**



**4. Reconstruct proto-form.** For example, if we establish a cognate list of such words as *hostis* (Latin) – *zocmb* (Old Slovak) – *gasts* (Gothic) we must make certain that correspondence between sounds **h** (Latin), **г** (Old Slovak), **g** (Gothic), **o** (Lat), **o** (Old Slovak), **a** (Gothic) are regular through comparing other similar words of these languages. When we find a proof, we compare these words with corresponding words from other related languages, for example with Old Indian. In Old Indian the first letter in the same word was aspirated **gh**. Thus we may suppose that the proto-form that existed in Proto-Indo-European is **ghostis** which gave birth to the three mentioned above words.

#### **Questions for self-control**

1. How many people speak English today?
2. Why is it regarded as an international language?
3. What is the subject matter of the History of the English Language?
4. Who is William Jones?
5. What did he notice when he compared Sanskrit, Latin, Greek and the modern European languages?
6. What is Proto-Indo-European? Who was it spoken by?
7. What is the comparative historic method?
8. What are the steps of applying the comparative method?

#### **Topics for reports**

1. Kurgan hypothesis.
2. Seaspeak, Airspeak and policespeak as modern international languages.
3. The comparative historic method.

## Vocabulary

Translate the words and phrases into your language and learn:

№	English	Your language (or explanation)
1	origin	
2	to descend from	
3	a common source	
4	to migrate	
5	surviving forms	
6	recorded languages	
7	the comparative method	
8	to assemble	
9	a cognate list	
10	phonetic similarity	
11	regular correspondences	
12	chronological correspondence	
13	a proto-form	
14	a cognate list	

### Video References with tasks

1. Watch the video up to 1.49 and tell us what you have learnt about the English Language. (<https://www.youtube.com/watch?v=fJiHmR85cU> )
2. Watch a lecture on Language Reconstruction ([https://www.youtube.com/watch?v=0yj\\_TrtaS4k](https://www.youtube.com/watch?v=0yj_TrtaS4k)) and answer the questions below
  - 1) What is Proto-Language?
  - 2) What is the Comparative Method?

- 3) What is a cognate and what is cognate comparison?
- 4) What did Jacob Grimm discover?



## **Module 2.**

### **GERMANIC LANGUAGES**

#### **Objectives**

- to know a brief history of the Germanic tribes and reasons of spread of the Germanic languages all over the world;
- to know some common features of the Germanic languages.

#### **Online resources**

- 1) Germanic branch. URL : <https://www.mustgo.com/worldlanguages/germanic-branch/> (дата звернення : 15.04.2021).
- 2) Inner and outer history of the language. URL: <https://poznayka.org/s35724t1.html> (дата звернення : 15.04.2021).
- 3) The Germanic language. URL : [https://www.uni-due.de/SHE/SHE\\_Germanic\\_Languages.htm](https://www.uni-due.de/SHE/SHE_Germanic_Languages.htm) (дата звернення : 15.04.2021).
- 4) Seven distinctive features of Germanic. URL : <https://tigerweb.towson.edu/duncan/germanic.html> (дата звернення : 15.04.2021).

## **Theme 1.**

### **A brief history of the Germanic Tribes**

In 1000BC – 500 BC on the territory of northern Germany and southern Scandinavia there lived a group of peoples who spoke Proto-Germanic – an ancient language that later developed into modern Germanic ones.

Worsening climate in Scandinavia in 600 BC –300 BC brought the Germanic peoples southwards to Europe. There they settled along the borders of the Roman Empire. They were sometimes at war with Rome, but also in trade, military and cultural relations with the Romans.

In the 2<sup>nd</sup> century AD another great wave of migration of the Germanic tribes started. It finished with the conquest of the western Empire.

During the 5<sup>th</sup> century the Germanic tribes began migrating in many directions – from England to northern Africa. During their migration they destroyed the aborigines or assimilated with them, and that was how new nations were formed. For example, in England the Saxons and Angles (the Germanic tribes) merged with the Celts (aborigines); in Russia – the Vikings (the Germanic tribes) – with the Slavs (aborigines); in Northern Africa – the Vandals (the Germanic tribes) – with the Phoenicians (aborigines) and so on.

## **Theme 2.**

### **Linguistic characteristics of the Germanic languages**

The English language belongs to the group of the Germanic languages including the following languages:

- East Germanic: Gothic, Vandalic, Burgundian, Lombardic.
- West Germanic: English, German, Yiddish, Dutch, etc.
- North Germanic: Danish, Swedish, Icelandic, Norwegian, etc.

The Germanic languages have several common features, such as follows:

- 1. The stress on the first syllable of the word.** Though English has an irregular stress, native words always have stress on the first syllable.
- 2. Reducing the tense system into the present and past tenses, two voices** – active and passive; **three moods** – indicative, imperative, subjunctive.
- 3. The use of the suffix (/d/ or /t/) (dental suffix) to show past tense.**
- 4. The presence of two types of verb: weak** (using *dental suffix* (as in English *look, looked, looked*) and strong (using *ablaut* (as in English *ring, rang, rung*)).
- 5. Some common characteristics of the Germanic nouns are: general and genitive case; singular, plural nouns; masculine, feminine, neutral genders** (e.g., in German, Norwegian, Icelandic).
- 6. Comparison of adjectives** in the Germanic languages is made up with **similar suffixes**: English: *rich, richer, richest*; German *reich, reicher, reichst*; and Swedish *rik, rikare, rikast*.
- 7. Formation of the genitive case with the help of the suffixes of -s or -es**: English *man, man's*; Swedish *hund, hunds*; German *Lehrer, Lehrers*.
- 8. In syntax** there is a tendency to a **fixed word order in statements**; indirect word order is typical of questions.
- 9. There are many basic words which are similar in form and meaning**, for example English “apple”, German “Apfel”, Icelandic “Epli”; English “day”, German “Tag”, Swedish “Dag”, etc.

### **Questions for self-control**

1. What made the Germanic peoples move to Europe in 600 BC –300 BC?

2. Where did they settle and in what relations were they with the natives?
3. What do you know about the second wave of migration?
4. What do you know about the third wave of migration?
5. What mergers do you know that helped to form new nations, during the third wave of migration? (for example, in Northern Africa the Vandals (the Germanic tribes) merged with the Phoenicians (aborigines))
6. What languages belong to the group of the Germanic languages?
7. What is typical of the Germanic stress?
8. What tense-forms are typical of the Germanic languages?
9. How many voices and moods are there in the Germanic languages?
10. What helps to form past tense in the Germanic languages?
11. What are weak and strong verbs?
12. What is ablaut?
13. How many cases are typical of the Germanic languages?
14. How many genders and numbers are typical of the Germanic languages?
15. What is typical of Germanic syntax?
16. What can you say about Germanic vocabulary?

### **Topics for reports**

1. The Germanic languages: classification and geography.
2. The Germanic tribes: east, west and north.
3. The Great Consonant Shift (Grimm's Law): its essence, results and interpretation.
4. The writing system of the Germanic languages.
5. The Gothic language – the only written trace of the early Germanic tribes

## Vocabulary

Translate the words and phrases into your language and learn:

№	English	Your language (or explanation)
1	an ancient language	
2	a wave of migration	
3	the conquest of the Empire	
4	to destroy the aborigines	
5	to assimilate with the aborigines	
6	to merge with the Celts	
7	common linguistic features	
8	masculine, feminine, neutral genders	
9	a fixed word order in statements	
10	indirect word order in questions	

## Video References with tasks

Watch the video <https://www.youtube.com/watch?v=tPrwttHgGNc> and write down all the Germanic languages presented. What have you noticed as for their sounding? Find some information about a language you liked most of all and tell us about it.



## **Module 3**

### **OLD ENGLISH**

#### **Objectives**

- to know the landmarks of the history of Old English: its formation and disappearance;
- to be able to explain peculiarities of Old English phonetic system;
- to know some main features of the Old English verb, noun, adjective;
- to know differences of Old English syntax from the modern one.

#### **Online resources**

1. История английского языка (Краткий курс лекций) = An Outline of the History of English. Сост. Н. М. Перельгут. Нижневартовск: Изд-во Нижневарт. гуманитар. ун-та, 2009. 94 с. URL : <http://nvsu.ru/ru/Intellekt/1131/Istoriya%20angliyskogo%20yazika%20-%20Uchebnoe%20posobie%20-%202009.pdf> (дата звернения : 12.04.2021).
2. O'Donnell D. The pronunciation of Old English. URL : <http://people.uleth.ca/~daniel.odonnell/Tutorials/the-pronunciation-of-old-english> (дата звернения : 10.04.2021).
3. Old English: an overview. [in Oxford English Dictionary]. URL : <https://public.oed.com/blog/old-english-an-overview/> (дата звернения : 15.04.2021).
4. The history of the English language: Old English morphology. URL : <https://thehistoricalinguistchannel.com/the-history-of-the-english-language-old-english-morphology/> (дата звернения : 15.04.2021).



## Theme 1.

### The history of Old English (450-1066) and its development

Since the 5<sup>th</sup> century BC the Celts had lived on the British Isles. In English there are a few Celtic words, they are place names (*the Thames, the Avon, the Severn, London and Leeds*); and the words *lie whiskey, down, bin*.

In the 1<sup>st</sup> century AD the British Isles were colonized by the Romans after which many Latin words appeared in the English language: names of cities (*Winchester, Lancaster, Stratford*), names of goods (*wine, pear, pepper*), words meaning buildings and constructions (*street, wall, kitchen, church*). Later, in the 6<sup>th</sup> century, when Christianity started activities in Britain, a lot of terms were loaned from Latin again. They were connected with religious sphere: *bishop, apostle, devil, master*.

In 449 AD the Germanic tribes (the Angles, Saxons, Jutes) from Southern Scandinavia and Northern Germany reached British shores on their ships. That was the beginning of Old English period.

Anglo-Saxon culture influenced the English language greatly. Week days were named after Germanic Gods. For example, Tuesday got its name after *Tiw* – the violent God of War, Thursday – after *Thor* – the Thunder God, Friday – after *Frei* – the Mother Goddess. New place-names appeared (*Reading, Birmingham, Kingston*).

The Anglo-Saxons established seven kingdoms: Northumbria, Mercia, East Anglia, Kent, Essex, Sussex, and Wessex, but there were four principal Old English dialects: Kentish; West Saxon; Mercian and Northumbrian.

In the 9<sup>th</sup> century The Viking invasions started. It brought Scandinavian words to the English language. They are words beginning with *sk-*: *skin, skirt, sky, skill*; pronouns *they, their, them*; simple routine words: *bag, cake,*

*die, egg, get, give, husband, leg, neck, same, take, window, ill, till, weak, wrong*; words of the martial sphere: *ship, fellow, knife*.

By the middle of the 12th century, after the Norman Conquest, Old English had disappeared.

## **Theme 2. The Old English Phonetics**

The Old English vowels could be short or long, like in Modern English or German. The length of the vowels is shown by the sign of *macron*: *ā* (also *á*). Old English vowels looked very much like modern ones, but were pronounced differently, close to Latin rather than Modern English. For example, there were such vowels as *a* (pronounced very close to [ʌ] and *ā* [a:] (*habban* (to have), *stān* (a stone)), *æ* [æ] and *ǣ* [æ:] (*wæter* (water), *stǣlon* (stolen)), *y* (close to German *y*) and *ȳ* (*gylden* (golden), *mȳs* (mice)), etc.

The consonants in the Old English language were much like modern English: *p, b, f, v, d, t, s, þ* (English [θ]), *ð* (English [ð]), *c* [k], *Ʒ, h, r, l, n, m*. Remember that Old English did not have letters *g, q, v, k, j* – they appeared after the Norman Conquest.

In Old English there were long consonants – geminates marked by a doubled letter (*sticca* (stick), *steorra* (star)).

## **Theme 3. The Old English Morphology**

Old English noun had four cases – Nominative, Genitive, Dative, and Accusative, and because of it had different grammatical form in different position in the sentence. All Old English nouns were divided into strong or weak. The first group had a branched declension, different endings. The

weak nouns were already losing their endings. For example, such a strong noun as *stān* had a form *stānes* in the Genitive case singular, *stāna* – Genitive plural, *stāne* in Dative singular, *stānum* – Dative plural. The weak noun *nama* was

Weak nouns, such as, for example, *nama* (name), were more simple in declension: in Genitive, Dative and Accusative singular it had the same form – *naman*.

There was another group of nouns that changed the root vowel. In Modern English such words still exist: *goose* – *geese*, *tooth* – *teeth*, *foot* – *feet*, *mouse* – *mice* etc.

The Old English adjective had 5 cases (Nominative, Genitive, Dative, Accusative and Instrumental), three genders (feminine, masculine and neuter) and two numbers (singular and plural). There were also strong and weak forms of adjectives. A strong adjective form was used with a strong noun, weak – with a weak noun. Thus if you say "a black tree" that will be *blæc trēow* (strong), and "a black eye" will sound *blace ēage* (weak). So one adjective could be either strong or weak.

Like today, there were three degrees of comparison of adjectives in Old English (absolute, comparative, superlative) formed with the help of suffixes *-ra* and *-est*: *earm* (poor) – *earmra* (poorer) – *earmost* (poorest). Many adjectives had different stems in degrees of comparison: *gōd* (good) – *betera* – *betst*, *yfel* (bad) – *wiersa* – *wierest*.

Old English Verbs were also divided into two groups – strong and weak ones. All *strong* verbs had a complex system of letter-changing and endings, for example: *writan* (to write) – *wrát* (he wrote) – *writon* (they wrote) – *written* (*written*), *faran* (to go) – *fór* – *fóron* – *faren*.

*Weak* verbs in Old English (today's English regular verbs) were changed in a simpler way than the strong ones. They had three forms - the infinitive, the past tense, the participle II, for example: *cépan* (to keep) – *cépte* – *céped*, *tellan* (to tell) – *tealde* – *teald*.

The Old English language had only two main tenses – the Present and the Past. No Continuous or Perfect tenses were used then.

Word Order. In Modern English *the girl helped the boy*, and *the boy helped the girl* have different meanings, it is shown by the word order. In Old English word order was relatively free. The meaning was shown by the endings of each word, but not by its position in the sentence.

### **Questions for self-control**

1. When did the Old English period begin?
2. Who lived on the British Isles in the 5<sup>th</sup> century BC?
3. What Celtic words are kept in English?
4. Who colonized the British Isles in the 1<sup>st</sup> century AD?
5. What Latin words are kept in the English language from that time?
6. When did the Germanic tribes arrive in Britain?
7. What words of Germanic origin do you know?
8. What seven kingdoms did the Anglo-Saxons form?
9. What do you know about The Vikings invasion?
10. When did the Old English period finish?
11. What is macron?
12. What Old English consonants do you know?
13. What is geminate?
14. How many cases did Old English noun have?

15. What is the strong group of nouns? What is the weak group?
16. How many cases did Old English adjective have?
17. How were the comparative and superlative degrees of comparison of adjectives formed?
18. What is the strong verb?
19. What is the weak verb in Old English?
20. What tenses were there in Old English?
21. What is typical of Old English word order?

### **Topics for report**

1. Word formation in Old English.
2. The Old English syntax.
3. The origin of the article.
4. The Old English adverb.
5. The Anglo-Saxons: who were they?

### **Vocabulary**

Translate the words and phrases into your language and learn:

№	English	Your language (or explanation)
1	macron	
2	geminate	
3	declension	
4	cases (Nominative, Genitive, Dative, Accusative and Instrumental)	
5	genders (feminine, masculine and neuter)	

## Video References with tasks

Watch the video on the rules of reading Old English <https://www.youtube.com/watch?v=Zs--wqVdBwo>, make notes and read the extract below:

### The Battle of Maldon

Het þa hyssa hwæne hors forlætan,  
feor afysan, and forð gangan,  
hicgan to handum and to hige godum.  
Þa þæt Offan mæg ærest onfunde,  
þæt se eorl nolde yrhðo geþolian,  
he let him þa of handon leofne fleogan  
hafoc wið þæs holtes, and to þære hilde stop.  
Be þam man mihte oncnawan þæt se cniht nolde  
wacian æt þam wige, þa he to wæpnum feng.  
Eac him wolde Eadric his ealdre gelæstan,  
frean to gefeohte; ongan þa forð beran  
gar to guþe. He hæfde god geþanc  
þa hwile þe he mid handum healdan mihte  
bord and bradswurd; beot he gelæste  
þa he ætforan his frean feohtan sceolde.  
Ða þær Byrhtnoð ongan beornas trymian,  
rad and rædde, rincum tæhte  
hu hi sceoldon standan and þone stede healdan,  
and bæd þæt hyra randas rihte heoldon  
fæste mid folman, and ne forhtedon na.

(for translation see <http://people.ucalgary.ca/~mmcilli/OERReader/Maldfram.htm>)

## **Module 4**

### **MIDDLE ENGLISH**

#### **Objectives**

- to know and understand the main historic events that took place in the Middle English period;
- to be able to explain peculiarities of Middle English phonetic system;
- to know some main features of the Middle English verb, noun, adjective;
- to know differences of Middle English syntax from the modern one;
- to be able to give example of words borrowed from the French language in the Middle English period.

#### **Online recourses**

1. Middle English basic pronunciation and grammar. URL : <https://projects.iq.harvard.edu/cb45/middle-english-basic-pronunciation-and-grammar> (дата звернення : 18.04.2021).
2. The English language in the Middle English period. Transformation and evolution. URL : <https://www.grin.com/document/215123> (дата звернення : 15.04.2021).
3. The history of English. URL : [https://www.thehistoryofenglish.com/history\\_middle.html](https://www.thehistoryofenglish.com/history_middle.html) (дата звернення : 10.04.2021).
4. The vocabulary of English: history. URL : [https://www.uni-due.de/ELE/English\\_Vocabulary\\_and\\_Meaning\\_\(history\).pdf](https://www.uni-due.de/ELE/English_Vocabulary_and_Meaning_(history).pdf) (дата звернення : 19.04.2021).

## **Theme 1. A brief historical characteristics of the period**

The history of Middle English is often divided into three periods:

### **1) Early Middle English Period: 1066 – 1204 – Decline of English**

At the battle of Hastings on 14 October 1066, King Harold of England was killed and his army was destroyed by the Normans. This was beginning of the Norman Conquest which completely changed the history of the English language.

William the Conqueror destroyed the native English nobility. He also replaced native priests with Norman ones, and Norman merchants took over much of the English commerce. Thus the English were put onto the lower step in the social structure.

For 200 years after that, French was the language of the upper classes in England. England became like a French colony.

### **2) Central Middle English period: 1204 – 1348 – Rise of English**

English begins to return its positions after 1200, when kings of England started to think of themselves as English. Also at that time there was produced the first English version of the Bible in many centuries.

Thus, the English language survived, the French invasion did not destroy it. The reason is that by the 11th century it was already well developed, it had a written literature and a strong oral tradition.

### **3) Late Middle English period: 1348 – 1457 – Dominance of English**

In the 14th century because of the Black Death (1348 – 1350) about thirty percent of the people in England died. This had several results. One was that many churchmen and school teachers were replaced by less educated men, who spoke only English. In 1362 English was used for the first time in Parliament. Before that it was in French or in Latin. Also the



position of ordinary people changed. Because there were fewer of them, they felt more independent. As they became more important, the importance of their language, English, grew too.

English was used more and more in government, and fewer and fewer people could understand French. In the 15th century English completely replaced French in court, education and government. English had survived but it had changed greatly.

## **Theme 2.**

### **Linguistic characteristics of Middle English**

#### **1) Early Middle English (1066 –1204):**

England in the 1066 became a country with two languages: French was used as a prestige language; English – as an everyday folk language. French was the language of court, law, literature. Today we can see a lot of French words in the English language. Look at these pairs of Modern English words. The first of each pair is taken from Old English and the second is of French origin: pig – pork, cow – beef, sheep – mutton, wood – forest.

Let's look at other words that were borrowed in the "early" period: tournament, medicine, crown, baron. Basically they are "administrative words" – words used in law, religion, and economics.

The second important language was Latin – the language of the Church and documents.

English was also used. It was used by simple people and priests who wrote The Anglo-Saxon Chronicles and poems of moral discussion.

In Middle English there were 3 dialects: Southern, Midland and Northern. For Southern dialect it was typical to pronounce s- and f- at the

beginning of the word as z- and v- (*fox* – *vox* and *vixen* (female)); the second word is kept in Modern English. Midland was characterized by use of the Old English form *ha* or *heo* instead of “she”. Northern was characterized by a rich Scandinavian vocabulary and some Scandinavian habits of pronunciation.

**2) Central Middle English period (1204 to 1348)** is characterized by rise in use of English, slow disappearance of dialectal differences.

**3) Later Middle English (1348 to 1457):**

Later Middle English marked the beginning of Standard English based on London (the East Midland dialect) dialect. It was the dialect of Geoffrey Chaucer and W. Caxton (he was the first English person who worked as a printer and the first to introduce a printing press into England).

The Royal council began to do their business in English using “Chancery English” – a written form of English used for other official purposes from the late 14th century.

### **Theme 3.**

#### **Phonetic, morphological and syntax features of Middle English**

The match between sound and spelling worsened under the influence of French.

In Middle English there appeared a new sound in unstressed syllables, represented by the symbol called schwa [ə]. (In Old English all vowels were pronounced distinctly, for example *nama* ['nama]. In Middle English it was pronounced as ['namə])

Soon the unstressed final -e was dropped.

The French language gave English letters "j" , "v" , “q”, “g”, “z”, “k”.

**Middle English morphology** is characterized by loss of suffixes.

As for **nouns**, there were only two cases: possessive and non-possessive (the possessive is made up with the help of suffix –es: *stōn* – *stōnes*. The plural was also made up with the help of suffix –es: *stōn* – *stōnes*. Some nouns kept -en in plural: *oxe* – *oxen*, *eye* – *eyen*, *brōther* – *brēthren*, *doghter* – *doghtren*. Other nouns had umlaut in the plural: *man* - *men*, *fot* – *fet*. Some nouns formed plural without any suffixes at all: *thing* (*things*), *yer* (*years*), *hors* (*horses*), *shep* (*sheep*), *swin* (*swine*), *winter* (*winters*), *night* (*nights*), though suffix -es gradually appears in this group of words too.

Middle English **adjective** is characterized by a complete loss of suffixes in all cases, numbers and genders. Degrees of comparison are formed by suffixes -er –est: *gret* – *gretter* – *grettest*. Some adjectives have umlaut in these forms: *long* – *lenger* – *longest*, *strong* – *strenger* – *strengest*. Other adjectives formed degrees of comparison from a different root: *god* - *better* – *best*, *evil* – *werse* – *werst*. Under French influence there appeared analytical comparison (with words *more*, *most*): *swetter/more swete*, *more swetter*, *moste clennest*.

As for **verbs** 80 verbs joined the weak group – so called regular verbs.

In Middle English period there appeared the Continuous and Perfect aspect; modal and auxiliary verbs to form the future tense and passive constructions. There were also more prepositions in the language. “tō” started to be used with infinitives as their indicator. However some verbs like *beginnen*, *longen*, *wishen* were also used without “tō”: *But atte laste speken she began*. (But at last speak she began.)

As for **pronouns**, as a French influence there appeared a polite pronoun *ye* (*you*) to address one person; it existed together with a more informal form

*thou* (singular). There also appeared such forms as *ours, hers, yours, theirs* (absolute possessive pronouns); reflexive pronouns: *myself, himself, herself, ourself*, and so on.

Middle English **Syntax** is characterized by a tendency towards modern word order: subject-predicate-object in statements; predicate-subject-object in questions, though very often one can find inverted word order in a Middle English sentence (Whan ... Aprile (subject) ...the droghte (object) of March hath perced (predicate) to the roote...). Double and triple negation was freely used to make it stronger.

### Questions for self-control

1. What three periods is Middle English divided into? What is the name of each of them?
2. What changed the history of the English language in the 11<sup>th</sup> century?
3. Why is the period from 1066 to 1204 called Decline of English?
4. What was the main language in England in that period?
5. When and why did English begin to return its positions after 1200?
6. Why did the language stay alive after the French invasion?
7. What were the results of the Black Death (1348 – 1350)?
8. Where was French used? And English?
9. What words of French origin do you know?
10. Who is the founder of Standard English?
11. Who is W. Caxton?
12. What is “Chancery English”?
13. What new sound appeared in Middle English and when was it used?
14. What consonants appeared in Middle English?

15. What is Middle English morphology characterized by?
16. How many cases were kept in Middle English?
17. What suffixes were used to form the plural?
18. What suffixes were typical of adjectives?
19. How were the degrees of comparison formed?
20. What changes took place in the system of the Middle English verb?
21. What pronouns appeared in Middle English period?
22. What is typical of Middle English Syntax?
23. How many negative words could be used in one sentence?

### **Topics for report**

1. The literary heritage of the Middle English period.
2. The Norman Conquest and its influence on development of the English language.
3. G. Chaucer and his contribution to development of the English language.
4. Middle English Vocabulary
5. Middle English word formation. Native and borrowed suffixes and prefixes.
6. Differences in Middle English dialects.
7. Development of continuous and perfect aspects.
8. Development of the gerund and participle; the passive voice.

### **Vocabulary**

Translate the words and phrases into your language and learn:

№	English	Your language (or explanation)
1	decline of English	

2	the Norman Conquest	
3	rise of English	
4	dominance of English	
5	administrative words	
6	Chancery English	
7	schwa	
8	umlaut	

### Video References with tasks

Watch the video on the rules of reading Middle English <https://www.youtube.com/watch?v=F2yl56PID6A>, make notes and read the extract from G. Chaucer's "Canterbury Tales" below:

Bifil that in that seson on a day,  
 In Southwerk at the Tabard as I lay,  
 Redy to wenden on my pilgrymage  
 To Caunterbury with ful devout corage,  
 At nyght were come into that hostelrye  
 Wel nyne and twenty in a compaignye  
 Of sondry folk, by áventure y-falle  
 In felawshipe, and pilgrimes were they alle,  
 That toward Caunterbury wolden ryde.  
 The chambres and the stables weren wyde,  
 And wel we weren esed atte beste.  
 And shortly, whan the sonne was to reste,  
 So hadde I spoken with hem everychon,  
 That I was of hir felawshipe anon,

And made forward erly for to ryse,  
To take oure wey, ther as I yow devyse.



## Module 5

### EARLY NEW ENGLISH

#### Objectives

- to know the general characteristics of the period and understand what events led to the language development;
- to be able to explain specifics of Early New English phonetic system;
- to know some main features of the Early New English verb, noun, adjective;
- to know differences of Early New English syntax from the modern one;
- to know what words joined the English vocabulary in this period.

#### Online recourses

1. Callum A. What is Early modern English and why is it so important? URL: [https://medium.com/@callum\\_ashley/what-is-early-modern-english-and-why-is-it-so-important-cc3e39df945](https://medium.com/@callum_ashley/what-is-early-modern-english-and-why-is-it-so-important-cc3e39df945) (дата звернення : 18.04.2021).
2. Early modern English. URL: <https://www.myenglishlanguage.com/history-of-english/early-modern-english/> (дата звернення : 17.04.2021).
3. Phonetic changes in the Early New English period. URL: <https://lektsii.org/13-44416.html> (дата звернення : 17.04.2021).

4. The history of English. Early modern English. URL: [https://www.thehistoryofenglish.com/history\\_early\\_modern.html](https://www.thehistoryofenglish.com/history_early_modern.html) (дата звернення : 16.04.2021).

## **Theme 1.**

### **General characteristics of the period (1476-1800)**

Two main factors that influenced the English language and served to separate Middle and Modern English are (1) the Great Vowel Shift – a change in pronunciation of vowels that began around 1400; (2) coming of the printing press.

William Caxton brought the printing press to England in 1476. After it books became cheaper and as a result, literacy became more common. Publishing for the masses became a usual thing, and works in English, but not Latin, became more common. Finally, the printing press brought standardization to English. The dialect of London, where most publishing houses were situated, became the standard. Spelling and grammar became fixed, and in 1604 the first English dictionary was published.

Thus, by the 16<sup>th</sup> c. London dialect occupied the main place of the national language. But in science English still didn't work. It was difficult to establish English as a language of scientific literature. The difficulty lay in the fact that English didn't have special terminology. To solve the problem, scientists introduced Latin words in anglicized form, e.g. *maturitas* → maturity.

Linguists made attempts to produce English technical vocabulary on the basis of compounding: *threlike* (equilateral triangle), *likejamme* (parallelogram), *endsay* (conclusion), *saywhat* (definition), *dry mock* (irony). As we see now, these efforts proved fruitless.



Thus, English of that time was very much littered with Latin borrowings. Poets of the 15<sup>th</sup> c. decorated their texts with anglicized Latin words without a slightest necessity. Unnecessary Latinisms raised protests of advocates of the right style. Critics of such borrowings (purists) named them inkhorn terms, they made an attempt to preserve purity of English, reviving older English words, archaizers.

So the language development of that time is marked by a clash of two trends – purism and wide use of Latin words to compensate for missing terms in English.

17-18<sup>th</sup> cc. is the period of **French** loanwords, characterized by their preservation of pronunciation and accent typical for French: *ballet, machine, bouquet, buffet, etc.*

17-18<sup>th</sup> cc. is also the period of **colonial expansion**; control of seas, acquisition of colonies throughout the world (Bermuda, Jamaica, Bahamas, Honduras, Canada, American colonies, India, Gambia, Gold Coast, Australia, New Zealand) led to a great number of loanwords from non-Indo-European languages:

- from Latin and Greek: anonymous, atmosphere, autograph, catastrophe, climax, delirium, emphasis, encyclopedia, enthusiasm, exact, expectation, expensive, explain, fact, impersonal, relaxation, scheme, skeleton, soda, species, system, etc.;
- from or via French: anatomy, battery, chocolate, colonel, comrade, detail, entrance, equip, explore, invite, moustache, passport, pioneer, ticket, vase, volunteer, etc.;
- from or via Italian: balcony, carnival, cupola, design, lottery, macaroni, opera, solo, sonata, sonnet, soprano, violin, volcano, etc.;

- from or via Spanish or Portuguese: alligator, apricot, banana, cockroach, cocoa, guitar, hurricane, maize, mosquito, mulatto, Negro, potato, sombrero, tobacco, etc.;
- from other languages: bamboo, ketchup (Malay), bazaar, caravan, turban (Persian), coffee, yoghurt kiosk (Turkish), cruise, easel, knapsack, landscape, yacht (Dutch), curry (Tamil), flannel (Welsh), guru (Hindi), harem (Arabic), troll (Norwegian), trousers (Irish Gaelic), etc.

## Theme 2

### Early Middle English phonology

#### Consonants

Early Modern English Phonology is characterized by (1) appearance of new phonemes; (2) simplification in reading of letter combinations so that the words are pronounced like we read them today.

The main features of the period are:

- addition of phoneme [ŋ] (as a result of development of /n/ before /g/) and voiced fricative [ʒ] (as a result of (a) borrowing from French (for example, *beige*); (b) a set of sound changes called palatalization (under the influence of -j). Look at the examples below where the first phoneme shows the way the sibilant was pronounced in Middle English, and the second – how it is pronounced now and was in the Early New English period:

/zj/ -> /ʒ/: *seizure*

/sj/ -> /ʃ/: *ocean*

/dj/ -> /dʒ/: *soldier*

/tj/ -> /tʃ/: *creature*

- **voicing** of [t] at the end of the word after an unstressed vowel, for example, Middle English *knowleche* turned to *knowledge*, Middle English *cabache* – *cabbage*. In these words letters -ch- were changed for -(d)g. In other words these changes were not seen in spelling, only in pronunciation, for example in the word *sandwich*;
- disappearance of allophones of /h/ after vowel; before *t*: *sight*, *caught*, *straight*; **h** disappeared or became *f* in final position: *sigh*, *tough*. At the beginning of the word [h] was lost in words borrowed in Middle English from French (*heir*, *honest*);
- disappearance of **t/d** in combination of consonants with *s* - *listen*, *castle*, *hasten*;
- disappearance of **g/k** at the beginning of the word before *n*: *gnaw*, *gnome*, *know*, *knight*; of **w** at the beginning of the word before *r*: *wrong*, *wrinkle*, *wrist*.

## Vowels

The main event that characterizes this period is the *Great English Vowel Shift* discovered by Otto Jespersen. It is a great sound change that influenced long vowels of English during the 15th to 18th centuries. The long vowels **moved upwards (became closer) or got diphthongized**.

**i: → ai (night ME [niht] – NE night [nait])**

**e: → i: (be ME [be:] – NE be [bi:])**

**a: → ei (ME taken ['ta:kən] – NE take [teik])**

**0: → ou (ME goon [go:n] – NE go [gou])**

**o: → u: (ME roote ['ro:tə] – NE root [ru:t])**

**u: → au (ME round ME [ru:nd] – NE round [raund])**

During the shift even the names of some English letters were changed, for they contained long vowels. Compare the names of some letters before and after the shift:

Middle English: a[a:], e [e:]. O [o:], b [be:], k [ka:]

New English : a[ei], e [i:]. O [əʊ], b [bi:], k [keɪ]

### **Theme 3.**

#### **Morphology and syntax**

Early New English noun had two cases – common and possessive, like modern one does; two numbers – singular and plural. The plural was formed with the help of suffix –es, though some nouns still used –n for plural (e.g. *shoon* (shoes), *housen* (houses), *eyen* (eyes) which soon disappeared, except for the cases with the words *oxen* and children.

Besides, there were words that had the same form for the singular and plural (month, horse, fish).

As people were used to interpret suffix –es as the indicator of the plural, some French loanwords having it in their roots lost –s in the plural. For example, the word *cherris* loaned from French was interpreted as plural and in the singular it dropped -s. The same happened to the words *pese* (peas), *rēdels* (riddle).

Early New English adjectives lost all inflections except for comparative –er and superlative –est. An interesting fact is that suffixes –er and –est could be combined with synthetic *more* and *the most* (*most unkindest*)

As for the pronoun, there were much more forms of it than today, although the system of its forms was reduced. Firstly, the familiar *thou* / *thee* was not so often used because of the growing tendency to use the pronoun *ye* when addressing one person. By the end of the 16th century the singular

forms disappeared (though in Shakespeare's works (17<sup>th</sup> c) we can still find them).

The possessive pronoun *its* (developed from the pronoun *his*) was sometimes spelt *it's* and sometimes was replaced by its predecessor *his*. Its form became fixed only by 1800.

The verb is characterized by the increase in the number of weak verbs (modern regular ones), among which are *washen* (to wash), *steppen* (to step), *helpen* (to help), though some verbs still have both forms: *shave* – *shaven*, *shaved*, *mow* – *mown* – *mowed*. However, some weak verbs became strong at that time (Middle English *hīden* that had the form “*hidde*” for the past and “*hidd*” for the past participle, in Early New English had such forms: *hide* – *hid* – *hidden*). There also appeared a special group of unchangeable verbs whose roots ended with –ed, -t: *cutten* – *cutte* – *cutt*, *shutten* – *shutte* – *shut*, *spredden* – *spredden* – *spredd*).

As for the future tense, we can both find *will* and *shall* irrespectively of the person (*I will sooner have a beard grow in the palm of my hand, than he shall get one on his cheek*); there also appeared a complicated form – the Future-in-the-past.

By the 16<sup>th</sup> century the Present Perfect and Continuous got developed in their modern structure and use, and by the 16<sup>th</sup> – the *Past Perfect*. The verb *do* began to be regularly used as an auxiliary verb since the 15<sup>th</sup> century.

This period is also characterized by full development of the gerund and infinitive as separate morphological forms. In Shakespearean works we can find perfect forms of the gerund and infinitive.

The Early New English syntax with its disappearance of loss of endings is characterized by a more stable word order than it was in the previous epochs. However, inverted word order is still possible (*follow thou me*) and double negations can be found in speech and literature.

There can also be found some constructions that resemble modern Ukrainian impersonal sentences (*it likes me not, this fears me, methinks*).

This is a period of the Shakespearean language (*vanish into thin air, flesh and blood, set teeth on edge*).

### **Questions for self-control**

1. What two main factors influenced development of the language in the Early New English period?
2. Who brought the printing press to England and when?
3. What was the result of bringing printing press to the country?
4. When was the first English dictionary published?
5. Why didn't English work in science of that period?
6. How did scientists try to solve the problem?
7. Who are purists and what did they try to do?
8. What French words were loaned in that period?
9. Where did England have colonies in the 17-18<sup>th</sup> cc. and how did it influence the language?
10. What loanwords from Latin do you know? And from Greek? (Italian? Spanish? Portuguese? Malay? Turkish? Others)
11. What two things characterize Early New English consonants?
12. How did phoneme [ʒ] appear in the English language?
13. What changes happened to [tʃ] at the end of the word?
14. In what position did [h] disappear?

15. In what position did [t, d] disappear?
16. In what position In what position did [g, k] disappear?
17. In what position did [w] disappear?
18. What is the Great English Vowel Shift?
19. What vowels take part in the Great English Vowel Shift?
20. How did this shift influence the alphabet?
21. What do you know about the Early New English noun?
22. What is the Early New English adjectives characterized by
23. Characterize the Early New English pronoun?
24. What do you know about the Early New English verb?
25. What is typical of the Early New English syntax?

### **Topics for report**

1. William Shakespeare and his contribution to development of the English language.
2. The phenomenon and reasons of the Great Vowel Shift.
3. Evolution of consonants in Early New English.
4. Modification of Early New English vowels.
5. Modal verbs of the Early New English period.
6. The first English dictionaries.

### **Vocabulary**

Translate the words and phrases into your language and learn:

№	English	Your language (or explanation)
1	the printing press	
2	literacy	
3	standardization	
4	borrowings	

5	archaizers	
6	colonial expansion	
7	palatalization	
8	voicing	
9	inflections	
10	inverted word order	

### **Video References with tasks**

Watch the video on Shakespeare's contribution into the English Language <https://www.youtube.com/watch?v=KDdIEljrtZ4>, write down all the words and phrases that were introduced into the language by him. Search for other words and phrases by W. Shakespeare.





## TEST

1. How early was the Proto-Germanic language spoken?
  - a) in the 2<sup>nd</sup> AD
  - b) in 1000BC
  - c) in the 5<sup>th</sup> AD
2. Which of these languages belong to East Germanic group?
  - a) Danish
  - b) Norwegian
  - c) Gothic
3. Which of these languages belong to North Germanic group?
  - a) Vandalic
  - b) Icelandic
  - c) Gothic
4. Which of these languages belong to West Germanic group?
  - a) English
  - b) Swedish
  - c) Lombardic
5. Which of the following are typical of the Germanic languages?
  - a) the shifting of stress onto the last syllable of the word
  - b) ablaut
  - c) free word order
6. According to the Great Consonant Shift
  - a) p corresponds to th
  - b) k corresponds to h
  - c) g corresponds to ŋ
7. The British Isles were colonized by the Romans

a) from the 1<sup>st</sup> AD

b) from the 7<sup>th</sup> BC

c) from the 5<sup>th</sup> AD

8. the Germanic tribes arrived in the British Isles

a) in the 5<sup>th</sup> BC

b) in the 1<sup>st</sup> AD

c) in the 5<sup>th</sup> AD

9. The words *street*, *pepper*, *bishop* are of

a) Celtic origin

b) Germanic origin

c) Latin origin

10. The words *whiskey*, *down* are of

a) Celtic origin

b) Germanic origin

c) Latin origin

11. The words *Thursday*, *Birmingham* are of

a) Celtic origin

b) Germanic origin

c) Latin origin

12. The Anglo-Saxons established seven kingdoms (underline the right ones):

a) Northumbria

b) Mercia

c) East Anglia

d) West Anglia

e) Kent

- f) Essex
- g) Sussex
- h) Noth Sussex
- i) Wessex.

13. There were four principal Old English dialects

- a) Kentish
- b) West Saxon
- c) East Saxon
- d) Mercian
- e) Northumbrian
- f) East Anglian

14. *Macron* – is a sign showing

- a) stress
- b) length
- c) reduction

15. Strong nouns in Old English were characterized by

- a) a branched declension
- b) a simple declension
- c) absence of declension

16. The Old English adjective had

- a) 5 cases
- b) 4 cases
- c) only one case

17. Old English strong verb

- a) had a dental suffix in the past tense
- b) had a complex system of letter-changing

18. Decline of English in Early Middle English Period - 1066 - 1204 - is connected with

- a) the Black Death
- b) the Norman Conquest
- c) development of science

19. Dominance of English- 1348 – 1457 is caused by

- a) the Black Death
- b) the Norman Conquest
- c) development of science

20. In Middle English period the dominant language was

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

21. Middle English morphology is characterized by

- a) loss of suffixes
- b) branched system of suffixes
- c) developing of suffixes into independent words

22. Introducing of printing in 1476 resulted in (encircle right letters):

- a) standardization of spelling
- b) spreading of literacy
- c) spreading of French

23. Purism is a linguistic trend aimed at

- a) preserving official language
- b) preserving original native language
- c) preserving ancient pronunciation

24. Fricative [ʒ] appeared as a result of

- a) borrowing from French
- b) borrowing from Latin

c) palatalization

25. As a result of the Great Vowel Shift

- a) short vowels shifted downwards
- b) diphthongs became monophthongs
- c) long vowels shifted upwards
- d) diphthongoids turned to monophthongs



APPENDIX  
TEXTS FOR READING  
OLD ENGLISH

1. Listen to the extract from “Beowulf”. URL:

[https://www.youtube.com/watch?v=\\_K13GJkGvDw](https://www.youtube.com/watch?v=_K13GJkGvDw)

2. Read the extract:

Hwæt. We Gardena in geardagum,  
þeodcyninga, þrym gefrunon,  
hu ða æþelingas ellen fremedon.  
Oft Scyld Scefing sceaþena þreatum,  
monegum mægþum, meodosetla ofteah,  
egsode eorlas. Syððan ærest wearð  
feasceaft funden, he þæs frofre gebad,  
weox under wolcnum, weorðmyndum þah,  
oðþæt him æghwylc þara ymsittendra  
ofer hronrade hyran scolde,  
gomban gyldan. þæt wæs god cyning.  
ðæm eafera wæs æfter cenned,  
geong in geardum, þone god sende  
folce to frofre; fyrenðearfe ongeat  
þe hie ær drugon aldorlease  
lange hwile. Him þæs lifffrea,  
wuldres wealdend, woroldare forgeaf;  
Beowulf wæs breme blæd wide sprang,  
Scyldes eafera Scedelandum in.  
Swa sceal geong guma gode gewyrcean,

fromum feohgiftum on fæder bearme,  
þæt hine on ylde eft gewunigen  
wilgesipas, þonne wig cume,  
leode gelæsten; lofdædum sceal  
in mægþa gehwære man geþeon.

## MIDDLE ENGLISH

1. Listen to the extract from “The Canterbury Tales” by G. Chaucer. URL:  
<https://www.youtube.com/watch?v=GihrWuysnrc>

2. Read the extract:

Whan that Aprille with his shoures soote,  
The droghte of March hath perced to the roote,  
And bathed every veyne in swich licour  
Of which vertú engendred is the flour;  
Whan Zephirus eek with his swete breeth  
Inspired hath in every holt and heeth  
The tendre croppes, and the yonge sonne  
Hath in the Ram his halfe cours y-ronne,  
And smale foweles maken melodye,  
That slepen al the nyght with open ye,  
So priketh hem Natúre in hir corages,  
Thanne longen folk to goon on pilgrimages,  
And palmeres for to seken straunge strondes,  
To ferne halwes, kowthe in sondry londes;  
And specially, from every shires ende  
Of Engelond, to Caunterbury they wende,

The hooly blisful martir for to seke,  
That hem hath holpen whan that they were seeke.

## EARLY NEW ENGLISH

1. Listen to the extract from “Hamlet” by W. Shakespeare. URL:  
<https://www.youtube.com/watch?v=qYiYd9RcK5M>

2. Read the extract:

To be, or not to be: that is the question:  
Whether 'tis nobler in the minde to suffer  
The slings and arrowes of outrageous fortune,  
Or to take armes against a sea of troubles,  
And by opposing end them? To die: to sleepe;  
No more; and by a sleepe to say we end  
The heart-ake and the thousand naturall shockes  
That flesh is heyre too, 'tis a consummation  
Deuoutly to be wish'd. To dye, to sleepe;  
To sleepe: perchance to dreame: I, there's the rub;  
For in that sleepe of death what dreams may come  
When we haue shuffl'd off this mortal coile,  
Must giue vs pause: there's the respect  
That makes calamity of so long life;  
For who would beare the whips and scornes of time,  
The oppressors wrong, the poore man's contumely,  
The pangs of despriz'd loue, the lawes delay,  
The insolence of office and the spurnes  
That patient merit of the vnworthy takes,



When he himself might his quietus make  
With a bare bodkin? who would these fardles beare,  
To grunt and sweat vnder a weary life,  
But that the threat of something after death,  
The vndiscovered countrey from whose borne  
No traueller returnes, puzels the will  
And makes vs rather beare those illes we haue  
Than flye to others that we know not of?



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