Удовіченко Г. М., Дмитрук Л. А.

ІСТОРІЯ АНГЛІЙСЬКОЇ МОВИ

Методичні рекомендації з вивчення дисципліни

ступінь: бакалавр

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Донецький національний університет
економіки і торгівлі
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Кафедра іноземної філології, українознавства
та соціально-правових дисциплін

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Кривий Ріг
2023

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У 31 Методичні рекомендації з вивчення дисципліни «Історія англійської мови», ступінь: бакалавр. Кривий Ріг : ДонНУЕТ, 2023. 127 с.

Методичні рекомендації представляють собою систему завдань для семінарських занять і самостійної роботи студентів, спрямованих на закріплення теоретичного матеріалу та формування навичок філологічного аналізу текстів різних періодів становлення англійської мови.

Методичні рекомендації відповідають сучасним методичним вимогам до укладання навчальної літератури.

ЗМІСТ / CONTENTS

ВСТУП / INTRODUCTION

Курс «Історії англійської мови» входить до циклу лінгвістичних дисциплін, що формують філологічну базу перекладача. Історія англійської мови вивчає розвиток англійської мови, починаючи з давньогерманських діалектів до встановлення норм національної мови; розповсюдження англійської мови за межами Англії; історичну фонетику; історичну морфологію; історичний синтаксис.

Метою викладання навчальної дисципліни "Історія англійської мови" є системний виклад основних фактів історії англійської мови, який передбачає презентацію провідного напряму розвитку літературної англійської мови, опис шляхів утворення її загальногерманського характеру та аналіз головних причин виникнення й формування її ареальних та індивідуальних рис.

Предметом вивчення навчальної дисципліни є історичний процес утворення англійської літературної мови. Опанування теоретичних положень курсу студентами базується на теоретичних знаннях та практичних уміннях з таких дисциплін: "Вступ до загального мовознавства", "Вступ до германського мовознавства", "Теоретична граматика сучасної англійської мови" та "Практична граматика сучасної англійської мови", "Теоретична фонетика сучасної англійської мови" та "Практична фонетика сучасної англійської мови", "Лексикологія сучасної англійської мови", "Історія літератури Англії". В основу лінгвістичного опису розвитку структури літературної англійської мови покладено принцип системної взаємообумовленості всіх елементів мови. Значна увага також приділена соціолінгвістичним факторам впливу на розвиток мови та особливостям її функціонування в суспільстві.

Основними **завданнями** навчальної дисципліни "Історія англійської мови" є:

- ознайомити студентів з теоретичними проблемами курсу з урахуванням загальної теорії лінгвістичного опису мов;

- навчити студентів застосовувати діахронічний підхід до вивчення фактів історичного розвитку мови та допомогти використовувати знання, які були отримані під час опанування курсу "Історія англійської мови", для аналізу лінгвістичного матеріалу з точки зору історичної перспективи її розвитку;

- сформувати в студентів уміння застосувати теоретичні відомості й положення курсу у викладанні сучасної англійської мови.

У результаті вивчення навчальної дисципліни "Історія англійської мови" студенти повинні **знати**:

- важливі історичні процеси та соціолінгвістичні фактори, які мали вплив на функціонування та формування англійської літературної мови;

- загальні закономірності становлення англійської мови та основні мовні явища, які відбулися на певному етапі її розвитку;

- причини та шляхи утворення специфічних рис, властивих для

сучасного стану англійської мови.

Студенти повинні **вміти**:

- застосовувати основні методи лінгвістичного аналізу мовного матеріалу;

- визначати типологічні та ареальні риси англійської мови в її історичному розвитку;

- розуміти єдність, взаємозв'язок та взаємозумовленість історичних змін мови; аналізувати специфіку соціально-історичного контексту функціонування мови;

- використовувати знання з курсу для пояснення специфічних особливостей сучасного стану англійської мови.

Запропонована методична розробка має за мету сприяти формуванню практичних навичок аналізу мовних явищ в історичній перспективі для більш адекватного та глибокого розуміння індивідуального та специфічного характеру розвитку англійської мови.

ЧАСТИНА 1.
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ

PART 1.
GENERAL STUDY GUIDE

1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова *(для студентів спеціальності "назва спеціальності")* / вибіркова дисципліна	**Обовязкова для ЗВО спеціальності 035 «Філологія»**
Семестр *(осінній / весняний)*	**весняний**
Кількість кредитів	**4**
Загальна кількість годин	**120**
Кількість модулів	**1**
Лекції, годин	**32**
Практичні/ семінарські, годин	**24**
Лабораторні, годин	**-**
Самостійна робота, годин	**64**
Тижневих годин для денної форми навчання:	
аудиторних	**3,5**
самостійної роботи студента	**4**
Вид контролю	**залік**

2. Мета та завдання дисципліни

Ціль – ознайомлення студентів з генезою виникнення та розвитку англійської мови, враховуючи екстралінгвістичні фактори: соціальні, політичні та культурні зміни в країні.

Завдання:

- ознайомити студентів з теоретичними проблемами курсу з урахуванням загальної теорії лінгвістичного опису мов;

- навчити студентів застосовувати діахронічний підхід до вивчення фактів історичного розвитку мови та допомогти використовувати знання, які були отримані під час опанування курсу "Історія англійської мови", для аналізу лінгвістичного матеріалу з точки зору історичної перспективи її розвитку;

- сформувати в студентів уміння застосувати теоретичні відомості й положення курсу у викладанні сучасної англійської мови.

Предмет: історичний процес утворення національної англійської літературної мови.

Зміст дисципліни розкривається в темах:
Тема 1. Фонетика давньої англійської мови.
Тема 2. Стара англійська морфологія та англійська лексика.
Тема 3. Розвиток національної літературної англійської мови XI-XIII ст.

Тема 4. Розвиток національної літературної англійської мови XIV-XVI ст.

Тема 5. Розвиток англійської лексики.

Тема 6. Еволюція англійської звукової системи в англійській мові середніх віків та сучасної англійської мови.

Тема 7. Розвиток граматичної системи та зміни типології мови.

Опанування дисципліни дозволяє забезпечити:

1) формування:

загальних програмних компетентностей:

здатність реалізовувати свої права і обов'язки як члена суспільства, усвідомлювати цінності громадського (вільного демократичного) суспільства та необхідність його сталого розвитку, верховенства права, прав і свобод людини і громадянина в Україні;

здатність зберігати та примножувати моральні, культурні, наукові цінності і досягнення суспільства на основі розуміння історії та закономірностей розвитку предметної області, її місця у загальній системі знань про природу і суспільство та у розвитку суспільства, техніки і технологій, використовувати різні види та форми рухової активності для активного відпочинку та ведення здорового способу життя;

здатність учитися і оволодівати сучасними знаннями;

здатність до пошуку, опрацювання та аналізу інформації з різних джерел;

уміння виявляти, ставити та вирішувати проблему;

здатність працювати в команді та автономно;

здатність до абстрактного мислення, аналізу та синтезу;

здатність застосовувати знання у практичних ситуаціях;

здатність проведення досліджень на належному рівні;

фахових програмних компетентностей:

усвідомлення структури філологічної науки та її теоретичних основ;

здатність використовувати в професійній діяльності знання про мову як особливу знакову систему, її природу, функції, рівні

здатність до збирання й аналізу, систематизації та інтерпретації мовних фактів;

здатність використовувати в професійній діяльності знання з теорії та історії мов, що вивчаються.

здатність аналізувати діалектні та соціальні різновиди мов, що вивчаються, описувати соціолінгвальну ситуацію;

здатність до збирання й аналізу, систематизації та інтерпретації мовних та літературних, фактів, інтерпретації та перекладу тексту;

здатність вільно оперувати спеціальною термінологією для розв'язання професійних завдань;

здатність здійснювати лінгвістичний, літературознавчий та спеціальний філологічний аналіз текстів різних стилів і жанрів;

2) досягнення **програмних результатів навчання**:

вільно спілкуватися з професійних питань із фахівцями і нефахівцями державною та іноземними мовами усно й письмово, використовувати їх для організації ефективної міжкультурної комунікації;

ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, зокрема з фахової літератури та електронних баз, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати;

організовувати процес свого навчання й самоосвіти;

розуміти фундаментальні принципи буття людини, природи, суспільства;

співпрацювати з колегами, представниками інших культур та релігій, прибічниками різних політичних поглядів тощо;

використовувати інформаційні та комунікаційні технології для вирішення складних спеціалізованих задач і проблем професійної діяльності;

розуміти основні проблеми філології та підходи до їх розв'язання із застосуванням доцільних методів та інноваційних підходів;

знати й розуміти систему мови, загальні властивості літератури як мистецтва слова, історію мов і літератур, що вивчаються, і вміти застосовувати ці знання у професійній діяльності;

характеризувати діалектні та соціальні різновиди мов, що вивчаються, описувати соціолінгвальну ситуацію;

знати норми літературної мови та вміти їх застосовувати у практичні й діяльності;

знати принципи, технології і прийоми створення усних і письмових текстів різних жанрів і стилів державною та іноземними мовами;

аналізувати мовні одиниці, визначати їхню взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють;

здійснювати лінгвістичний, літературознавчий та спеціальний філологічний аналіз текстів різних стилів і жанрів;

знати й розуміти основні поняття, теорії та концепції обраної філологічної спеціалізації, уміти застосовувати їх у професійній діяльності;

збирати, аналізувати, систематизувати й інтерпретувати факти мови й мовлення й використовувати їх для розв'язання складних задач і проблем у спеціалізованих сферах професійної діяльності та/або навчання;

мати навички участі в наукових та/або прикладних дослідженнях в галузі філології;

3) набуття **результатів навчання** (згідно Дублінських дескрипторів):

- **знання**:

важливих історичних процесів та соціолінгвістичних факторів, які мали вплив на функціонування та формування англійської літературної мови;

загальних закономірностей становлення англійської мови та основних мовних явищ, які відбулися на певному етапі її розвитку;

причин та шляхів утворення специфічних рис, властивих для сучасного стану англійської мови;

- **уміння/навички**:

застосування основних методів лінгвістичного аналізу мовного матеріалу;

визначати типологічні та ареальні риси англійської мови в її історичному розвитку;

розуміння єдності, взаємозв'язку та взаємозумовленості історичних змін мови; аналізу специфіки соціально-історичного контексту функціонування мови;

використання знань з курсу для пояснення специфічних особливостей сучасного стану англійської мови;

давати приклад кожному фонетичному та граматичному явищу відповідного періоду розвитку мови;

простежити зміни, що стосуються тієї чи іншої лінгвістичної одиниці в межах конкретного відрізку часу або усього історичного періоду розвитку мови;

співвідносити форму та зміст тієї чи іншої лінгвістичної одиниці з її відповідником у сучасній англійській мові;

робити узагальнення про ті чи інші процеси та їх роль в історії англійської мови на основі спостереження та порівняння лінгвістичних одиниць;

- комунікація:

ефективно встановлювати і підтримувати комунікацію в навчальних ситуаціях, здійснювати чіткі та детальні повідомлення на різні теми та аргументувати свою позицію щодо обговорюваної проблеми;

вільно спілкуватись із носіями мови, чітко, детально висловлюватись з широкого кола тем, виражати свою думку з певної проблеми, наводячи різноманітні аргументи за і проти;

- відповідальність і автономія:

застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;

належним чином поводити себе і реагувати у типових академічних, професійних, світських і повсякденного ситуаціях, а також знати правила взаємодії між людьми у різних ситуаціях.

3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
Змістовий модуль 1: Розвиток літературної англійської мови (V – XXI ст.)					
Тема 1. Фонетика давньоанглійської мови	16	6	4		6
Тема 2. Давньоанглійська морфологія та англійська лексика	16	4	4		8
Тема 3. Розвиток національної літературної англійської мови XI-XIII ст.	16	2	2		12

Тема 4. Розвиток національної літературної англійської мови XIV-XVI ст.	18	2	2		14
Разом за змістовим модулем 1	**66**	**14**	**12**		**40**
Змістовий модуль 2: Розвиток структури англійської мови (XI – XXI ст.)					
Тема 5. Розвиток англійської лексики	18	6	4		8
Тема 6. Еволюція англійської звукової системи в англійській мові середніх віків та сучасної англійської мови	18	6	4		8
Тема 7. Розвиток граматичної системи та зміни типології мови	18	6	4		8
Разом за змістовим модулем 2	**54**	**18**	**12**		**24**
Усього годин	**120**	**32**	**24**		**66**

4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
1	Практичне заняття Фонетика давньоанглійської мови	2
2	Практичне заняття Еволюція фонетичної системи давньоанглійської мови	2
3	Практичне заняття Давньоанглійська морфологія	2
4	Практичне заняття Давньоанглійська лексика	2
5	Практичне заняття Розвиток національної літературної англійської мови XI-XIII ст.	2
6	Практичне заняття Розвиток національної літературної англійської мови XIV-XVI ст.	2
7	Практичне заняття Розвиток англійської лексики	2
8	Практичне заняття Словотвір як спосіб збагачення англійської лексики	2
9	Практичне заняття Еволюція англійської звукової системи в англійській мові середніх віків	2
10	Практичне заняття Еволюція англійської звукової системи сучасної англійської мови	2
11	Практичне заняття Розвиток граматичної системи	2
12	Практичне заняття Зміни типології мови	2
	Всього	**24**

5. Розподіл балів, які отримують студенти
Вид контролю: залік

Відповідно до системи оцінювання знань студентів ДонНУЕТ, рівень сформованості компетентностей студента оцінюються впродовж семестру (100 балів).

Оцінювання студентів протягом семестру
(очна форма навчання)

№ теми практич-ного заняття	Аудиторна робота					Позааудитор-на робота	Сума балів
	Тестові завдан-ня	Виконання практичних завдань теми	Обговорен-ня теоретичних питань теми	Індиві-дуальне завдання	ПМК	Завдання для самостій-ного виконання	
Змістовий модуль 1							
Тема 1	1	2	1			1	5
Тема 2	1	2	1			1	5
Тема 3	1	2	1			1	5
Тема 4	1	2	1			1	5
Тема 5	2	6	2	4		2	16
Тема 6		4	5				9
Разом змістовий модуль 1	**6**	**18**	**11**	**4**	**5**	**6**	**50**
Змістовий модуль 2							
Тема 7		1				1	2
Тема 8		1				2	3
Тема 9	1	3	2			2	8
Тема 10	1	3	2			1	7
Тема 11	2	4	2	4		1	13
Тема 12		4	2	5		1	12
Разом змістовий модуль 2	**4**	**16**	**8**	**9**	**5**	**8**	**50**
Разом							**100**

Оцінювання студентів протягом семестру
(заочна форма навчання)

Поточне тестування та самостійна робота				Сума в балах
Змістовий модуль 1	Індивідуальне завдання	Змістовий модуль 2	Індивідуальне завдання	
20	30	20	30	100

Загальне оцінювання результатів вивчення навчальної дисципліни

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

Оцінка		
100-бальна шкала	**Шкала ECTS**	**Національна шкала**
90-100	A	5, «відмінно»
80-89	B	4, «добре»
75-79	C	
70-74	D	3, «задовільно»
60-69	E	
35-59	FX	2, «незадовільно»
0-34	F	

ЧАСТИНА 2.
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ

PART 2.
PRACTICAL TRAINING SUBJECT MATTER

Seminar№ 1
Old English Phonetics

PROBLEMS FOR DISCUSSION

1. Writing and literary activity in the vernacular in Anglo-Saxon England
2. Old English writing and Old English spelling practices. The representation of Old English sounds
3. The Old English phonological system.The inventory of the Old English vowel phonemes and their main distinctive features. The Old English monophthongs and diphthongs. The origin of the Old English vowels
4. The inventory of the Old English consonant phonemes and their main distinctive features. The main peculiar features of the Early Old English consonant system. The origin of the Old English consonants

References: 1, 2, 3, 4, 16, 17, 21

PRACTICAL TASKS

1. Define how to pronounce fricative sounds in the following words:
þearf, þis, cūð, up-riste, waþema, wāþ, līðend, was, sūþan, stefn, heofon, rīsan, ȝe-sittan, ȝe-þēod.

2. Determine which sound is expressed by the letter ȝ in words
weȝ, stīȝel, strenȝ, plōȝ, slōȝon, āȝan, ȝān, ȝebētan.

3. Read the following words and determine the nature of the sound [k], denoted by the letter c: folc, cild, cēapian, clift, scēacan.

4. Read the following words and determine to which group of consonants the found geminants belong mann, licȝan, lettan, willan, þicce, lǣssa, steppan, sceþþu.

5. Explain the consonants matching in the following pairs of words:
OE stæþ — Lat. status; OE stede — Lat. statio; OE tācen — Lat. digitus; OE tēon, tēah — Lat. duco, ducere; OE beorȝan — Russ. беречь; OE beran — Lat. ferre, Russ. брать; OE brecan — Lat. frēgi, frango; OE cnāwan — Lat. gnosco.

6. Determine where the emphasis is in the following words (prefixes are given in hyphenated spelling, and the composition of the bases is marked with +):
under-ȝietan, a-ȝān, āȝan, clēofan, ȝe-būan,
æt-licȝan, of-hēran, ofer-cuman, sund+pleȝa, sweȝl+condell.

7. **Text for analysis**

On þȳ ylcan ӡēre worhte sē foresprecena here ӡeweorc bē Lyӡan twentiӡ mīla būfan Lundenbyriӡ. þā þǣs on sumera fōron micel dǣl þāra burӡware ond ēac ōþres folces þæt hīe ӡedȳdon æt þāra Deniscan

ӡeweorce, ond þǣr wurdon ӡeflīemde, and sume fēower cyninӡes þeӡnas ofsleӡene.

In that very year the before-mentioned (Danish) army built a fortress by the river Lea 20 miles above London. Then in summer there came a great part of those citizens and also of different other people so that they reached the Danish fortress and there they were defeated and about four king's warriors were killed.

Dictionary to the text

Form in the text	Ascending form	Correspondence	Meaning
bē	bē, bi *prep.*	*Gth.* bi; *OHG* bi	by
būfan	būfan, ūfan *prep.*	*OHG* obana;	above
cyninӡes	cyninӡ *n.m.a.*	*OHG* cuning; *OS* kuning; *Russ.* князь	king
burӡware	burӡware *rel. to* burӡ *n.m.cons.*	*Gth.* baúrgs; *OHG* burug	citizens of a town; fortress, town
dǣl	dǣl *n.m.i.*	*Gth.* dails; *OHG* tail; *Russ.* доля	part
ēac	ēac *conj.*	*Gth.* auk; *OHG* ouh	eke, also, moreover
folces	folc *n.neut.a.*	*OHG* folk, folch	folk, people
fōron	faran *sv. 6*	*Gth.* faran; *OHG* faran	to go, to travel
fēower	fēower *num.*	*Gth.* fidwor; *OHG* fior; *Lat.* quattuor	four
foresprecena	fore-sprecan *sv. 5*	*OHG* sprechen	before-mentioned

ȝēre	ȝēar *n.neut.a.*	*Gth.* jēr; *OHG* jār	year
ȝedȳdon	ȝedōn *irr. v.*	*OHG* tuoan, tuon; *Russ.* делать, деять	to do, to reach
ȝeflīemde	ȝe-flīeman *wv. 1*		to drive away
ȝeweorc	ȝe-weorc *n.neut.a.*	*OHG* werah	work, fortress
here	here *n.m.ja.*	*Gth.* harjis; *OHG* heri	enemy's army
hīe	hīe *pron.*		they
ylcan	ylc, ilca *pron.*		the same
micel	mycel, micel	*Gth.* mikils; *OHG* michil	much
mīla	mīl *n.f.ō.*	*OHG* mīla; *Lat.* millia	mile
ofsleȝene	slēan *sv. 6*	*Gth.* slahan; *OHG* slahan	to slay
ōþres	ōþer *pron.*	*Gth.* anþar; *OHG* andar	other
sumera	sumer *n.m.a.*	*OHG* summar	summer
sume	sum *pron.*	*Gth.* sums; *OHG* sum	some
sē	sē *dem. pron. m.* þæt *dem. pron. neut.*	*Gth.* sa; *Russ.* тот; *Lat.* iste	that
þǣr	þǣr *adv.*	*Gth.* þār; *OHG* dār	there
þeȝnas	þeȝn *n.m.a.*	*OHG* degan	servant, warrior
wurdon	weorþan *sv. 3*	*Gth.* waírþan; *OHG* werden; *Lat.* vertere; *Russ.* вертеть	to become
worhte	wyrcean *irr. v.*	*Gth.* waúrkjan; *OHG* wurchen	to work

Tasks

1. Read the text for analysis and determine:

a) How many times in the text are used letters of runic origin?

b) Determine which sound is expressed by the letter ȝ in words   ȝēre, twentiȝ, ȝeweorc, burȝware?

c) Determine which sound is expressed by the letter c in words: micel, ȝeweorc, cyninȝes, ēac?

d) Determine which sound is expressed by the letter þ in words: þā, þȳ, þæt, þār, ōþres?

Seminar № 2
Evolution of the phonetic system of the Old English language

PROBLEMS FOR DISCUSSION

1. The evolution of the Old English phonological system. The main assimilative changes in the Old English stressed vocalism: breaking (fracture), palatalization (palatal diphthongization) and mutation, two kinds of mutation (palatal and velar). The phonetic mechanism and the phonological results of these sound changes
2. The process of the assibilation of palatalized consonants in Old English and its phonological results. Other changes of consonant sounds.

References: 1, 2, 3, 4, 16, 17, 21

PRACTICAL TASKS

1. Differentiate between the languages of the IE Language family and Non- Indo-European languages

1	Tajik	A	IE	7	Basque	A	IE
2	Hungarian		language	8	Hellenic		language
3	Rumanian		family	9	Turkish		family
4	Persian	B	Non-IE	10	Kazakh	B	Non-IE
5	Estonian		language	11	Finnish		language
6	African		family	12	Scottish		family

2. To what branches of the IE Language family do the following languages refer?

1	Latvian	A	Germanic	6	Portuguese	A	Indic
2	Ukrainian	B	Romance	7	Romany	B	Iranian
3	Moldavian	C	Indic	8	Tajik	C	Romance
4	Africaans	D	Baltic	9	Czech	D	Celtic
5	Hindi	E	Slavonic	10	Irish	E	Slavonic

3. Differentiate between West Germanic and North Germanic languages

1	Swedish	A	West	7	Yiddish	A	West
2	Frisian		Germanic	8	Norwegianc		Germanic
3	Faroes		language	9	Netherlandish		language
4	English	B	Noth	10	Africaans	B	Noth
5	Danish		Germanic	11	Icelandic		Germanic
6	German		language	12	Dutch		language

4**.** Give definitions of the basic notions referring to the comparative method. The genealogical classification, the language family, the archetype, the reconstruction, the cognates, the asterisk, the isogloss, the substratum ....

5. Identify the contribution of the historical personalities to information about the ancient Germans.

1	Pytheas, IV c. BC	A	"Germania", "Annales".Description of life, customs.
2	Julius Caesar, I c. BC	B	A classified list of Germanic tribes in "Natural History"
3	Pliny the Elder, I c. AD	C	"Commentaries on the war in Gaul"
4	Cornelius Tacitus, I c. AD	D	"Ecclesiastical History of the English People"
5	Bede, VIII c. AD	E	An account of a ses voyage to the Baltic Sea

6. Complete the list of Specific Features typical of the Germanic languages.

1. Specific Features in Phonology: The Germanic Vowel Shift; Grimm's Law; ...

2. Specific Features in Grammar: Strong and Weak Adjectives; ...

7. PG Phonology

I.	Match both parts to identify the phonetic process in the system of PG vowels:				
1.	OE tælian	>	OE tellan	A	Germanic Fracture
2.	OE cēosan	>	OE cēas	B	Germanic Vowel Shift (GmVSh)
3.	L noctem	>	Gt nahts	C	i-Umlaut
4.	L medius	>	OE midde	D	Ablaut
5.	Gt stodein	>	Gt standan		
II.	Match both parts to identify the phonetic processes in the system of PG consonants:				
6.	Gt bidjan	>	OE biddan	E	Grimm's Law
7.	L noctem	>	Gt nahts	F	Verner's Law
8.	OE cēas	>	OE curon	G	West-Germanic Gemination (W-GG)
9.	OHG fimf	>	OE fīf	H	Ingveonic Loss of Nasals (Ing LNas)
10.	OE wearþ	>	OE weorðan		
III.	Choose the correspondences of sounds in the word given below.				
				I	Grimm's Law
11.	R яблоко	>	E apple	J	Verner's Law
				K	Ingveonic Loss of Nasals
IV.	Reconstruct the missing letters in items 12, 13, 14 on the basis of the phenomenon you've stated in item 11.				
12.	Gr deka	>	Gt tai_un		
13.	Ukr повний	>	E _ull		
14.	Skr ma_u	>	OE medu		

8. Differentiate between Strong and Weak PG Verbs

1	Gt greipan –graip	A	Strong
2	OE nerian -nerede		
3	OE writan-wrät		
4	OE cepan- cepte	B	Weak
5	Gt nasjan-nasida		

Test 1
IE and Germanic Languages. Comparative method. Germanic Tribes.
Specific features of Germanic Languages

1. Choose the language which does not belong to the IE Language family.
A. Tajik;
B. Albanian;
C. Hindi;
D. Turkish.
2. Choose the language of the IE Language family.
A. Azerbaijani;
B. Georgian;
C. Armenian;
D. Arabic.
3. Which of the languages is a North Germanic language?
A. Faroese;
B. Frisian.
4. Which of the languages is a West Germanic language?
A. Swedish;
B. Flemish.
5. To which of the tribal unions did the Angles belong?
A. Vindili;
B. Hermiones;
C. Ingveones;
D. Hilleviones.
E. Iscevones;
6. The classification of the Germanic tribes is given in the works of:
A. Pytheas;
B. Bede the Venerable;
C. Julius Caesar;
D. Pliny the Elder.
7. Words chosen from different languages with the purpose of reconstruction of a PG form:
A. archetypes;
B. isoglosses;
C. cognates.
8. The symbol which denotes a reconstructed form is:
A. a macron;
B. a circumflex.
C. an asterisk;
9. OE word structure was characterized as:
A. a two-morpheme structure;
B. a three-morpheme structure;
C. a four-morpheme structure.
10. The Declensions of PG Nouns were differentiated on the basis of:

A. vocalic stem-forming suffixes;
B. thematic and athematic stems;
C. consonantal stem-forming suffixes; 4/ demonstrative pronouns in pre-position.

Test 2

I.	Match both parts to identify the phonetic processes in the system of PG Vowels:				
1.	OE weorðan	>	OE wearþ	A	Germanic Fracture
2.	L octo	>	Gt ahtau	B	Germanic Vowel Shift (GmVSh)
3.	*sætian	>	OE settan	C	i-Umlaut
4.	L ventus	>	OE wind	D	Ablaut
5.	L edit	>	OE iteþ		
II.	Match both parts to identify the phonetic processes in the system of PG Consonants:				
6.	*onþer	>	OE ōðer	E	Grimm's Law
7.	OIcel sitja	>	OE sittan	F	Verner's Law
8.	Ukr тонкий	>	E thin	G	West-Germanic Gemination
9.	OE wes	>	OE weron	H	Ingveonic Loss of Nasals
10.	L gnosco	>	E know		
III.	Choose the correspondences of sounds in the word given below:				
				I	Grimm's Law
11.	Gr dekás	>	Gt tigus	J	Verner's Law
				K	West-Germanic Gemination
IV.	Reconstruct the missing letters in items 12, 13, 14 on the basis of the phenomenon you've stated in item 11.				
12.	Skr sa̱tá	>	Gt sibun		
13.	L caput	>	Gt hau̱iþ		
14.	OE cēas	>	OE cu_on		

Seminar № 3
Old English Morphology

PROBLEMS FOR DISCUSSION

1. Old English morphology. Common Germanic typological features of the Old English morphological system
2. The noun in Old English. The set of the nominal grammatical categories. Peculiar features of the grammatical categories of gender and case of nouns
3. The morphological classification of nouns and a peculiar character of some types of noun declensions (stems) in Old English
4. The morphological classification of pronouns in Old English
5. The morphological classification of numerals and adverbs in Old English

References: 1, 2, 4, 6, 9, 13, 14, 20

PRACTICAL TASKS

1. Text for analysis

Ælfred cyninʒ hāteð grētan Wærferð biscep his wordum luflice ond frēondlice ond ðē cyðan hāte ðæt mē cōm swiðe oft on ʒemynd, hwelce wiotan īu wǣron ʒiond Angelcynn ǣʒðer ʒē godcundra hāda ʒē woruldcundra; ond hū ʒesǣliʒlica tīda ðā wǣron ʒiond Angelcynn.

(Cura Pastoralis, Preface)

King Alfred orders to greet bishop Waerferth fervently with friendly words and orders you to tell what often enough came to my mind, what wise men there were in the past among the Angles either of divine state or of lay state; and what a wonderful time there was among English-men.

Dictionary to the text

cyninʒ *n.m.a.* king || *OHG* chuning; *OS* kuning; *Russ.* князь

biscep *n.m.a.* bishop || *OHG* biskof; *borr. fr. Gr.* episkopos

word *n.neut.a.* word || *Gth.* waúrd; *OHG* wort; *Lat.* verbum

ʒemynd *n.f.i.* mind, memory || *Gth.* gamunds; *OHG* gimunt; *Lat.* mentum; *Russ.* память

wita *n.m.n.* wise man || *Gth.* unwita; *OHG* wizzo

cynn *n.neut.ja.* race || *Gth.* kuni; *OHG* chuni; *Lat.* genus

hād *n.m.a.* rank, degree || *Gth.* haidus; *OHG* hait

tīd *n.f.ō.* time; period || *OHG* zīt

Tasks

1. Search the dictionary for masculine nouns with stems ending –a and decline them. Determine in which cases they appear in the text?

2. Find feminine nouns in the dictionary, determine the type of declension and decline. Determine how the -ja- declination differs from the -a- declension type. Determine in which cases these nouns appear in the text.

3. Look up the noun ending –n- in the dictionary. Decline it. Determine in which cases this noun appears in the text.

4. List all types of declensions of Old English nouns. Which of them are found in the text?

5. Decline **dæȝ** a. paying attention to the change in the root vowel in different positions within the paradigm. Explain what determines the alternation of æ / a. Determine how the consonant of the root changes depending on its position in the word

2. Text for analysis

Ic Ælfric wolde þās lytlan bōc āwendan tō engliscum ȝereorde of þām stæfcræfte, þe is ȝehāten Grammatica, syððan ic ðā twā bēc āwende on hundeahtatiȝum spellum, forðan ðe stæfcræft is sēo cæȝ, ðe ðæra bōca andȝit unlicð.

(Aelfric's Grammar)

I, Aelfric by name, should like to translate into English this little book on the art of writing which is called Grammar, for I have already translated two books, consisting of eighty stories, and therefore (I think) this grammar is that key which would help to reveal the wisdom of those books.

Dictionary to the text

bōc *n.f.cons.* (*pl.* bēc) book ‖ *Gth.* bōka; *OHG* buoch; *Lat.* fagu
   Russ. бук, буква

ȝereord *n.neut.a.* language; *rel. to* rǣdan (to read)

stæfcræft *n.m.a.* art of letters; grammar

spell *n.neut.a.* story ‖ *Gth.* spill; *OHG* spell

cæȝ *n.f.jō.* key

andȝit *n.neut.a.* knowledge; *rel. to* ȝietan (to get)

Tasks

1. Find in the dictionary all neuter nouns with a stem ending in –a. Determine the type of root syllable and give the plural nominative form. Show how these nouns are used in the text.

2. Reveal using the root declension paradigm what forms of the word **bōc** ɪr in the text. Give missing forms.

3. Decline the noun **cæʒ** (key), the type of root vowel.
4. Find in the texts for analysis 1 and 2 forms of personal pronouns and define them.
5. Give the complete declension paradigm of the pronoun **ic**.
6. Find in the text for analysis 2 numerals and determine their structure.
7. Find in the text for analysis 1 adverb and determine their structure and extract the suffix.
8. Determine the morphological structure of nouns found in the text for analysis 2.
9. Read the text, translate it into modern English, analyze numerals and nouns.

    þȳ ylcan ʒēare onforan winter þā Deniscan þe on Meresiʒe sǣton tuʒon hiera scipu up on Temese; þæt wæs ymb twā ʒēar þǣs þe hie hider ofer sǣ cōmon.

(The Parker Chronicle)

Dictionary to the text

þȳ *instr. case of* **sē**
ylc *pron.* the same
ʒēar *n.neut.a.* year
onforan *prep.* before
winter *n.m.a.* winter
þe *rel. particle* who
Meresiʒe *n.* Mersey (*river*)
sittan *sv. 5* (*p.t.pl.* sǣton) to sit; to dwell
tēon *sv. 2* (*p.t.pl.* tuʒon) to draw, to pull
scip *n.neut.a.* ship
ymb *prep.* about, by
hider *adv.* hither
þǣs þe *conj.* since (the time)
sǣ *n.f.i.* sea
cuman *sv. 4* (*p.t.pl.* cōmon) to come

10. Match the two halves of the table to get the appropriate dates of the historical events.

1	1-5 c. AD	A	Beginning of the Anglo-Saxon Invasion
2	410	B	Ruining of the Lindisfarne Abbey by the Vikings
3	449	C	The Norman Conquest
4	597	D	The Romans left Great Britain
5	793	E	Wessex gained victory over the rest Anglo-Saxon kingdoms
6	828	F	The Treaty of Wedmore. The Danelaw
7	878	G	Great Britain under the Romans
8	1016	H	Restoration of the Anglo-Saxon line

| 9 | 1042 | I | The Anglo-Saxons were Christianized |
| 10 | 1066 | J | England becomes part of the Scandinavian Empire |

11. Identify to what dialects and genres the following written records belong.

1.	Cædmon's Poetry	A	The written records of the Wessex dialect
2.	Wulfstan's *Homilies*	B	The written records of the Northumbrian dialect
3.	Translation of *Pastoral Care*	C	The religious works of the Old English period
4.	Cynewulf's Poetry	D	The poetic monuments of the Old English period
5.	Translation of *Ecclesiastical History of the English People*		
6.	*Beowulf*		
7.	*Ælfric's Homilies*		
8.	*The Anglo-Saxon Chronicle*		

12. Identify to what centuries the following written records belong

1.	Ælfric's *Lives of Saints*	A	The written monuments of VIII c.
2.	*Genesis, Exodus*	B	The written monuments of IX c.
3.	Translation of *World History*	C	The written monuments of X-XI c.
4.	*The Franks Casket*		
5.	*The Durham Ritual*		
6.	Translation of *Consolation of Philosophy*		
7.	*The Ruthwell Cross*		
8.	Charters of Mercian kings		
9.	Glosses in the Lindisfarne Gospels		
10	*Seafarer, Wanderer*		

13. Read the following OE words concentrating your attention

A. on pronunciation of fricatives:

 1/ þæt, ðæt, cūð, cweðan, wyrþe, weorþan, ʒe-þēōd;

2/ sæde, scyld, bis, his, was, risan, nosu, ʒe-sittan; 3/fif, oft, ofer, hläford, fyllan;

B. on pronunciation of the sounds conveyed be the letter '3': 1/ʒyf, sæʒde, dæʒe, dæʒ, mæʒe, mæʒ, æniʒ;

2/ʒan, Scirinʒes, sinʒan, secʒan, brycʒe;

3/ slōʒon, aʒan, boʒa, beorʒan, daʒas, dæʒes, dæʒ;

C.on the words from the text given below which reflect specific OE reading rules:

1/ sæde, þæt, Halʒoland, cwæð, sio, benorþan;

2/bonne, suðeweardum, Scirinʒes, þyder, ʒe-seʒlian;

3/ monde, ælce, hæfde, ambyrne, hip, þissum, cymo.

Exercise 5. Read the extract of the OE text from Ohthere's and Wulfstan's Story.

1/ Ohthere sæde þæt siö scir hätte Halʒoland þe he on bude.

2/ He cwæð þæt nän man ne bude benorðan him.

3/ bonne is an port on südeweardum þæm lande, pone man hæt Sciringes heal.

4/ byder he cwæð þæt man mihte ʒeseʒlian on anum mōnde,

5/ʒyf man on niht wicode, and ælce dæʒe hæfde ambyrne wind.

Exercise 6. Identify the phonetic processes. OE Vowels.

1	*larian	>	OE læran *teach*	A	OE Breaking
2	. OE hira	>	OE hiora *their*	B	Palatal diphthongization
3	*ærm	>	OE earm *arm*	C	Back mutation
4	OE scort	>	OE sceort *short*	D	Contraction
5	*bihan	>	OE peon *prosper*	E	E i-Umlaut
6	OE ʒe-mynd	>	OE ʒe-mynd *mind*	F	a-Splitting
7	*sonfte	>	OE söfte *soft*	G	Germanic reflexes
8	Gt haims	>	OE hãm *home*	H	Lengthening by compensation
9	Gt namō	>	OE nåma *name*	I	Lengthening of before cons clusters

Exercise 7. Identify the phonetic processes. OE Consonants.

1	OE pridda	>	OE birda *third*	A	Palatalization
2	*ʒons	>	OE ʒ0s *goose*	B	Assibilation
3	OE stendst	>	OE stentst stand	C	Metathesis
4	OE cese/k/	>	OE cese/k/ *cheese*	D	Assimiltion
5	OE cilD. k'/	>	OE cild /ᵺ/ *child*	E	Ingveonic Loss of Nasals
6	OE mann	>	OE man *man*	F	Loss of initial 'h'
7	Gt saljan	>	OE sellan give	G	Shortening in the final position
8	OE hnutu	>	> OE nute nut	H	West-Germanic Gemination

Exercise 8. Identify the phonetic processes in the words given below.
Match both parts to identify the phonetic process in the system of OE vowels:

1	OE sifon	>	OE siofon	1	OE Breaking
2	OE mus	>	OE mys	2	Palatal diphthongization (PalD-n)
3	OE melcan	>	OE meolcan	3	Back (velar) mutation
4	OE scacan	>	OE sceacan	4	Contraction
5	OE tihan	>	OE těon	5	i-Umlaut

Match both parts to identify the phonetic process in the system of OE consonants:

6	OE wifman	>	OE wimman	1	Ingveonic Loss of Nasals (Ing LNas)
7	OE rinnan	>	OE irnan	2	Palatalization of consonants
8	*fimf	>	OE fif	3	Assibilation
9	OE cinn, ʒear			4	Metathesis
10	OE biscep	>	E bishop	5	Assimilation

Match both parts to identify the phonetic process in the system of PG vowels

1	OE tælian	>	OE tellan	1	Germanic Fracture
2	OE ceosan	>	OE ceas	2	Germanic Vowel Shift (GmVSh)
3	L noctem	>	Gt nahts	3	i-Umlaut
4	L medius	>	OE midde	4	Ablaut
5	Gt stodein	>	Gt standan		

18. What OE phonetic processes affected changes in the words given below?

1	*ærm	>	OE earm *arm*	10	OE pridda	>	OE pirda *third*
2	*namnian	>	OE nemnan *name*	11	OE cild	>	OE child *child*
3	*munp	>	OE mup *mouth*	12	OE scort	>	OE sceort *short*

4	OE hnutu	>	OE nute *nut*	13	OE bronhte	>	OE bröhte brought
5	*silufr	>	OE siolufr *silver*	14	OE hira	>	OE hiora *their*
6	*cæster	>	OE ceaster *camp*	15	OE mæʒden	>	OE mæden *maiden*
7	*æhta	>	OE eahta *eight*	16	OE *næh	>	OE neah *near*
8	*onper	>	OE öper *other*	17	Gt pata	>	OE pæet *that*
9	*fullian	>	OE fyllan *to fill*	18	Gt kiusan	>	OE ceosan *to choose*

Test 1
Periodization, Historical Events & Written Records

1. State time limits of the OE Period:
A. 450-700;
B. 450-1066;
C. 700-1066;
D.1066-1350.

2. The period of full endings in the history of the English language was:
A. Old English;
B. Middle English;
C. New English.

3. The regular Roman Conquest of Great Britain began in:
A. BC 54;
B. AD 43;
C. AD 60;
D. AD 410.

4. The Anglo-Saxon Invasion took place in:
A. 43 AD;
B. 449;
C. 793;
D. 1066.

5. The Angles settled in:
A. Mercia;
B. Northumbria;
C. Kent;
D. Sussex.

6. The period of 'heptarchy' refers to:
A. 3-4 c.;
B. 5-7c.;
C. 7-9 c.

7. The Anglo-Saxons were Christianized in:
A. 449;
B. 597;
C. 828;
D. 1042.

8. The Scandinavian Invasion lasted from:
A. 5th-7th c.;
B. 8th-10th c.;

C. 9th-11th c.;

D. 6th-12th c.

9. The Wedmore peace was made in:

A. 410;

B. 449;

C. 793;

D. 878.

10. Canute the Great reigned the country in:

A. 871-899;

B. 1016-1035;

C. 1042-1066;

D. 1066-1087.

11. The Norman Conquest took place in:

A. 449;

B. 793;

C. 878;

D. 1066.

12. Choose the written records of the Wessex dialect:

A. The Ruthwell Cross;

B. The Anglo-Saxon Chronicle;

C. Translation of World History;

D. Wilfstan's Homilies.

13. Choose Ælfric's works:

A. Lives of Saints;

B. Fate of the Apostles;

C. Elene;

D. Latin Grammar.

14. Choose the written records of the 9th century:

A. Translation of Pastoral Care;

B. Fate of the Apostles;

C. Genesis, Exodus;

D. Translation of Ecclesiastical History.

Test 2
OE Alphabets & Reading Rules

1. Choose the alphabets used by the Anglo-Saxons in the OE Period:

A. Runic;

B. Ogham;

C. Gothic;

D. Latin.

2. The classical Runic Alphabet FUTHARK was represented by:

A. 24 runes;

B.28 runes;

C.33 runes.

3. The Anglo-Saxon Runic Alphabet FUTHORK was represented by:

A. 24 runes;

B.28 runes;

C.33 runes.

4. What symbols were added to the Latin alphabet from the Runic one?

A. p b;

B. ᚹ w;

C. ȝ;

D. æ.

5. The letter yogh '3' between back vowels was pronounced:

A. /g/;

B./v/;

C./y'/.

6. The letter yogh '3' between front vowels was pronounced:

A. /g/;

B./v/;

C./ v'/.

7. The letter yogh '3' in the word bryc3e was pronounced:

A. /g/;

B./g'g'/;

C./y'l.

8. The letter yogh '3' in the word dæ3 was pronounced:

A. /x/;

B./v/;

C./v/

9. The letter yogh '3' in the word 3an was pronounced:

A. /g/;

B./v/;

C./y'/.

10. The letter 'f' in the intervocalic position was pronounced:

A. /f/;

B./v/;

C./B..

11. The letter eth 'o' in the word initial and in the word final position was pronounced:

A. /0/;

B./0/;

C./s/.

12. The letter eth 'o' in the intervocalic position was pronounced:

A. /0/;

B./0/;

C./s/.

13. The letter thorn 'p' in the word 3e-pencan was pronounced:

A. /0/;

B./0/;

C./z/.

Test 3
OE Phonology

1. The OE Stress fell on

A. on the first syllable;   C. on the second syllable from the
B. on the first root syllable;   of the word.
2. General quantity of the OE longs was equal to:
A. 8;   C.15.
B.10;

3. The Quantity of the OE monophthongs was enlarged at the expense of:

A. OE Breaking;   C. A-Splitting;
B. i-Umlaut;   D. Monophthongization.
4. OE diphthongs developed at the expense of:
A. OE Breaking;   D. Contraction;
B. Palatal diphthongization;   E/ Germanic Reflexes.
C. Back (velar) mutation;
5. Were the OE diphthongs rising or falling?
A. rising;   B. falling.

6. Which of the components of the OE diphthongs was represented
A. the nucleus;   B. the glide.

7. What is the origin of short longs?
A. Resulted from OE phonetic B. Are PG reflexes.

8. What is the origin of long OE diphthongs?
A. Resulted from OE phonetic B. Are PG reflexes.

9. Which of the OE processes in the system of consonants reflected

A. Assibilation;   C. Metathesis.
B. Assimilation;
10. Which OE processes preceded the process of Assibilation in OE?
A. Assimilation;   C. Rejection of consonants;
B. Metathesis;   D. Palatalization of consonants.

Seminar № 4
Old English Lexis

PROBLEMS FOR DISCUSSION

1. The verb in Old English. The set of the verbal grammatical categories. General Survey. Peculiar features of some verbal grammatical categories in Old English. A disputable character of the verbal grammatical categories of aspect and perfect
2. The morphological classification of verbs in Old English (strong verbs, weak verbs, preterite-presents and anomalous). The historical argumentation for this morphological division of the verbs
3. The etymological survey of the Old English lexicon. Foreign elements in the Old English lexical system
4. The stylistic description of the Old English lexis. The functional registers of the Old English lexicon. Neutral, poetic and learned lexemes. The problem of the Old English terminology.

References: 1, 2, 4, 6, 9, 13, 14, 20

PRACTICAL TASKS

1. Reading, linguistic and philological analyses, translation of "Beowulf", (any Old English Reader).

1	Hwæt! We Gardena in geardagum þeodcyninga, þrym gefrunon, hu ða æþelingas ellen fremedon.
	Oft Scyld Scefing **sceaþena** þreatum,
5	monegum mægþum, meodosetla ofteah, egsode **eorlas.**
	Syððan ærest wearð feasceaft funden, he þæs frofre gebad, weox under wolcnum, weorðmyndum þah, oðþæt him æghwylc þara ymbsittendra
10	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
15	þe hie ær drugon **aldorlease**
	lange hwile.
	Him þæs liffrea,
	wuldres wealdend,
	woroldare forgeaf;
	Beowulf wæs breme
	(blæd wide sprang),
	Scyldes eafera
	Scedelandum in.
20	Swa sceal **geong guma** gode gewyrcean,
	fromum feohgiftum
	on fæder **bearme,**
	þæt hine on ylde
	eft gewunigen
	wilgesiþas,
	þonne wig cume,
	leode gelæsten;
	lofdædum sceal
25	in mægþa gehwære man geþeon.

2. Text for analysis

And þā hē forð ēode he ȝe-seah Leuin Alphei sittende æt his cēp-setle, and hē cwæð tō him: folȝa mē, þā ārās hē and folȝode him.

And when he went further, he saw Levin Alphei sitting at his toll booth, and he told him: follow me, and then he arose and followed him.

Dictionary to the text

ārīsan *sv. 1* to arise || *Gth.* ga-reisan; *OHG* risan

cweðan *sv. 5* to say || *Gth.* qiþan; *OHG* quethan; *Lat.* veto (< *gueto)

sēon *sv. 5* to see || *Gth.* saihvan; *OHG* sehen; *Lat.* sequor

sittan *sv. 5j* to sit || *Gth.* sitan; *OHG* sizzan

gān *irr. suppl. v.* (*p.t.* ēode, *p.p.* ȝegān) to go || *OHG* gan

Tasks

1. In the above text, there are verbs of the first and fifth classes. Restore the basic forms of the verbs **ārīsan** an **cweðan** ording to the scheme. In the latter case, pay attention to the alternation of consonants.

2. Explain why the verb has **sēon** rtened infinitive form. What is this phenomenon called? In what positions is the dropped consonant preserved?

3. Read the text, translate it into modern English.

æfter þæm þe hē hīe oferwunnen hæfde, hē fōr on Bretanie þæt īȝlond, and wið þā Brettas ȝefeaht, and ȝeflīemed wearþ on þām londe þe mon hēt Centlond. Raþe þæs hē ȝefeaht wið þa Brettas on Centlonde, and hī wurdon ȝeflīemede.

(*Orosius. Julius Caesar*)

Dictionary to the text

æfter þæm þe *conj.* after

oferwinnan *sv. 3* to conquer

habban *wv. 3* (*p.t.* hæfde, *p.p* hæfd) to have || *Gth.* haban

faran *sv. 6* to go, to travel

Bretanie *n.* Britain

īȝlond *n.neut.a.* island

Brettas *n.* Britons

ȝefeohtan *sv. 3* to fight || *OHG* fechtan

ȝeflīeman *wv. 1* to put to flight

weorþan *sv. 3* to become || *Gth.* waírþan; *OHG* werdan; *Lat.* vertere; *Russ.* вертеть

land/lond *n.neut.a.* land

þe *rel. conj.* which

hātan *sv. 7* to call || *Gth.* haitan; *OHG* heizzan

Centlond *n.neut.a.* Kentish land

raþe *adv.* directly, soon; **raþe þæs** directly afterwards

4. Be ready to reproduce the paradigms of the OE nominal parts of speech.

A. OE Nouns.

1. OE stan -a-, m; deor -a-, n (long root syllable); nama -n-, m; man(n) root, m.

2. Give paradigms of the OE nouns characterized by the same grammatical categories: helm-a-, m helm; sceap-a-, n sheep (long root syllable); hnuta -n-, m hunter, föt root, m foot. Comment on the importance of these paradigms. Why were they chosen in the first turn from the rest 25 paradigms of the OE nouns?

3. To what OE declensions do these nouns belong?

4. Which of the OE Noun declensions wasn't mentioned above? Name the stem-forming suffixes which represent this declension.

5. Do you find a-stem in the a-stem paradigms you've given above?

6. How can you explain it?

7. What grammatical categories characterize OE Nouns?

B. OE Adjectives.

1. Reproduce the paradigms of the OE ʒod m in the Strong and Weak Declensions.

2. Give the paradigms of the OE adjective blind m blind in Strong and Weak Declensions.

3. Do OE Adjectives have such endings which coincide in both declensions?

4. Can you name highly homonymous endings?

5. With the paradigm of what part of speech does the paradigm of the Strong Declension coincide?

6. With the paradigm of what part of speech does the paradigm of the Weak Declension coincide?

7. Which of the declensions conveyed the Category of Definiteness?

C. OE Pronouns.

1. Reproduce the paradigms of the OE personal pronouns ic (1stP) and hẽ (3oP m).

2. Reproduce the paradigms of the OE demonstrative pronouns sẽ m and pes m.

3. Characterize the paradigms used in declination of OE pronouns.

4. According to what paradigms were declined the following pronouns: OE hwa, OE man, OE ic, OE se, OE se ilca, OE eall, OE maniʒ, OE oder OE?

D. OE Numerals.

1. Reproduce the paradigm of the OE numeral an.

2. What OE Numerals were declined?

3. What numbers did the following OE numerals denote?

fiftiʒ, fiftiene, hundseofontiʒ, hundtwelftiʒ, seofontiene, Þridda, fifteoða, fiftiʒoða.

5. Define the grammatical categories of the nouns and adjectives given in the table.

dǣʒ -a-, *m*				man root-, *m*				Weak Adj *m*				Strong Adj *m*			
1		2		3		4		5		6		7		8	
dǣʒ		daʒum		men		manna		ʒōodra		ʒōoda		ʒōdne		ʒōd	
1	GSg	1	DSg	1	DSg	1	DSg	1	GSg	1	DSg	1	GSg	1	DSg
2	DSg	2	GPl	2	GPl	2	GPl	2	GPl	2	GPl	2	DSg	2	GPl
3	ASg	3	DPl	3	DPl	3	DPl	3	DPl	3	DPl	3	GPl	3	DPl
4	GPl	4	ASg	4	ASg	4	ASg	4	APl	4	APl	4	DPl	4	APl
5	DPl	5	NPl	5	NSg	5	NSg	5	NPl	5	NSg	5	ASg	5	NSg
dēor -a-, *n*				fōt root-, *m*				scip -a-, *n*				ʒuma -n-, *m*			
9		10		11		12		13		14		15		16	
deora		deores		fēt		fōtes		scipu		scipa		ʒumum		ʒum-ena	
1	GSg	1	DSg	1	GSg	1	GSg	1	GSg	1	DSg	1	GSg	1	DSg
2	DSg	2	GPl	2	GPl	2	DSg	2	DSg	2	GPl	2	DSg	2	GPl
3	ASg	3	DPl	3	DPl	3	ASg	3	DPl	3	DPl	3	DPl	3	DPl
4	GPl	4	GSg	4	APl	4	DPl	4	GPl	4	ASg	4	GPl	4	ASg
5	DPl	5	NPl	5	NSg	5	NSg	5	NPl	5	NPl	5	NPl	5	NPl

6.

6. Define the grammatical categories oft the personal pronouns given below.

ic									
1		**2**		**3**		**4**		**5**	
wit		min		uncer		usic		mec	
1	GSg	1	GSg	1	GSg	1	GSg	1	GSg
2	NDual	2	NDual	2	NDual	2	NDual	2	NDual
3	API	3	API	3	API	3	API	3	API
4	ASg	4	ASg	4	ASg	4	ASg	4	ASg
5	GDual	5	GDual	5	GDual	5	GDual	5	GDual

he *m*									
6		**7**		**8**		**9**		**10**	
hine		hira		his		him		hīe	
1	GSg	1	GSg	1	GSg	1	GSg	1	GSg
2	GPI	2	GPI	2	GPI	2	GPI	2	GPI
3	DSg	3	DSg	3	DSg	3	DSg	3	DSg
4	ASg	4	ASg	4	ASg	4	ASg	4	ASg
5	API	5	API	5	API	5	API	5	API

Test 1

Grammatical Categories & Morphological Classes of the OE Verb

1. Choose the grammatical categories of the OE Verb:

A. person;

B. mood;

C. aspect;

D. tense;

5/ number.

2. How many morphological classes were there differentiated in OE?

A. 2;

B.3;

C.4.

3. What is the basic form-building device of the class of strong verbs?

A. ablaut;

B. dental suffixes;

C.suppletive formation;

D. both ablaut and dental suffixes.

4. What is the basic form-building device of the class of weak verbs?

A. ablaut;

B. dental suffixes;

C. suppletive formation;

D. both ablaut and dental suffixes.

5. Specific form-building of the preterite-present verbs is connected with their:

A. causative meaning;

B. resultative meaning;

C. modal meaning;

D. meaning of irreality.

6. What form-building devices were found in the class of irregular verbs?

A. ablaut;

B. dental suffixes;

C.suppletive formation;

D. both ablaut and dental suffixes.

7. How many basic forms do the strong verbs have?

A. 2 forms;

B.3 forms;

C.4 forms;

D. 5 forms.

8. Choose the Germanic ablaut:

A. ~a~0;

B.e~o~0.

9. What class represents a quantitative ablaut in PIE but qualitative-quantitative in OE?

A. 2 class;

B.4 class;

C.6 class;

D. 7 class.

10. What classes of strong verbs have a long root vowel in the past plural form?

A. 1 class;

B.2 class;

C.3 class;

D. 4 class;

E/5 class.

11. In what classes root vowels are the same in the first and the fourth forms and in the second and the third?

A. 2 class;

B.4 class;

C.5 class;

D. 6 class;

E/7 class.

12. Irregular verbs of the first class of weak verbs

A. lacked certain forms;

B.had different root vow;

C. were inherited from PIE.

13. The suffix - on is a marker of:

A. the Infinitive;

B.Participle 1;

C. Participle II;

D. the Past Indicative Plural;

E/ the Past Subjunctive Plural.

14. The suffix -ende is a marker of:

A. the Infinitive;

B. Participle 1;

C. Participle II;

1. demed

4/ the Past Indicative Plural;
5/ the Past Subjunctive Plural.

Test 2
Personal Endings and Suffixes of OE Verbs

A.

A	demed		A	Inf
B	demdon		B	PI
C	demdest		C	PII
D	writende		D	Pres Indic, 2nd PSg
E	Writst		E	Past Indic, 2nd PPI
F	deman		F	Past Indic, Pl

B.

A	styredon		A	Pres Indic, 3 PSg
B	dēm		B	Past Indic, Pl
C	writen		C	Pres/Past Subj, Sg
D	deme		D	Pres/Past Subj, Pl
E	writap		E	Imp, Sg
F	writp		F	Imp, Pl

Test 3

Differentiate between Strong, Weak, Preterite-Present and Anomalous verbs. Identify the classes of strong and weak verbs: Strong, 4; Weak, 1, ...

a. forleosan	forleas	forluron	forloren	*lose*
b. libban	lifd		lifde	*live*
c. spinnan	span	spinnon	spunnen	*spin*
d. wesan	wæs	weron		*be*
e. wadan	wod	wōdon	waden	*go*
f. hatan	hēt	hëton	häten	*name*
g. tellan	tealde		teald	*tell*
h.cunnan	cann-cunnon cude		cunnen	*can*
i. hopian	hopode		hopod	*hope*
j. liban	läp	lidon	liden	*go*

Seminar № 5
The Development of the National Literary English Language

PROBLEMS FOR DISCUSSION

1. General features of the sociolinguistic situation in Medieval England in the eleventh-thirteenth centuries and changes in the sociolinguistic context for the development of English. Middle English dialects and the development of the literary activity in the vernacular
2. The rise of the London dialect in the thirteenth century and the development of the literary activity in the London dialect
3. The principal tendency in the changes of spelling habits in Middle English and the main sociolinguistic and linguistic factors that caused these changes
4. The main features of the general tendency to the simplification of verbal morphological forms in Middle English
5. Changes of the grammatical nominal categories in Middle English. The simplification or the elimination of some categories of the noun and of the adjective
6. The main changes in the system of pronouns in Middle English. Personal and possessive pronouns

References: 1, 2, 4, 6, 9, 13, 18

PRACTICAL TASKS

1. Reading, linguistic and philological analyses, translation of Chaucer's The Canterbury Tales: Prologue, II. 1-18 (any reader in the history of English)

2. Could you comment on the usage of the archaisms in the proverbs: Give every man thy ear, but few thy voice; Claw me, and I will claw thee?

3. Could you comment on the usage of the grammatical archaisms in the following lines?

> *O ye loud waves! and O ye forests high!*
> *And O ye clouds that for above me soared!*
> *Thou rising sun! thou blue rejoicing sky/*
> > *from "France": An Ode by S. T. Coleridge (1772-1834).*

4. Find digraphs in the text for analysis

Upon a day bifel, that he (Melibeus) for his desport is went in-to the feeldes him to pleye. His wyf and eek his doghter hath he left inwith his hous, of which the dores weren fast y-shette. Three of his olde foos han it espyed, and setten ladders to the walles of his hous, and by the windows been entered, and betten his wyf, and wounded his doghter with fyve mortal woundes.

(The Tale of Melibee)

One day it happened that he for his pleasure went to the fields to play. He left his wife and also his daughter at his house, the doors of which were shut. Three of his enemies had found it out, and set the ladders to the walls of his house and entered the house by the windows, and beat his wife and inflicted five mortal wounds on his daughter.

5. Explain what sounds the letter *y* stands for. Determine the origin of these sounds.

6. Explain why the word *five*. (OE fif), which goes back to the indirect case, the letter *v* appeared.

7. Determine what phonetic changes have occurred in the following words? What new diphthongs were formed in these words?

OE dæȝ — ME day
OE þæt — ME that
OE pleȝian *wv. 2* — ME to pleye(n)

8. What graphic and phonetic changes have occurred in these words?

OE hūs — ME hous
OE wīf — ME wyf
OE wifes — ME wives
OE dohtor — ME doghter

9. Single character [e] in *weren* form. Give the basic forms of the verb *weren*.

10. Find borrowed words from French and Latin in the text.

11. Match the two halves of the table to get the appropriate dates of the historical events.

1	1066	A	Beginning of the Hundred Years' War
2	1066	B	The Black Death in England. A bubonic plague pandemic
3	1086	C	Death of Edward the Confessor (3 Jan.)
4	1204	D	Battle of Hastings (14 Oct.)
5	1215	E	Completion of the Domesday Book
6	1337	F	Battle of Bosworth. War of the Roses comes to an end
7	1348	G	The Chancery Standard had developed
8	Mid 15c.	H	War of the Roses starts
9	1455	I	The first English book was printed by W. Caxton
10	1475	J	John Lackland lost his possessions in Normandy

11   1485   K   The Magna Carta

12. Identify to what dialects belong the written monuments given below.

1. Lydgate poems   A   East-Midland
2. Poema Morale   B   Kentish
3. Proclamation of Henry III   C   West-Midland
4. Ormulum   D   London
5. Chaucer's works
6. Sir Gawaine and the Green Knight
7. Romances of Chivalry: Richard Coeur
8. Hoccleve's poems

13. Identify to what centuries belong the written monuments given below.

1. Romances of Chivalry: Richard Coeur   A   12th c.
2. Th. Malory: Morte D'Arthur   B   13th c.
3. Layamon: Brut   C   14th c.
4. Poema Morale   D   15th c.
5. The Peterborough Chronicle
6. Wyclif's works
7. Hoccleve's poems
8. Langland's Piers the Plowman

14. Identify the sounds underlined in the words given below
    1/ soote, roote, eek, heeth, breeth, sweete, fyve, myle, y-ronne, sonne
    2/ flour, cours, younge, melodye, ye, after, day;
    3/ whan, whether, which, shoures, swich, shire;
    4/ the, hath, bathed, with, nyght, knyght, droghte;
    5/ gold, engendred, corages, pilgrimages.

15. Read the extract of the ME text by G. Chaucer.

Whan that Aprille with his shoures soote
The droghte of March hath perced to the roote,
And bathed every veyne in swich licour,
Of which vertu engendred is the flour,
Whan Zephirus eek with his sweete breeth Inspired hath in every holt and heeth.
The tendre croppes, and the younge 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 nature in hir corages -
Thanne longen folk to goon on pilgrimages.

15. What phonetic processes affected the changes observed in the ME words?

1	OE nama	>	ME name
2	OE cycen	>	ME kichen
3	OE dæl	>	ME deel
4	OE tähte	>	ME taughte
5	OE wudu	>	ME wode
6	OE draʒan	>	ME drawen
7	OE ʒã n	>	ME goon

16. Write down the ME form of the word on the basis of the OE form reconstructing the phonetic processes and orthographical changes of the ME Period.

1	OE cirice *church*	>	ME?
2	OE sceal *shall*	>	ME?
3	OE hlystan *listen*	>	ME?
4	OE hrade *rather*	>	ME?
5	OE fyr fire	>	ME?
6	OE writan write	>	ME?
7	OE tep *teeth*	>	ME?
8	OE deor *deer*	>	ME?
9	OE steorra *star*		ME?

Test 1
Historical and Cultural Events. ME Orthography

1. The time limits of the ME Period:

A. 1066-1485/1475;

B. 1066-1455;

C. 1066-1435.

2. The name of the last Anglo-Saxon king was:

A. Harald Hardrada;

B. Harold Godwin;

C. Harald the Fairhair

3. The period of total usage of French lasted from:

A. 11-12th c

B. 11-13th c

C. 11-14th c

4. The Oxford University was founded in:

A. 1198

B. 1096

C. 1209

D. 1298.

5. The Cambridge University was founded in:

A. 1198

B. 1096

C. 1209

D. 1298

6. Who of the authors translated the Bible?

A. Geoffrey Chaucer

B. John Gower

C. John Wycliff.

7. The War of the Roses covered the period of:

A. 1455-1485

B. 1385-1485

C. 1422-1476

8. The Hundred years' war lasted:

A. 1348-1449

B. 1337-1453

C. 1455-1485

9. The main dialect of the ME Period was:

A. the Northern dialect

B. the East Midland

C. the South-Western

10. The digraph 'ou' was introduced:

A. due to ornamental reasons y/i/, w/u/;

B. as a result of phonetic changes 'ch','dg,'sh';

C. an innovation introduced by the Norman scribes 'th', 'gh'....

11. The letter 'y' for the sound /i/ was introduced:

A. due to ornamental reasons;

B. as a result of phonetic changes;

C. an innovation introduced by the Norman scribes

12. ME digraphs 'ch' & 'tch' appeared:

A. due to ornamental reasons;

B. as a result of phonetic changes;

C. an innovation introduced by the Norman scribes

13. The digraph 'th' was introduced:

A. due to ornamental reasons;

B. as a result of phonetic changes;

C. an innovation introduced by the Norman scribes

14. The letter 'o' for the sound /u/ was introduced:

A. due to ornamental reasons;

B. as a result of phonetic changes;

C. an innovation introduced by the Norman scribes

Test 2
Written Monuments

1. The Peterborough Chronicle is a written monument of the:

A. South-Eastern dialect;

B. South-Western dialect;

C. London dialect;

D. East-Midland dialect;

E. Northern dialect

2. The Peterborough Chronicle was written in the:

A. 12th c;

B. 13th c;

C. 14th c

3. The Peterborough Chronicle was written in:

A. Latin;

B. French;

C. Anglo-Saxon.

4. Choose the written monuments of the 13th century:

A. Richard Coeur de Lion;

B. Poema Morale;

C. Sir Gawaie and the Green Knight

D. Brut

E. Ormulum

5. Choose the written monuments of the 14th century:

A. The Prose Rule of St Benedict;

B. Brut;

C. Ormulum;

D. Sir Gawaine and the Green Knight;

E. Richard Coeur de Lion.

6. Choose the written monuments of the London Dialect:

A. Adam Davy's poems;

B. Wyclif's works;

C. Poema Morale;

D. Morte D'Arthur

E. Piers the Plowman

7. Romances of Chivalry belong to:

A. the South-Eastern dialect;

B. the South-Western dialect;

C. the London dialect;

D. the East-Midland dialect;

E. the Northern dialect

8. Morte D'Arthur is a written record of the:

A. 12th c.;

B. 13th c.;

C. 14th c.;

D. 15th c.

9. Choose the written monuments of the12th century:

A. Poema Morale;

B. The Peterborough Chronicle;

C. Ormulum;

D. Sir Gawaine and the Green Knight; 5/ Morte D'Arthur.

E. Morte D'Arthur

10. Choose the written monuments of the 15th

A. The Peterborough Chronicle;

B. Brut;

C. Morte D'Arthur;

D. The Prose Rule of St. Benedict;

E. Piers the Plowman.

11. When did Proclamation by Henry III appear?

A. 12th c.;

B. 13th c.;

C. 14th c.;

D. 15th c.

Test 3
ME Phonology

1. The quantity of monophthongs by the end of the ME period was equal to:

A. 10;

B. 11;

C. 12;

D. 13;

E. 15.

2. The shortness/length of a sound was a phonemic peculiarity of:

A. the OE period;

B. the ME period

3. Did the OE phonemes /A. , /o/, /e/ undergo quantitative changes in ME?

A. yes;

B. no.

4. Did the OE phonemes /e/, /i/, /o/ undergo qualitative changes in ME?

A. yes;

B. no.

5. The quantity of the diphthongs by the end of the ME period was equal to:

A. 4;

B. 5;

C. 6;

D. 7;

6. Were the ME diphthongs characterized as:

A. rising;

B. falling.

7. Choose the ways of formation of the ME diphthongs:

A. contraction;

B. vocalization;

C. gliding;

D. palatal diphthongization;

E. borrowings.

8. OE fyrst developed into ME first /y> i/ in the:

A. N dialect

B. EM dialect

C. WM dialect

D. SW dialect

E. SE dialect

9. OE fāh developed into ME foogh/ā > ǭ/ in the:

A. N dialect

B. WM dialect

C. EM dialect

D. SW dialect

E. SE dialect

10. OE fæst developed into ME fast /æ/> /A. in the:

A. N dialect

B. WM dialect

C. EM dialect

D. SW dialect

E. SE dialect

11. The diphthong/ai/ in the ME word day (OE dæ3) developed as a result of:

A. vocalization

B. gliding

C. palatal diphthongization

D. contraction

12. The diphthong/ou/ in the ME word doughter (OE dohter) appeared as a result of:

A. vocalization

B. gliding

C. palatal diphthongization

D. contraction.

13. The OE diphthong /ẽo/ was monophthongized into ME:

A. /A. ;

B. /ę̆:/;

C. /e/;

D./ę:/.

Seminar № 6
The Development of the National Literary English Language

PROBLEMS FOR DISCUSSION

1. General features of the sociolinguistic situation in England in the fourteenth-sixteenth centuries and changes in the sociolinguistic context for the development of English in the Late Middle and Early Modem English periods of the history of English
2. General features of the sociolinguistic situation in England in the seventeenth-eighteenth centuries and changes in the sociolinguistic context of the development of English in the seventeenth-eighteenth centuries
3. The main stages of the development of the National English language norm. The establishment of the written standard in spelling, grammar and lexis. The growth of the spoken standard
4. The introduction of social criteria in the evaluation of the language. Modern English local and social dialects
5. The geographical expansion of the English language. English national and area varieties
6. The historical development of American English. The main socio- linguistic contexts in which American English evolved into a national variety of English. The main features of American English.

References: 1, 2, 4, 6, 9, 12, 14

PRACTICAL TASKS

1. Linguistic and philological analyses of the extract from "Colonel Jack" by Daniel Defoe (1660-1731):

About the time that was out, we were told the Boat was come, so we tumbl'd out, almost over one another into the Boat, and away we went, and our Captain with us in the Boat; most of us, if not all, fell asleep; till after sometime, tho' how much or how far going we knew not, the Boat stopp'd, and we were wak'd, and told we were at the Ship side; which was true, and with much help and holding us, for fear we should fall over Board, we were all gotten into the Ship; all I remember of it was this, that as soon as we were on Board, our Captain, as we call'd him, call'd out thus, here Boatson take care of these Gentlemen, and give them good Cabbins, and let them turn in and go to sleep, for they are very weary; and so indeed we were, and very Drunk too, being the first time I had ever drank any Punch in my Life.

2. Could you comment on the local or dated character of the following lines?
My Love is Like a Red. Red Rose
As fair art thou, my bonnie lass,
So deep in luve am I;

And I will luve thee still, my dear Till a'the seas gang dry

<div align="right">*R. Burns (1759-1796)*</div>

<div align="center">*Auld Lang Syne*</div>

Should auld acquaintance be forgot,
And never brought to min'
Should auld acquaintance be forgot And auld lang syne?
For auld lang syne, my dear,
For auld lang syne Well tak a cup o'kindness yet, For auld lang syne!
Min' – mind
Syne (adverb) – (Scottish) then, afterwards; ago [OE sippan, ME sipen syne]; auld lang syne – days of long ago.
O'-of

3. Text for analysis

But of o thing I warne thee ful right,
Be wel avysed. On that ilke night,
That we ben entered in-to shippes bord
That noonof us ne speke nat a word.

<div align="center">(*The Miller's Tale*)</div>

But of one thing I warn you straight; be very careful on that very night that we enter the ship that none of us should speak a word.

Tasks
1. Find the Present Perfect form in the text. Explain why an auxiliary **bēn.** appears in this case.
2. Find digraphs and letters introduced by Norman scribes in the text.
3. What words are used to express the strengthening of the feature in the expression **ful right, be wel avysed**
4. Find a genitive noun in the text. What Old English word does it go back to? Explain the relationship of this form with OHG **skif** ?

4. Text for analysis

Be what thou be, ne breke nat our pley,
For every man, save thou, hath told his tale.

<div align="center">(*The Parson's Tale*)</div>

Be what you are, don't spoil our play, for every man, except you, has told his tale.

Tasks
1. Find the analytical form of the perfect in the text. Determine from what type of verb it is derived. What group of weak verbs did this verb belong to in Old English? How do the forms OE **teald, tald** and ME **told** relate? Determine the character of the root vowel in Middle English **told**.

2. In what form does the verb **breken** appear in the text? Give the forms of this verb if it is known that in Old English the verb **brecan** belonged to the strong verbs of the fifth grade.

3. What changes have occurred in the forms of the following pronouns?

> *OE* hwæt > *ME* what
> *OE* ǣfre, ǣlc > ME every

4. What are the endings of the verb in the 3rd person, singular that occurs in the text?

5. In what words in the text did the vowel lengthening occur in the open syllable?

5. Text for analysis

Little Lewis my sone, I have perceived wel by certain evidences thyn abilite to lerne sciences touchinge noumbres and proportiouns; and as wel considere I thy bisy preyere in special to lerne the Tretis of the Astrolabe...

I purpose to teche thee a certein nombre of conclusions apertening to the same instrument.

(A Treatise on the Astrolabe, Prologue)

Little Lewis, my son, I have perceived by certain signs your ability to learn sciences connected with numbers and proportions and besides I take into account your insistent requests specially to learn the Treatise of the Astrolabe. I intend to teach you a certain number of rules apertaining to that instrument.

Tasks

1. Read the text. Identify phonetic and spelling characteristics that are characteristic of the Middle English period

2. Find words in the text whose pronunciation has changed as a result of assibilation.

3. Analyze the pronunciation of words. What explains the spelling of the final vowel in a word? What sound - long or short - did the digraph transmit?

4. What Grammatical categories characterize ME Nominal parts of speech?

5. What Grammatical categories were represented until the 14[th]c., but came to disuse in the 15th c.?

6.

A. Give the paradigm of the noun *dae3* in OE, in 12[th]c. and 14th c. of the ME Period.

B. What was the prevailing ending for the plural form of the ME nouns?

C. What other markers of plurality were differentiated in ME nouns?

D. What plural endings were added to the nouns of feminine gender which lost their OE markers of plurality?

E. Give examples of historical and analogical endings of the ME Nouns.

7.

A. Give the paradigm of the adjective *good* in OE, in the 12th-13th and 14th centuries.

B. Name the grammatical categories which characterized ME adjectives at each of these periods.

C. What grammatical categories characterized the ME adjective at the end of the 15th c.?

D. Form the degrees of comparison of the following adjectives: *soft, long, good.*

E. How did the OE '-ra' develop into '-er' in ME?

F. What new forms for the degrees of comparison develop in ME?

8. Comment on the development of the following ME pronouns:

I, she, it, they, them, same, both.

9**.** Identify the phonetic processes and orthographical changes which were reflected in the ME Numerals given in the table.

	OE	ME
1	an	ōn
3	preo	thrē
5	fif	five
7	seofon	seven
9	niȝon	nin, nine
17	seofontienne	seventene
30	prittis	thritti, thirty

10.

A. What new grammatical categories developed in the system of the ME Verb?

B. What grammatical categories were enriched by the new analytical forms?

C. What is 'the analytical form'?

D. Comment on the Present Tense paradigm of the ME Verb.

E. Give examples of Historical and analogical endings of the ME Verbs.

F. The destiny of the morphological classes of the Verb in ME.

11. Identify the analytical forms. State whether they are Perfect, Passive, Continuous tense-forms, the forms of the Future tense.

1. I am your owne lowe and youre wif.

I am she which that saved hath your lif.

2. And auctours shall I finden, as I guesse.

3. ...we han ben waytinge al this fourtenight.

4. ther-as the knightes weren in prisoun, of whiche I tolde you, and tellen shal.

5. .. thise wordes al with gold y-writen were.

6. And whan this Duke was come unto the lande.

7. For he had found a corn lay in the yard.

8... but I was hurt right now thurgh-out my ye in-to myn herte, that wol my bane be.

G. Chaucer

12. Make a morphological analysis of the given ME words from the text by G. Chaucer. Concentrate your attention on the changes in the ME grammar.

his shoures soote, ...hath perced, ...Inspired hath,... Hath... y-ronne

Whan that Aprille with ***his shoures soote***

The droghte of March ***hath perced*** to the roote,

And bathed every veyne in swich licour,

Of which vertu engendred is the flour,
Whan Zephirus eek with his sweete breeth
Inspired hath in every holt and heeth.
The tendre croppes, and the younge sonne
Hath in the Ram his halfe cours ***y-ronne.***

Test 1

1. Differentiate between historical and analogical endings of the following ME nouns:

A. ME wages (OE wǣȝ, -a-, *m wage*) OE -as

B. ME feeldes (OE feld, -u-, *m field*) OE -a

C. ME croppes (OE crop, -a-, *m crop*) OE -as

D. ME bodies (OE bodiȝ, -a-, *n body*) OE -u

E. ME knives (OE knif, -a-, *m knife*) OE -as

F. ME thinges (OE þinȝ, -a-, *n thing*) OE-ø

G. ME eres (OE ēare, -n-, *n ear*) OE -an

2. Differentiate between historical and analogical endings of the following ME verbs:

A. ME (he) rideth (OE að)

B. ME (they) wepten (OE að)

C. ME (thou) hast (OE hafast, hæfst)

D. ME (who) looketh (OE að)

E. ME (they) weenen (OE að)

F. ME (who) springeth (OE að)

G. ME (thou) dōst (OE dēst)

Test 2

Identify the analytical forms. State whether they are Perfect, Passive, Continuous tense-forms, the forms of the Future tense or the Subjunctive Mood forms.

A. Whan that Arcite to Thebes comen was, Full oft a day he swelt and said 'alas'.

B. And shortly, turned was all up-so-down

C. To Athens is he gone the nexte way.

D. ...what so men wol devise.

E. He on a courser startling as he fir Is riden into the feeldes him to playe...

F. Alas, y-brought is to confusioun...

G. And if you thinketh this is well y-said...

H. As he that hath been caught oft in his las.

I. I wol be deed or ells thou shalt die!

Test 3

Nominal Parts of Speech

1. The OE Noun had the grammatical categories of:

A. person;

B. number

C. case

D. gender

E. declension

2. In the system of the ME Noun there remained the grammatical categories of:

A. person;

B. number

C. case

D. gender

E. declension

3. The OE Adjective had the grammatical categories of:

A. person;

B. number

C. case

D. gender

E. declension

4. In the system of the ME Adjective there remained the grammatical categories of:

A. number;

B. gender;

C. case;

D. declension;

E. degrees of comparison.

5. The ME plural ending -es in the noun wages (OE wæʒ, -a-, m, wage) is:

A. historical;

B. analogical.

6. The ME plural ending -es in the noun feeldes (OE feld, -u-, m field) is:

A. historical;

B. analogical.

7. The OE Personal Pronouns had the grammatical categories of:

A. person;

B. number;

C. case;

D. gender;

E. declension.

Seminar № 7
The Development of the English Vocabulary

PROBLEMS FOR DISCUSSION

1. The main types and sources of changes of the English lexis in the history of English. A General survey
2. The growth and the expansion of the English lexical system as a result of the process of borrowing from other languages. The sociolinguistic and historical factors that determined the process of borrowing
3. French and Scandinavian influence on the evolution of the English lexical system. A comparative study

References: 1, 2, 4, 5, 6, 7, 11, 13, 17

PRACTICAL TASKS

1. Reading, linguistic and philological analyses of Shakespeare's Sonnet 116

> *Let me not to the marriage of true minds*
> *Admit impediments. Love is not love*
> *Which alters when it alteration finds,*
> *Or bends with the remover to remove.*
> *O no! it is an ever-fixed mark*
> *That looks on tempests and is never shaken;*
> *It is the star to every wand'ring bark,*
> *Whose worth's unknown, although his height be taken.*
> *Love's not Time's fool, though rosy lips and cheeks*
> *Within his bending sickle's compass come;*
> *Love alters not with his brief hours and weeks,*
> *But bears it out even to the edge of doom.*
> *If this be error and upon me prov'd,*
> *I never writ, nor no man ever lov'd.*

Could you offer your explanation for the appearance of the following etymological doublets: skirt – shirt, strict – strait, chief – chef, concert – concerto, fact – feat, to catch – to chase?

> *My mistress' eyes are nothing like the sun;*
> *Coral is far more red than her lips' red;*
> *If snow be white, why then her breasts are dun;*
> *If hairs be wires, black wires grow on her head.*
> *I have seen roses damasked, red and white,*
> *But no such roses see I in her cheeks;*

And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground.
*   And yet, by heaven, I think my love as rare*
*   As any she belied with false compare.*

2. Could you attribute the lexeme to the language from which it could have come: chair, leg, prince, fellow, sky, dinner, clerk, chocolate, beef, loan, piano, curtain, landscape, cruise, embargo, umbrella, skin, sketch, river, quartz, skirt, chef, chemistry, animal, seminar, sonata, tornado, concept, window, war, dock, easel, banana?

3. Main historical events of the NE Period.

1485	A	Johnson's Dictionary was published
1486	B	Spanish Armada /a:rm'a:dA. was defeated
1485-1509	C	Shakespeare
1509-1547	D	Wedding of Henry VII and Elizabeth of York
1535	E	English Civil war begins
1559-1603	F	Battle of Bosworth
1564-1616	G	Reign of Elizabeth 1
1588	H	Henry VIII becomes Head of Church in England
1642	I	Reign of Queen Victoria
1649	J	Reign of Henry VII Tudor
1755	K	Reign of Henry VIII
	L	Charles 1 was beheaded. Cromwell declares England a Commonwelth
1837-1901		

4. Characteristics of the NE Period. Formation and sources of the National literary English Language. Written and Spoken Standards

1	Victory of capitalism over feudalism	A	- flourishing of literature - More, Tyndale, Shakespeare... - early works in spelling and pronunciation 16-17c. - grammars and dictionaries; J. Wallis, S. Johnson; Late 17th-18thc.
2	Changes in the society and policy of the crown	B	- politically united territories; - development of the common market; - consolidation of people into nations; - formation of national languages
3	Progress in learning, science, literature and art	C	- formation of a new class, the bourgeoisie; - Henry VII reduced the power of the old nobles; - created aristocracy out of the rural and town bourgeoisie; - the crown had the support of the middle class
4	Formation of the National literary English Language	D	late 17thc. - the end of the 18thc.

5	The Written Standard	E	the London dialect, the Chancery Standard, introduction of printing by W. Caxton
6	The Spoken Standard	F	by the middle of the 17ᵗʰc. (towards the end of Early NE)
7	Sources of the National literary English Language	G	covers the Early NE period: 1475 -1660 c.

5. Identify the phonetic processes of the Early New English vocalic system. Match the names of processes with the words in which they took place.

1	ME take /a:/ >NE take /ei/	A	The Great Vowel Shift
2	ME fir/i:r/>NE fire/aiə/		
3	ME noun /u:/ > NE noun /au/	B	Rise of new short phonemes
4	ME watch /A. > NE watch/5/		
5	ME deep /ẹ:/ > NE deep /i:/	C	Rise of new long phonemes
6	ME burden/ur/> NE burden/3:/		
7	ME deep/e:/ > NE deep/i:/	D	Rise of new diphthongs and triphthongs
8	ME care /a:r/ > NE care /ɛə/		
9	ME stone/:/ > NE stone/ou		
10	ME kind /i:/ > NE kind /ai/		

4. Compare the consonant changes in the words given below.

1	often /ftn/>NE often /fn	A	Vocalization of /r/
2	was /s/ >NE was /z/		
3	relation /sj/ >NE relation	B	Simplification of consonant clusters
4	far/ar/>NE far /fa:/		
5	soldier /dj/ >NE soldier /d3/	C	Voicing of Voiceless Fricatives
6	climben/mB. > NE climb /m/		
7	knowleche/t[/ >NE knowledge /d3/	D	Rise of new diphthongs and triphthongs
8	pleasure/zj/ > NE pleasure /ʒ/		
9	this/8/ > NE this /o/		
10	nature/tj/ > NE nature /t/		

5. Identify the phonetic processes of the Early New English consonant system.

1	L cord В сердце	>	Gt hairto OE hærte OHG herza	>	OE heorte	>	ME herte	>	NE hearte	*heart*
2	Gr kratús В крепкий	>	Gt hardus OE hærd G hart	>	OE heard	>	ME hard	>	NE hard	*hard*
3	R делать	>	OE dōn OHG tât	>	OE dön	>	ME don	>	NE do	*do*

Test 1
Early NE Phonology

1. Did the GVS take place in the ME word *wild*, or were there any restrictions to its development?

2. Did the GVS take place in the ME word *breath n*, or were there any restrictions to its
A. Took place;
B. restrictions to its development.
development?
A. Took place;
B. restrictions to its development..
3. Did the GVS take place in the ME word *breath v*, or were there any restrictions to its development?
A. Took place;
B. restrictions to its development.
4. Did the short /u/ in the ME word *bullet* develop into the NE:
A. /ʌ/;
B. /u/.
5. Is the ME 'a' pronounced as short /æ/ or short /ɔ/ in the NE word warrant?
A. /æ/;
B. /ɔ/.
6. Is the ME /ʌ. pronounced as short /æ/ or short /ɔ/ in the NE word *twang*?
A. /æ/;
B. /ɔ/.
7. Did the NE/3:/ develop from:
A. i+r;
B. u+r;
C. e+r;
D. w+o+r.
8. Did the NE /a:/ develop from:
A. e+r;
B. a +r;
C. o+r
9. Choose the NE diphthongs among the rest represented in the history of the English language.
A. /eʌ. ;
B. /ɛə/;
C. /io/.
10. Choose the diphthong which was also represented in the ME period:
A. /iə/;
B. /ai/;
C. /uə/.
11. When did the process of voicing take place in such words as *this, with, is*.
A. in the 16th c.;
B. in the 17th c.;
C. in the 18th c.
12. When did the sibilants and affricates appear in the words *bridge, child, fish*?
A. 11th.

B. 17th

13. When did the sibilants and affricates appear in the words *nature, pleasure*?

A. 11th;

B. 17th.

14. When did the sibilants and affricates appear in the words *soldier, decision*?

A. 11th

B. 17th

Test 2
Early NE Morphology

1. From what OE stem and declension did the regular plural ending s/-es develop?

A. -a-stem *m*, strong declension;

B. -a-stem *n*, strong declension;

C. -n-stem *m*, weak declension;

D. root-stem *m*, root declension.

2. When was the quantity of nouns with -en and Ø plural endings reduced?

A. Mid XV c.;

B. Mid XVI c.;

C. Mid XVII c.;

D. Mid XVIII c.

3. From what OE stems and declensions did these exceptions (-en and Ø) come?

A. -a-stem *m*, strong declension;

B. -a-stem *n*, strong declension;

C. -n-stem *m*, weak declension;

D. root-stem *m*, root declension.

4. What stems represent remnants of i-Umlaut?

A. root-stems;

B. -a-stems;

C. o-stems;

D. u-stems.

5. When did the apostrophe appear as a marker of the Genitive case, singular?

A. XV C.;

B. XVI C.;

C. XVII c.;

D. XVIII c.

6. When was it used as a marker of the Genitive case, plural?

A. XV c.;

B. XVI c.;

C. XVII c.;

D. XVIII c.

7. When did mutation in such ME adjectives as *long, lenger, lengest* disappear in MnE?

A. XV c.;

B. XVI c.;

C. XVII c.;
D. XVIII c.
8. Since when was differentiated usage of synthetic or analytical forms depending on the syllabic structure of the adjective?
A. XV c.;
B. XVI c.;
C. XVII c.;
D. XVIII c.
9. When did *ye* appear in addressing one person?
A. XV c.;
B. XVI c.;
C. XVII c.;
D. XVIII c.
10. When did vacillation between *hit* and *it* disappear?
A. XV c.;
B. XVI c.;
C. XVII c.;
D. XVIII c.
11. The personal ending of 3d *PSg* Pres Ind comes from:
A. The South Eastern dialect
B. The Northern dialect
C. West Midland dialect
12. Did the use of *do* in the negative sentences grow during:
A. 16 c
B. 17 c
C. 18 c
13. The tendency to reduce the number of stems in former Stv lasted till:
A. 16 c
B. 17 c
C. 18 c
14. The Perfect Gerund and P I were traced beginning with:
A. 16 c
B. 17 c
C. 18 c
15. The Present and Past Passive Continuous were found since the end of:
A. 16 c
B. 17 c
C. 18 c

Seminar № 8
Word Formation as a Way to Enrich English Vocabulary

PROBLEMS FOR DISCUSSION

1. Word-formation as a way of the enrichment of the English lexicon. The development of the main means of word derivation in the history of English (suffixation, prefixation, sound interchanges). The role of word composition in the history of English

2. The main reasons for the rise of conversion as a new method of word derivation in the history of English

References: 1, 2, 4, 5, 6, 7, 11, 13, 17

PRACTICAL TASKS

1. In the passage from "Canterbury Tales", find the words formed by the prefix method and select the productive suffixes:

For blood *bitokeneth* gold, as me was taught... (for blood indicates gold, as I was taught) And who so wole my juggement *withseye*

Shal paye al that we spenden by the weye... (and who would contradict my judgement shall pay all that we shall spend).

Hir brighte heer was kempt *untressed* al... (her bright hair was not plaited in tresses).

The dore was... yclenched overthwart and endelong

With iren tough... (the door was clinched with strong iron crosswise and lengthwise). For what man that hath freendes thurgh Fortune

Mishap wol maken hem enemys... (for when in happiness man has friends, misfortune will make them enemies).

2. In the passage from "The Life and Death of Julius Caesar", find the words formed by the prefix method and select the productive prefixes:
Enter FLAVIUS, MARULLUS, and certain Commoners
FLAVIUS
Hence! home, you idle creatures get you home:
Is this a holiday? what! know you not,
Being mechanical, you ought not walk
Upon a labouring day without the sign
Of your profession? Speak, what trade art thou?
First Commoner
Why, sir, a carpenter.
MARULLUS
Where is thy leather apron and thy rule?
What dost thou with thy best apparel on?

You, sir, what trade are you?
Second Commoner
Truly, sir, in respect of a fine workman, I am but,
as you would say, a cobbler.
MARULLUS
But what trade art thou? answer me directly.
Second Commoner
A trade, sir, that, I hope, I may use with a safe
conscience; which is, indeed, sir, a mender of bad soles.
MARULLUS
What trade, thou knave? thou naughty knave, what trade?
Second Commoner
Nay, I beseech you, sir, be not out with me: yet,
if you be out, sir, I can mend you.
MARULLUS
What meanest thou by that? mend me, thou saucy fellow!
Second Commoner
Why, sir, cobble you.
FLAVIUS
Thou art a cobbler, art thou?
Second Commoner
Truly, sir, all that I live by is with the awl: I
meddle with no tradesman's matters, nor women's
matters, but with awl. I am, indeed, sir, a surgeon
to old shoes; when they are in great danger, I
recover them. As proper men as ever trod upon
neat's leather have gone upon my handiwork.
FLAVIUS
But wherefore art not in thy shop today?
Why dost thou lead these men about the streets?
Second Commoner
Truly, sir, to wear out their shoes, to get myself
into more work. But, indeed, sir, we make holiday,
to see Caesar and to rejoice in his triumph.

3. Differentiate between syntactical members of the OE sentence.
1) he forlēt þæt hus þæs ȝebĕorscipes; 2) þām wife, þā word, wel licodon; 3) ne con
ic nōht sinȝan; 4) he was swype spēdiȝ man; 5) þæt was ȝōd cyninȝ! 6) him wæs
ealneweȝ bæt land on þæt steorbord; 7) ne frin þú æfter sælum.
1) he was leaving the feasting house; 2) the words were greatly liked by the woman;
3) I cannot sing anything; 4) he was a very rich man; 5) that was a brave king! 6) he
had the land on the left board all the way; 7) don't you ask about my health.
4. Identify types of syntactical relations between the components of the OE phrases:
1) hyre sæde *said to her*;

2) ōore hwalas *other whales*;

3) lẽo wyrcan *compose songs*;

4) ʒretan freondlice *greet in a friendly way*;

5) Alfrēde cyninʒe *King Alfred*;

6) Isaac cweð to his suna *Isaac said to his son*;

7) He...sealde hit his mäder *He...gave it to his mother*.

5. Identify kind of word order in the OE sentences given below.

1) pă cōm in 3an3an ealdor þeʒna; 2) þæt was ʒod cynin3! 3) we þæt ellen-weorc estum miclum feohtan fremedon; 4) þæt is wynsum won3; 5) þā ārās hē from pæm slæpe; 6) på hē dā pās andsware onfen3, þã onʒon he sōna sin3an; 7) Ohthere sæde his hläforde, Ælfrēde cynin3e, þæt he ealra Norpmanna norþmest bude.

1) then the prince of the tans entered; 2) it was a good king!; 3) we committed this feat with great readiness; 4) this is a happy place; 5) then he rose from sleep; 6) when he received this answer, then he soon began to sing; 7) Ohtere told his master, King Alfred, that he lived the farthest of all the Scandinavians.

6. Differentiate between kinds of the OE sentences given below. State whether they are simple, compound or complex.

1) ic me mid Huntin3e dom 3ewyrce, oppe mec deap nimep; 2) mæl is me to fēran; 3) hē sæde pæt he bude norpeweardum; 4) maðelode, pær on wic3e sæt, ombeht unforht; 5) him puhte; 6) næfre him deap scepep on pam willwon3e, benden would stondep; 7) ba Beormas hæfdon swipe wel ʒebun hira land; ac hie ne dorston päron cumin; 8) sunu min, hlyst minre läre; 9) he me habban wille drēore fähne, ʒif mec deað nime.

1) mid Huntinge with Hrunting (sword); dom zewyrce bring glory; deab nimep death will take; 2) mæl time; to feran to go; 3) bude norbeweardum lives to the north; 4) maðelode said; wic3 horse; sæt was sitting; ombeht servant; unforht fearless; 5) pühte thought; 6) næfre never; sceoðan harm; willwong pleasant; benden while; 7) hæfdon swipe wel zebun cultivated their land very well; ne dorston did not dare; päron cumin to descend on it; 8) sunu son; hlyst listen; läre advice; 9) habban wille drēore fähne will have me bloody; dead nime death takes.

7. Identify the Early NE Predicative constructions and state their functions.

1. When the Noble Caesar saw him stab... and bid them speak... (Shakespeare)

2. The descriptions... were too long for me to write ... (Dekker)

3. He was reported to be a very uncontented person. (Puttenham)

4. My flesh being troubled, my heart doth hear the spear. (Wyatt) 5. If you do say we think him over-proud and under-honest. (Shakespeare) 6. ...came the Emperour...from hunting, the Dolphin on his right hand, the Duke of Orleans on the lyfft. (Fabian) 7. The very next day after his coming home departed out of this world. (Dekker)

OE, ME & NE VOCABULARY & WORD-BUILDING

8. Differentiate between the words belonging to different etymological layers of the Native OE Vocabulary.

A	Common IE Layer	1.	winter	6.	mother

B	Common	Germanic	2.	frost	7.	sheep
	Layer					
C	West Germanic Layer		3.	hill	8.	sea
D	Old English Words		4.	dale	9.	bird
			5.	woman	10.	fox

9. Differentiate between different layers of Latin borrowings in the OE Vocabulary.

A	1st Layer	1	dish	6	pound	11	teacher
B	2nd Layer	2	wall	7	Bridport	12	pillow
C	3d Layer	3	mile	8	street	13	clerk
		4	Chester	9	cup	14	Lancaster
		5	wine	10	candle	15	inch

10. Differentiate between Native words, Latin and Celtic borrowings.

A	Native words	1	iron	6	house	11	cheese
		2	brother	7	binn	12	ship
B	Latin borrowings	3	Avon	8	tooth	13	Usk
		4	winte	9	tile	14	heart
C	Celtic borrowings	5	copper	10	dune	15	Loch

11. Differentiate between basic semantic classes of the Scandinavian borrowings. 1) sky; 2) calf; 3) window; 4) law; 5) barda, cnearr; 6) want; 7) fellow; 8) ugly; 9) knife; 10) they; 11) fleet; 12) though; 13) battle; 14) fro; 15) outlaw; 16) same; 17) husband; 18) both; 19) ill; 20) till; 21) odd; 22) seem.

12. Associate the Scandinavian suffixes with the words they denoted.

1	Derby	A	island
2	Newgate	B	rivulet
3	Avondale	C	bay
4	Inverness	D	village
5	Lanaholm	E	land
6	Troutbeck	F	valley
7	Greenwich	G	town
8	Woodthorp	H	cape
9	Brimtoft	I	road

13. Differentiate between the semantic spheres of French borrowings: 1) glory; 2) admiral; 3) parliament; 4) judge; 5) curtain; 6) ornament; 7) noble; 8) reign; 9) officer; 10) justice; 11) clergy; 12) image; 13) tower; 14) lamp; 15) table; 16) cloister; 17) abbey.

14. Differentiate between French and Scandinavian borrowings.
1) same; 2) angel; 3) parliament; 4) guest; 5) country; 6) army; 7) skirt; 8) husband; 9) Derby; 10) cloister.

15. Differentiate between Latin and Greek borrowings of the Early NE period. 1) locate; 2) execute; 3) correct; 4) psychology; 5) physics; 6) important; 7) evident; 8) incident; 9) antibiotic; 10) neologism; 11) reduce; 12) comedy; 13) prologue; 14) dialect; 15) histology; 16) dedicate; 17) exhaust; 18) revise.

16. Differentiate between French, Italian and Spanish borrowings:

1) brigade; 2) armada; 3) aria; 4) dossier; 5) cargo; 6) duet; 7) pistol; 8) embargo; 9) menu; 10) gallery; 11) café; 12) piano; 13) tobacco; 14) attaché; 15) cannibal; 16) balcony; 17) police; 18) fresco; 19) tomato; 20) corridor; 21) detail; 22) solo; 23) potato; 24) cravat; 25) chocolate; 26) sonnet; 27) canoe.

17. Differentiate between German, Russian and Dutch borrowings:

1) kindergarten; 2) easel; 3) zinc; 4) perestroika; 5) nazi; 6) deck; 7) swan-song; 8) astrakhan; 9) miner; 10) hops; 11) troika; 12) skipper; 13) tsar; 14) bunker; 15) cruise; 16) sputnik; 17) nickel; 18) sketch; 19) samovar; 20) dock; 21) waltz; 22) freight; 23) blitz; 24) landscape; 25) bolshevik; 26) stripe; 27) superman.

18. Identify from what languages were the following words borrowed: 1) ballet; 2) soprano; 3) communique; 4) banana; 5) hops; 6) beluga; 7) manoeuvre; 8) piano; 9) astrachan; 10) fuhrer; 11) mosquito; 12) bunker; 13) cosmonaut; 14) gallery; 15) skipper; 16) tomato; 17) troika; 18) stripe; 19) blouse; 20) miner; 21) barricade; 22) waltz; 23) studio; 24) cartridge; 25) picnic; 26) embargo; 27) cobalt.

19. State the origin of the words.

1.	pepper	1. French	2. Latin	3. Spanish
2.	Avon	1. Italian	2. Celtic	3. Scandinavian
3.	sky	1. Scandinavian	2. Spanish	3. Latin
4.	port	1. Latin	2. Greek	3. Italian
5.	democracy	1. Greek	2. Latin	3. French
6.	restaurant	1. Latin	2. Greek	3. French
7.	violin	1. Celtic	2. Latin	3. Italian
8.	armada	1. Scandinavian	2. Spanish	3. French
9.	encyclopaedia	1. French	2. German	3. Greek
10.	miner	1. Celtic	2. German	3. Scandinavian

20. Identify word-building in the OE words given below.0

1) sæman *seaman*; 2) cyninȝ *king*, 3) sittan *v sit* - settan *v set*; 4) spinnestre *spinster*; 5) ȝlædmod *glad-minded*; 6) bysiȝ *busy*; 7) 3e-faran *attack*; 8) eastron *a heathen holiday* - Easter, the *Christian holiday*; 9) æfenlæcan *when evening is coming* (вечоріти); 10) Englaland *land of the Angles*; 11) beran *v bear* - bearn *n barn dial.*; 12) freondscip *friendship*; 13) for-3iefan *forgive*; 14) Oxenaford *oxen's ford*; 15) cildhád *childhood*; 16) mis-dad *misdeed*; 17) dæȝesea3e *day's eye, daisy*; 18) un-cuo *uncouth*; 19) 30ldsmið *goldsmith*.

21. Identify word-building in the following ME and Early NE words.

1) Early NE 'contrast – con'trast; 2) OE hläford - ME lord; 3) ME reconstruct; 4) ME breken v→ ME breken n; 5) Early NE fortune-teller; 6) OE deor animal > MnE deer; 7) ME comfortable; 8) editor > edit v.

22. Identify word-building in the following ME and Early NE words.

1) ME enrich; 2) ENE 'increase-in'crease; 3) NE swindler -swindle v; 4) NE bookish; 5) NE house n-house v; 6) Early NE workshop; 7) reopen.

Test 1
Syntax

1. Choose the basic types of syntactical connection on a phrase level in OE:
A.government;

B. agreement;

C.joining;

D. closure.

2. Choose the basic types of syntactical connection on a phrase level in ME & NE:

A. government;

B. agreement;

C. joining;

D. closure.

3. What brought to these changes?

A.1/the influence of extra linguistic factors;

A. the influence of linguistic factors.

A. changes in ME & NE grammar;

B. changes in ME & NE phonology;

C. intensive development of the English vocabulary in the ME period.

4. What syntactical members of the sentence or their structural components were differentiated in OE?

A. the subject;

B. the predicate;

C. the object;

D. the attribute;

E. the adverbial modifier;

F. the apposition;

G. the predicative

H. the indirect object;

I. the prepositional object.

5. There were differentiated the following kinds of predicates in the OE period:

A. simple verbal;

B. compound verbal;

C. compound nominal.

6. The OE direct object (DO) was used in the form of:

A. the Genitive case;

B. the Dative case;

C.the Accusative case.

7. The OE indirect object (10) could be used in the form of:

A. the Genitive case;

B. the Dative case;

C. the Accusative case.

8. The OE prepositional object could be used in the form of:

<div align="center">

Test 2

Vocabulary & Word-Building

</div>

1. The quantity of words in the OE Vocabulary was close to:

A. 15000;

B. 30000;

C.50000; D. 150000.

2. What semantic groups of words coincide in Common IE and PG layers?

A. natural phenomena;

B. parts of a human body;

C. terms of kinship;

D. names of colours.

3. Was the OE Vocabulary widely open to borrowings?

A. Yes, it was.

B. No, it wasn't.

4. What borrowings were more numerous:

A. Latin;

B. Celtic.

5. The quantity of Latin borrowings in OE was close to:

A. 100;

B. 300;

C.400;

D. 600.

6. Was the ME Vocabulary mostly enlarged:

A. by ME word-building;

B. by affixes or roots of borrowed words.

C. by ME borrowings;

7. What is the general quantity of the Scandinavian borrowings:

A. 300 words;

B.1000 words.

C.700 words;

Seminar № 9
Evolution of the English Sound System in Middle English

PROBLEMS FOR DISCUSSION

1. The main tendencies in the development of the qualitative features of English vowels in Middle English. The phonological results of these changes
2. The ruin of the system of Old English diphthongs and the rise of Middle English diphthongs. The phonetic mechanism and phonological results
3. The phonological results of the sound changes in the Middle English consonant system

References: 1, 2, 4, 5, 6, 7, 11, 13, 19

PRACTICAL TASKS

1. Could you explain the development of the Old English vowels and /y:/ in the phonetic structure of the following words and comment on the changes in the spelling: hill (OE hyll), left (OE lyft). need (OE nyd), much (OE mycei), bride (OE bryd), ten (OE tyn). burden (OE byrden), yet (OE jyf), to dip (OE dyppan), busy (OE bys/jT to bury (OE byr(i)3an)?

2. Could you explain the rise of the Middle English dialectal variant forms of the words: ME stone, stane [sto:n] [sta:n] (OE stan), ME land, lond (OE land), ME strang, strong (OE sfranj)?

3. Could you offer an explanation for the difference in the pronunciation of the following words: wisdom – wise (OE wisdom – wis). wild – wilderness (OE wilde – wild(d)eor wild beast, wild(d) eornes)?

4. Could you describe the changes of the root vowel in the phonetic structures of the words: week: OE wicu > ME wecke [we:ke], door OE duru > ME dore [do:re]?

5. Could you describe the phonetic process of the development of the Middle English diphthongs in the phonetic structure of the words: ME snaw(e), snowe, snou (OE snaw), ME bowe, bow (OE boja), ME ejfe, eighte (OE eahta), ME brought (OE brohte)?

6. Could you offer a historical explanation for the descrepancy between the spelling and the pronunciation of the words: night (OE niht), brought (OE brohte), debt (ME det, OF dene)?

7. Could you explain the development of the homophones: to beat (OE beatan) – beet (OE befe); sea (OE see) – to see (OE seen); to meet (OE metan) – meat (OE mete)?

8. Why do you think there is a difference in the reading of the di-agraph <ea> in the following words: to breathe (ME brethen) – breath (OE braef)), to beat (OE beatan) – to break (OE brecan) – bread (OE bread), deal (OE daef) – dead (OE dead)?

9. Why do you think the diagraph ch is read differently in the following words: child, machine, epoch, chain, much, chemistry, chief, chef, architect, character, change, chaos, chemise, to change?

10. Why do you think there is a difference in the reading of the letter <a> in the following words: cat, swan, man, want, that, swallow, palm, half, black, dance, hand, class, plant, land, quality?

11. Why do you think one and the same sound is rendered differently in the spelling of the following words: ship - nation, sheep - social, shall - machine, sugar - moustache?

12. Individual work. Make a phonological, morphological and lexical analysis of the text given below.

MODEL OF OE SENTENCE ANALYSIS
Õhthere sæde his hläforde, Alfrēde cyninge, bæt he ealra Norðmonna norbmest bude. He cwæð þæt he bude on pæm lande norpweardum wip ba Westsæ. He sæde peah pæt þæt land sie swipe lan3 norp bonan;

N	Word-Form From the Text	Word Ch-tics from the Dictionary	Morphological Characteristics of the Word	IE Correspon-dences	Germanic Correspon-dences	Phonetic Processes
N	1	2	3	4	5	6
	Õhthere sæde his hläforde, Alfrēde <u>cyninge...</u> Смирницкий, А. И. (1953).					
6.	cyninge	cynin3-0-M. Смирн.,154 -O-M (IE stems) correspond to-a-M. (Germ. stems)	'cynin3e' is a form of the Dative case, singular, of the noun 'cynin3', -a- stem, masculine gender, strong declension. Its paradigm is as follows: Sg Pl N cynin3 N cynin3as G cynin3es G cynin3a	R князь	OSK konungr OHG kuning G König Смирн., 154 chuning khuninc	OHG kuning > OE cynin3 OHGu>OE y i- Umlaut OE cynin3> OHG khuning OEK > OHG kh OE g>OHG k

		D cynin3e D cynin3um A cynin3 A cynin3as Смирн., 108			2nd Cons. Shift R князь > OE cynin3 R Ня > OE yn 12 21 Metatheses

SENTENCES FOR INDIVIDUAL WORK

Õhthere sæde...

Make a phonological, morphological and lexical analysis of the text given below. 1. Öhthere sæde his hläforde, Alfrēde cyninge, dæt he ealra Norðmonna norpmest bude. 2. He cwæð þæt he bude on pæm lande norpweardum wip på Westsæ.

3. He sæde peah pæt þæt land sie swipe lang norp ponan; ac hit is eal weste, buton on feawum stōwum styccemælum wiciao Finnas, on huntode on wintra, ond on Sumera on fiscape be pære sæ.

4. He sæde pæt he æt sumum cirre wolde fandian hu longe pæt land nopryhte læge, oppe hwæder ænig mon be norðan þæm westenne bude.

5. på för he norpryhte be pæm lande: let him ealne weg pæet weste land on dæt steorbord, ond þa widsæ on dæt bæcbord prie dagas.

6. Pa was he swã feor norp swã þã hwælhuntan firrest farap.

7. på för he pã giet norbryhte swä feor swã he meahte on pæm oprum prim dagum gesiglau.

Seminar № 10
Evolution of the English Sound System in Modern English

PROBLEMS FOR DISCUSSION

1. The main tendencies in the development of the phonetically long vowels in Modern English. The phonetic mechanism and phonological results of the Great Vowel Shift
2. The main tendencies in the development of the phonetically short vowels in Modern English. The phonological results of the sound changes of these vowels
3. The vocalization of the liquids /I/ /г/ in Modern English and the main phonological results of this phonetic process
4. The assibilation of the Modern English period. The phonetic mechanism and the phonological results of this type of assimilation of consonants. Fluctuations of pronouncing forms in current English usage

References: 1, 2, 4, 5, 6, 7, 11, 13, 19

PRACTICAL TASKS

1. Could you explain the development of the Old English vowels and /y:/ in the phonetic structure of the following words and comment on the changes in the spelling: hill (OE hyll), left (OE lyft). need (OE nyd), much (OE mycei), bride (OE bryd), ten (OE tyn). burden (OE byrden), yet (OE jyf), to dip (OE dyppan), busy (OE bys/jT to bury (OE byr(i)3an)?

2. Could you explain the rise of the Middle English dialectal variant forms of the words: ME stone, stane [sto:n] [sta:n] (OE stan), ME land, lond (OE land), ME strang, strong (OE sfranj)?

3. Could you offer an explanation for the difference in the pronunciation of the following words: wisdom – wise (OE wisdom – wis). wild – wilderness (OE wilde – wild(d)eor wild beast, wild(d) eornes)?

4. Could you describe the changes of the root vowel in the phonetic structures of the words: week: OE wicu > ME wecke [we:ke], door OE duru > ME dore [do:re]?

5. Could you describe the phonetic process of the development of the Middle English diphthongs in the phonetic structure of the words: ME snaw(e), snowe, snou (OE snaw), ME bowe, bow (OE boja), ME ejfe, eighte (OE eahta), ME brought (OE brohte)?

6. Could you offer a historical explanation for the descrepancy between the spelling and the pronunciation of the words: night (OE niht), brought (OE brohte), debt (ME det, OF dene)?

7. Could you explain the development of the homophones: to beat (OE beatan) – beet (OE befe); sea (OE see) – to see (OE seen); to meet (OE metan) – meat (OE mete)?

8. Why do you think there is a difference in the reading of the di-agraph <ea> in the following words: to breathe (ME brethen) – breath (OE braef)), to beat (OE beatan) – to break (OE brecan) – bread (OE bread), deal (OE daef) – dead (OE dead)?

9. Why do you think the diagraph ch is read differently in the following words: child, machine, epoch, chain, much, chemistry, chief, chef, architect, character, change, chaos, chemise, to change?

10. Why do you think there is a difference in the reading of the letter <a> in the following words: cat, swan, man, want, that, swallow, palm, half, black, dance, hand, class, plant, land, quality?

11. Why do you think one and the same sound is rendered differently in the spelling of the following words: ship - nation, sheep - social, shall - machine, sugar - moustache?

12. Individual work. Make a phonological, morphological and lexical analysis of the text given below.
8. på beag þæt land, þær eastryhte, oppe seo sæ in on dæt lond, he nysse hwæðer, buton he wisse dæt he oær bād westanwindes ond hwōn norðan, ond siglde õã east be lande swǎ swā he meahte on feower dagum gesiglan.
9. pa sceolde he dær bidan ryhtnorþanwindes, for dæm þæt land beag þær supryhte, oppe eo sæ in on ðæt land, he nysse hwæper. På siglde hē ponan su ryhte be lande swa swā he meahte on fif dagum gesiglan.
10. Đã læg þær ǎn micel ea up on þæt land.
11. Đã cirdon hie up in on dã ea for pæm hie ne dorston forp bi pære ĕa siglan for unfripe; for þæm dæt and wæs eall gebun on ōpre healfe pære eas.
12. Ne mette hē ær nan gebun land, sippan he from his agnum hām för; ac him was ealne weg weste land on þæt stĕorbord, butan fiscerum ond fugelerum ond huntum, ond þæt wæron eall Finnas; ond him was āwīdsæ on þæt bæcbord.
13. Þá Boermas heafdon sipe wel gebud hiraland: ac hie ne dorston þær on cuman.
14. Ac pāra Terfinna land was eal weste, buton dær huntan gewicodon, oppe fisceras, oppe fugeleras.
15. Fela spella him sædon på Beormas ægber ge of hiera agnum lande ge of pæm landum þe ymb hie utan wæron; ac he nyste hwæt þæs sõpes wæs, for pæm he hit self ne geseah.

16. pä Finnas, him puhte, ond på Beormas spræcon neah an gepĕode.

Seminar № 11
The Development of the Grammatical System of the Language

PROBLEMS FOR DISCUSSION

1. The main tendencies in the evolution of the grammatical system of the English language. Simplifying changes in the noun paradigm and in the system of the verb conjugation. A general survey
2. The decay and the ruin of the Old English morphological classes of verbs. The main causes and the morphological results of this process. The emergence of the regular/irregular type division
3. The evolution of the verbal grammatical categories of tense, mood and voice. The rise of the analytical forms of these categories

References: 1, 2, 4, 8, 9, 10, 11, 16, 13.

PRACTICAL TASKS

1. Reading, linguistic and philological analyses of Shakespeare's Sonnet 73
   That time of year thou mayst in me behold
   When yellow leaves, or none, or few, do hang
   Upon those boughs which shake against the cold,
   Bare ruin'd choirs, where late the sweet birds sang.
   In me thou see'st the twilight of such day
   As after sunset fadeth in the west,
   Which by and by black night doth take away,
   Death's second self, that seals up all in rest.
   In me thou see'st the glowing of such fire
   That on the ashes of his youth doth lie,
   As the death-bed whereon it must expire,
   Consum'd with that which it was nourish'd by.
   This thou perceiv'st, which makes thy love more strong,
   To love that well which thou must leave ere long.

2. In what way do you think the irregularity of the present-day English plural formations men, criteria, children, strata, oxen, feet, sheep, stones, tables can be explained?

3. Individual work. Make a phonological, morphological and lexical analysis of the text given below.

   17. Swipost he fōr dider, to eacan pas landes sceawunge, for pæm horshwælum, for ðæm hie habbað swipe æbele ban on hiora tōpum bā teo hie brōhton sume pæm cyninge ond hiora hyd bio swiõe god to sciprāpum.

18. Sẽ hwæl bið micle læessa bonne ōore hwalas: ne bi hê lengra donne syfan elna lang; ac on his agnum lande is se betsta hwælhuntað; þa beod eahta and feowertiges elna lange, and þá mæstan fiftiges elna lange; pāra he sæde pæt he syxa sum ofslöge syxtig on twām dagum.

19. He was swyõe spedig man on pæm æhtum þe heora spēda on beoð, þæt is, on wildrum. Hé hæfde på gyt, da he bone cyningc söhte, tamra deora unbebohtra syx
hund.

20. Pā dēor hi hātað 'hranas'; pāra wæron syx stælhrānas; da beod swyõe dyre mid Finnum, for dæm hy fõð þa wildan hrānas mid.

21. He was mid pæm fyrstum mannum on pæm lande: næfde he peah mã ðonne twentig hryðera, and twentig sceapa, and twentig swyna; and pæt lytle pæt he erede,
he erede mid horsan.

22. Ac hyra är is mæst on pæm gafole pe da Finnas him gyldað.

23. Þæt gafol bið on deora fellum, and on fugela federum, and hwales bane, and on þæm sciprāpum, be beod of hwæles hyde geworht, and of seoles.

Seminar № 12
The Development and Changes of the Typology of the Language

PROBLEMS FOR DISCUSSION

1. The rise and the evolution of the grammatical categories of perfect and aspect in the history of English
2. The dominant tendencies in the evolution of the nominal system of English
3. The main tendencies in the development of the sentence structure in Early Modern English

References: 1, 2, 4, 8, 9, 10, 11, 16, 13.

PRACTICAL TASKS

1. Reading, linguistic and philological analyses of Shakespeare's Sonnet 122

Thy gift, thy tables, are within my brain
Full charactered with lasting memory,
Which shall above that idle rank remain,
Beyond all date, even to eternity:
Or, at the least, so long as brain and heart
Have faculty by nature to subsist;
Till each to razed oblivion yield his part
Of thee, thy record never can be missed.
That poor retention could not so much hold,
Nor need I tallies thy dear love to score;
Therefore to give them from me was I bold,
To trust those tables that receive thee more:
To keep an adjunct to remember thee
Were to import forgetfulness in me.

2. In what way do you think the irregularity of the present-day English plural formations men, criteria, children, strata, oxen, feet, sheep, stones, tables can be explained?
3. Individual work. Make a phonological, morphological and lexical analysis of the text given below.

4. Æghwilc gylt be hys gebyrdum.

25. Se byrdesta sceall gyldan fiftyne mearðes fell, and fif hranes, and an beran fel, and tyn ambra feðra, and berenne kyrtel oðõe yterenne, and twegen sciprāpas; ægper sy syxtig elna lang, oper sy of hwæles hyde geworht, öper of sioles.

26. He sæde ðæt Norðmanna land were swype lang and swȳðe smæl.

27. Eal þæt his man äper oðõe ettan oðõe erian mæg, bæt lið við ða sæ;and þæt is peah on sumum stōwum swȳõe cludig; and licgað wilde mõras wið ĕastan and wið uppon emnlange pæm bȳnum lande.

28. On þæm mōrum eardiað Finnas. And þæt byne land is easteweard bradost, and symle swā norðor swā smælre.

29. Eastewerd hit mæg bion syxtig mila bräd, oppe hwēne brādre; and middeweard pritig oððe brādre; and nordeweard he cwæð, þær hit smalost wäre, bæt hit mihte béon prēora mila brād to pæm more; and se mör syopan, on sumum stōwum, swā bräd swā man mæg on twām wucum oferfēran; and on sumum stōwum swā bräd swā man mæg on syx dagum oferfēran.

30. Donne is tõemnes pæm lande süõeweardum, on ōore healfe pæs mōres, Sweoland, op þæt land norðeweard; and tõemnes pæm lande nordeweardum, Cwēna land. 31. pā Cwēnas hergiað hwilum on dã Norðmen ofer done mor, hwilum þá Norðmen on hy.

32. And þær sint swiõe micle meras fersce geond pã mõras; and berað þã Cwēnas hyra scypu ofer land on dã meras, and panon hergiað on på Norðmen; hy habbað swÿðe lytle scypa and swyõe leohte.

33. Õhthere sæde pæt sio scir hätte Hälgoland pe hê on bude.

34. He cwæð þæt nän man ne bude be norðan him.

35. Þonne is an port on suoeweardum þæm lande, bone man hæt Sciringes heal. 36. Þyder he cwæð þæt man ne mihte geseglian on änum monde, gyf man on niht wicode, and ælce dæge hæfde ambyrne wind; and ealle da hwile he sceal seglian be lande. 37. And on þæt steorbord him bið ærest Traland, and ponne da igland pe synd betux Tralande and pissum lande.

38. Þonne is pis land oo he cymo to Sciricges heale, and ealne weg on þæt bæcbord Noroweg.

39. Wið suðan pone Sciringes heal fyld swÿde mycel sæ up in on dæt lond; seo is brädre bonne ænig man ofer seon mæge.

40. And is Gotland on ōore healfe ongean, and sidðan Sillende.

41. Seo sæ lið mænig hund mila up in on þæt land.

42. And of Sciringesheale he cwæð þæt he seglode on fif dagan to pæm porte pe mon hæt æt Hæpum; se stent betuh Winedum, and Seaxum, and Angle, and hyro in on Dene. 43. Ðã hē piderweard seglode fram Sciringesheale, pa was him on pæt bæcbord Denamearc and on pæt steorbord widsæ pry dagas; and på, tweg en dagas ær he tō Hæpum come, him was on pat steorbord Gotland, and Sillende, and iglanda fela.

ЧАСТИНА 3.
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ
РОБОТИ СТУДЕНТІВ

PART 3.
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE

I. TASKS FOR SELF-CORRECTION AND SELF-DIRECTED WORK

Seminar № 1
Old English Phonetics

1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-10 pp. 261-263.

2. Reading, linguistic and philological analyses, translation: Wulfstan's story (from http://www.oldenglishaerobics.net/ohtere.php)

[1] Ōhthere sǣde his hlāforde, Ælfrede cyninge, þæt hē ealra Norðmonna norþmest būde. [2] Hē cwæð þæt hē būde on þǣm lande norþweardum wiþ þā Westsǣ. [3] Hē sǣde þēah þæt þæt land sīe swīþe lang norþ þonan, ac hit is eal wēste, būton on fēawum stōwum styċċemǣlum wīciað Finnas on huntoðe on wintra and on sumera on fiscaþe be þǣre sǣ.

[4] Hē sǣde þæt hē æt sumum ċirre wolde fandian hū longe þæt land norþryhte lǣġe, oþþe hwæðer ǣniġ mon benorðan þǣm wēstenne būde. [5] Þā fōr hē norþryhte be þǣm lande. [6] Lēt him ealne weġ þæt wēste land on ðæt stēorbord and þā wīdsǣ on ðæt bæcbord þrīe dagas; þā wæs hē swā feor norþ swā þā hwælhuntan firrest faraþ. [7] Þā fōr hē þā ġīet norþryhte swā feor swā hē meahte on þǣm ōþrum þrim dagum ġesiġlan. [8] Þā bēag þæt land þǣr ēastryhte, oþþe sēo sǣ in on ðæt lond, hē nysse hwæðer, būton hē wisse ðæt hē ðǣr bād westanwindes and hwōn norþan and siġlde ðā ēast be lande swā swā hē meahte on fēower dagum ġesiġlan. [9] Þā sceolde hē ðǣr bīdan ryhtnorþanwindes, for ðǣm þæt land bēag þǣr sūþryhte, oþþe sēo sǣ in on ðæt land, hē nysse hwæþer. [10] Þā siġlde hē þonan sūðryhte be lande swā swā hē mehte on fīf dagum ġesiġlan. [11] Ðā lǣġ þǣr ān miċel ēa ūp in on þæt land. [12] Þā ċirdon hīe ūp in on ðā ēa, for þǣm hīe ne dorston forþ bi þǣre ēa siġlan for unfriþe, for þǣm ðæt land wæs eall ġebūn on ōþre healfe þǣre ēas. [13] Ne mētte hē ǣr nān ġebūn land siþþan hē from his āgnum hām fōr, ac him wæs ealne weġ wēste land on þæt stēorbord, būtan fiscerum and fugelerum and huntum, and þæt wǣron eall Finnas, and him wæs ā wīdsǣ on ðæt bæcbord.

[14] Þā Beormas hæfdon swīþe wel ġebūd hira land, ac hīe ne dorston þǣron cuman. [15] Ac þāra Terfinna land wæs eal wēste, būton ðǣr huntan ġewīcodon oþþe fisceras oþþe fugeleras. [16] Fela spella him sǣdon þā Beormas ǣġþer ġe of hiera āgnum lande ġe of þǣm landum þe ymb hīe ūtan wǣron, ac hē nyste hwæt þæs sōþes wæs, for þǣm hē hit self ne ġeseah. [17] Þā Finnas, him þūhte, and þā Beormas sprǣcon nēah ān ġeþēode. [18] Swīþost hē fōr ðider, tōēacan þæs landes scēawunge, for þǣm horshwælum, for ðǣm hīe habbað swīþe æþele bān on hiora tōþum (þā tēð hīe brōhton sume þǣm cyninge), and hiora hȳd bið swīðe gōd tō sciprāpum. [19] Se hwæl bið miċle lǣssa þonne ōðre hwalas: ne bið hē lenġra ðonne syfan elna lang. [20] Ac on his āgnum lande is se betsta hwælhuntað: þā bēoð eahta and fēowertiġes elna lange, and þā mǣstan fīftiġes elna lange. [21] Þāra hē sǣde þæt hē syxa sum ofslōge syxtiġ on twām dagum.

[22] Hē wæs swȳðe spēdiġ man on þǣm æhtum þe heora spēda on bēoð, þæt is on wildrum. [23] Hē hæfde þā ġȳt, ðā hē þone cyningc sōhte, tamra dēora unbebohtra syx hund. [24] Þā dēor hī hātað hrānas; þāra wǣron syx stælhrānas, ðā bēoð swȳðe dȳre mid Finnum, for ðǣm hȳ fōð þā wildan hrānas mid. [25] Hē wæs mid þǣm fyrstum mannum on þǣm lande; næfde hē þēah mā ðonne twentiġ hrȳðera and twentiġ scēapa and twentiġ swȳna, and þæt lȳtle þæt hē erede hē erede mid horsan. [26] Ac hyra ār is mǣst on þǣm gafole þe ðā Finnas him ġyldað. [27] Þæt gafol bið on dēora fellum and on fugela feðerum and hwales bāne and on þǣm sciprāpum þe bēoð of hwæles hȳde ġeworht and of sēoles. [28] Ǣġhwilċ ġylt be hys ġebyrdum. [29] Se byrdesta sceall ġyldan fīftȳne mearðes fell and fīf hrānes and ān beran fel and tȳn ambra feðra and berenne kyrtel oððe yterenne and twēġen sciprāpas; ǣġþer sȳ syxtiġ elna lang: ōþer sȳ of hwæles hȳde ġeworht, ōþer of sīoles.

[30] Hē sǣde ðæt Norðmanna land wǣre swȳþe lang and swȳðe smæl. [31] Eal þæt his man āþer oððe ettan oððe erian mæġ, þæt līð wið ðā sǣ; and þæt is þēah on sumum stōwum swȳðe clūdiġ. [32] And licgað wilde mōras wiðēastan and wiðuppon, emnlange þǣm bȳnum lande; on þǣm mōrum eardiað Finnas. [33] And þæt bȳne land is ēasteweard brādost and symle swā norðor swā smælre. [34] Ēastewerd hit mæġ bīon syxtiġ mīla brād oþþe hwēne brǣdre; and middeweard þrītiġ oððe brādre. [35] And norðeweard, hē cwæð, þǣr hit smalost wǣre, þæt hit mihte bēon þrēora mīla brād tō þǣm mōre, and se mōr syðþan on sumum stōwum swā brād swā man mæġ on twām wucum oferfēran, and on sumum stōwum swā brād swā man mæġ on syx dagum oferfēran. [36] Þonne is tōemnes þǣm lande sūðeweardum, on ōðre healfe þæs mōres, Swēoland, oþ þæt land norðeweard; and tōemnes þǣm lande norðeweardum Cwēna land. [37] Þā Cwēnas hergiað hwīlum on ðā Norðmen ofer ðone mōr, hwīlum þā Norðmen on hȳ. [38] And þǣr sint swīðe miċle meras fersce ġeond þā mōras, and berað þā Cwēnas hyra scypu ofer land on ðā meras and þanon hergiað on ðā Norðmen; hȳ habbað swȳðe lȳtle scypa and swȳðe lēohte.

[39] Ōhthere sǣde þæt sīo scīr hātte Hālgoland þe hē on būde. [40] Hē cwæð þæt nān man ne būde benorðan him. [41] Þonne is ān port on sūðeweardum þǣm lande þone man hǣt Scīringesheal. [42] Þyder hē cwæð þæt man ne mihte ġeseġlian on ānum mōnðe ġyf man on niht wīcode and ælċe dæġe hæfde ambyrne wind. [43] And ealle ðā hwīle hē sceal seġlian be lande. [44] And on þæt stēorbord him bið ǣrest Īraland and þonne ðā īġland þe synd betux Īralande and þissum lande. [45] Þonne is þis land on þæt stēorbord oð hē cymð tō Scīringesheale, and ealne weġ on þæt bæcbord Norðweġ.

[46] Wiðsūðan þone Scīringesheal līð swȳðe myċel sǣ ūp in on ðæt lond; sēo is brādre þonne æniġ man ofersēon mæġe, and is Gotland on ōðre healfe onġēan and siððan Sillende. [47] Sēo sǣ līð mæniġ hund mīla ūp in on þæt land. [48] And of Scīringesheale hē cwæð þæt hē seġlode on fīf dagan tō þǣm porte þe mon hǣt æt Hæþum; se stent betuh Winedum, and Seaxum, and Angle, and hȳrð in on Dene. [49] Ðā hē þiderweard seġlode fram Scīringesheale, þā wæs him on þæt bæcbord Denamearc, and on þæt stēorbord wīdsǣ þrȳ dagas; and þā, twēġen dagas ǣr hē tō Hæþum cōme, him wæs on þæt stēorbord Gotland, and Sillende, and īġlanda fela.

[50] On þǣm landum eardodon Engle, ǣr hī hider on land cōman. [51] And hym wæs ðā twēġen dagas on ðæt bæcbord þā īġland þe in Denemearce hȳrað.

[52] Wulfstān sǣde þæt hē ġefōre of Hæðum, þæt hē wǣre on Truso on syfan dagum and nihtum, þæt þæt scip wæs ealne weġ yrnende under seġle. [53] Weonoðland him wæs on stēorbord, and on bæcbord him wæs Langaland and Lǣland and Falster and Scōneġ; and þās land eall hȳrað tō Denemearcan. [54] And þonne Burgenda land wæs ūs on bæcbord, and þā habbað him sylf cyning. [55] Þonne æfter Burgenda lande wǣron ūs þās land þā synd hātene ǣrest Blecinga ēġ, and Meore and Eowland and Gotland on bæcbord; and þās land hȳrað tō Swēon. [56] And Weonodland wæs ūs ealne weġ on stēorbord oð Wislemūðan.

[57] Sēo Wisle is swȳðe myċel ēa, and hīo tōlīð Witland and Weonodland, and þæt Witland belimpeð tō Ēstum. [58] And sēo Wisle līð ūt of Weonodlande and līð in Ēstmere, and se Ēstmere is hūru fīftēne mīla brād. [59] Þonne cymeð Ilfing ēastan in Ēstmere of ðǣm mere ðe Truso standeð in staðe, and cumað ūt samod in Ēstmere, Ilfing ēastan of Ēstlande and Wisle sūðan of Winodlande, and þonne benimð Wisle Ilfing hire naman, and ligeð of þǣm mere west and norð on sǣ; for ðȳ hit man hǣt Wislemūða.

[60] Þæt Ēstland is swȳðe myċel, and þǣr bið swȳðe maniġ burh, and on ǣlċere byriġ bið cynincg. [61] And þǣr bið swȳðe myċel huniġ and fiscað; and se cyning and þā rīcostan men drincað myran meolc, and þā unspēdigan and þā þēowan drincað medo. [62] Þǣr bið swȳðe myċel ġewinn betwēonan him. [63] And ne bið ðǣr nǣniġ ealo ġebrowen mid Ēstum, ac þǣr bið medo ġenōh.

[64] And þǣr is mid Ēstum ðēaw, þonne þǣr bið man dēad, þæt hē līð inne unforbærned mid his māgum and frēondum mōnað, ġe hwīlum twēġen; and þā kyningas and þā ōðre hēahðungene men swā miċle lencg swā hī māran spēda habbað, hwīlum healf ġēar þæt hī bēoð unforbærned; and licgað bufan eorðan on hyra hūsum. [65] And ealle þā hwīle þe þæt līċ bið inne, þǣr sceal bēon ġedrync and plega, oð ðone dæġ þe hī hine forbærnað. [66] Þonne þȳ ylcan dæġe þe hī hine tō þǣm āde beran wyllað, þonne tōdǣlað hī his feoh þæt þǣr tō lāfe bið æfter þǣm ġedrynce and þǣm plegan on fīf oððe syx, hwȳlum on mā, swā swā þæs fēos andefn bið. [67] Ālecgað hit ðonne forhwǣga on ānre mīle þone mǣstan dǣl fram þǣm tūne, þonne ōðerne, ðonne þæne þriddan, oþ þæt hyt eall ālēd bið on þǣre ānre mīle; and sceall bēon se lǣsta dǣl nȳhst þǣm tūne ðe se dēada man on līð.

[68] Ðonne sceolon bēon ġesamnode ealle ðā menn ðe swyftoste hors habbað on þǣm lande, forhwǣga on fīf mīlum oððe on syx mīlum fram þǣm fēo. [69] Þonne ærnað hȳ ealle tōweard þǣm fēo; ðonne cymeð se man se þæt swiftoste hors hafað tō þǣm ǣrestan dǣle and tō þǣm mǣstan, and swā ǣlċ æfter ōðrum, oþ hit bið eall ġenumen; and se nimð þone lǣstan dǣl se nȳhst þǣm tūne þæt feoh ġeærneð. [70] And þonne rīdeð ǣlċ hys weġes mid ðān fēo, and hyt mōtan habban eall; and for ðȳ þǣr bēoð þā swiftan hors ungefōge dȳre. [71] And þonne hys ġestrēon bēoð þus eall āspended, þonne byrð man hine ūt and forbærneð mid his wǣpnum and hræġle. [72] And swīðost ealle hys spēda hȳ forspendað mid þān langan leġere þæs dēadan mannes inne, and þæs þe hȳ be þǣm wegum ālecgað, þe ðā fremdan tō ærnað and nimað.

[73] And þæt is mid Ēstum þēaw þæt þǣr sceal ǣlċes ġeðēodes man bēon forbærned; and ġyf þār man ān bān findeð unforbærned, hī hit sceolan miċlum ġebētan. [74] And þǣr is mid Ēstum ān mǣġð þæt hī magon ċyle ġewyrċan; and þȳ þǣr licgað þā dēadan men swā lange and ne fūliað, þæt hȳ wyrċað þone ċyle hine on. [75] And þēah man āsette twēġen fætelsas full ealað oððe wæteres, hȳ ġedōð þæt ōþer bið oferfroren, sam hit sȳ sumor sam winter.

Seminar № 2
Evolution of the Phonetic System of the Old English language

1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-10 pp. 261-263.
2. Reading, linguistic and philological analyses, translation: Wulfstan's story (from http://www.oldenglishaerobics.net/ohthere.php)

[1] Ōhthere sæde his hlāforde, Ælfrede cyninge, þæt hē ealra Norðmonna norþmest būde. [2] Hē cwæð þæt hē būde on þǣm lande norþweardum wiþ þā Westsǣ. [3] Hē sæde þēah þæt þæt land sīe swīþe lang norþ þonan, ac hit is eal wēste, būton on fēawum stōwum styċċemǣlum wīciað Finnas on huntoðe on wintra and on sumera on fiscaþe be þǣre sǣ.
[4] Hē sǣde þæt hē æt sumum ċirre wolde fandian hū longe þæt land norþryhte lǣġe, oþþe hwæðer ǣniġ mon benorðan þǣm wēstenne būde. [5] Þā fōr hē norþryhte be þǣm lande. [6] Lēt him ealne weġ þæt wēste land on ðæt stēorbord and þā wīdsǣ on ðæt bæcbord þrīe dagas; þā wæs hē swā feor norþ swā þā hwælhuntan firrest faraþ. [7] Þā fōr hē þā ġīet norþryhte swā feor swā hē meahte on þǣm ōþrum þrim dagum ġesiġlan. [8] Þā bēag þæt land þǣr ēastryhte, oþþe sēo sǣ in on ðæt lond, hē nysse hwæðer, būton hē wisse ðæt hē ðǣr bād westanwindes and hwōn norþan and siġlde ðā ēast be lande swā swā hē meahte on fēower dagum ġesiġlan. [9] Þā sceolde hē ðǣr bīdan ryhtnorþanwindes, for ðǣm þæt land bēag þǣr sūþryhte, oþþe sēo sǣ in on ðæt land, hē nysse hwæþer. [10] Þā siġlde hē þonan sūðryhte be lande swā swā hē mehte on fīf dagum ġesiġlan. [11] Ðā læġ þǣr ān miċel ēa ūp in on þæt land. [12] Þā ċirdon hīe ūp in on ðā ēa, for þǣm hīe ne dorston forþ bi þǣre ēa siġlan for unfriþe, for þǣm ðæt land wæs eall ġebūn on ōþre healfe þǣre ēas. [13] Ne mētte hē ǣr nān ġebūn land siþþan hē from his āgnum hām fōr, ac him wæs ealne weġ wēste land on þæt stēorbord, būtan fiscerum and fugelerum and huntum, and þæt wǣron eall Finnas, and him wæs ā wīdsǣ on ðæt bæcbord.
[14] Þā Beormas hæfdon swīþe wel ġebūd hira land, ac hīe ne dorston þǣron cuman. [15] Ac þāra Terfinna land wæs eal wēste, būton ðǣr huntan ġewīcodon oþþe fisceras oþþe fugeleras. [16] Fela spella him sǣdon þā Beormas ǣġþer ġe of hiera āgnum lande ġe of þǣm landum þe ymb hīe ūtan wǣron, ac hē nyste hwæt þæs sōþes

wæs, for þǣm hē hit self ne ġeseah. [17] Þā Finnas, him þūhte, and þā Beormas sprǣcon nēah ān ġeþēode. [18] Swīþost hē fōr ðider, tōēacan þæs landes scēawunge, for þǣm horshwælum, for ðǣm hīe habbað swīþe æþele bān on hiora tōþum (þā tēð hīe brōhton sume þǣm cyninge), and hiora hȳd bið swīðe gōd tō sciprāpum. [19] Se hwæl bið miċle lǣssa þonne ōðre hwalas: ne bið hē lenġra ðonne syfan elna lang. [20] Ac on his āgnum lande is se betsta hwælhuntað: þā bēoð eahta and fēowertiġes elna lange, and þā mǣstan fīftiġes elna lange. [21] Þāra hē sǣde þæt hē syxa sum ofslōge syxtiġ on twām dagum.

[22] Hē wæs swȳðe spēdiġ man on þǣm ǣhtum þe heora spēda on bēoð, þæt is on wildrum. [23] Hē hæfde þā ġȳt, ðā hē þone cyningc sōhte, tamra dēora unbebohtra syx hund. [24] Þā dēor hī hātað hrānas; þāra wǣron syx stælhrānas, ðā bēoð swȳðe dȳre mid Finnum, for ðǣm hȳ fōð þā wildan hrānas mid. [25] Hē wæs mid þǣm fyrstum mannum on þǣm lande; næfde hē þēah mā ðonne twentiġ hrȳðera and twentiġ scēapa and twentiġ swȳna, and þæt lȳtle þæt hē erede hē erede mid horsan. [26] Ac hyra ār is mǣst on þǣm gafole þe ðā Finnas him ġyldað. [27] Þæt gafol bið on dēora fellum and on fugela feðerum and hwales bāne and on þǣm sciprāpum þe bēoð of hwæles hȳde ġeworht and of sēoles. [28] Ǣġhwilċ ġylt be hys ġebyrdum. [29] Se byrdesta sceall ġyldan fīftȳne mearðes fell and fīf hrānes and ān beran fel and tȳn ambra feðra and berenne kyrtel oððe yterenne and twēġen sciprāpas; ǣġþer sȳ syxtiġ elna lang: ōþer sȳ of hwæles hȳde ġeworht, ōþer of sīoles.

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[52] Wulfstān sǣde þæt hē ġefōre of Hǣðum, þæt hē wǣre on Truso on syfan dagum and nihtum, þæt þæt scip wæs ealne weġ yrnende under seġle. [53] Weonoðland him wæs on stēorbord, and on bæcbord him wæs Langaland and Lǣland and Falster and Scōneġ; and þās land eall hȳrað tō Denemearcan. [54] And þonne Burgenda land wæs ūs on bæcbord, and þā habbað him sylf cyning. [55] Þonne æfter Burgenda lande wǣron ūs þās land þā synd hātene ǣrest Blecinga ēġ, and Meore and Eowland and Gotland on bæcbord; and þās land hȳrað tō Swēon. [56] And Weonodland wæs ūs ealne weġ on stēorbord oð Wislemūðan.

[57] Sēo Wisle is swȳðe myċel ēa, and hīo tōlīð Witland and Weonodland, and þæt Witland belimpeð tō Ēstum. [58] And sēo Wisle līð ūt of Weonodlande and līð in Ēstmere, and se Ēstmere is hūru fīftēne mīla brād. [59] Þonne cymeð Ilfing ēastan in Ēstmere of ðǣm mere ðe Truso standeð in staðe, and cumað ūt samod in Ēstmere, Ilfing ēastan of Ēstlande and Wisle sūðan of Winodlande, and þonne benimð Wisle Ilfing hire naman, and ligeð of þǣm mere west and norð on sǣ; for ðȳ hit man hēt Wislemūða.

[60] Þæt Ēstland is swȳðe myċel, and þǣr bið swȳðe maniġ burh, and on ǣlċere byriġ bið cynincg. [61] And þǣr bið swȳðe myċel huniġ and fiscað; and se cyning and þā rīcostan men drincað myran meolc, and þā unspēdigan and þā þēowan drincað medo. [62] Þǣr bið swȳðe myċel ġewinn betwēonan him. [63] And ne bið ðǣr nǣniġ ealo ġebrowen mid Ēstum, ac þǣr bið medo ġenōh.

[64] And þǣr is mid Ēstum ðēaw, þonne þǣr bið man dēad, þæt hē līð inne unforbærned mid his māgum and frēondum mōnað, ġe hwīlum twēġen; and þā kyningas and þā ōðre hēahðungene men swā miċle lencg swā hī māran spēda habbað, hwīlum healf ġēar þæt hī bēoð unforbærned; and licgað bufan eorðan on hyra hūsum. [65] And ealle þā hwīle þe þæt līċ bið inne, þǣr sceal bēon ġedrync and plega, oð ðone dæġ þe hī hine forbærnað. [66] Þonne þȳ ylcan dæġe þe hī hine tō þǣm āde beran wyllað, þonne tōdǣlað hī his feoh þæt þǣr tō lāfe bið æfter þǣm ġedrynce and þǣm plegan on fīf oððe syx, hwȳlum on mā, swā swā þæs fēos andefn bið. [67] Ālecgað hit ðonne forhwæga on ānre mīle þone mǣstan dǣl fram þǣm tūne, þonne ōðerne, ðonne þæne þriddan, oþ þæt hyt eall ālēd bið on þǣre ānre mīle; and sceall bēon se lǣsta dǣl nȳhst þǣm tūne ðe se dēada man on līð.

[68] Ðonne sceolon bēon ġesamnode ealle ðā menn ðe swyftoste hors habbað on þǣm lande, forhwæga on fīf mīlum oððe on syx mīlum fram þǣm fēo. [69] Þonne ærnað hȳ ealle tōweard þǣm fēo; ðonne cymeð se man se þæt swiftoste hors hafað

tō þǣm ǣrestan dǣle and tō þǣm mǣstan, and swā ǣlċ æfter ōðrum, oþ hit bið eall ġenumen; and se nimð þone lǣstan dǣl se nȳhst þǣm tūne þæt feoh ġeærneð. [70] And þonne rīdeð ǣlċ hys weġes mid ðān fēo, and hyt mōtan habban eall; and for ðȳ þǣr bēoð þā swiftan hors ungefōge dȳre. [71] And þonne hys ġestrēon bēoð þus eall āspended, þonne byrð man hine ūt and forbærneð mid his wǣpnum and hræġle. [72] And swīðost ealle hys spēda hȳ forspendað mid þān langan leġere þæs dēadan mannes inne, and þæs þe hȳ be þǣm wegum ālecgað, þe ðā fremdan tō ærnað and nimað.

[73] And þæt is mid Ēstum þēaw þæt þǣr sceal ǣlċes ġeðēodes man bēon forbærned; and ġyf þār man ān bān findeð unforbærned, hī hit sceolan miċlum ġebētan. [74] And þǣr is mid Ēstum ān mǣġð þæt hī magon ċyle ġewyrċan; and þȳ þǣr licgað þā dēadan men swā lange and ne fūliað, þæt hȳ wyrċað þone ċyle hine on. [75] And þēah man āsette twēġen fætelsas full ealað oððe wæteres, hȳ ġedōð þæt ōþer bið oferfroren, sam hit sȳ sumor sam winter.

Seminar № 3
Old English Morphology

1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-10 pp. 261-263.
2. Reading, linguistic and philological analyses, translation: Wulfstan's story (from http://www.oldenglishaerobics.net/ohthere.php)

[1] Ōhthere sǣde his hlāforde, Ælfrede cyninge, þæt hē ealra Norðmonna norþmest būde. [2] Hē cwæð þæt hē būde on þǣm lande norþweardum wiþ þā Westsǣ. [3] Hē sǣde þēah þæt þæt land sīe swīþe lang norþ þonan, ac hit is eal wēste, būton on fēawum stōwum styċċemǣlum wīciað Finnas on huntoðe on wintra and on sumera on fiscaþe be þǣre sǣ.
[4] Hē sǣde þæt hē æt sumum ċirre wolde fandian hū longe þæt land norþryhte lǣġe, oþþe hwæðer ǣniġ mon benorðan þǣm wēstenne būde. [5] Þā fōr hē norþryhte be þǣm lande. [6] Lēt him ealne weġ þæt wēste land on ðæt stēorbord and þā wīdsǣ on ðæt bæcbord þrīe dagas; þā wæs hē swā feor norþ swā þā hwælhuntan firrest faraþ. [7] Þā fōr hē þā ġīet norþryhte swā feor swā hē meahte on þǣm ōþrum þrim dagum ġesiġlan. [8] Þā bēag þæt land þǣr ēastryhte, oþþe sēo sǣ in on ðæt lond, hē nysse hwæðer, būton hē wisse ðæt hē ðǣr bād westanwindes and hwōn norþan and siġlde ðā ēast be lande swā swā hē meahte on fēower dagum ġesiġlan. [9] Þā sceolde hē ðǣr bīdan ryhtnorþanwindes, for ðǣm þæt land bēag þǣr sūþryhte, oþþe sēo sǣ in on ðæt land, hē nysse hwæþer. [10] Þā siġlde hē þonan sūðryhte be lande swā swā hē mehte on fīf dagum ġesiġlan. [11] Ðā læġ þǣr ān miċel ēa ūp in on þæt land. [12] Þā ċirdon hīe ūp in on ðā ēa, for þǣm hīe ne dorston forþ bi þǣre ēa siġlan for unfriþe, for þǣm ðæt land wæs eall ġebūn on ōþre healfe þǣre ēas. [13] Ne mētte hē ǣr nān ġebūn land siþþan hē from his āgnum hām fōr, ac him wæs ealne weġ wēste

land on þæt stēorbord, būtan fiscerum and fugelerum and huntum, and þæt wǣron eall Finnas, and him wæs ā wīdsǣ on ðæt bæcbord.

[14] Þā Beormas hæfdon swīþe wel ġebūd hira land, ac hīe ne dorston þǣron cuman. [15] Ac þāra Terfinna land wæs eal wēste, būton ðǣr huntan ġewīcodon oþþe fisceras oþþe fugeleras. [16] Fela spella him sǣdon þā Beormas ǣġþer ġe of hiera āgnum lande ġe of þǣm landum þe ymb hīe ūtan wǣron, ac hē nyste hwæt þæs sōþes wæs, for þǣm hē hit self ne ġeseah. [17] Þā Finnas, him þūhte, and þā Beormas sprǣcon nēah ān ġeþēode. [18] Swīþost hē fōr ðider, tōēacan þæs landes scēawunge, for þǣm horshwælum, for ðǣm hīe habbað swīþe æþele bān on hiora tōþum (þā tēð hīe brōhton sume þǣm cyninge), and hiora hȳd bið swīðe gōd tō sciprāpum. [19] Se hwæl bið miċle lǣssa þonne ōðre hwalas: ne bið hē lenġra ðonne syfan elna lang. [20] Ac on his āgnum lande is se betsta hwælhuntað: þā bēoð eahta and fēowertiġes elna lange, and þā mǣstan fīftiġes elna lange. [21] Þāra hē sǣde þæt hē syxa sum ofslōge syxtiġ on twām dagum.

[22] Hē wæs swȳðe spēdiġ man on þǣm ǣhtum þe heora spēda on bēoð, þæt is on wildrum. [23] Hē hæfde þā ġȳt, ðā hē þone cyningc sōhte, tamra dēora unbebohtra syx hund. [24] Þā dēor hī hātað hrānas; þāra wǣron syx stælhrānas, ðā bēoð swȳðe dȳre mid Finnum, for ðǣm hȳ fōð þā wildan hrānas mid. [25] Hē wæs mid þǣm fyrstum mannum on þǣm lande; næfde hē þēah mā ðonne twentiġ hrȳðera and twentiġ scēapa and twentiġ swȳna, and þæt lȳtle þæt hē erede hē erede mid horsan. [26] Ac hyra ār is mǣst on þǣm gafole þe ðā Finnas him ġyldað. [27] Þæt gafol bið on dēora fellum and on fugela feðerum and hwales bāne and on þǣm sciprāpum þe bēoð of hwæles hȳde ġeworht and of sēoles. [28] Ǣġhwilċ ġylt be hys ġebyrdum. [29] Se byrdesta sceall ġyldan fīftȳne mearðes fell and fīf hrānes and ān beran fel and tȳn ambra feðra and berenne kyrtel oððe yterenne and twēġen sciprāpas; ǣġþer sȳ syxtiġ elna lang: ōþer sȳ of hwæles hȳde ġeworht, ōþer of sīoles.

[30] Hē sǣde ðæt Norðmanna land wǣre swȳþe lang and swȳðe smæl. [31] Eal þæt his man āþer oððe ettan oððe erian mæġ, þæt līð wið ðā sǣ; and þæt is þēah on sumum stōwum swȳðe clūdiġ. [32] And licgað wilde mōras wiðēastan and wiðuppon, emnlange þǣm bȳnum lande; on þǣm mōrum eardiað Finnas. [33] And þæt bȳne land is ēasteweard brādost and symle swā norðor swā smælre. [34] Ēastewerd hit mæġ bīon syxtiġ mīla brād oþþe hwēne brǣdre; and middeweard þrītiġ oððe brādre. [35] And norðeweard, hē cwæð, þǣr hit smalost wǣre, þæt hit mihte bēon þrēora mīla brād tō þǣm mōre, and se mōr syðþan on sumum stōwum swā brād swā man mæġ on twām wucum oferfēran, and on sumum stōwum swā brād swā man mæġ on syx dagum oferfēran. [36] Þonne is tōemnes þǣm lande sūðeweardum, on ōðre healfe þæs mōres, Swēoland, oþ þæt land norðeweard; and tōemnes þǣm lande norðeweardum Cwēna land. [37] Þā Cwēnas hergiað hwīlum on ðā Norðmen ofer ðone mōr, hwīlum þā Norðmen on hȳ. [38] And þǣr sint swīðe miċle meras fersce ġeond þā mōras, and berað þā Cwēnas hyra scypu ofer land on ðā meras and þanon hergiað on ðā Norðmen; hȳ habbað swȳðe lȳtle scypa and swȳðe lēohte.

[39] Ōhthere sǣde þæt sīo scīr hātte Hālgoland þe hē on būde. [40] Hē cwæð þæt nān man ne būde benorðan him. [41] Þonne is ān port on sūðeweardum þǣm lande þone man hǣt Scīringesheal. [42] Þyder hē cwæð þæt man ne mihte ġeseġlian on

ānum mōnðe ġyf man on niht wīcode and ælċe dæġe hæfde ambyrne wind. [43] And ealle ðā hwīle hē sceal seġlian be lande. [44] And on þæt stēorbord him bið ærest Īraland and þonne ðā īġland þe synd betux Īralande and þissum lande. [45] Þonne is þis land on þæt stēorbord oð hē cymð tō Scīringesheale, and ealne weġ on þæt bæcbord Norðweġ.

[46] Wiðsūðan þone Scīringesheal līð swȳðe myċel sǣ ūp in on ðæt lond; sēo is brādre þonne æniġ man ofersēon mæġe, and is Gotland on ōðre healfe onġēan and siððan Sillende. [47] Sēo sǣ līð mæniġ hund mīla ūp in on þæt land. [48] And of Scīringesheale hē cwæð þæt hē seġlode on fīf dagan tō þǣm porte þe mon hǣt æt Hæþum; se stent betuh Winedum, and Seaxum, and Angle, and hȳrð in on Dene. [49] Ðā hē þiderweard seġlode fram Scīringesheale, þā wæs him on þæt bæcbord Denamearc, and on þæt stēorbord wīdsǣ þrȳ dagas; and þā, twēġen dagas ǣr hē tō Hæþum cōme, him wæs on þæt stēorbord Gotland, and Sillende, and īġlanda fela. [50] On þǣm landum eardodon Engle, ǣr hī hider on land cōman. [51] And hym wæs ðā twēġen dagas on ðæt bæcbord þā īġland þe in Denemearce hȳrað.

[52] Wulfstān sæde þæt hē ġefōre of Hæðum, þæt hē wǣre on Truso on syfan dagum and nihtum, þæt þæt scip wæs ealne weġ yrnende under seġle. [53] Weonoðland him wæs on stēorbord, and on bæcbord him wæs Langaland and Lǣland and Falster and Scōneġ; and þās land eall hȳrað tō Denemearcan. [54] And þonne Burgenda land wæs ūs on bæcbord, and þā habbað him sylf cyning. [55] Þonne æfter Burgenda lande wǣron ūs þās land þā synd hātene ǣrest Blecinga ēġ, and Meore and Eowland and Gotland on bæcbord; and þās land hȳrað tō Swēon. [56] And Weonodland wæs ūs ealne weġ on stēorbord oð Wislemūðan.

[57] Sēo Wisle is swȳðe myċel ēa, and hīo tōlīð Witland and Weonodland, and þæt Witland belimpeð tō Ēstum. [58] And sēo Wisle līð ūt of Weonodlande and līð in Ēstmere, and se Ēstmere is hūru fīftēne mīla brād. [59] Þonne cymeð Ilfing ēastan in Ēstmere of ðǣm mere ðe Truso standeð in staðe, and cumað ūt samod in Ēstmere, Ilfing ēastan of Ēstlande and Wisle sūðan of Winodlande, and þonne benimð Wisle Ilfing hire naman, and ligeð of þǣm mere west and norð on sǣ; for ðȳ hit man hǣt Wislemūða.

[60] Þæt Ēstland is swȳðe myċel, and þǣr bið swȳðe maniġ burh, and on ælċere byriġ bið cynincg. [61] And þǣr bið swȳðe myċel huniġ and fiscað; and se cyning and þā rīcostan men drincað myran meolc, and þā unspēdigan and þā þēowan drincað medo. [62] Þǣr bið swȳðe myċel ġewinn betwēonan him. [63] And ne bið ðǣr nǣniġ ealo ġebrowen mid Ēstum, ac þǣr bið medo ġenōh.

[64] And þǣr is mid Ēstum ðēaw, þonne þǣr bið man dēad, þæt hē līð inne unforbærned mid his māgum and frēondum mōnað, ġe hwīlum twēġen; and þā kyningas and þā ōðre hēahðungene men swā miċle lencg swā hī māran spēda habbað, hwīlum healf ġēar þæt hī bēoð unforbærned; and licgað bufan eorðan on hyra hūsum. [65] And ealle þā hwīle þe þæt līċ bið inne, þǣr sceal bēon ġedrync and plega, oð ðone dæġ þe hī hine forbærnað. [66] Þonne þȳ ylcan dæġe þe hī hine tō þǣm āde beran wyllað, þonne tōdǣlað hī his feoh þæt þǣr tō lāfe bið æfter þǣm ġedrynce and þǣm plegan on fīf oððe syx, hwȳlum on mā, swā swā þæs fēos andefn bið. [67] Ālecgað hit ðonne forhwæga on ānre mīle þone mǣstan dǣl fram þǣm tūne, þonne

ōðerne, ðonne þæne þriddan, oþ þæt hyt eall ālēd bið on þǣre ānre mīle; and sceall bēon se lǣsta dǣl nȳhst þǣm tūne ðe se dēada man on līð.

[68] Ðonne sceolon bēon ġesamnode ealle ðā menn ðe swyftoste hors habbað on þǣm lande, forhwǣga on fīf mīlum oððe on syx mīlum fram þǣm fēo. [69] Þonne ærnað hȳ ealle tōweard þǣm fēo; ðonne cymeð se man se þæt swiftoste hors hafað tō þǣm ǣrestan dǣle and tō þǣm mǣstan, and swā ǣlċ æfter ōðrum, oþ hit bið eall ġenumen; and se nimð þone lǣstan dǣl se nȳhst þǣm tūne þæt feoh ġeærneð. [70] And þonne rīdeð ǣlċ hys weġes mid ðān fēo, and hyt mōtan habban eall; and for ðȳ þǣr bēoð þā swiftan hors ungefōge dȳre. [71] And þonne hys ġestrēon bēoð þus eall āspended, þonne byrð man hine ūt and forbærneð mid his wǣpnum and hræġle. [72] And swīðost ealle hys spēda hȳ forspendað mid þān langan leġere þæs dēadan mannes inne, and þæs þe hȳ be þǣm wegum ālecgað, þe ðā fremdan tō ærnað and nimað.

[73] And þæt is mid Ēstum þēaw þæt þǣr sceal ǣlċes ġeðēodes man bēon forbærned; and ġyf þār man ān bān findeð unforbærned, hī hit sceolan miċlum ġebētan. [74] And þǣr is mid Ēstum ān mæġð þæt hī magon ċyle ġewyrċan; and þȳ þǣr licgað þā dēadan men swā lange and ne fūliað, þæt hȳ wyrċað þone ċyle hine on. [75] And þēah man āsette twēġen fætelsas full ealað oððe wæteres, hȳ ġedōð þæt ōþer bið oferfroren, sam hit sȳ sumor sam winter.

Seminar № 4
Old English Lexis

1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-10 pp. 261-263.
2. Reading, linguistic and philological analyses, translation: Wulfstan's story (from http://www.oldenglishaerobics.net/ohtere.php)

[1] Ōhthere sǣde his hlāforde, Ælfrede cyninge, þæt hē ealra Norðmonna norþmest būde. [2] Hē cwæð þæt hē būde on þǣm lande norþweardum wiþ þā Westsǣ. [3] Hē sǣde þēah þæt þæt land sīe swīþe lang norþ þonan, ac hit is eal wēste, būton on fēawum stōwum styċċemǣlum wīciað Finnas on huntoðe on wintra and on sumera on fiscaþe be þǣre sǣ.

[4] Hē sǣde þæt hē æt sumum ċirre wolde fandian hū longe þæt land norþryhte lǣġe, oþþe hwæðer ǣniġ mon benorðan þǣm wēstenne būde. [5] Þā fōr hē norþryhte be þǣm lande. [6] Lēt him ealne weġ þæt wēste land on ðæt stēorbord and þā wīdsǣ on ðæt bæcbord þrīe dagas; þā wæs hē swā feor norþ swā þā hwælhuntan firrest faraþ. [7] Þā fōr hē þā ġīet norþryhte swā feor swā hē meahte on þǣm ōþrum þrim dagum ġesiġlan. [8] Þā bēag þæt land þǣr ēastryhte, oþþe sēo sǣ in on ðæt lond, hē nysse hwæðer, būton hē wisse ðæt hē ðǣr bād westanwindes and hwōn norþan and siġlde ðā ēast be lande swā swā hē meahte on fēower dagum ġesiġlan. [9] Þā sceolde hē ðǣr bīdan ryhtnorþanwindes, for ðǣm þæt land bēag þǣr sūþryhte, oþþe sēo sǣ in on ðæt land, hē nysse hwæþer. [10] Þā siġlde hē þonan sūðryhte be lande swā swā

hē mehte on fīf dagum ġesiġlan. [11] Đā læġ þǣr ān miċel ēa ūp in on þæt land. [12] Þā ċirdon hīe ūp in on ðā ēa, for þǣm hīe ne dorston forþ bi þǣre ēa siġlan for unfriþe, for þǣm ðæt land wæs eall ġebūn on ōþre healfe þǣre ēas. [13] Ne mētte hē ǣr nān ġebūn land siþþan hē from his āgnum hām fōr, ac him wæs ealne weġ wēste land on þæt stēorbord, būtan fiscerum and fugelerum and huntum, and þæt wǣron eall Finnas, and him wæs ā wīdsǣ on ðæt bæcbord.

[14] Þā Beormas hæfdon swīþe wel ġebūd hira land, ac hīe ne dorston þǣron cuman. [15] Ac þāra Terfinna land wæs eal wēste, būton ðǣr huntan ġewīcodon oþþe fisceras oþþe fugeleras. [16] Fela spella him sǣdon þā Beormas ǣġþer ġe of hiera āgnum lande ġe of þǣm landum þe ymb hīe ūtan wǣron, ac hē nyste hwæt þæs sōþes wæs, for þǣm hē hit self ne ġeseah. [17] Þā Finnas, him þūhte, and þā Beormas sprǣcon nēah ān ġeþēode. [18] Swīþost hē fōr ðider, tōēacan þæs landes sċēawunge, for þǣm horshwælum, for ðǣm hīe habbað swīþe æþele bān on hiora tōþum (þā tēð hīe brōhton sume þǣm cyninge), and hiora hȳd bið swīðe gōd tō sciprāpum. [19] Se hwæl bið miċle lǣssa þonne ōðre hwalas: ne bið hē lenġra ðonne syfan elna lang. [20] Ac on his āgnum lande is se betsta hwælhuntað: þā bēoð eahta and fēowertiġes elna lange, and þā mǣstan fīftiġes elna lange. [21] Þāra hē sǣde þæt hē syxa sum ofslōge syxtiġ on twǣm dagum.

[22] Hē wæs swȳðe spēdiġ man on þǣm ǣhtum þe heora spēda on bēoð, þæt is on wildrum. [23] Hē hæfde þā ġȳt, ðā hē þone cyningc sōhte, tamra dēora unbebohtra syx hund. [24] Þā dēor hī hātað hrānas; þāra wǣron syx stælhrānas, ðā bēoð swȳðe dȳre mid Finnum, for ðǣm hȳ fōð þā wildan hrānas mid. [25] Hē wæs mid þǣm fyrstum mannum on þǣm lande; næfde hē þēah mā ðonne twentiġ hrȳðera and twentiġ sċēapa and twentiġ swȳna, and þæt lȳtle þæt hē erede hē erede mid horsan. [26] Ac hyra ār is mǣst on þǣm gafole þe ðā Finnas him ġyldað. [27] Þæt gafol bið on dēora fellum and on fugela feðerum and hwales bāne and on þǣm sciprāpum þe bēoð of hwǣles hȳde ġeworht and of sēoles. [28] Ǣġhwilċ ġylt be hys ġebyrdum. [29] Se byrdesta sceall ġyldan fīftȳne mearðes fell and fīf hrānes and ān beran fel and tȳn ambra feðra and berenne kyrtel oððe yterenne and twēġen sciprāpas; ǣġþer sȳ syxtiġ elna lang: ōþer sȳ of hwæles hȳde ġeworht, ōþer of sīoles.

[30] Hē sǣde ðæt Norðmanna land wǣre swȳþe lang and swȳðe smæl. [31] Eal þæt his man āþer oððe ettan oððe erian mæġ, þæt līð wið ðā sǣ; and þæt is þēah on sumum stōwum swȳðe clūdiġ. [32] And licgað wilde mōras wiðēastan and wiðuppon, emnlange þǣm bȳnum lande; on þǣm mōrum eardiað Finnas. [33] And þæt bȳne land is ēasteweard brādost and symle swā norðor swā smælre. [34] Ēastewerd hit mæġ bīon syxtiġ mīla brād oþþe hwēne brǣdre; and middeweard þrītiġ oððe brādre. [35] And norðeweard, hē cwæð, þǣr hit smalost wǣre, þæt hit mihte bēon þrēora mīla brād tō þǣm mōre, and se mōr syðþan on sumum stōwum swā brād swā man mæġ on twǣm wucum oferfēran, and on sumum stōwum swā brād swā man mæġ on syx dagum oferfēran. [36] Þonne is tōemnes þǣm lande sūðeweardum, on ōðre healfe þæs mōres, Swēoland, oþ þæt land norðeweard; and tōemnes þǣm lande norðeweardum Cwēna land. [37] Þā Cwēnas hergiað hwīlum on ðā Norðmen ofer ðone mōr, hwīlum þā Norðmen on hȳ. [38] And þǣr sint swīðe miċle meras fersce

ġeond þā mōras, and berað þā Cwēnas hyra scypu ofer land on ðā meras and þanon hergiað on ðā Norðmen; hȳ habbað swȳðe lȳtle scypa and swȳðe lēohte.

[39] Ōhthere sǣde þæt sīo scīr hātte Hālgoland þe hē on būde. [40] Hē cwæð þæt nān man ne būde benorðan him. [41] Þonne is ān port on sūðeweardum þǣm lande þone man hǣt Scīringesheal. [42] Þyder hē cwæð þæt man ne mihte ġeseġlian on ānum mōnðe ġyf man on niht wīcode and ǣlċe dæġe hæfde ambyrne wind. [43] And ealle ðā hwīle hē sceal seġlian be lande. [44] And on þæt stēorbord him bið ǣrest Īraland and þonne ðā īġland þe synd betux Īralande and þissum lande. [45] Þonne is þis land on þæt stēorbord oð hē cymð tō Scīringesheale, and ealne weġ on þæt bæcbord Norðweġ.

[46] Wiðsūðan þone Scīringesheal līð swȳðe myċel sǣ ūp in on ðæt lond; sēo is brādre þonne ǣniġ man ofersēon mǣġe, and is Gotland on ōðre healfe onġēan and siððan Sillende. [47] Sēo sǣ līð mæniġ hund mīla ūp in on þæt land. [48] And of Scīringesheale hē cwæð þæt hē seġlode on fīf dagan tō þǣm porte þe mon hǣt æt Hæþum; se stent betuh Winedum, and Seaxum, and Angle, and hȳrð in on Dene. [49] Ðā hē þiderweard seġlode fram Scīringesheale, þā wæs him on þæt bæcbord Denamearc, and on þæt stēorbord wīdsǣ þrȳ dagas; and þā, twēġen dagas ǣr hē tō Hæþum cōme, him wæs on þæt stēorbord Gotland, and Sillende, and īġlanda fela. [50] On þǣm landum eardodon Engle, ǣr hī hider on land cōman. [51] And hym wæs ðā twēġen dagas on ðæt bæcbord þā īġland þe in Denemearce hȳrað.

[52] Wulfstān sǣde þæt hē ġefōre of Hæðum, þæt hē wǣre on Truso on syfan dagum and nihtum, þæt þæt scip wæs ealne weġ yrnende under seġle. [53] Weonoðland him wæs on stēorbord, and on bæcbord him wæs Langaland and Lǣland and Falster and Scōneġ; and þās land eall hȳrað tō Denemearcan. [54] And þonne Burgenda land wæs ūs on bæcbord, and þā habbað him sylf cyning. [55] Þonne æfter Burgenda lande wǣron ūs þās land þā synd hātene ǣrest Blecinga ēġ, and Meore and Eowland and Gotland on bæcbord; and þās land hȳrað tō Swēon. [56] And Weonodland wæs ūs ealne weġ on stēorbord oð Wislemūðan.

[57] Sēo Wisle is swȳðe myċel ēa, and hīo tōlīð Witland and Weonodland, and þæt Witland belimpeð tō Ēstum. [58] And sēo Wisle līð ūt of Weonodlande and līð in Ēstmere, and se Ēstmere is hūru fīftēne mīla brād. [59] Þonne cymeð Ilfing ēastan in Ēstmere of ðǣm mere ðe Truso standeð in staðe, and cumað ūt samod in Ēstmere, Ilfing ēastan of Ēstlande and Wisle sūðan of Winodlande, and þonne benimð Wisle Ilfing hire naman, and ligeð of þǣm mere west and norð on sǣ; for ðȳ hit man hǣt Wislemūða.

[60] Þæt Ēstland is swȳðe myċel, and þǣr bið swȳðe maniġ burh, and on ǣlċere byriġ bið cynincg. [61] And þǣr bið swȳðe myċel huniġ and fiscað; and se cyning and þā rīcostan men drincað myran meolc, and þā unspēdigan and þā þēowan drincað medo. [62] Þǣr bið swȳðe myċel ġewinn betwēonan him. [63] And ne bið ðǣr nǣniġ ealo ġebrowen mid Ēstum, ac þǣr bið medo ġenōh.

[64] And þǣr is mid Ēstum ðēaw, þonne þǣr bið man dēad, þæt hē līð inne unforbærned mid his māgum and frēondum mōnað, ġe hwīlum twēġen; and þā kyningas and þā ōðre hēahðungene men swā miċle lencg swā hī māran spēda habbað, hwīlum healf ġēar þæt hī bēoð unforbærned; and licgað bufan eorðan on hyra hūsum.

[65] And ealle þā hwīle þe þæt līċ bið inne, þǣr sceal bēon ġedrync and plega, oð ðone dæġ þe hī hine forbærnað. [66] Þonne þȳ ylcan dæġe þe hī hine tō þǣm āde beran wyllað, þonne tōdǣlað hī his feoh þæt þǣr tō lāfe bið æfter þǣm ġedrynce and þǣm plegan on fīf oððe syx, hwȳlum on mā, swā swā þæs fēos andefn bið. [67] Ālecgað hit ðonne forhwæga on ānre mīle þone mǣstan dǣl fram þǣm tūne, þonne ōðerne, ðonne þæne þriddan, oþ þæt hyt eall ālēd bið on þǣre ānre mīle; and sceall bēon se lǣsta dǣl nȳhst þǣm tūne ðe se dēada man on līð.

[68] Ðonne sceolon bēon ġesamnode ealle ðā menn ðe swyftoste hors habbað on þǣm lande, forhwæga on fīf mīlum oððe on syx mīlum fram þǣm fēo. [69] Þonne ærnað hȳ ealle tōweard þǣm fēo; ðonne cymeð se man se þæt swiftoste hors hafað tō þǣm ǣrestan dǣle and tō þǣm mǣstan, and swā ǣlċ æfter ōðrum, oþ hit bið eall ġenumen; and se nimð þone lǣstan dǣl se nȳhst þǣm tūne þæt feoh ġeærneð. [70] And þonne rīdeð ǣlċ hys weġes mid ðān fēo, and hyt mōtan habban eall; and for ðȳ þǣr bēoð þā swiftan hors ungefōge dȳre. [71] And þonne hys ġestrēon bēoð þus eall āspended, þonne byrð man hine ūt and forbærneð mid his wǣpnum and hræġle. [72] And swīðost ealle hys spēda hȳ forspendað mid þān langan leġere þæs dēadan mannes inne, and þæs þe hȳ be þǣm wegum ālecgað, þe ðā fremdan tō ærnað and nimað.

[73] And þæt is mid Ēstum þēaw þæt þǣr sceal ǣlċes ġeðēodes man bēon forbærned; and ġyf þār man ān bān findeð unforbærned, hī hit sceolan miċlum ġebētan. [74] And þǣr is mid Ēstum ān mǣġð þæt hī magon ċyle ġewyrċan; and þȳ þǣr licgað þā dēadan men swā lange and ne fūliað, þæt hȳ wyrċað þone ċyle hine on. [75] And þēah man āsette twēġen fǣtelsas full ealað oððe wæteres, hȳ ġedōð þæt ōþer bið oferfroren, sam hit sȳ sumor sam winter.

Seminar № 5
The Development of the National Literary English Language

1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-20 pp. 272-277.

Seminar № 6
The Development of the National Literary English Language

1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 21-41 pp. 277-281.

Seminar № 7
The Development of the English Vocabulary

1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 42-50 pp. 282-283.

Seminar № 8
Word Formation as a Way to Enrich English Vocabulary
1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-20 pp. 284-288.

Seminar № 9
Evolution of the English Sound System in Middle English
1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-20 pp. 294-299.

Seminar № 10
Evolution of the English Sound System in Modern English
1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 21-50 pp. 299-305.

Seminar № 11
The Development of the Grammatical System of the Language
1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 1-20 pp. 305-309.

Seminar № 12
The Development and Changes of the Typology of the Language
1. Євченко В.В. Історія англійської мови: навчально-методичний посібник. Вінниця: Нова книга, 2016. 408 с. Тестові завдання: Вступ. Загальні особливості германського ареалу. Англійська мова давнього періоду (VII—XI ст.) items 21-40 pp. 309-314.

II. THEORETICAL ISSUES FOR SELF-DIRECTED WORK

1. Development of literary English (V-XXI ст.)

Introduction. General features of the German range

1. What do you think is central to historical linguistic studies? Could you give your reasons for your argumentation?

2. Could you comment on the two basic linguistic approaches to the study of language? In what way do you think they are different? Can they be absolutely independent and isolated in their application?

3. What main factors do you think can trigger off, condition or influence the development of the language? Could you explain your answer?

4. What do you think is the target of the diachronic study of the internal structural development of the language system? Could you explain your answer?

5. What is, to your mind, the aim of the sociolinguistic historical studies? What problems of the language evolution do you think can be studied from the sociolinguistic perspective? Could you give your reasons?

6. What main sub-families of the Indo-European family of languages do you know? Could you name modern languages that belong to each of the Indo-European sub-families? Which of these languages do you think are the closest linguistic relations of English?

7. Could you name Latin authors who wrote about the Old Germans and who gave the first classified list of the Old Germans? Could you give a short account of each of the groupings of the Old Germanic tribes from the modern historical approach?

8. Could you name the Old Germanic languages and speak about the most important written records in Old Germanic written dialects? Could you support your answer with proper illustrations?

9. What do you think is the essence of the historical comparative linguistic method? Could you name the scholars who contributed to the discovery, elaboration and application of this method in linguistics?

10. What do you think was the effect of the sound changes described by Jacob Grimm on the evolution of the Common Germanic consonant system? Could you comment on the main phonological interpretations of the First Germanic Consonant Shift? Could you support your answer with proper illustrations?

English of the Ancient Period (VII-XI ст.)

1. What historical event, to your mind, provided conditions for the formation of the sociolinguistic context for the development of English in Early Britain? Could you expand on your answer?

2. Could you name the Germanic tribes that migrated to Britain to settle there and give a short account of their culture?

3. What were, to your mind, the seven kingdoms of the Anglo-Saxons that arose in the seventh century in Britain? Could you give your arguments to show their historical significance for the development of the English language?

4. Could you comment on the character of the sociolinguistic contact of the Germanic settlers with other ethnic groups who lived in the island of Great Britain? In your opinion, why were there inconsiderable effects of interrelations of cultures between them? What arguments can you give to support your point?

5. Could you name the main Old English territorial dialects the written evidence of which has come down to our times and comment on their literary and historical importance?

6. In what way could you define the character of interrelationship between the Anglo-Saxon territorial dialects? In your opinion, were they equal in status and isolated in their development? Could you give your reasoning?

7. What is your opinion about the functional status of the West-Saxon dialect in the Anglo-Saxon community in the ninth-eleventh centuries? Could you expand on your point?

8. What, to your mind, was the impact of the introduction of Christianity on the development of writing and writing activity in Anglo-Saxon England? Could you expand on your point?

9. What social functions do you think writing in the Anglo-Saxon society had? Could you support your point with proper evidence?

10. Could you name the text categories that are presented in the extant Old English texts? Which of the Old English text categories are thought to be basic in your opinion? Could you name the most important written records of the period and speak about their literary significance?

The Development of the National Literary English Language XI century

1. What historical event to your mind provided conditions for the transformation of the sociolinguistic context for the development of the English language in Medieval England? Could you expand on your answer?

2. What, to your mind, were the main sociolinguistic features of the historical situation in England after the Norman Conquest of 1066? Could you prove your statement with proper arguments?

3. What three languages do you think were in use in Medieval England and what is your opinion about their social functions?

4. Can you name the main groups of Early Middle English territorial dialects? What peculiarity, to your mind, marked their development? Could you expand on your answer?

5. In what way could you define the character of interrelationship between the Middle English territorial dialects? In your opinion, were they equal in status and isolated in their development during the Middle English period? Could you give your reasoning?

6. Could you name the most important text categories that are presented by the extant Middle English texts and the most important written records of the period? Could you expand on your answer?

7. What factors, to you mind, favoured the development of the Anglo-Norman dialect in Medieval England? Could you name the most notable literary works written in it?

8. What factors, to your mind, favoured the rise of the London dialect in the thirteenth century? Could you give your reasoning?

9. What was the dialectal basis of the London dialect? Could you comment on the dialectal orientation of the Early London dialect in the thirteenth century and the changes in its orientation in the fourteenth century? What factors do you think favoured that change?

10. What, to your mind, were the two basic forms of the London dialect in the fourteenth century and into what forms of the English language did they develop? Could you expand on your answer?

2. The Development of the National Literary English Language (XI-XXI c.)

Development of the Vocabulary of the English Language since the XI Century

1. Why do you think the Modern English lexis is generally regarded as highly etymologically mixed? What arguments can you give in the support of this statement?

2. What, to your mind, are the main native constituents of the Modern English lexis? Could you support your answer with proper arguments?

3. In your opinion, what new means of word-formation developed in Middle and Modern English? Could you illustrate your point?

4. What do you think were the main factors that favoured the development of such word-building devices as conversion, suffixation? Could you support your answer with proper arguments?

5. What languages, to your mind, contributed to the expansion of the Middle English lexical system? What sociolinguistic factors, in your opinion, favoured the process of borrowing in that period? Could you support your answer with proper arguments?

6. What languages, to your mind, contributed to the expansion of the Modern English lexical system? What sociolinguistic factors, in your opinion, favoured the process of borrowing in that period? Could you support your answer with proper arguments?

7. What social and historical background to the French loan-words in the history of English could you speak about? Could you comment on the types of French loan-words distinguished by chronological frames and their dialectal origin? Could you support your answer with proper arguments?

8. Could you speak about the depth of French influence on the structure of the English lexicon and comment on the degree of assimilation of French lexemes in the

English language? Do you think they are fully or partially assimilated? What kind of the interrelation between native and borrowed lexemes could be observed, to your mind? Could you illustrate your point?

9. Could you state the main semantic fields of French loan-words of the history of English? What factors, to your mind, determine ther semantic character? Could you illustrate your point?

10. What productive affixes of Modern English, to your mind, are of French origin? Could you give your own arguments and illustrations?

Development of the Phonetic System of the English Language since the XI Century

1. What main phonetic processes, to your mind, mark the course of evolution of the sound system in the history of English? Could you give your own arguments and illustrations?

2. What do you think is the most remarkable feature of the Middle English sound system if viewed in the framework of the socio-linguistic theory? Could you give your reasons?

3. What are, to your mind, the basic possible solutions to the problem of great dialectal variations within the Middle English sound system? Could you give your own arguments and illustrations?

4. In your opinion, what are the possible ways to account for the changes in the Middle English spelling system? Could you state the most important influences that modified the Middle English spelling system? Could you give your own arguments and illustrations?

5. What reasons do you think can be given as an explanation for the variation of spelling rules and habits in different dialects in Early Middle English? Could you give any arguments to support you»'' views?

6. What, to your mind, was the result of the development of the labialized (rounded) front phonemes of the high rise in Early Middle English? Could you supply your examples to illustrate these changes?

7. What vowel phonemes do you think were not affected by changes in Early Middle English? Could you give your own examples to prove your point?

8. In your opinion, what was the development of the short and long vowels of the low rise in Early Middle English? Could you give your own arguments to support your views?

9. Could you give some examples of Early Middle English phonetic changes of vowel phonemes to show the dialectal variation of Early Middle English?

10. What factors do you think brought about the ruin of the correlation of length/shortness in Middle English and what was the importance of that change? Could you give your own arguments to support your views?

Development of the Grammar System of the English Language from the XI Century

1. What factors do you think influenced and intensified the process of the simplification of the Old English morphological system in Middle English? Could you give your own arguments and illustrations?

2. In what way, to your mind, was the phonetic process of reduction of unstressed vowels important for the evolution of the morphological system in Middle English? Could you support your answer with proper arguments and give your own examples to prove your point?

3. When do you think the decay of the grammatical category of gender in English nouns took place by general assumption? Could you give your own opinion about the time of these changes?

4. In your opinion, what were the main causes that led to the elimination of gender distinctions of nouns in English? Could you support your views with proper arguments?

5. What division of nouns do you think superseded the grammatical gender classification in the history of English? Are there any traces of the old grammatical gender classification in Modern English? Could you illustrate your point?

6. In your opinion, what were the most important changes in the morphological forms of the grammatical category of number in Middle English? What were the main causes that influenced the morphological means of its expression? Could you support your views with proper arguments and give your own examples to prove your point?

7. What, to your mind, was the importance of the appearance of au- nified type of the plural ending in English? Could you explain your answer?

8. In what way can the existence of irregular formations in Modern English be explained, to your mind? Could you give your own examples to illustrate your point?

9. What was the general tendency in the development of the grammatical category of case in the history of English, in your opinion? Could you give your own examples to prove your point?

10. What processes do you think caused and quickened the changes in the formal structure of the noun paradigm? What was the result of these changes, to your mind? Could you illustrate your point?

Зразки філологічного аналізу текстів давнього, середнього та нового періодів розвитку англійської мови

Текст 1
Давньоанглійеький період

Уривок з оповідання Охтхере про його першу мандрівку з англосаксонського перекладу трактату іспанського ченця Пауля Оросія *Historia adversus paganos,* V ст. {вставлене оповідання уєсекским діалектом) Ohthere ssede his hlaforde. /Elfrede cyninge, pset he ealra Nor3monna norpmest bude. He cwae6 paet he bude on ржт lande norpweardum wip pa Wests®.

From Lauderdale or Tollemache MS. of the first half of the tenth century, in the British Museum

Names of People and Places

/Elfred - Alfred the Great of Wessex, an Anglo-Saxon king (b. 847 - d. 899, ruled c. 871-899)

Nordmon - an inhabitant of the North, especially a Norwegian *Ohthere* - the name of the Norwegian traveller whose account of his first voyage is given in the extract from the book

fj& Westsae - the sea off the west coast of Norway. In modern interpretation it is the North Sea.

A Suggested Analysis of the Text

Oh there seede his hlaforde, /Elfrede cyninge, paet he ealra Nordmonna norpmest bude.

saede – the West-Saxon grammatical form of the third person singular, the past tense of the weak verb *sec^an* (class 3), the indicative mood. Weak verbs which are a specifically Germanic formation built up the grammatical forms of the past tense and the past participle with the help of the dental suffix.

The form *saede* from the text is characterized by the development of the long vowel [ae:] in the phonetic structure of the word as a result of the ortne vowet [ae] after the disappearance of the palatal sound 0] that stood before the dental consonant. This form was a later West-Saxon phonetic variant of the form ssejde that was typical of the non-West-Saxon dialects.

The weak verb *sec^an* belongs to the Common Germanic part of the Old English vocabulary. Lexical correspondences in other Germanic languages are Old Icelandic *segja, segg*/a; Old Frisian *sega, sedsa*; Old Saxon *seggian*; Old High German *sagen*. The Modern English form is *to say {said, said).*

His – the genitive case-form of the personal pronoun of the third person singular *he.* In Old English the form *his* is regularly used as a functional synonymic equivalent of the possessive pronoun *sin* that mostly often began to be limited to the reflexive usage. The Modern English form is *his.*

Hl&forde is the dative case-form singular of the noun *hlaford* (the a-stem declension, masculine).

The letter <f> in the spelling of the word stands for a voiced fricative [v]

which is occasioned by the voiced environment in the intervocalic position. The voiced fricative [v] is a positional phonetic variant of the fricative phoneme /f - v/, the voiceless phonetic realization of which occurs in the initial and final positions. Thus the allophonic status of the both sound realizations is revealed through their complementary distribution.

The lexeme *hlaford* is etymologically a compound noun formed by word composition. It was initially composed of two noun stems: *hlaf* and *weard*. The literal meaning of the lexeme was *bread-guardian*. The phonetic structure of the word was later simplified as a result of some syn- tagmatic phonetic changes: the sound [w] was often lost in the second element of compound nouns with the labializing effect of the following vowel. In Old English the noun was no longer felt as a compound one. The Modern English form is *lord*.

Cyninge is the dative case-form singular of the noun *cyning* (the a-stem declension, masculine). The root-vowel [y] in the phonetic structure of the word is the result of the palatal mutation (i-umlaut) caused by the influence of the [i] sound in the following syllable. Compare: Old Saxon *kuning*, Old High German *chuning, kuning*.

The noun is a derivative formed with the help of the suffix *-ing* that was used in forming concrete nouns, usually patronymics, of masculinegender. The lexeme belongs to the Common Germanic part of the Old En- gfcsh vocabulary. Lexical correspondences in other Germanic languages are Old Icelandic *konungr*, Old Frisian *kining*, Old Saxon *kuning*, Old High German *kuning*. The Modern English form is *king*.

Paet – a conjunction that can introduce different types of subordinate clauses in Old English. In the sentence from the text the conjunction introduces an object clause. By origin it belongs to the Indo-European part of the Old English vocabulary. The Modern English form is *that*.

He – the nominative case-form singular of the personal pronoun of the third person masculine, presumably of Germanic origin. The Modern English form is *he*.

Ealra – the genitive case-form plural of the pronominal adjective *al(l), eall* that always has the strong forms of declension. The West-Saxon phonetic variant with a short diphthong shows the result of the assimilative phonetic process called breaking or fracture, the action of which is conditioned by the velarizing effect of the consonant cluster that consists of the velarized liquids [lr], compare: Old Icelandic *allr*, Gothic *alls*, Old Frisian *al, ol*, Old High German *al(l)*. This assimilative phonetic process is most consistently observed in the West-Saxon dialect, the non-West-Saxon form was *all*.

By origin the lexeme belongs to the Common Germanic part of the Old English vocabulary. The Modern English form is *all*.

Nordmonna is the genitive case-form plural of the noun *Nordmon, Nordman* (the root-stem). The genitive case-form is used with the partitive grammatical meaning of a part of the whole.

In the form *Nordmon* the nasalized variant of the short vowel phoneme [a] before a nasal consonant is found. This is etymologically a compound noun formed by word composition. It belongs to the Adj + N pattern and is composed of two

lexemes: *norp* and *mann* (the root-stem).

Norfimest is an adverb that means *furthest north*. It is etymologically an adverb with a reflex of the double superlative suffix of Common Germanic origin *-umist* which was phonetically modified into *-emist, -imest, -emest* and then into *-mest* in Old English. There are some other adverbial forms with this suffix in Old English: *aeftemest, yfemest, firmest.*

Bude - the grammatical form of the third person singular, the past tense of the anomalous verb *buan* that has some weak forms and some strong forms. The forms of the past indicative mood and the past subjunctive mood of the verb in the singular are homonymousme vw? ooarr oeroTrgs Tcf the Indo-European part of the Old English vocabulary.

A possible variant of translation: Ohthere said to his lord, King Alfred, that he lived (dwelled) furthest north out of all Norwegians.

He cwasd foaet he bude on |3eem lande nor^weardum wi(3 (3a Wests*.

He –the nominative case-form singular of the personal pronoun of the third person masculine, presumably of Germanic origin. The Modem English form is *he.*

Cwaed – the grammatical form of the third person singular, the past tense of the strong verb *cwedan* (Class V), the indicative mood. Strong verbs which can be treated as a conservative formation built up the grammatical forms of the past tense and the past participle with the help of the morpho- nological alternation called ablaut, or vowel gradation, of the Indo-European nature. The verb *cwedan* belongs to the fifth ablaut-series which includes the verbs with the stems ending in a single plosive or fricative.

The verb *cwedan* belongs to the Indo-European part of the Old English vocabulary. Modern English *to quoth* (old use)

Bude – the grammatical form of the third person singular, the past tense of the anomalous verb *buan* that has some weak forms and some strong forms. The verb *buan* belongs to the Indo-European part of the Old English vocabulary.

On – a preposition which is used in the text in local meaning with the dative case-form of the noun. The Modern English form is *on.*

Paem – the dative case-form singular of the demonstrative pronoun *paet* (neuter).

Lande – the dative case-form singular of the noun *land* (the a-stem, neuter). The lexeme belongs to the Indo-European part of the Old English vocabulary. Modern English *land*

Norfjweardum – the dative case-form singular of the adjective *norfjweard* that is a derivative formed with the help of the Common Germanic suffix *-weard* that originally was a verbal noun related to the verb *weorfian* which meant *to become.* The suffix was employed in the formation of adjectives and adverbs which denoted position or direction. The West-Saxon phonetic variant with a short diphthong shows the result of the assimilative phonetic process, breaking or fracture, the action of which is conditioned by the velarizing effect of the consonant cluster that consists of the velarized liquid [r] and the labial plosive [d]. Modern English *northward*

Wifi is a preposition which is used in the text in local meaning with the

accusative case-form of the noun. In the text it means *by, along.* The Modern English form is *with.*

Pa – the accusative case-form singular of the demonstrative pronoun s/o, *seo* (feminine).

Wests« is the accusative case-form singular of the proper noun *Westsae.* This is etymologically a compound noun formed by word composition. It belongs to the Adj + N pattern and is composed of two lexemes: *west* and *see.*

A possible variant of translation: He said that he dwelled in the northern land by the North Sea.

The dialectal attribution of the text to the West-Saxon dialect is supported by the character of the assimilative changes in the phonetic structure of some words and by such morphological forms as *saede.*

Текст 2
Середньоанглійський період

Уривок з прологу до "Кентерберійських оповідань"
Джефри Чосера
A Suggested Analysis of the Text
Prologue, II. 1-4
Whan that Aprille with his shoures sote
The droghte of Marche hath perced to the rote,
And bathed every veyne in swich licour,
Of which vertu engendred is the flour;
          From The Famous Skeat Edition of The Canterbury Tales

Geoffrey Chaucer (b. 1340, 1343 – d. 1400), the first English poet of international renown, is now universally recognized as the most prominent and remarkable literary figure of English medieval literature. The popularity of his best-known work *The Canterbury Tales,* a dramatic sequence of tales in prose and verse, is an eloquent testimony to the deserved world-wide recognition of this literary masterpiece. The poetry of *The Canterbury Tales* shows that in many aspects of versification Chaucer was an innovator.

It is widely believed that a peculiar feature of the Anglo-Saxon versification was to use accentual meter, the so-called "strong-stress'' me ter, and alliteration as the basic principles. After the Norman Conquest these typical features of Anglo-Saxon poetry were gradually supplanted in England by the metrical patterns and principles of rhyming of Old French.

The fourteenth century saw the emergence of accentual-syllabic meter under the influence of French versification. The basic unit of this meter was the foot, a combination of stressed and unstressed syllables. Chaucer is generally acknowledged to have been the first English poet to introduce decasyllabic (of ten syllables) verse into English poetic writing and to use the iambic pentameter, when each line in a verse usually contains five stressed syllables. Since the fourteenth

century the iambic pentameter, a five-beat line, has become the dominant rhythm of English poetry. Chaucer's merit in versification is a happy and effective mingling of Old English and Old French poetic traditions.

The *Prologue* to *The Canterbury Tales* is thought to have been written in ten-syllable lines that rhyme in couplets. The usual line opens with an unstressed syllable (-) that is followed by a stressed syllable ('). But now it is commonly believed that Chaucer's rhythmical pattern is not rigidly fixed and regular and permits different variations when the typical iambic pentameter pattern is rather often violated, for example, occasionally the line can open with a two-syllabled or three-syllabled foot, or the order of the initial syllables can be inverted, so that the line opens with a stressed syllable.

The usual treatment of the accentuation in Chaucer's lines suggests that prepositions, conjunctions, articles, some pronouns and auxiliaries are not usually given a strong stress. So, if a line contains chiefly such words, then it may have only three (line 1) or four (line 2) strong accents. For the sake of the rhythmical pattern and the rhyme or because of other reasons <e> can be read or elided. It is usually pronounced at the line end if it makes a syllable, or in final syllables before a consonant, for example, in the verbal suffix *-ed*. Final -e at the word end can regularly be elided, especially before a vowel or after an unstressed syllable.

Whan that-a relative subordinate connective which introduces a temporal clause that is a part of an extended composite sentence with subordination and coordination (II. 1-18).

In Middle English the transformation of the system of conjunctions was intensified in several directions. Some Old English conjunctions disappeared, some were preserved, some were borrowed from other languages and some developed in Middle English on the basis of different parts of speech such as adverbs, pronouns, nouns and prepositions as a result of word-conversion. Prof. L. P. Chakhoyan writes that in Middle English the development of new conjunctions as a result of the transposition, of some parts of speech, a functional shift, very often happened through their usage in the combination with the universal subordinate conjunction *that* which replaced the Old English particle jbe as an universal indicator of subordination, for example, *whan that*.

Etymologically, the Middle English form *whan* is a regular phonetic development of Old English *hwaenne*, Early Middle English *hwan, whan, wan*. Some scholars believe that the simplification of the Old English initial consonant cluster [hw] in the phonetic structure of the word took place already in Early Middle English. In this case the following procedure is described. Under the influence of the voiceless [h] the sound [w] also became voiceless and changed into the voiceless sonorant [ʍ] that was pronounced with greater force of breath and a voiceless glottal fricative [h] was lost. In the thirteenth century, when new spelling habits were introduced. the sound [ʍ] began to be spelt with the diagraph <wh> instead of the former writing <hw> to indicate a peculiar character of the pronunciation of the sound. The voiceless labial sonorant [«], with or without the preceding [h], continued to be pronounced throughout the whole Middle English period and well into Modern

English. In Southern England the sonorant [ʍ] became voiced into the voiced sonorant [w].

The form *that* also shows a regular Middle English development of the phonetic structure and the subsequent Middle English spelling changes: OE jbcef > ME £cef, jbaf, /)ef, *that*. The old runic letter <jb> was replaced in spelling by the diagraph <*th*> as a result of general changes in the Middle English spelling system.

Aprille - a proper noun that is a Middle English borrowing from French (Old French *avril),* Middle English regular forms were *Averil, Aueril.* The spelling *Aprille, April* developed under the influence of the Latin form *AprJIis.*

With is a preposition. By origin the preposition *with* is a native lexeme which developed on the basis of the Germanic root **wider-* (OE w/jb).

In Middle English the process of the simplification of the noun paradigm was intensified through the loss of inflectional case differentiation that was the result of the levelling of unstressed endings and the reduction of inflections. The process was facilitated through analogous changes that worked in different directions. These changes in the noun paradigm lessened the role of inflectional case forms in rendering different syntactical relations in a sentence and led to the increased use of the so-called periphrastic constructions with different prepositions that reinforced their position as a means of showing syntactical relations in a sentence.

The constructions with the prepositions *with, to, in* functioned as semantic prepositional equivalents of the old dative case-form. In Old English the dative case-form was already semantically syncretic as it could show different grammatical meanings of cases lost in the pre-written period, such as instrumental, locative. The remnants of the grammatical meanings of the instrumental and locative cases can be traced in the usage of the periphrastic constructions with the prepositions: *with (with his shoures sote), in (in swich licour), to (hath perced to the rote)* in the analyzed text. The prepositional construction with the preposition *of* became a universal semantic genitive equivalent (*the droghte of Marche).*

His – a possessive pronoun of the third person singular that could probably have developed on the basis of the Old English genitive case- form of the personal pronoun of the third person singular. In Middle Eng- isn this possessive pronoun could be used with animate and inanimate •xxjns of historically masculine and neuter gender after the ruin of the grammatical category of gender of nouns.

Shoures - the plural form of the Middle English common noun *shour* ,OE scurscuras) with a reduced ending. The Old English lexeme *scur* is etymologically an extension of the Common Germanic root **-skuroz* that belongs to the Indo-European layer of the Common Germanic vocabulary.

The phonetic structure of the word *shour* (OE *scur)* does not show any changes in Middle English and can be represented in the following way: EOE *scur* [sku:r] > LOE *scur* [fu:r] > ME *shour* [fu:r].

The graphic representation shows changes that are the reflection of Middle English spelling changes greatly influenced by French tradition: the introduction of the diagraph <*sh*> for the sibilant /// and the diagraph <*ou*> for the back vowel /u:/.

The word *shour* in the text is used with the Old English sense "a *shower, a*

storm of rain". In present-day English the semantic structure of the lexical unit has been enlarged: it includes new meanings alongside with the preservation of the older ones.

In Middle English all Old English case-forms in the plural (nominative, accusative, dative, genitive) merged into one as the result of the general process of simplification of the noun paradigm caused by analogous changes and by the reduction of unstressed vowels in case endings so that the grammatical forms became homonymous. The inflections were levelled to one form with the reduced ending *-es* that developed from Old English -as, the Old English plural nominative inflection of masculine nouns that belonged to the a-stems. The Middle English plural form of nouns in -es became dominant and gradually was extended to different other types of the Old English noun declension system. Only some survivals of older plural forms have been preserved in the language.

Sote – an adjective used in the function of a postpositional attribute for poetic and stylistic reasons. It is a native lexeme of Indo-European origin (OE *swot,* a variant without palatal mutation (i-Umlaut) of the adjective *swete;* ME *sote, swote, soote).* The primary meanings of the lexeme in Old English and Middle English were *pleasant, lovely, sweet.* This sense is preserved in present-day English.

In the Middle English spelling variants of the word the long back vowel [o:] is graphically shown either through the diagraph <oo>, or by adding the letter <e> at the end of the spelling form of the word to indicate the length of the wovel in writing. Sometimes both means of graphic representation of the long vowel [o:] can be combined *(sote. soote).*

The result of the regular development of the form *sote* in Modern English is *soot* that is thought obsolete or archaic in present-day English. The reflex of the Old English form with palatal mutation swete (ME swefe, sweef, Modern English sweef) has become dominant in present-day usage.

The - an article. The definite article in English is commonly believed to have developed on the basis of the Old English demonstrative pronoun *se, seo, paet,* the declined forms of which were gradually simplified to the indeclinable form jbe, *the.* In the literary language of Chaucer the definite article is a grammatical unit in the system of articles and is contrasted to the indefinite article that developed on the basis of the reduced form of the Old English numeral *an* in the unstressed position.

Droghte is etymologically an Old English derivational formation made up on the pattern Verbal stem + suffix (OE cfrujajb, C.rujop). In the analyzed text the lexeme is used in its original primary sense *drought, dryness* that is also preserved in Modem English.

The Middle English forms in which the changes in the pronunciation of the word are reflected were *druhfie, dru^te, droujte, droghte, drouhte, droughte.* The historical development of the phonetic structure of the present-day word *drought* can be presented in the following way: OE cfrujajb [dru:yap] > LOE-EME *dru^te* [druxte] > LME *drouhte,droghte* [drugxts] > *drought* [dru:t] > MnE *drought* [draut].

The grapheme <o> to indicate the short vowel [u] was regularly introduced in Middle English for graphic reasons to make the reading of the words with too

many vertical lines in writing easier. The Old English letter <3> to indicate the medial or final spirant, guttural or palatal, was preserved in spelling in Early Middle English *{druxte, droujte)*. The older spelling with *<h>* (*druhpe, drouhte*) was also occasionally used. The French spelling with the diagraph *<gh>* became dominant throughout the fourteenth century (*droghte, droughte)*.

Marche – a proper noun that is a Middle English borrowing from French (OF *marche)*. The French lexeme is the reflex of Latin *Martius* in the meaning *of March*.

Perced is the form of the past participle of the verb *percen* that is a Middle English borrowing from French (OF *percier* (the 11[h]-i2[lh] c.)[t] *percer)*. The verb was borrowed with the sense *to pierce, to penetrate* that is preserved in present-day English. The form of the participle with the verbal suffix *-ed* shows morphological assimilation of the borrowed verb that joined the prevailing morphological type in the Middle English verbal paradigm.

The Modern English spelling of the word with the diagraph *<ie> pierce* shows the [^-pronunciation of the root vowel in the fifteenth century.

Rote - a common noun that is one of the earliest Scandinavian borrowings in English (LOE rdf from Old Norse rdf). The Middle English spelling *rote, roote* can show the length of the root-vowel. The noun is used in its original primary sense roof that is also preserved in Modern English.

Bathed - the form of the past participle of the Middle English verb *badien, bafren, bape* (OE *banian)*. The Old English weak verb *banian* (class 2) *to bathe,* is a verbal derivative from the nominal stem base *baep* (Acc., pi. *bapu, bafro)*. The verb is used in its original primary sense that is also preserved in Modern English.

The grammatical forms *hath perced* and *hath bathed* show the preservation of the Old English inflected form of the verb *habban* (ME *haven),* the third person singular, present indicative. The regular development of the phonetic structure of the form can be represented in the following way: OE *haefj* [hae0] > ME *hath* [ha0]. The changes in the spelling form reflect the changes in the phonetic structure and the changes *{*of Middle English spelling habits.

In Middle English the usage of the inflected verbal forms of the third person singular, present indicative is dialectally marked: the ending *-th,* the reflection of the Old English inflection -e/j, is prevalent in the Southern dialects, the ending -s that is a development of the Late Northumbrian inflection -es is a Northern feature, in the Midlands both inflected endings are used.

The Middle English period in the development of the English language is now generally considered to be a transitory period during which the dominant inflectional character of the language was gradually lost and analytical grammatical forms gained ground and began to prevail over the remnants of the former inflected forms so that the whole character of the language structure changed. The main motives behind this transformation lie in the process of simplification that affected the whole structure of the language. The process of simplification was caused and supported by different sociolinguistic and linguistic factors that worked in different directions. The basic factors are the functional weakening of endings that were affected by the process of reduction, analogous changes in the verbal paradigm and

the development of new grammatical meanings such as perfect and continuous. By today's general assumption the syntactical constructions on the basis of which analytical forms developed appeared in Old English and some of these constructions in their usage could probably begin to express the grammatical meanings as analytical forms already in Late Old English.

In the *Prologue* the grammatical forms *hath perced* and *hath bathed* function as analytical perfect forms that are already fully established in Middle English. Initially perfect forms are usually used as grammatical equivalents to past tense-forms that indicate past actions or states. In the analyzed lines the grammatical forms *hath perced* and *hath bathed* are used in the grammatical meaning of a past action connected with the moment of speaking. The evolution of grammatical meanings of perfect forms and the rise of a new grammatical category of perfect are a part of a long process of the development of a complicated organization of the verbal system in the Middle and Modern English periods.

Every – an indefinite pronoun that is the result of the Middle English development and simplification of the Old English word combination that consisted of the adverb *aefre (ever)* and the pronoun *aelc, ylc (each, everyone).* After a gradual process of simplification two morphological elements merged into one. The Middle English forms that show the development of the morphological structure of a new pronoun were *ever He, ever ich, euerich, evrych, everich.evrych, eueri, every.* The combination initially had an emphatic effect, later after the process of lexicalization it began to function as a new indefinite pronoun with the sense *each.*

Veyne is a common noun that is a Middle English borrowing from French (OF *veine, vaine).* The French lexeme is the reflex of the Latin lexeme *vena* in the senses a *blood vessel, a vein, a sap vessel* in which this lexical unit was used in Middle English. In the *Prologue* the lexeme is possibly used in the meaning *the vein (of the plants).*

Swich is a Middle English development of the Old English indefinite pronoun *swile, swelc, swylc* that was the result of the Old English morphological simplification of a specifically Germanic formation, a suffixal derivative of the Old Common Germanic stem *swa and the adjectival suffix *lik.*

The Middle English dialectal variant forms in which the changes in the pronunciation of the word are reflected were *swile, swilk, sweeh, swiche, swulc, swulch, swuch, such.* The Modern English form *such* is commonly believed to have come to the literary standard from Southern dialects. Thehistorical development of the phonetic structure of the present-day word *such* can be presented in the following way: OE *swylc* [swylk] > ME *swuch* ^swultf] > *swuch* [swutj] > *such* [sutf] < Modern English *such* [sAtfl.

Licour is a common noun that is a Middle English borrowing from French (OF *licur, likeur).* The French lexeme is the reflex of the Latin lexeme *liquor (oris)* in the senses *moisture, liquid, fluid,* in which the lexical unit was used in Middle English. In the *Prologue* the lexeme *licour* is possibly used in the meaning *moisture.*

The Middle English spelling variants of the word (ME *licur, licoure, hkour)* show the process of graphic assimilation of the spelling form of the borrowing. The

later Middle English spelling forms have been assimilated graphically to the Latin lexeme *liquor*. In the fourteenth century the lexeme *licour* is not yet phonetically assimilated as the accent falls on the last syllable after French tradition.

In present-day English the semantic structure of the lexical unit has been greatly transformed. The changes in the semantic structure show the narrowing of the meaning both in British English and in American English. In American English the basic meaning is a *strong alcoholic drink,* in British English the basic meaning is *any alcoholic drink* and the usage of the lexeme is confined to the technical register.

Which is a relative pronoun that is the Middle English development of the Old English indefinite pronoun *hwilc, hwelc, hwylc* which was the result of the Old English morphological simplification of a specifically Germanic formation, a suffixal derivative of the Old Common Germanic stem **hwi* and the adjectival suffix **IJk.*

The Middle English dialectal variant forms in which the changes in the pronunciation of the word are reflected were *hwilche, hwuch, whilk, wiche, which.* The Modern English form *which* is believed to have come to the literary standard from the Midland dialects. The historical development of the phonetic structure of the word *which* can be presented in the following way: OE *hwylc* [hwylk] > ME *hwilch* [h(M)iltfl > *which* [MitJ] < Modern English *which* [witfl. In the *Prologue* the relative pronoun *which* functions as a correlative relative connective that is used with the correlative pronoun *swich.* This usage shows surviving elements of correlation that was one of the three typical types of syntactical connection of sentences in Old English (coordination, subordination, correlation).

Vertu is a common noun that is a Middle English borrowing from French (OF and AF *vertu, vertut).* The French lexeme is the reflex of the Latin lexeme *virtus (Otis)* in the senses *power, energy, valour.* In Middle English the lexical unit was semantically assimilated, its semantic structure extended and included additionally the senses *goodness, virtue physical strength, excellence, peculiar property, quality.* In the *Prologue* the lexeme is possibly used in the meaning (*quickening*) *power.* The semantic structure of the lexical unit in present-day English has been transformed and the scope of the meanings has narrowed. The primary senses of the lexeme now are *moral goodness of character and behavior, an attractive or useful quality, a particular good quality* and it belongs to the formal register of the vocabulary. In the fourteenth century the lexical unit is not yet phonetically assimilated as the accent falls on the last syllable after the French tradition.

Engendred is the form of the past participle of the Middle English verb *engendren* that is a borrowing from French (OF *engendrer).* The French lexeme is the reflex of the Latin lexeme *ingenero (are) to inspire, to endow with, to bestow.* In Middle English the French lexeme is morphologically, phonetically and semantically assimilated. In the *Prologue* this lexical unit is possibly used in the meaning *to produce, to give existence, to create, to engender.* In present-day English its semantic structure has been transformed and the scope of the meanings has narrowed. The primary meaning of the lexeme now is *to be the cause of a situation or feeling* and it belongs to the formal register of the vocabulary.

The form *engendered is* can be considered to be an analytical form of the passive voice. In Old English the grammatical meanings of the passive voice were expressed not morphologically, that is, by inflections or by any changes of the morphological form, but syntactically, with the help of the word combinations the structure of which was the verb *weorpan* (or *beon! wesan)* and the past participle form of the verb. These Old English constructions functioned as compound nominal predicates. The development of the analytical forms of the passive voice in Middle English as a result of the process of grammaticalization is a part of a general process of the transformation of the verbal paradigm in the direction of the prevalence of analytical forms. In the fifteenth century the construction with the verb *to be* (ME *ben)* became dominant and came to be regarded as an integral unit of the verbal paradigm.

Flour is a common noun that is a Middle English borrowing from French (OF *flor, flour).* The French lexeme is the reflex of the Latin lexeme *fids (oris)* in the primary sense a *flower* in which the borrowed lexeme was -ised in Middle English and is used in present-day English. The Middle English spelling variants of the word were *flour, flower, flur.*

Chaucer's *Prologue* to *The Canterbury Tales* is written in the London легату dialect of the fourteenth century on the basis of which the National Lnerary Language Standard would evolve. The dialectal attribution of the text is supported by its linguistic characteristics: the phonetic changes reflected in spelling, a rich choice of the vocabulary (native lexemes, Scandinavian and French borrowings that are partially or fully assimilated), the process of the simplification of the nominal and verbal systems, the usage of verbal grammatical forms, both inflectional and analytical, the use of the grammatical periphrastic constructions with prepositions, the elaborate, complicated sentence structure with different relative connectives.

Текст 3
Ранній новоанглійський період
У. Шекспир (1564-1616)
Сонет № 2
When forty winters shall besiege thy brow,
And dig deep trenches in thy beauty's field,
Thy youth's proud livery, so gaz'd on now,
Will be a tatter'd weed of small worth held.
Then being ask'd where all thy beauty lies,
Where all the treasure of thy lusty days,
To say within thine own deep-sunken eyes
Were an all-eating shame and thriftless
*   praise.*
How much more praise deserv'd thy
beauty's use,
If thou couldst answer 'This fair child of
mine

Shall sum my count, and make my old
excuse'
Proving his beauty by succession thine!
This were to be new made when thou art
old,
And see thy blood warm when thou feel'st
it cold.

A Suggested Analysis of the Text (lines 1-4)
When forty winters shall besiege thy brow,
And dig deep trenches in thy beauty's field,
Thy youth's proud livery, so gaz'd on now,
Will be a tatter'd weed of small worth held.

The sonnet is traditionally referred to the set of sonnets addressed to the Friend, a young man. No young man has been firmly identified as yet. although many various attempts at this identification have been made and the names of several different people have been suggested. Still, there is the possibility that the addressee of the sonnet could be a literary creation of the poetic imagination, an imaginary character. The main message of the sonnet seems to be the transitory nature of Beauty of Youth which perishes with the passing of time and the possible victory that can be gained over the old age ruin and wastefulness of Beauty of the young age through the hereditary succession by a child.

Shakespearian sonnets are, as a rule, written in the verse form which consists of fourteen lines and are characterized by iambic pentameter. The iambic meter, one of the most popular types of rhythm in English poetry and the usual one in Shakespeare's sonnets, emerged in English poetic writing in the fourteenth century. In the iambic pentameter found in Shakespearian sonnets the rhythmical organization of the lines is made up of ten syllables that are arranged into five rhythmical units, called feet, to create a pattern of recurring units of prominence. In an iambic foot strong (stressed) and weak (unstressed) syllables are combined in a unit of rhythm within a metrical line in the pattern *weak* (-) + *strong* ('). It can be seen in the initial line of the first quatrain where the verb *shall* that is used in a temporal clause is rhythmically stressed as a verb with a modal meaning for functional and pragmatic purposes:

In line 2, line 3 and in line 4 of the quatrain the basic iambic rhythmical arrangement of the line is violated with rhythmical variation through a complicated character of the varying rhythmical design, though the number of syllables in a line is kept the same. In these lines the iambic base rhythm is interrupted by the use of a spondee, a metrical foot of two strong (stressed) syllables. The counterbalance in the rhythmic pattern of the lines is achieved through the usage of another type of rhythmical variation, a pyrrhic feet, when two weak (unstressed) syllables are met in the middle (line 2 and line 3) and in the beginning of the line (line 4).

In the rhythmical framework of the first quatrain the initial line of the sonnet

with the iambic meter is well contrasted with the following lines that have rhythmical variation of two types: a spondee and a pyrrhic foot.The iambic pentameter in the initial line of the first quatrain gives the sonnet a solemn, earnest beginning of a strong declarative, affirmatory nature, a logical, rational statement, that predicts the inevitable approach of the old age with the time to come. The rhythmical violation of line 2 inside the same portion of the utterance with a pyrrhic foot and a spondee gives a sharp dramatic note to the general statement about ageing and sets a marked rhythmical contrast inside the line to emphasize the devastating influence of the time.The spondaic character of the rhythmical organization of line 3 *(proud livery)* and of line 4 *(small worth held)* seems to be intended to give prominence to the key words that receive successive primary stresses to back up a contrast between a ruined picture of beauty in the old age and a glorified, proud character of the beauty of the young age. The final lines of the quatrain are run-on lines as there is no long pause at the end of line 3 and the sentence carries on over the end of line 4. Such transition tends to show the importance of the last words of the quatrain lending an additional emphasis to them. A complicated character of the rhythmical irregularities of the lines of the first quatrain additionally emphasizes the leading theme of the quatrain about the transitory nature of the beauty of the youth that is subject to age influences and changes inflicted by the passing of time.

It seems relevant to note here that the understanding of the rhymical organization of Shakespeare's sonnets, with their elaborate and complicated rhythmical design, can certainly be subjective and to some extent a matter of personal intuitive interpretation in which the understanding of the rhetorical emphasis and of the stress pattern, can be due to a particular reader's way of thinkingIn a typical structure of Shakespearian sonnets the lines are groupeo in three *abab* quatrains with rhyming final two lines (a couplet), and the usual poetic organization of the sonnet is *abab cdcd efefgg.* In his sonnets Shakespeare could use different types of traditional rhymes (full rhymes and incomplete rhymes: vowel rhymes (assonance), consonant rhymes: couplets, cross rhymes) and, undoubtedly, though less frequently, the so- called eye-rhymes, i.e. rhymes appealing to the eye.

In the analyzed sonnet the first line is rhymed with the third line in a vowel end rhyme when the identical vowel sounds are repeated, whereas the rhyme of the second and the fourth lines can possibly admit of a double interpretation: the eye-rhyme, and a traditional rhyme contemporary with the Shakespearian times. The rhyming may be thought to be based on final consonant repetition, that is a consonantal end rhyme, or it can be a rhyme with a deliberate introduction of the archaic pronunciation for the sixteenth century. H. Kokeritz, a well-known researcher into Shakespeare's pronunciation, writes in his famous book on Shakespeare's pronunciation, "Considerable phonological evidence exists to show that Shakespeare himself preferred the current colloquial type of speech, although he never hesitated to use a more conservative or even archaic variety when his verse so required". It may be hypothetically assumed that *field* in this sonnet can possibly be read with an earlier pronunciation typical of the fourteenth - the early fifteenth centuries: Old English *feld* [feld] was pronounced with the long close [e:] at the end

of the Old English period as a result of the lengthening of vowels before /ID. in the eighth- ninth centuries and the long close vowel *le:l* was preserved in the phonetic structure of the word throughout the Middle English period until later it was transformed into /i:/ under the effect of the Great Vowel Shift approximately before the fifteenth century. The possibility of the rhyme *field* [fe.ld] :: *held* [held] seems to be quite likely if the phonological interpretation of the Great Vowel Shift is taken into account, even with the consideration that the root vowel in the word *held* was pronounced rather like /e/. The Great Vowel Shift which was well in progress in the times of Shakespeare is thought to have rendered a final blow to the phonological correlation of the quantity of vowels in English, so the length or the shortness of vowels became a corresponding phonetic feature. In this interpretation the rhyme *field* [fe:ld] :: *held* [held] may presumably sound as probable. The consideration can indirectly be supported by the following rhymes found in the sonnets: a *lease :: excess* (Sonnet 146); *sheds :: deeds,* in some editions mis rhyme is interpreted as: *sheeds* (meaning *sheds)* :: *deeds* (Sonnet 34): *feast:: guest* (Sonnet 47); *counterfeit:: beauty set* (Sonnet 53). The rhyming of the same type can be found in the early poem of Shakespeare *Venus and Adonis: entreats :: frets* (lines 73 and 75); *heat:: get* (lines 91 and 93); *beast:: blest* (lines 326 and 328).

It can also be added here that Shakespeare could make use of different dialectal forms to support the rhyming of his verse. In the poem *The Rape of Lucrece* a dialectal form of the past participle *hild* of the verb *to hold* is introduced in line 1257:

> *No man inveigh against the withered*
> *flow'r,*
> *But chide rough winter that the flow'r hath*
> *kill'd.*
> *Not that devour'd, but that which doth*
> *devour,*
> *Is worthy blame. O, let it not be hild*
> *Poor women's faults that they are so*
> *fulfill'd*
> *With men's abuses! those proud lords to*
> *blame*
> *Make weak-made women tenants to their*
> *shame.*

(II. 1254-1260)

By origin both forms of the past participle of the verb *to hold (hild* and *held)* can be assumed to have been the past tense forms singular that replaced the former past participle forms in the sixteenth centuries. In Old English the regular forms of the verb were: the infinitive *healdan, haldan,* the past tense form singular *heold,* the past tense form plural *heoldon* and the past participle *(je)healden* that corresponded to the morphological pattern of strong verbs class VII. In Middle English as a result of different phonetic changes the registered forms of the verb became: the infinitive *healden, halden, holde(n),* the past tense form singular *heold, held, hald, heeld, hield,*

hyld, the past tense form plural *helden, heolden, holdyn,* and the past participle *i-holde, i-halden, helden, holden, halden, healden.* The confusion and replacement of morphological forms became possible in Late Middle English and Early Modern English, in the period of the general ruin of the older basic morphological division of verbs into strong and weak, as a result of various phonetic changes and diverse analogous transformations that were caused and determined not only by linguistic but also by sociolinguistic factors. When in the fifteenth-sixteenth centuries the former morphological grouping of verbs was being replaced by a new morphological division of verbs into standard (regular)/non-standard (irregular) the number of the principal forms of the verbs was reduced and the process of levelling took place. Some morphological forms disappeared and some were replaced by analogy with other paradigmatic forms or with dialectal variant forms. The period when this process was in force coincided with the period of the formation of the literary standard so the variation of forms was characteristic not only of oral communication, but was also widely found in writing where different dialectal variant forms could coexist. In the sixteenth century the older form of the past participle of the verb *to hold* began to be displaced by the past tense form *held* which had the competing dialectal forms *hield, hild* that were the result of the phonetic changes of the Late Middle English form *heeld, hield* with the close vowel [e:] that was affected by the sound transformations of the Great Vowel Shift. Thus, Shakespeare used both forms: one in the poem *The Rape of Lucrece {hild)* and the other (*held)* in the analyzed sonnet (line 4).

The sound alliteration in the first line of the sonnet *When forty winters shall besiege thy brow* stands in sharp contrast to the alliteration of the second line *And dig deep trenches in thy beauty's field,* thus emphasizing the author's idea of the ruining effect of ageing and of an irrevocable devastating impact of the time going by on the young age.

Alliteration is a stylistic phonetic device that usually, but not always, consists in the repetition of initial consonants of successive words. This stylistic device dates back to the poetic tradition of the Anglo-Saxon times when alliteration was one of the basic principles of the phonetic arrangement of the Anglo-Saxon verse. Alliteration and rhythm are usually looked upon as the basic characteristic features of Anglo-Saxon poetry. When the rhyming verse in Medieval Ages had gained primary importance in poetry composition, alliteration was kept as a secondary, subordinate stylistic device. Generally, alliteration has remained one of the frequently used traditional stylistic phonetic devices throughout the whole history of English artistic writing.

In the times of Shakespeare the process of reduction of the unstressed vowel in the dental suffix of the verbs of regular formation was not yet completed, thus in Shakespeare's works the syncope is often graphically -narked with the apostrophe to show a full reduction of the vowel in the cases when the sound was not pronounced: *gaz'd, tatter'd* (lines 3 and 4).

A presumed sixteenth-century reading of the sonnet can be reconstructed after a traditional treatment of the Modern English sound development in the following

way: (h)/vten fo:jti wintajz Jael bisi:d3 Qai brau and dig di:p trentfiz in 3ai bju:tiz fi:ld (fe:ld?) dai ju:0s praud livari so: ge:zd on nau wil bi: a tastajd wi:d av smo:l (smaul) wej0(wUJ0, wa:j0) held (after H. Wyld, H. Kokeritz, Ch. Barber, K. Brunner, B. Strang and others)

It is needless to state, of course, that any restored phonetic presentation of the past pronunciation is bound to be arbitrary and selective because of the nature of the procedure of reconstruction as such, but most essentially, because of large variation, the existence of concurrent variant forms in the actual speech of speakers of English in the sixteenth century when alternative forms, or individual preferences in speech habits, could be considered fully acceptable, and dialectal, or old and new forms coexisted, as no fixed standards of pronunciation had been set. The differences between the suggested sixteenth-century reading of the lines and their present-day phonetic representation may be commented on in the following way:

[(h)/wen]: In the Early Modern English pronunciation the initial cluster [hM], an Early Middle English development of the Old English consonant cluster [hw] in the phonetic structure of the word *when* (OE hwaenne), could be simplified into /M/, a voiceless labial dorsal sonorant, after the loss of a fortis, voiceless glottal fricative /h/. In Early Modern English the contrast of /w/, a voiced labial dorsal sonorant, to /M/, a voiceless labial dorsal sonorant, was kept up mostly in the North and thus largely characterized the speech of the Northerners. In Late Modern English, B. Strang writes, the phoneme *M* was replaced by the phoneme /w/ in all positions in the RP pronunciation.

[fo:rti wintajz], [taetajd], [wEJ0 (wUJ0, **wa:j0)]:** The process of the vocalization of the liquid *lil* is generally thought to have been completed in the British English literary standard (RP) only in the eighteenth century.

[(h)/\Aen], [trenlfiz], [held]: By the most widely expressed assumption the short, mid-front, nonrounded vowel was pronounced as an opener sound in the sixteenth century, that is in the way it can be heard in General American pronunciation[ge:zd] According to the most prevalent interpretation of sound changes of the Great Vowel Shift the Middle English long low back vowel phoneme /a:/, as in Middle English *gasen* [ga:zen], was probably firstly fronted and raised at the intermediate stages of the development: ME /a:/ > /ae:/ in the fifteenth century > *le:l* in the sixteenth century > *le:l* in the seventeenth century > /ei/ in the eighteenth century.

[smo:l, smaul]: The exact chronological frames of the vocalization of the liquid /1/ are not still certain. Some scholars date the start of the process at as early as the fifteenth century, whereas the others name approximately the sixteenth century when the glide *M* appeared.

[wEJ0, wUJ0, wa:j0]: The competing variants reflect the dialectal forms of the word that were registered in Late Middle English and still could probably be heard in the sixteenth century. The rise of the nonrounded, mid, central non-checked vowel /a:/ is dated by some scholars at as early as the sixteenth century, whereas a more common approach is to date it at the eighteenth century.

From the today's perspective the sonnet contains a grammatical archaism *thine*

(thy) and shows a peculiar use of the morphological form of the possessive case of abstract nouns.

In Shakespeare's works *thine (thy)* was a regular possessive pronoun of the second person singular that corresponded to the personal pronoun of the second person singular *thou. Thine* is etymologically a Common Germanic base stem **pino-*, a derivative extension of the Indo-European base stem **tei*. The Old English form *pin* was used as the form of the genitive case-form of the personal pronoun of the second person singular and as the possessive pronoun of the second person singular.

In Early Middle English phonetic variants of the possessive pronouns of the first (*mi/mine*) and second person *(pi/pine)* singular appeared as a result of the distributional specification: the forms *min(e)* and *pin(e) were* used before nouns with the initial vowel, whereas *mi, pi were* used before nouns with the initial consonant. In Late Middle English two morphological forms based on the phonetic variants of the possessive pronouns of the first and second person singular *(my/mine, thy/thine)* gradually arose. These forms that were the result of the functional specialization began to be differentiated in their functional characteristics and developed into conjoint and absolute morphological forms that have become a specific morphological feature of the system of Modern English possessive pronouns.

In the sixteenth century the forms of the possessive pronoun of the second person singular *thy* and *thine* could still be used as phonetic variants and their distribution could depend on the phonetic environment: the variant *thy* was usuallyused before the noun with the initial consonant sound, whereas the variant *thine* was usually used before the noun with the initial vowel sound. This phonetic distribution developed in Early Middle English and in the sixteenth century the usage of *thy* and *thine,* the same as *my/mine,* as phonetic variants could already be felt as poetic, or supported by long tradition. In the analyzed sonnet both variants can be found: When forty winters shall besiege *thy* brow (line 1); And dig deep trenches in *thy* beauty's field (line 2); *Thy* youth's proud livery (line 3); within *thine* own deep-sunken eyes (line 7).

Line 12 of the sonnet shows an unusual usage of the form *thine* in the attibutive function after the noun with the initial consonant sound for the stylistic purposes of emphasis and of supporting the rhyme *mine* in line 10: Proving his beauty by succession *thine.* The rules of the phonetic distribution of *my/mine* could also be violated and admit variation in usage, for example, in the tragedy *Hamlet:* by *my* advice (Act 1, Sc. 1, 168); my inky cloak (Act 1, Sc. 2, I. 77), but: of *mine* own eyes (Act 1, Sc. 1,1. 59).

The inconsistency in the regular usage of the forms *thine (thy)* and *mine (my)* as phonetic variants can be good and clear evidence of the varied and probably dated character of the phonetic distribution that was being superseded by a relatively new paradigmatic and functional differentiation of the forms at the end of the sixteenth century. Already in Late Middle English the forms *thy* and *my* and *thine* and *mine* could function as morphological forms of the possessive pronouns when *thy* and *my* became conjoint forms and were used in the pre-noun position in the function of an attribute and the forms *thine* and *mine* became absolute forms of the possessive

pronouns and could be used absolutely as noun substitutes, especially in the of-phrases or predicatively. This usage can also be found in Shakespeare's works. For example, in sonnet 6 *thine* is used as a phonetic variant as well as an absolute form of the possessive pronoun: To be death's conquest and make worms *thine* heir (line 14); If ten of *thine* ten times refigur'd thee (line 10).

The communicative usage of the pronouns of the second person singular, both personal and possessive, in the sixteenth-century discourse was marked socially and emotionally. The usage of the forms *thy, thine* in the sonnet can show intimacy of relations, affection to the friend or a confidential character of address.

Another peculiar grammatical usage of the morphological form can be seen in lines 2 and 3 of the sonnet in the use of the possessive case-form of the abstract nouns *beauty's* and *youth's.*

In Middle English morphological changes in the noun system are most vividly seen in the loss of the grammatical category of gender and in the rebuilding of the case system as a result of different factors that determined its simplification. An Old English four-case system of the noun had been transformed into a two-case system with the opposition *the common case/the genitive (possessive) case* by Late Middle English. The specification of the former genitive case was not only in the meaning, but also in the usage. Already in Late Middle English the older genitive case was primarily used with animate nouns to show basically the meaning of possession. This usage was more characteristic of literary style and, for the most part, became usual in poetic writing. In Early Modern English the use of the possessive case-form of abstract nouns with a slight personification marked poetic usage and could possibly be felt as stylistically elevated.

The use of the possessive case of the abstract nouns *beauty's* and *youth's* in the sonnet places a certain emphasis on the kinship of the two concepts implying that the beauty of the young age is "a gift of Nature" and that beauty and youth can be metaphorically identified as entities subject to decay with the time passing as all living things can.

The usage of the vocabulary in the first quatrain is characterized by the purposely contrasted choice that is conditioned by the general theme of the sonnet, the leading message of which is the conflict between Beauty of Youth and Time that is viewed as its implacable enemy. The image of this eternal struggle is created through antithesis working on several levels. The basic concepts of the longevity of a person, of the natural process of human ageing, youth and old age, are put in the antithetical relationship and set into contrast through the metaphorical usage of the words belonging to professional registers and a common, non-specialized, neutral vocabulary. The image of the relentless and unappeasable combat, of stark hostility between too counterparts: Time and Beauty of Youth, is vividly achieved through the metaphorical usage of the military terminology: *besiege* (line 1), *dig deep trenches* (line 2), *field* (line 2). A lucid metaphorical presentation of the material things denoting articles of clothing that can be astmctive of the military profession and that can also be liable and subject **so** decay with the time is given by introducing the words denoting concrete material things *thy youth's proud livery* (line 3), a *tatter'd weed*

and the financial, commercial term *worth: of small worth held* (line 4). The notional words of the first quatrain create an extended metaphorical context within a systematic complex semantic arrangement in which the key words can be simultaneously contextually actualized with different interacting meaningful elements of the semantic structure. This contextual interaction of the semantic elements results in a complicated associative string of metaphorical images.

When is a conjunction that introduces a temporal dependent clause. By origin it is an interrogative adverb that developed on the basis of the Common Germanic interrogative stem **hwa-,* a reflex of the Indo-European stem **kwa-* [OE *hwonne, hwaenne',* ME *hwan, wan, whenne, whanne, whan, hwen,* when; ENE *whan, when].* Its use in the relative function became possible already in Old English when it was used as a conjunction to introduce subordinate clauses. The form *when* that was widely accepted in Early Modern English is of a later development and seems to have come from the Southern or Western dialects.

Forty is a cardinal number of a specifically Germanic formation, a suf- fixal derivative of the Old English base stem *feower (four)* and the Old English suffix *-tij* that was a regular development of the Common Germanic stem **teju-* of the abstract noun **tejund-,* a reflex of the Indo-European stem **dekmt'- (decade)* [OE *feowertij,* ME *fourti, furti, fourty, forty].* In the initial line of the quatrain the numeral *forty* seems to be used indefinitely to express a large number so as to stress the idea of time considered as a whole, not a particular number of years that fly past.

Winters is a plural form of the noun *winter* which is etymologically a Common Germanic extension of the Indo-European base stem **wed-, *wod-, *ud (to be wet).* In Old English the plural form of the noun with a numeral could be used as a mere synonym to the lexeme *ʒear (year)* [OE *winter,* ME *winter, winter, wyntyr, wintur].* In the analyzed sonnet the lexeme *winters* defined by the numeral *forty* is also used in the older sense *years* that was in current usage in Old English and in Middle English, for example, in The Peterborough Chronicle: *and dat lastede jpa XIX winter wile Stephne* was *king (and that lasted for nineteen years while Stephen* was a *king)* (1137). This usage can probably be regarded as poetic and rhetorical already in Shakespearean times.

In the contextual frame of the first quatrain the phrase *forty winters* is perceived in the way that the result of ageing will be seen after many years have passed and deep wrinkles have appeared as a sign of old age. The process of ageing described here metaphorically contributes to the general image of the ruin of the beauty appealing to the eye as time goes by Less likely, but possible from the present-day perception can be the interpretation that wrinkles as signs of ageing will appear when the addressee of the sonnet reaches the year of forty. Still, the next line of the quatrain which describes the physical destruction of beauty as seen in the appearing of deep wrinkles seems to challenge this understanding as a person of forty could hardly be described as naturally having deep wrinkles even in the Late Medieval Ages when people presumably aged rapidly.

Shall is usually included into a historically formed morphological group of preterite-present verbs of a specifically Common Germanic innovative formation,

not found outside the group of Germanic languages. By origin preterite-present verbs are the Indo-European perfect forms that acquired a present meaning in Early Common Germanic. Their past-tense forms are of later appearance and were formed on a new Germanic morphological pattern of the weak verb formation with the help of the dental suffix.

The preterite-present verbs were initially characterized by a specific lexical meaning, the modal meanings developed later and this development was not characteristic of the whole group of verbs. In Old English this morphological group of verbs, though united by the same historical origin and morphological development, was splitting semantically and functionally: some verbs were used in the concrete lexical meaning and functioned as simple verbal predicates, some developed modal meanings and could be used with the infinitive as a part of a compound modal predicate, and some were the verbs distinguished by a double character of functioning: as notional verbs with the lexical meaning in the function of a simple verbal predicate and as modals in the function of the first element of a compound modal predicate.

The verb *shall* (OE *sceal)* was mostly used with modal meanings of obligation and necessity. Moreover, the verb *sceal* could also be used to express a future action already in Old English. In Middle English this peculiar character of the use of the verb *shal* became more specified and the verb as a morphological unit became to be distinguished by the double character of its functioning: as a modal verb expressing different modal meanings and as an auxiliary verb expressing a future action.

In Early Modern English, in the time when the language of literature was still liable to variation and the literary language norm was still in the making, the grammatical distribution of the verbs *shall* and *will* for the persons to express a future action was free, not firmly fixed in the way it was later prescribed by grammar rules. Likewise, a differentiated usage of the verbs *shall* and *will* as modals to show modal shades and as auxiliaries to express an objective future action was not prescribed and fully fixed. The Middle English tendency to use *will* in all persons when volition was included and *shall* in all persons when obligation or determination was introduced seems to have been kept up in Early Modern English, though the contextual usage could give certain deviations.

In the initial line of the quatrain the usage of the verb *shall* with the common noun *winters* in the temporal clause introduced by *when* can signal its modal status when the verb is used in the volitional meaning with an element of prediction to show the author's calm certainty about an inevitable development predetermined by laws of Nature. It asserts an unavoidable character of the motion of Time, a predestined advance of the older age and probably aims at the definite confirmation of the statement. The volitional meaning of the verb *shall* is also supported by some degree of personification that can be seen in the usage of the word *winters* in a larger metaphorical context of the initial line of the quatrain: *When forty winters shall besiege thy brow.* This use of the verb *shall* as a modal may sound archaic and elevated or formal in present-day English and it may probably be viewed as poetic already in the times of Shakespeare as it can perhaps be a preservation of the Middle English

usage of the modal verb *shall* that was common in clauses of time.

A similar contextual use of the verb *shall* in the volitional meaning of a subjective affirmation with a prophetic force of a solemn promise and with the implication of the Nature or Destiny as determining the future seems to be regular in Shakespeare's writings whenever the idea about an inescapable pace of Time, of the inevitability of the prediction is laid emphasis on, for example, in sonnet 123 (11.13-14):

This I do vow, and this shall ever be:
I will be true despite thy scythe and thee.

Sonnet 55 (II. 5-8):

When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.

In contrast, when this implication is not introduced, the subjunctive or present forms are more likely to be found in temporal clauses, for example, in sonnet 107(11.13-14):

And thou in this shalt find thy monument,
When tyrants' crests and tombs of brass are spent.

Besiege etymologically is a Middle English hybrid derivational word-formation made up on the pattern Prefix + Verb-stem. The prefix *be* (OE *be-*) developed as an Old English weak or unstressed form of the preposition and adverb *bi-* of the Common Germanic origin and was used as a derivative verbal element with the original meaning *about,* later *around* in Old English and Middle English. The Middle English verbal stem *segen* was an alphabetical variant of Middle English *asegen* of French origin (Old French *aseger 'besiege').* This hybrid derivative may point to a certain stage of the derivational assimilation and adaptation of the French lexeme *asegen* in Middle English, whereas semantically the verb that was taken as a military term has kept the meaning with which it was originally borrowed. The new derivative was also used as a military term. In the sonnet the verb *to besiege* is contextually used with the figuratively transferred meaning *to lay siege to, to invest* so as to create a general dramatic picture of the inevitable ageing within the frame of the metaphorical military context that is created and sustained in the first quatrain.

Brow is a native lexeme of Indo-European origin (OE *bru,* ME *bruwe, broue, browe, brou(e),* MnE *brow)* the regular sense of which in Old English was a *brow, an eye-lash, an eye-lid,* later step by step it appears to have been transferred to the *prominences of the forehead* and finally to the *forehead* as a whole. The basic meanings of the lexeme in Middle English were *the forehead* and *an eyebrow.* In Shakespeare's poetic writings the word *brow* can be found in different senses: *forehead* (now literary), *fronting aspect, appearance, countenance* (now poetic), *the seat of the facial expression of joy, sorrow, anxiety, etc.* (now poetic); *the prominences of the forehead on either side above the eyes* (now poetic), and others.

In the sonnet the noun seems to have been used as a double metaphor with the contextual realization of two senses: *forehead* and *fronting aspect, countenance,* with

the supporting implied impressive effect of the figurative usage of the lexeme in the military context with the meaning of *the prominences of the forehead on either side above the eyes* as in the line from the history *King John* by Shakespeare (King John, Act II, Sc. 1, 37-38):

> *Our cannon*
> *shall be bent*
> *Against the brows of this resisting town;*

The possibility of the contextual realization of the meaning *fronting as- oect. countenance* was actualized by Shakespeare in the following lines from the chronicle *Henry the Fourth, The First Part* (1596), Act IV, Sc. 3, ». 82-84:

> *.... and by this*
> *face,*
> *This seeming brow of justice, did he win*
> *The hearts of all that he did angle for;*

Dig is probably a French borrowing of the fourteenth century (ME digge, dyggen; Fr. diguer) used in Middle English as a technical term meaning *to make an excavation, to work with a spade.* In the sonnet the lexeme is used metaphorically in its primary sense *to form by digging, to hollow out.*

Deep is etymologically a Common Germanic extension of the Indo- European base stem **dhub-, *dhup* (OE *deop,* ME *deop, dep, depe).* The Modern English form *deep* shows a regular development of the phonetic structure of the Old English form *deop* and a regular graphic representation of the spelling changes of Late Middle English - Early Modern English. In the sonnet the lexeme is used in its original primary sense.

Trenches is the plural form of the lexeme *trench* that is a French borrowing of the Middle English period (ME *trench*; OF *trenche).* In the sonnet two meaningful elements of the semantic structure of the lexical unit are effectively exploited: metaphorically the meaning *an excavation* as a military term that appeared in the fifteenth century and *deep wrinkles, a furrow, something resembling a trench* as a transferred meaning that was registered as a contextual metaphor in the sixteenth century (1588) in Shakespeare's early tragedy *Titus Andronicus:* I am not mad, I know thee well enough: Witness this wretched stump, witness these crimson lines; Witness these trenches made by grief and care (Tit. A. Act V, Sc. 2, II. 21-23).

Beauty is a French borrowing of the Middle English period (EME *bealte,* LME *bealte, bewte, bewty, beute* OF *bealte, beaute),* firstly registered in the thirteenth century. In the sonnet the lexeme is used with a slight personification in the original primary meaning.

Field is etymologically a Common West Germanic extension of the Common Germanic base stem *fe/jbu-, not found outside the West Germanic area (OE *feld, feald;* ME *fed, felde, filde, fylde, feeld).* The originaland regular meaning of the lexeme in Old English was a *field, a pasture, a plain, an open country.* The meaning of a *battle- field, a field of combat, a battleground* can be found in Middle English, as, for example in The Chronicle of Robert of Gloucester, the first version of which was written towards the end of the thirteenth century.

In the sonnet the lexical unit seems to have been used as a double metaphor with the contextual realization of two basic senses: a *field of battle* and a *field,* with the additional supporting effect of the metaphoric usage of the lexeme in the military context with the meaning of *the surface on which something is portrayed, the surface of a shield.* A similar usage in which the two senses of the lexeme *field* (1) a *field of battle* and (2) a *ground of a shield* are actualized as a contextual metaphor can be found in the poem *The Rape of Lucrece:*

> This silent war of lilies and of roses,
> Which Tarquin viewed in her fair face's field (II. 71-72).

Youth is etymologically a Common West Germanic derivational formation **jugunpi* made up on the pattern Adjectival stem + suffix (OE *jeojup,* jeojojb, *iujup:* ME *30up(e), youpe, youthe, yupe).* The adjectival base stem is the reflex of the Indo-European stem **juwenkos (young).* The Old English suffix *-pu, -po, -p* that formed abstract nouns of state from adjectives is etymologically a Common Germanic extension of the Indo-European stem **-ita.* In the sonnet the lexeme is used with a slight personification in its original primary sense.

Proud is one of the earliest French borrowings already registered in Late Old English (OE *prut* (rarely *prüd),* OF *prod, prud* or OF *prout, prou(d)* meaning *valiant* ; ME *prute, prowd(e), proude).* It is supposedly etymologically cognate to Late Latin **prodis* meaning *profitable, useful.* The basic meaning in Old English was *proud, arrogant,* in Middle English *proud, arrogant, haughty; magnificent, glorious.*

In the sonnet the adjective seems to have been used as a metaphorical epithet with the contextual realization of two meaningful elements of the semantic structure: *glorious, splendid,* the meaning that is perceived as poetic or rhetorical in Modern English *(proud livery),* and *proudly arrogant* in a broader metaphorical context *(Thy youth's proud livery)* implying the idea of the vanity of Youth about the beauty appealing to the eye.

Livery-a proper noun that is a Middle English borrowing from Anglo- Norman (ME *liveri, levere, livery,* AF *liveré,* Fr. livrée, the form of the past participle of the French verb *livrer (to give, to provide with, to grant, to*deliver). *The earliest sense of the lexeme* livery *was a* provision or allowance, the dispensing of food, provision, *later more meanings developed on the basis of the original sense. In Present-day English the lexeme* livery *is mostly used in the meaning a* special uniform worn by servants and officials, especially in the past *and (in the plural form)* the designs and colours used by a particular company on its property and vehicles.

In the sonnet the lexical unit is used with the actualization of two meaningful elements of the semantic structure within the frame of the extended metaphorical context of the first quatrain: a *military uniform of a soldier or sailor* (now obsolete) with the implication of a glorious military uniform of which a young man can arrogantly be proud, as a part of the extended metaphor, and *clothing, garment* (now obsolete) actualized in juxtaposition with the parallel and related use of the word weed in the next line. Both of these meanings seem to have been poetic already in the times of Shakespeare.

So is an adverb of the Common Germanic origin (OE *swa, swe, swee,* ME *swa,*

swo, soo, so, se). The meaning *to that degree, in that degree* in which it is used in the sonnet is already registered in Old English.

Gaz'd is the form of the past particple of the verb *to gaze* (ME *gasen)* of unknown origin. It is firstly registered in the fourteenth century with the meaning *to look vacantly or curiously about, to stare,* in the sixteenth century the dominant sense became *to stare at, to look fixedly on,* in present- day English the lexeme is sometimes considered slightly formal and is mostly used in the meaning of *to look steadily at somebody or something for a long time, either in surprise, or because the person is thinking of something else.*

Now is an adverb with a temporary meaning *at present, at the present time, at the time spoken* (OE *nŭ,* ME *now(e), nu, nou).* It is etymologically a Common Germanic extension of the Indo-European base stem **nŭ.*

Will be is an analytical form of the verb *to be* that is used to show a future action in the sentences with the temporal dependent clauses. The verb *will* is etymologically a Common Germanic extension of the Indo- European base stem **wel-, *wol-, *wl.* The Old English lexeme *willan, wyl- lan,* originally a notional verb with the meaning of *to wish, to intend, to be willing,* could be used to show a future action already in Old English, in Middle English the word combinations of the verb *will* with the infinitive became fully grammaticalized and the analytical form was included into the verbal paradigm as its part.

Tatter'd (in some editions *tottered)* is an adjective, presumabty formed on analogy with numerous adjectivized forms of Latin borrowings when in the fifteenth-seventeenth centuries the suffix *-ed* was added to adapted Latin past participles. The lexeme *tattered* is a Late Middle English denominal derivational formation on the pattern Noun + the suffix -ed. The lexeme *tatter* is a Middle English Scandinavian borrowing (ON *taturr.* pi. *totrar* meaning *rags).* In the sonnet the lexeme *tattered* is used in the meaning *old, ragged, tattered, torn and shabby.*

Weed is a semantic archaism in present-day English. The only meaning in which the lexeme can be used today is *a black garment worn by a mourner.* It is etymologically a blending and represents two Old English lexemes of Common Germanic origin: OE *weed (apparel, dress)* and OE *waede,* shortened from OE *gewaede (dress),* that came to be mixed in the Middle English formation *wede (clothing, garment distinctive of a person's profession or state of life, mail, armour, clothes).*

In the sonnet the lexical unit weed is used with the metaphorical actualization of two meaningful elements of the semantic structure that were current up to the nineteenth century: *clothing, a garment* and, as a military term, *defensive covering, mail, armour.*

Small is etymologically a native lexeme of Common Germanic origin (OE *smael,* ME *smale, smal).*

In the sonnet the lexical unit is used with the actualization of two meaningful elements of the semantic structure: *low value (of money),* registered in the second half of the sixteenth century, and *of little or minor consequence, interest or importance,* registered from the fourteenth century.

Worth is etymologically a native lexeme of Common Germanic origin (OE

weorp, weord, wurd, worp ME *wurd, worp, worth).*

In the sonnet the lexical unit *worth* is used with the actualization of two meaningful elements of the semantic structure: *price of anything sold, amount paid for purchase,* the regular meaning in which the lexeme was used in the Old English and Middle English periods, and *dignity, esteem, merit,* the regular meaning in which the lexeme was used in Middle English.

Held *is* the form of the past participle of the verb to hold *(OE* healdan, haldan; *ME* healden, holden, halden, holde). *The basic meanings in Old English were* to grasp, to hold, to keep, to retain, to rule, to guard, to observe, *in Late Middle English the meanings* to guard, to rule, to observe *«ere lost, but new meanings, such as* to regard, to think, to esteem, to possess, to own, to have, to carry, to occupy *and others developed.*

In the sonnet the lexical unit *to hold* seems to have been used with the actualization of two meaningful elements of the semantic structure: *to have, to possess* and *to regard, to think* with the implication of the meaning *to esteem* that makes the use of the expression *of small worth held* in line 4 likely to be opposed to the idea expressed in line 3: *.... gaz'd on now.*

The second part of a sustained metaphorical context that introduces a dramatic note of realism to the imagery created in the first quatrain is based on the antithetical juxtaposition that is revealed through the metonymical description and makes a logical and rational reference to the abstract concepts of beauty and the old age by the associative link with concrete material things of the real world.

On the whole, the first quatrain of the sonnet gives a vivid and powerful presentation to the objective process of human ageing and the devastating effect of the motion of time on the Beauty of the youth within the framework of a metaphorical image of the eternal conflict between Time and Beauty of Youth. This metaphorical representation is based on the contextual realization of some meanings and on the intricate interplay between different meaningful elements of the semantic structure of the words that create elaborate associative sense connections.

Sonnet 2, a brilliant piece of poetic work, is written in the literary standard of the sixteenth-seventeenth centuries, in the time when the literary language norm was being established, and it shows peculiar features of the language development of that time, such as the use of the possessive pronoun of the second person singular, the use of variant language forms and the contextual development of the semantic structure of some lexical units.

II. Зразки виконання практичних завдань

1. Завдання з історичної фонетики та орфографії

TASK 1.

QUESTION: Why do you think the diagraph *<ch>* is read differently in the words *child, character, machine, chief*?

A POSSIBLE ANSWER:

In the spelling of the word *child* the diagraph *<ch>* stands for the voiceless, palato-alveolar affricate /tf/ that developed in the phonetic structure of the word in Late Old English as a result of the phonetic process of as- sibilation when Old English palatalized consonants were assibilated, i.e. became sibilants: OE cild [k'ild > tfi:ld]. The diagraph *<ch>* was introduced into the spelling of the word as a result of the changes in the Middle English spelling system that was partly modified by French scribes after the Norman Conquest.

In the spelling of the word *character* that is a Middle English loan-word of Greek origin [Old Greek KapaKipp through French] the diagraph *<ch>* stands for the voiceless, dorsal stop *IkJ* that reflects the Greek pronunciation. In Modern English spelling of Greek borrowings the diagraph *ch* usually renders the fortis, voiceless, dorsal stop [k].

In the spelling of the word *machine* the diagraph *<ch>* stands for the voiceless, postalveolar fricative /// thus retaining the French-like phonetic structure of the word as it belongs to the French loans of Modern English (1549) [French *machine*]. French borrowings of Modern English are usually less assimilated than French loans of the previous centuries and they quite often keep the phonetic features that are characteristic of the French sound system. The Modern French phoneme /// is a later development of the Old French phoneme /tf/ in the central dialects of French.

In the spelling of the word *chief* the diagraph *<ch>* stands for the fortis, voiceless, palato-alveolar affricate /tf/. The word belongs to the Middle English layer of loan-words from Old French (ME *chef, chief)* and reflects the Old French pronunciation. Moreover, the French borrowings of this layer are generally more assimilated.

TASK 2

QUESTION: What do you think is a possible way to explain the different reading of the diagraph *<ea>* in the words *breath* (OE *brae/3)* and *to breathe* (ME *brethe(n)* from the Middle English noun *breth*)?

A POSSIBLE ANSWER:

In the phonetic structure of the noun the Old English long open front vowel /as:/ could develop in Middle English into the long close vowel of the middle rise *le:l* or into the long open vowel of the middle rise /e:/ according to the individual development in Middle English local dialects. In writing the long open vowel of the middle rise /e:/ was usually represented by the diagraph <ea> the second element of which showed an open character of the sound. Both vowels (the close *le:l* and the open /ɛ:/) were preserved in the phonetic structure of the concurrent phonetic variants of the word throughout the Middle English period until later they were

transformed as the result of sound changes of the Great Vowel Shift approximately before the fifteenth century. The phonetic variant with the long open vowel of the middle rise /ɛ:/ became dominant. The regular development of the long open vowel of the middle rise /ɛ:/ was its raising to /i:/ through the stage *le:l* as in the scheme: ME /ɛ:/ > Early Modern English *le:l* > /i:/. In some cases this regular development became broken as a result of the interaction with other different phonetic processes. In the phonetic structure of the noun *breath* [bre9] the root vowel became shortened before the narrowing into /i:/ under the phonetic process of the shortening of vowels before the single dentals [d], [t], [0]: ME [bre:9] > [bre:0] > Modern English [bre9]. In the phonetic structure of the verb *to breathe* [bri:3] no quantitative sound changes took place as the vowel *le:l* stood before the voiced dental fricative /6/ that appeared in Early Middle English in the intervocalic position and the modification of the root vowel under the effect of the Great Vowel Shift went uninterrupted: Late Middle English [bre:3an] > Early Modern English [bri:6].

2. Завдання з історичної граматики

TASK 1.

QUESTION: In what way do you think the appearance of the irregular plural forms of the nouns ox, *stratum, criterion, man* and *sheep* can be explained historically?

A POSSIBLE ANSWER:

The survived irregular plural formation *oxen* of the Modern English noun ox has preserved the Old English plural form [OE oxa (singular) - OE *oxan* (plural)] in which the inflexional ending was reduced to *-en* in Middle English [ME oxe - *oxen]*. The Old English inflexional ending *-an* was a regular inflexion of the nouns of the so-called weak declension (n-stems) to which the Old English noun oxa (n-stems, Masculine) belonged.

The Modern English plural form *strata* of the noun *stratum* is an unassimilated plural form of the word borrowed from Latin in Early Modern English (1599): Latin *stratum* (-i- neuter) a *layer, something spread or laid down, such as a blanket or a bedspread* (*bedcover*) - *strata* (pluralThe Modern English plural form *criteria* of the noun *criterion* is an un- assimilated plural form of the word borrowed from Greek in Early Modem English (1613): Greek Kpmipiov a *means for judging, measure, a trial* - Kpmipia (plural).

The survived irregular plural formation *men* of the Modern English noun *man* has preserved the Old English plural form [OE *mann* (singular) - OE *menn* (plural)] with the result of the palatal mutation of the root vowel caused by the front vowel - /- in the plural ending of Old English root-stems in which the inflexion was historically added to the root without a stem-building suffix (OE *maniz > men)*. This vowel interchange that characterized the Old English root-stems to which the Old English word *mann* belonged began to distinguish the singular and the plural forms morphologically and thus became a regular inner inflexion which began to show plurality.

The coincidence of the singular and the plural morphological forms of the Modern English noun *sheep* can be explained by the preservation of the Old English

plural form of the neuter gender of the a-declension to which the Old English noun *sceap* belonged. The homonymous forms for the singular and the plural of the nouns of the neuter gender of the a-stems developed as a result of the phonetic process that was in operation in the pre-written period when the plural inflexion disappeared after long stem-syllables [OE *sceap* (singular) - OE *sceap* (plural)].

TASK 2

QUESTION: What explanation do you think could be offered to comment on the forms of the adverbs in the sentences: The miners were trapped deep underground. John kept sinking more deeply into the mud.

A POSSIBLE ANSWER:

Both forms are the regular development of the Old English adverbs (OE *deape* from the Old English adjective *deap* and *deaplice* from the Old English adjective *deaplic).* Modern English *deep* (OE *deape)* is a preservation of an adverbial derivational formation with an Old English regular adverb-forming suffix -e that was reduced in Late Middle English (EME *deope, depe,* LME *dep(e), deepe, deep).* A competing Modern English form *deeply* (OE *deaplice)* comes back to an Old English parallel adverbial derivational formation with an Old English regular adverb-forming suffix -e that was added to the adjective ending in the adjectival suffix *-lie.* In Middle English the suffixal formation *-lice* was misinterpreted as an adverb-forming suffix. It was phonetically simplified into *-li, -ly* and gradually began to be regularly employed to form new adverbs as a productive adverb-forming suffix.

3. Завдання з історичної лексикології

TASK 1.

QUESTION: In what way would you comment on the meaning of the proverb *God sends meat and the devil sends cooks*? What word in the proverb do you think can be regarded as a semantic archaism?

A POSSIBLE ANSWER:

In the proverb the lexeme *meat* (OE *mete)* is used in its old meaning *food.* In Middle English the lexeme *meat* (ME *mete, mette, mete)* was usually used in the meaning *food, nourishment.* The introduction of the meaning *the flesh of animals eaten as food* into the semantic structure of the lexical unit *meat* is likely to have taken place in Late Middle English. The Modern English meaning of the word *the flesh of animals eaten as food* testifies to the narrowing of the meaning.

TASK 2

QUESTION: In what way would you comment on the appearance of the etymological doublets *chief-chef* and *strict - strait* in Modern English?

A POSSIBLE ANSWER:

Etymological doublets are two or more words of the lexis of a certain language that can ultimately be traced to the same etymological source of origin though they entered the lexis by different routes and are characterized by individual semantic and phonetic development. In the etymologically connected pair of words *chief - chef* both lexemes are French loan-words but of different periods of borrowing and they show different degrees of assimilation of the borrowed French word *chef* in the meaning

head, chief in Modern English. The word *chief* (ME *cheef, chef, chief* < OF *chef, chief)* belongs to the Middle English layer of French borrowings when French borrowings came not only from the Northern dialects of French, but also from the Parisian dialect and it shows a greater degree of the assimilation in present-day English, whereas the Modern English lexeme chef (1842) belongs to the Late Modern English layer of French borrowings and is not assimilated phonetically and semantically. The Modern French phoneme /// is a later development of the Old French phoneme /ЦУ in the central dialects of French.

The Modern English lexemes *streut* and *strict* are etymological doublets that are the result of the process of borrowing from different Romancelanguages. The word *strait* belongs to the Middle English layer of French borrowings and represents an Old French development of the Latin word *strictus* in the meaning of *tight, narrow:* ME *stret, streyt(e)* from OF *estren* with the meaning *tight, close, narrow* from Latin *strictus* the basic senses of which were *tight, narrow, strict, severe, harsh.* The Modern English lexeme *strict* is a direct Latin loan-word of the Early Modern English period (1578). It represents the Latin word *strictus* in the meaning of *strict, severe, harsh.*

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ІСТОРІЯ АНГЛІЙСЬКОЇ МОВИ