

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**GULISTAN STATE UNIVERSITY**

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# **HISTORY OF THE ENGLISH LANGUAGE**

(Teaching Methodological Package for the 3<sup>rd</sup> Year Students of  
5120100 – Philology and Teaching Languages (English Language)  
Baccalaureate speciality)

**GULISTAN – 2013**





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## ANNOTATION

**Ўқув-услугий мажмуа ГулДУ Ўқув-услугий  
кенгашининг 4 сонли мажлисида  
муҳокама қилинган нашрга тавсия этилган.  
2013 йил 1 феврал**

Ушбу ўқув-услугий мажмуа замонавий педагогик технологиялар асосида, олий таълим муассасалари филология факультетлари чет тиллар (мутахассислик) кафедрасининг 3-босқич Чет тили тарихи (Инглиз тили) фани ўқув дастури асосида тайёрланган.

Қуйида тақдим этилаётган ўқув-услугий мажмуа фаннинг мақсади ва вазифалари, фанни ўзлаштиришга қўйиладиган талаблар асосида ишлаб чиқилган бўлиб, мажмуа ўз ичига: 6 та маъруза машғулоти матни ва ишланмаларини ҳамда 6 та семинар машғулоти ишланмаларини олади.

**УМК обсужден и рекомендован к печати  
Учебно-методическим советом ГулГУ  
Протокол № 4 от 01.02.2013 г.**

Учебно-методическое пособие по дисциплине «История английского языка» предназначено для преподавания одноименного курса студентам факультетов и отделений английского языка вузов.

Основная цель УМК – ознакомление студентов с основными историческими этапами развития изучаемого (английского) языка, с особенностями каждого из них, роли некоторых исторических событий в формировании современного английского языка.

Пособие состоит из 6 лекционных и 6 практических (семинарских) тем.

**Reviewed and recommended for publication  
by the Teaching-Methodological Council  
of Gulistan State University  
Minute #4 as of February 1, 2013**

Teaching-Methodological package on the History of the English Language is suggested for use in teaching the subject in English language departments and faculties of higher education institutions.

The purpose of the package is to introduce students to the main historical periods of the English language and introduce the main peculiarities of each period. Furthermore, the package presents materials on historical events that took place in internal and external history of the language and that led to establishment of modern English language. The package contains 6 lecture sessions and 6 seminar sessions.

## AUTHORS

**Urazbaev Khikmatullo Ismatullaevich** is a teacher of English Language and Literature Department since 2008. He has graduated from Gulistan State University in 2005 and in 2007 from Uzbek State World Language University and obtained MA in Translation Theory and Practice. He has been teaching Practical Course of the English Language, Practical Phonetics, History of English and American literature to the students of the department. He is an author of 3 scientific articles, more than 20 conference materials and 4 manuals dedicated to teaching and learning English language in different ages. Scientific research topic of the author is “The Uzbek Model of European Language Portfolio (UELP)”

## RECOMMENDATIONS AND SUGGESTIONS

The present package is intended for philology students, as well as all those interested in the problems of historical development of the language and wishing to extend their knowledge of it.

The package consists of a set of lectures, seminars including materials for recapitulation, keys, tasks for independent work and control of retention, as well as a glossary.

The scope and volume of the material (12 lectures and 22 seminars) is calculated for a course of studies during 2 semesters, according to the new program of training specialists at philology faculties and departments of universities.

The whole complex follows a clearly defined plan. This, refers both to the lectures and seminars, where all activity is to be conducted according to a uniform pattern, from simple to difficult and from general to particular, with gradual complication and deepening of knowledge on each period of the historical development of the language. The clear and well-defined structure of the material presentation and analysis allows the students to pay more attention to the informative content of the course,

The lectures are accompanied by many tables and, language, examples making the theoretical notions more visual and easy to remember. Besides that, the schemes and tables can be used later when fulfilling practical tasks for the seminars.

The materials for conducting seminars contain theoretical problems for discussion in class and practical tasks. An indispensable component of each seminar, (except for the introductory one) is the analysis of an authentic text of the appropriate historical period from the point of view of its phonetic, grammar and etymological features.

The seminars are divided into units corresponding to the periods in the history of the English language. The first seminars of each unit contain a text analysis pattern; the subsequent seminars provide for the possibility of independent work to be checked using the keys. The final seminar of each unit contains a text for analysis with no keys; a written analysis of this text is to form a part of the course paper permitting to evaluate the comprehension and mastering of the material.

The package includes a glossary (Part 4) containing the necessary structural and etymological data concerning all language units to be found in the texts of the seminars and permitting the student to conduct their analysis and perform other practical tasks.

There is also a brief capsule summary of the lectures given in Russian with reference to the appropriate sections of the full text of the lectures (Part 5).

Such reference is possible due to clear and sufficiently detailed subdivision of the text of the lectures according to subject headings. This section is intended as a reminder of the principal topics of the course, allowing a convenient method of search for an appropriate issue, and can also be used for preliminary acquaintance with the studied problems of those whose practical knowledge of the language is yet not fully adequate for free work with the English text. The choice of Russian as the language for the summary of the subject is explained by the desire to make the course easier and more readily accessible to a larger group of readers.

The package differs from other similar publications in the following:

- self-sufficiency requiring no additional sources for mastering the material stipulated by the program;
- clear and concise recital of the material;
- transparent structure and modular system of its presentation;
- detailed division into subsections permitting crossreference and fast finding of the necessary information;
- possibility of use by those with a different level of knowledge of English;
- — extensive material for seminars with an in-depth plan, theoretical, practical and text analysis tasks;
- keys to the analysis of the texts of different periods allowing their use for self-control;
- tasks for independent work giving the students a possibility to creatively interpret the material and to conduct a limited research with the results to be presented as a written course or exam paper;
- carefully checked-out glossary containing vocabulary entries of different periods of the English language;
- presence of a brief article at the end of each lecture giving some interesting facts connected with the topic of the lecture and making the study of the material not only useful, but also pleasant.

# REGULATORY DOCUMENTS

**Ўзбекистон Республикаси Олий ва ўрта махсус таълим  
вазирлиги**

**Гулистон Давлат университети**



**Олий таълим муассасаларида талабалар билимини назорат  
қилиш ва баҳолашнинг рейтинг тизими тўғрисида  
Н И З О М**

**Гулистон - 2013**

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Қадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

**Ушбу низом қуйидаги 6 та бўлимдан иборат:**

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Яқуний қоидалар**

**I. Умумий қоидаларга киритилган ўзгартиришлар**

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.

**II. Назорат турлари ва уни амалга ошириш тартиби**

- 4. Назорат турлари, *уни ўтказиш тартиби ва мезонлари* кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда *ҳар бир фаннинг ишчи ўқув дастурида* машғулот турлари билан биргаликда кўрсатилади.
- 5. *Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.*
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назарда тутилади:
  - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотларда *оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум*, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

**Оралиқ назорат**

- – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий

кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони **(бир семестрда мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо)** ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

### **Якуний назорат**

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Якуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда **факультет Илмий кенгаши қарори асосида кўпи билан фанлардан якуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо)** ўтказилиши мумкин.
- 7. Оралиқ назоратни ўтказиш жараёни кафедра мудирини томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни **ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади** ҳамда оралиқ назорат **қайта** ўтказилади.

8. Олий таълим муассасаси раҳбарининг буйруғи билан **ички назорат ва мониторинг бўлими раҳбарлигида** тузилган комиссия иштирокида якуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, якуний назорат натижалари **бекор қилинади** ҳамда якуний назорат **қайта** ўтказилади.

### **III. Баҳолаш тартиби ва мезонлари**

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг **рейтинг тизими асосида** талабанинг ҳар бир фан бўйича **ўзлаштириш даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириш кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- **якуний назоратга – балл;**
- **жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойиҳаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **якуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
- а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **хулоса ва қарор қабул қилиш;**
- **ижодий фикрлай олиш;**
- **мустақил мушоҳада юрита олиш;**
- **олган билимларини амалда қўллай олиш;**
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **мустақил мушоҳада юрита олиш;**
- **олган билимларини амалда қўллай олиш;**



- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- г) қуйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
- *аниқ тасаввурга эга бўлмаслик;*
- *билмаслик.*
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича *аниқ мезонлар* ишлаб чиқилиб, кафедра мудирини томонидан *тасдиқланади* ва талабаларга эълон қилинади.
- 16. *Намунавий мезонларга мувофиқ* мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан *якуний назорат учун баҳолаш мезонлари* ишлаб чиқилиб, олий таълим муассасаси *Илмий-услубий кенгаши томонидан тасдиқланади* ва турдош олий таълим муассасаларига етказилади.
- 17. Талабаларнинг ўқув фани бўйича *мустaqил иши* жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинг қуйидагича аниқланади:

$$R_f =$$

- бу ерда:
  - V— семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);
  - –фан бўйича ўзлаштириш даражаси (балларда).
  - 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг *саралаш балл* ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга *киритилмайди*.
  - *Жорий ва оралиқ* назорат турлари бўйича *55 ва ундан юқори балли* тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва *ушбу фан бўйича* якуний назоратга *кирмаслигига* йўл қўйилади.
20. Талабанинг семестр давомида фан бўйича тўплаган *умумий бали* ҳар бир назорат туридан белгиланган қоидаларга мувофиқ *тўплаган баллари йиғиндисига* тенг.

#### IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ *деканат* томонидан тузилган *рейтинг назорат жадваллари* асосида ўтказилади. Якуний назорат семестрнинг охириги мобайнида ўтказилади.
- 22. Талаба фан бўйича *курс лойиҳаси (иши)ни* ушбу фан бўйича тўплаган баллари *умумлаштирилишига қадар* топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан *кам балл тўплаган* ва *узрли* сабабларга кўра назоратларда қатнаша олмаган талабага *қайта топшириш* учун, *навбатдаги шу назорат туригача*, сўнгги жорий ва оралиқ назоратлар учун *якуний назоратгача* бўлган муддат берилади.
- *Касаллиги* сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда *жорий, оралиқ ва якуний* назоратларни топшира олмаган талабаларга *факультет декани фармойиши* асосида, ўқишни бошлаганидан сўнг муддатда топширишга рухсат берилади.
- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари *умумий баллининг 55 фоизидан* кам бўлса ёки

семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндиси **55 балдан** кам бўлса, у ҳисобланади.

- Академик қарздор талабаларга **семестр тугаганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.
- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра **ректор буйруғи** билан 3 (уч) аъзодан кам бўлмаган таркибда **апелляция** комиссияси ташкил этилади.
- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, **шу қуннинг** ўзида ҳулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида **белгиланган муддатларда** ўтказилиши ҳамда расмийлаштирилиши **факультет декани, кафедра мудири, ўқув бўлими** ҳамда **ички назорат ва мониторинг бўлими** томонидан назорат қилинади.

#### **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари **семестр якунида** рейтинг қайдномасига **бутун** сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган **умумий ўқув** юклама соатлари, “Фандан олинган баҳо” устунига эса **100 баллик** тизимдаги **ўзлаштириши** қўйилади.
- Талабанинг саралаш балидан **наст** бўлган ўзлаштириши рейтинг дафтарчасига қайд **этилмайди**.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари **гуруҳ журнали** ҳамда **қайдномада** қайд этилади ва **шу қуннинг** ўзида (назорат тури **ёзма иш** шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Якуний назорат натижаларига кўра **фан ўқитувчиси** талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
- 30. Талабанинг рейтинг унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтинг**и барча фанлардан тўпланган рейтинг баллари **йиғиндиси** орқали аниқланади.
- 31. Талабалар умумий рейтинг и ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани **деканат** томонидан расмийлаштиришда фан **бир неча семестр** давом этган бўлса, **рейтинглар йиғиндиси** олинади.
- **Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштириш кўрсаткичи ҳисобга олинади.**
- 33. Талабаларнинг назорат турлари бўйича эришган **натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб**, мунтазам равишда таҳлил қилиб борилади.
- 34. Жорий, оралиқ ва якуний назорат натижалари **кафедра йиғилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида** мунтазам равишда муҳокама этиб борилади ва тегишли **қарорлар** қабул қилинади.

#### **VI. Якуний қоидалар**

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест

маркази тест баҳолари ва рейтинг балларининг холислигини текширишни ташкил этади ва назорат қилади.

- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

**Ўзбекистон Республикаси Олий ва ўрта махсус таълим  
вазирлиги**

**Гулистон Давлат университети**



**Талабаларнинг фанлардан мустақил  
ишларини ташкил этиш, назорат қилиш  
ва баҳолаш тартиби тўғрисида  
Низом**

**Гулистон-2013**

**Гулистон давлат университетида талабалар мустақил  
ишларини ташкил этиш, назорат қилиш ва баҳолаш  
тартиби тўғрисида Низом**

**I. Умумий қоидалар**

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, кўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.

**II. Талабалар мустақил ишининг мақсад ва вазифалари**

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукамал ўзлаштириш кўникмаларига эга бўлиш;
- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;
- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий хужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;
- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;
- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;
- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;
- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим,

лойиха ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;

- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

### **III. Талаба мустақил ишининг ташкилий шакллари**

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услубий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;

- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;

- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;

- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;

- курс иши (лойиҳаси)ни мустақил бажариш;

- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқиладиган ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқиладиган.

### **IV. Фанлардан ўқув машғулотлари бўйича топшириқлари**

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотларидан мустақил иш топшириқлари кафедраларнинг етакчи профессор-ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқиладиган, кафедра йиғилишида муҳокамадан ўтказиладиган ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтириладиган ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганилиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширигандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консультациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиха) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

#### **V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби**

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотларида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулотлари бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулотлари кесимида мустақил иш топшириқларини график асосида машғулот дафтарига қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

#### **VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш**

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудири томонидан тасдиқлашга тавсия этилади.

*Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташиқил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташиқил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташиқил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгаининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил \_\_ январдаги \_\_\_\_\_ -сонли буйруғи билан қайта тасдиқланган.*



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

**ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ**



**Талабаларнинг фанлардан қолдирган  
дарсларини қайта ўзлаштириши тўғрисида  
НИЗОМ**

**Гулистон**

# **Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ**

## **1. Умумий ҳолатлар**

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритувида бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

### **3. Мазкур Низом:**

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудири ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;

- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;

- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутати.

## **II. Фанлардан қолдирилган дарсларнинг қайта ўзлаштирилишини қайд қилиш тартиби**

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журнаliga “й” ёки “нб” белгиларини қўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. “Ўқитувчи журнаli” ва “Гуруҳ журнаli”даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш “Ўқитувчи журнаli” ва “Гуруҳ журнаli”да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

**8. Қолдирилган дарсларни тўлиқ ўзлаштирамаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.**

### **III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби**

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та муддат** ичида қабул қилинади. Муддат ўтганидан сўнг деканат рухсати билан қабул қилинади.

**12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкламаси ҳисобидан амалга оширилади.**

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирамаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

### **IV. Дарсларнинг қолдирилишини камайтириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар**

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги даволат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг даволати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг даволати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг

фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга халақит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

*Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил \_\_январдаги \_\_-сонли буйруғи билан қайта тасдиқланган.*

# SYLLABUS

## ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди  
№ Б0-51201-3.1  
2012 йил «14» март

Ўзбекистон Республикаси  
Олий ва ўрта махсус таълим  
вазирлигининг 2012 йил  
«14» март даги  
«107» - сонли буйруғи  
билан тасдиқланган



АСОСИЙ УҚУВ ДАСТУРИ

### ЎҚУВ ДАСТУРИ

Билим соҳаси:	100000	- Гуманитар соҳа
Таълим соҳаси:	120000	- Гуманитар фанлар
Таълим йўналишлари:	5120100	- Филология ва тилларни ўқитиш (инглиз тили)

Тошкент-2012

## Кириш

Асосий ўрганилаётган тил ихтисослик фани сифатида тили ўрганилаётган мамлакатларнинг бадиий адабиёт намуналарини ўқиш ва мазмунини англаш, даврий матбуот нашрларида баён этилган асосий воқеа-ҳодисалар тўғрисида ўқиб, маълумотга эга бўлиши ҳамда уларни оғзаки сўзлаб бериш, мазмунини ёзма баён этишга ўргатишни кўзда тутилади. Ушбу фандан ўтиладиган амалий машғулотларда матн билан ишлаш асосида талабаларнинг нутқий малакасини ошириш орқали турли хил нутқ услубларини билиб олиш имкониятини ҳосил қилди.

Асосий чет тили, амалий (назарий) фонетика ва грамматика, лексикология, стилистика, қиёсий типология дарсларида талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек психология, педагогика, методика соҳалари бўйича назарий курсларни ўрганиш жараёнида фойдалана билиши шарт.

### **Ўқув фанининг мақсади ва вазифалари**

**Ўқув фанининг мақсади** - талабаларда лингвистик, линвокультурологик ва коммуникатив кўникма ва малакаларни шакллантиришдир. Лингвистик компетентлик тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутқ) вазиятида мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир.

Линвокультурологик компетенция тили ўрганилаётган мамлакатнинг Айни пайтдаги ижтимоий-иқтисодий ва маданий ривожига ва шунга мос тарзда нутқ муомала маданиятини назарда тутди. Асосий чет тили фанининг касбий педагогик мақсади эса ўрганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (ўқувчиларнинг интеллектуал фаолиятини бошқариш, нутқ фаолиятини муайян мақсадга йўналтириш, нутқ фаолиятини ташкил этиш, уни назорат қилиш ва ҳ.к.) ўз ичига қамраб олади.

**Фаннинг вазифаси** – нутқ амалиёти талабаларнинг мантикий тафаккурини, чет тилидаги нутқий қобилиятини, хотирлаш турлари, фикрлари, умумнутқий ва умумтаълимий йўриқларни, тил бўйича мустақил ишлаш малакаларини ривожлантиради. Асосий чет тили дарсларида амалий ва назарий грамматика, мамлакатшунослик, лексикология, тил тарихи, стилистика, шунингдек, психология, методика ва бошқа фанларда ўзлаштирган билим ва малакаларни қўлланилиши кўзда тутилади.

**Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар** Асосий ўрганилаётган тил (инглиз тили) ўқув фанини ўзлаштириш жараёнида

бакалавр:

- англиз тилининг морфологик тузилиши ва товуш тизими; ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;

- англиз тилининг ривож ва тил доирасидаги асосий экстралингвистик жиҳатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма-хиллиги;

- мулоқотнинг оғзаки ва ёзма турлари;

- англиз тилида фикрни лисоний ифода қилиш усуллари ва уларнинг нутқ оғзаки ва ёзма шаклларида қўлланилиши қонуниятлари;

- нутқнинг диалогик ва монологик шакллари ҳақида тасаввурга эга бўлиши;

- тилнинг замонавий ҳолати тавсифи, ёзув, графика, орфография, пунктуация, лексик-

- грамматик туркумлар, сўз тузилиши, бошқа тиллардан сўз кириб келишининг умумий тарихини;

- содда ва қўшма гаплар, сўз бирикмалари синтаксиси, лексика ва ёзма нутқ, диалектал лексиканинг асосий хусусиятлари;

- англиз тилида сўзловчи шахсларнинг кенг тарқалган кундалик ва касбий вазиятларда сўзлаган нутқини тушуна олиш: эшитилаётган матнлардан (радио, телевидение, видеокассеталар, ДВД) ҳамда илмий матнларни тушуна олиш ва улардан ўзи учун зарур бўлган ахборотни ола билиш;

- матнларни лингвистик жиҳатдан таҳлил қилиш, турли жанрга оид матнларни англиз тилидан она тилига ва она тилидан англиз тилига оғзаки ва ёзма таржима қилиш;

- жаҳоннинг турли давлатлари маданияти хусусиятларини қиёслаш, солиштириш ва таҳлил қилиш;

- лисоний ва ўлкашуносликка алоқадор билимларни кенгайтириш ва чуқурлаштириш, коммуникатив кўникмаларини фаоллаштириш учун замонавий информацион технологиялардан фойдаланиш малакасига эга бўлиши ва улардан фойдалана олиши;

- англиз тилидаги ҳозирги адабий шаклида турли хил мураккаблигдаги матнларнинг ёзма таржима қилиш;

- англиз тилида хорижий мутахассислар билан касбий ва маиший вазиятларда жонли мулоқот олиб бориш;

- ҳар хил мавзу ва матнларни ўқитиш олиб борилаётган тилга суҳбат, нутқ ва маърузаларни оғзаки изчил ва синхрон таржима қила олиш;

- англиз тили ва ўқитиш олиб борилаётган тилдаги маълумотларни қўллаб аннотация, реферат, маълумотлар тўплаш ва тузиш;

- янги информацион технологиялардан касбга йўналтирилган мақсадларда фойдалана олиш кўникмасига эга бўлиши зарур.

**Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги**

Асосий ўрганилаётган тил (инглиз тили) фани айниқса, амалий фонетика ва Амалий грамматика, инглиз адабиёти фанлари билан бевосита боғлиқ бўлиб, ушбу дарсларда талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек, психология, педагогика, методика фанлари бўйича назарий курсларни ўрганиш жараёнида фойдалана билишлари шарт. Бу инглиз тили фанининг ушбу фанлар билан алоқадорлигини ва мазмуний узвийлигини таъминлайди.

### **Фаннинг амалиётдаги ўрни**

Хорижий филология таълим йўналиши бўйича бакалавр тайёрлаш босқичининг ажралмас бўғини сифатида асосий ўрганилаётган тил (инглиз тили) умумқасбий Фан ҳисобланиб, талаба-бакалаврларнинг умумий ўрта таълим мактаблари, академик лицейлар ва касб-ҳунар коллежларида фаолият кўрсатишларига ёрдам беради. Фанни ўқитишда замонавий ахборот ва педагогик технологиялар.

Талабаларнинг асосий ўрганилаётган тил (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги информацион- педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш Интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

### **Асосий қисм ТИЛ ТАРИХИ**

Герман тилларнинг ҳинд-европа тиллар оиласида тутган ўрни. Ҳозирги замон герман тиллари, уларнинг тарқалиши ва таснифи.

Герман қабилалари ҳақидаги маълумотлар: (Питеас, Юлий Цезар, Тацит) Герман қабилаларининг таснифи ва “халқларнинг буюк кўчиши” даврида уларнинг жойлашиши. Герман тилларининг ўзига хос хусусиятлари: ундошларнинг биринчи кўчиши, Гримм қонуни, Вернер қонуни, унлиларнинг ўзгариши, отларнинг турланиш тизими, феълларнинг миқдор ўзгариши ва суффиксли феълларга ажралиш тизими, герман алифбоси, герман тилларининг энг муҳим ёзма ёдгорликлари ва уларнинг таснифи. Инглиз тили тарихининг даврларга бўлиниш масаласи.

### **Қадимги инглиз тили даври**

Британия оролларида ва Европа қитъасида Кельт қабилалари. Рим кўшинларининг Британия оролларида босиб олиши, римликлар қурган тарихий обидалар. Минтақада ғарбий герман қабилалари ва уларнинг Рим



билан алоқаси. Англо-саксон, фриз ва ют қабилаларининг Британия оролларида истило қилиши ва англо-саксон давлатларининг юзага келиши.

Англияда феодализмнинг бошланиши. Инглиз халқининг пайдо бўлиши. Англо-саксон давлатларнинг ҳукмронлик учун кураши. VII асрда Англиянинг христиан динига ўтиши. Скандинавлар истилоси.

Қадимги инглиз тили товушлар тизимининг тарихий қонуниятлари: палаталлашув. Сонор ундош бирикмалари олдидан унлиларнинг чўзилиши, кейинги ундошнинг тушиб қолиши натижасида унлиларнинг чўзилиши.

**Ўрта инглиз тили тарихи даври**

Ўрта инглиз тили даврининг асосий тарихий воқеалари. Норманларнинг Англияни истило қилиши. Норманлар истилоси натижасида инглиз тили луғат таркибининг бойиши. Ўрта инглиз тилининг шевалари. Сиёсий-маъмурий ва йирик иқтисодий марказ - Лондон шевасининг юзага келиши.

### **Янги инглиз тили даври**

Янги инглиз тили даврининг асосий тарихий воқеалари. Миллий тилнинг вужудга келишида Лондон шевасининг аҳамияти. Инглиз миллий тилининг умумхалқ хусусияти. Маҳаллий шеваларнинг сақланиб қолиши ва уларнинг ижтимоий кўринишлари. Касб-хунар жаргонларининг пайдо бўлиши. Китоб нашр қилиниши муносабати билан миллий тил ёзма шаклининг кенг тарқалиб бориши.

Янги инглиз тили даврида содир бўлган асосий фонетик ўзгаришлар. «Унлиларнинг буюк кўчиши», урғусиз бўғиндаги унлиларнинг тушиб қолиши. Янги унли товушларнинг пайдо бўлиши. Унлилар ва ундошлар тизимида содир бўлган бошқа ўзгаришлар.

Инглиз тили грамматик тизимида содир бўлган ўзгаришлар. Феълларнинг нотўғри тусланиши тизимидан туғри феъллар гуруҳига ўтиши. “Be”, “do”, “go”, “will” феълларининг ривожланиши. Перфект, давомий аспект шакллари ривожланиши.

Мажхул нисбатнинг ривожланиши, иш-ҳаракат ва ҳолат пассиви маъноларининг фарқланиши. “Do” феълнинг ёрдамчи феъл сифатида шаклланиши.

### **Чет тили тарихи**

Семинар дарсларида талабалар маърузада олган назарий билимларини амалда қўллай билиши учун инглиз тилининг турли давларига мансуб матнларни ўқиб таржима қиладилар.

Қадимги инглиз тилидаги матнларда учрайдиган турли грамматик ҳодисаларнинг ҳозирги замон инглиз тилидаги муқобил шакллари топадилар ва кузатиладиган фарқларни изоҳлайдилар.

Ҳозирги инглиз тилида учрайдиган ностандарт грамматик шаклларнинг келиб чиқишини изоҳлаб берадилар.

Семинар машғулотларда қўйидаги мавзулар муҳокама қилинади.

1. Қадимги инглиз тили фонетикасининг хусусиятлари. Фонетик қонуниятлари ва ходисалари.

2. Қадимги инглиз тили морфологияси. От ва унинг грамматик категориялари.

3. Қадимги инглиз тилида феъл сўз туркуми. Феълнинг структураси ва грамматик категориялари.

4. Қадимий инглиз тили синтаксиси. Сўз бирикмаси ва содда гап.

5. Қадимий инглиз тили луғат таркиби. Луғат таркибининг этимологик характеристикаси.

6. Ўрта давр инглиз тилидаги асосий фонетик жараёнлар.

7. Унлиларнинг буюк кўчиши ходисаси ва унинг оқибатлари.

8. Инглиз адабий тили нормасининг шаклланиши.

### **Мустақил ишларни ташкил этишнинг шакли ва мазмуни**

Инглиз тилида сўзлашувчи мамлакатлар даврий нашрлари тилининг ўзига хос хусусиятлари ва уларнинг таркибий тузилмалари, жанрлари; турли даражадаги ахборот хабарлари: аниқ воқеа-ходисалар тўғрисида сиёсий-иқтисодий-маданий ахборотлар; энг аҳамиятли воқеа ва ходисаларни изоҳлаб бериш; ўз мамлакати ва жаҳондаги аниқ сиёсий-иқтисодий-маданий воқеалар ва жараёнларни назарий жиҳатдан умумлаштириш.

Талаба мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда куйидаги шакллардан фойдаланиши тавсия этилади:

- турли хил луғатлар, грамматик маълумотномалар ёрдамида лексик ва синтактик бирликлар устида чуқур иш олиб бориши; тил ва маданият борасида турли хил ўхшашликлар ва тафовутларни аниқлаши;

- компьютерлашган лингафон воситалари билан ишлаш;

- эркин мавзуда иншо ёки баён ёзиш; тақдимот қилиш, дебатда иштирок этиш;

- ўрганилаётган ва муаммоли мавзуларда лойиҳавий – тадқиқот ишларини олиб бориш;

- ўрганилаётган тил ва нутқ материалига доир машқлар ва тестлар тузиш;

- газета, журнал мақолаларни ўқиш ва улардан таржимаи ҳол, резюме, аннотация ёзишда фойдаланиш;

- бадиий адабиёт ўқиш ва уни тақдимот қилиш;

- турли хил функционал услубдаги матнларни таржима қилиш;

- формуляр, анкета тузиш, таржимаи ҳол, резюме, аннотация ёзиш;

- E-mail бўйича ахборот жўнатиш ва қабул қилиш;

- дебат, муҳокама, келишувлар, учрашувлар, ўйинлар ўтказиш.

Талаба мустақил ишни тайёрлашда фаннинг хусусиятларини ҳисобга олган ҳолда куйидаги шакллардан фойдаланиш тавсия этилади:

Дарслик ва ўқув қўлланмалар бўйича фан боблари ва мавзуларини ўрганиш; Тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;

Махсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устида ишлаш; Интернет имкониятларидан фойдаланиш;

Масофавий (дистанцион) таълим имкониятларидан фойдаланиш;

Мустақил иш натижалари юзасидан ёзма ва оғзаки ахборот бериш;

Мустақил иш учун ажратиладиган вақт хажмини ва вазифани кўпайтириш;

Талабаларнинг мустақил ижодий ишларини назорат қилиш ва баҳолаш.

Курс лойиҳасининг мақсади талабаларни инглиз тили назарий фонетикаси ва фонологияси бўйича мустақил ишлаш қобилиятини ривожлантириш, олган назарий билимларини қўллашда амалий кўникмалар ҳосил қилиш, улардан ўз фаолиятида унумли фойдаланиш, курс лойиҳаларини инглиз тилида ёзиш кўникмасини шакллантиришдан иборатдир.

Курс иши мавзулари фан талабидан келиб чиқиб тузилади ва ҳар йили янгиланиб ва тўлдириб борилади. Курс ишлари мавзулари олдинроқ тайёрланади ва талабаларга таништирилади.

Илмий раҳбар ҳар бир талабага шахсий топшириқ беради, курс ишининг режаси тузилади ва тегишли адабиётлар тавсия қилинади ва доимий равишда назорат қилиб боради.

#### **Дастурнинг информатсион – услубий таъминоти**

Асосий ўрганилаётган чет тили фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган.

Мазкур фаннинг курси юзасидан машғулотларда аудио-видео воситалари ва компьютер технологиялари ёрдамида тақдимотлар ўтказиш.

Амалий машғулотлар дарсларида ақлий ҳужум, гуруҳли фикрлаш, диалог, полилог, коммуникатив мулоқот каби интерфаол уусулларидан фойдаланиш. Кичик гуруҳ мусобақалари, интернет янгиликлари ва илғор педагогик технологияларни қўллаш назарда тутилади.

Бундан ташқари тизимли ёндошув асосида талабаларнинг ўқиш – билиш фаолиятини тасвирлайдиган таълим жараёнининг лойиҳаси тузиб чиқилади. Таълим мақсади реал, аниқ диагностик бўлишига эришилади ва талабанинг билим, ўзлаштириши сифати объектив баҳоланади. Таълим жараёнининг тузилиши ва мазмуни яхлитлиги, ўзаро боғлиқ ва ўзаро таъсирида бўлишига эришилади. Маърузавий ва амалий машғулотлар талабанинг фаоллигига таяниб зигзаг, брейнсторм, скарабей ва шу каби методлар ёрдамида олиб борилади. Оралиқ ва якуний назорат ва баҳолашнинг керакли ўринлари белгиланган мезонларга биноан талабаларнинг тест вазифаларини бажариши орқали амалга ошириладигани, бунда талабалар билим даражаси шакллантирувчи ва жамловчи баҳолар ёрдамида аниқланади.

# WORKING SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ” КАФЕДРАСИ

«Тасдиқлайман»  
Ректор \_\_\_\_\_ А. Эминов  
\_\_\_\_\_ 2013 йил

## АСОСИЙ ЎРГАНИЛАЁТГАН ЧЕТ ТИЛИ (Инглиз тили тарихи) фани бўйича

ИШЧИ ЎҚУВ ДАСТУР

220000 – гуманитар фанлар  
5120100 – Филология ва тилларни ўқитиш (Инглиз тили)

Умумий ўқув соати: 48

Шу жумладан:

Маъруза: 12

Амалий: 12

ТМИ: 24

Гулистон – 2012/2013

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилди.

**Тузувчи: Уразбаев Ҳ.И.** – ГулДУ Инглиз тили ва адабиёти кафедраси  
ўқитувчиси \_\_\_\_\_ (имзо)

**Такризчи:** Тожиев Х. – ГулДУ Инглиз тили ва адабиёти кафедраси  
доценти \_\_\_\_\_ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2013 йил “\_\_\_” \_\_\_\_\_ даги \_\_\_ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

**Кафедра мудири:**

**Уразбаев Ҳ.**

Фаннинг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг 2013 йил “\_\_\_” \_\_\_\_\_ даги “\_\_\_” - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий  
Кенгаши раиси:

доц. М.Бойэшонов

Келишилди:

Ўқув ишлари бўйича ректор муовини

доц. Н.Баракаев

## **1. КИРИШ**

Инглиз тили тарихи фанининг мақсади талабалардан инглиз тилининг келиб чиқиши, унинг герман тиллари орасида тутган ўрни, унинг фонетик, грамматик ва лексик системасининг тарихий нуқтаи назардан таҳлил этиш ва тушунтириш ҳисобланади.

Инглиз тили тарихи фани англистика ва германистиканинг асосий бўғинларидан бўлиб, у нафақат назарий фонетика, назарий грамматика, лексикология каби фанлар ўртасидаги боғлиқликларни, балки инглиз адабиёти тарихи ҳақида ҳам кенг маълумот беради.

### **1.1 Фаннинг мақсад ва вазифалари**

- талабаларда миллий инглиз адабий тилининг тарихий шаклланиши қонуниятлари ҳақида тасаввурни шакллантириш;
- таълим олувчиларнинг умуммаданий ва филологик дунёқарашини кенгайтириш;
- талабаларда филология, хусусан, инглиз филологияси соҳаси бўйича кенгроқ билим, кўникма ва малакаларни шакллантиришга қизиқишни шакллантириш.

Фаннинг вазифалари қаторига талабаларга инглиз тили тарихи давомида рўй берган муҳим фонологик, лексик тизимлар ва грамматик тузилишидаги ўзгаришлар ҳақида тасаввур уйғотиш, ҳамда ушбу ўзгаришларни бошқарувчи сабаблар ўртасидаги боғлиқликларни тушунтириш киради.

Фанни ўзлаштириш давомида талаба:

### **1.2 Фанни ўзлаштирган талабанинг малакавий даражалари**

Инглиз тили тарихи фанини ўрганишда бакалавр:

- инглиз тилининг морфологик тузилиши ва товуш тизими; ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;
- инглиз тилининг ривож ва тил доирасидаги асосий экстралингвистик жиҳатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма-хиллиги;
- Замонавий инглиз тили ривожланиш босқичлари ҳақида;
- фаннинг терминологик аппарати ҳақида тасаввурга эга бўлади.
- Инглиз тили тарихи давлари ҳақида;
- қадимги, ўрта ва янги инглиз тили давларига оид муҳим ёзма ёдгорликлар ҳақида
- грамматика соҳасида инглиз тилининг ривожланиш қонуниятлари ҳақида;

- замонавий англиз тили фонологик тизимининг шаклланишида асосий омил бўлиб хизмат қилган асосий фонетик ўзгаришлар ҳақида;
- англиз тили луғат бойлигининг ўсишининг асосий манбалари ҳақида билимга эга бўлади.

### **1.3 Фаннинг ўқув режасидаги фанлар билан боғлиқлиги**

Инглиз тили тарихи фани айниқса, ўрганилаётган тил филологиясига кириш, умумий тилшунослик, ўрганилаётган тил назарий фонетикаси ва назарий грамматикаси, лексикология, англиз адабиёти фанлари билан бевосита боғлиқ бўлиб, ушбу дарсларда талабалар олган билимларини умумий тилшунослик, стилистика, таржима, қиёсий типология, шунингдек, психология, педагогика, методика фанлари бўйича назарий курсларни ўрганиш жараёнида фойдалана билишлари шарт. Бу англиз тили тарихи фанининг ушбу фанлар билан алоқадорлигини ва мазмуний узвийлигини таъминлайди.

### **1.4 Фанни ўқитишда педагогик ва ахборот технологияларидан фойдаланиш**

Талабаларнинг англиз тили тарихи фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усуллари билан фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

**Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига  
ажратилган соатларнинг тақсимооти**

Т.р.	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий Машғулот	Лаб-я машғ.
1	1. Introduction. The Subject Matter of the History of English Language	4	2	2	-
2	2. Germanic Languages. General Characteristics of Germanic Languages	4	2	2	-
3	3. Old English Period. General Characteristics.	4	2	2	-
4	4. Middle English Period. General Characteristics.	4	2	2	-
5	5. New English Period. General Characteristics.	4	2	2	-
6	6. Etymological Layer of the English Language.	4	2	2	-
	<b>ОҲ</b>				
	<b>ЯН</b>				
	<b>Жами</b>	<b>24</b>	<b>12</b>	<b>12</b>	

## 2. Ўқув материаллари мазмуни

### 2.1 Маъруза машғулотлари мазмуни

#### **2.1.1. Introduction. The Subject Matter of the History of English Language (2 hours)**

The subject matter of studying the history of the English language. Place of English language in the Indo-European family of languages. Aims and tasks of the subject. Main method and sources of studying the history of the English language and its connection with other subjects.

#### **2.1.2 Germanic Languages. General Characteristics of Germanic Languages. (2 hours)**

Place of Germanic languages in the language tree of Indo-European family of languages. Old Germanic tribes and their invasion of Great Britain. Scandinavian tribes, Jutes, Saxons and Angles, Ingevenes, Herminones, and others. Grammatical, phonetic and lexical features of Germanic languages.

#### **2.1.3 Old English Language. General Characteristics. (2 hours)**



Old English period in the history of the English language. Old English written records and their place in studying the history of the language. Beowulf, Ruthwel Cross, and other sources. Grammatical, phonological and phonetic features of the Old English language.

#### **2.1.4 Middle English Period. General Characteristics. (2 hours)**

Middle English period in the history of the English language. Middle English written records and their place in studying the history of the language. Formation of dialects. Inner and outer history of the language. Norman invasion and its consequences in the language history. Grammatical, phonological and phonetic features of the Middle English language.

#### **2.1.5 New English Period. General Characteristics. (2 hours)**

New English period in the history of the English language. New English written records and their place in studying the history of the language. Formation of literary language. Expansion of the English language in the globe and becoming the language of commerce, diplomacy and communication. Grammatical, phonological and phonetic features of the New English language.

#### **2.1.6 Etymological Layer of the English Language. (2 hours)**

Etymology of words in the English language. Finding the layers of English vocabulary. Scandinavian, Roman and French borrowings in the English language and their classification.

## **2.2 Семинар машғулоти маъмуни**

### **2.2.1. Introduction. The Subject Matter of the History of English Language (2 hours)**

The subject matter of studying the history of the English language. Place of English language in the Indo-European family of languages. Aims and tasks of the subject. Main method and sources of studying the history of the English language and its connection with other subjects.

### **2.2.2 Germanic Languages. General Characteristics of Germanic Languages. (2 hours)**

Place of Germanic languages in the language tree of Indo-European family of languages. Old Germanic tribes and their invasion of Great Britain. Scandinavian tribes, Jutes, Saxons and Angles, Ingevenes, Herminones, and others. Grammatical, phonetic and lexical features of Germanic languages.

### **2.2.3 Old English Language. General Characteristics. (2 hours)**

Old English period in the history of the English language. Old English written records and their place in studying the history of the language. Beowulf, Ruthwel Cross, and other sources. Grammatical, phonological and phonetic features of the Old English language.

### **2.2.4 Middle English Period. General Characteristics. (2 hours)**

Middle English period in the history of the English language. Middle English written records and their place in studying the history of the language. Formation of dialects. Inner and outer history of the language. Norman

invasion and its consequences in the language history. Grammatical, phonological and phonetic features of the Middle English language.

#### **2.2.5 New English Period. General Characteristics. (2 hours)**

New English period in the history of the English language. New English written records and their place in studying the history of the language. Formation of literary language. Expansion of the English language in the globe and becoming the language of commerce, diplomacy and communication. Grammatical, phonological and phonetic features of the New English language.

#### **2.2.6 Etymological Layer of the English Language. (2 hours)**

Etymology of words in the English language. Finding the layers of English vocabulary. Scandinavian, Roman and French borrowings in the English language and their classification.

### **3. Мустақил таълимни ташкил этишининг шакли ва мазмуни**

#### **Талабалар мустақил таълимининг мазмуни ва ҳажми**

Талабаларнинг амалий машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун кафедра ўқитувчилари томонидан ўқув услубий мажмуалар ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, оралик ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ОН ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 24 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

- амалий машғулотлар бўйича уй вазифаларни тайёрлаш – 6 соат.
- ҳар бир мавзу бўйича мустақил тарихий аҳамиятга эга матнларни таржима қилиш – 12 соат
- Фан бўйича асосий ва қўшимча адабиётларни шарҳлаган ҳолда кўлёзма реферат тайёрлаш – 6 соат.

Семинар машғулотларда назарий билимлар мавзуга оид савол жавоблар ўтказиш орқали мустаҳкамланади. Инглиз тили тарихи фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзусини мустақил ўрганиши ва ёзма топшириқларни бажариш орқали мустаҳкамлаши зарур.

Қолдирилган дарсларни топшириш учун талаба дарс материаллини тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур. Қолдирилган ОН ва ЯН лар белгиланган тартиб бўйича топширилади.

**Талабалар мустақил таълимнинг мазмуни ва ҳажми**  
(Амалий машғулотлар)

<b>Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари</b>	<b>Мустақил таълимга оид топшириқ ва тавсиялар</b>	<b>Бажарилиш муддатлари</b>	<b>Ҳажми (соатда)</b>
1. Ohthere's account of his first voyage	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	1 – ҳафта 2–ҳафта	2
2. From the Anglo-Saxon Chronicle	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	3 ҳафта	2
3. The Story of Jacob's Deceit	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	4-ҳафта	2
4. From Chaucer's Prologue to his "Canterbury Tales"	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	5-ҳафта	2

5. About the languages of the inhabitants. Chapter 59	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	6-7 ҳафта	2
6. From Hamlet, Act III, Scene II. The Performance	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	8-9 ҳафта	2
7. From Capgrave's Chronicle of England; ab. 1463	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	10-11-ҳафта	2
8. From "Volpone, or The Fox" by Ben Jonson	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	12-13-ҳафта	2
Synopsis	Choose several essential sources on the history of the English language and prepare a synopsis on the assigned topic. Comment on the opinions and suggestions of the major historians and linguists given in the sources. Use proper referencing. Use internet materials to illustrate the topic.	14-18 ҳафта	6

**4. Рейтинг баҳолаш тизими**  
**4.1. Рейтинг назорати жадвали**

№	Вазифа	Сони	Балл	Умумий балл
1. Жорий Назорат (ЖН)				
1.1	Семинар мавзулари ёзма баёни	6	1	6
1.2	Семинар мавзулар оғзаки баёни	6	2	12
1.3	Тест сўрови	1	2	2
1.4	Матн таҳлили (ТМИ)	8	2	16
1.5	Реферат (ТМИ)	1	4	4
	ЖН Жами			50
2. Оралиқ Назорат (ОН)				
2.1	Ёзма шакли	3	5	15
2.2	Оғзаки шакли	3	5	15
	ОН Жами			30
3. Якуний Назорат (ЯН)				
4.1	Ёзма шакли	3	10	30
ЯБ Жами				30
Жами	40+30+30=100			100

**КУЗГИ СЕМЕСТР**

КУЗГИ СЕМЕСТР																							
№	Сентябр				Октябр				Ноябр				Декабр				Январ						
	3-8	10-15	17-22	24-29	2-6	8-13	15-20	22-27	29-3	5-10	12-17	19-24	26-1	3-7	10-15	16	17-22	24-27	28-10	11-12		14-19	21-26
1		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			
				3	3				3						3		3		2				
2		2	2	2	2			2		2		2	2						4				
3																							

**Эслатма:** 6- семестрда ўқитиладиган “Инглиз тили тарихи” фанининг ўқув ҳажми 48 соатни ташкил этганлиги сабабли фан коэффиценти 0.48 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0.48 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш кўрсаткичлари	41-48	34-40	26-39	<26

### Талабалар билимини баҳолаш мезони

Балл	Баҳо	Мезон
86-100	Аъло	Тил ривожига туртки бўлган тарихий, ижтимоий ва маданий воқеа-ҳодисалар ҳақида билимга эга, тилдаги энг сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида тушунчага эга; тилда рўй берган ўзгаришлар тарихини таҳлил қила олади.
71-85	Яхши	Инглиз тили ривожига туртки бўлган тарихий, маданий воқеа ва ҳодисалар ҳақида билимга эга, энг машҳур тилшунос олимлар, тилда юз берган сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида умумий тушунчага эга;
55-70	Қониқарли	Тил ривожланиш тарихидаги асосий ўзгаришлар ҳақида, тил ривожига энг сезиларли ўзгаришлар ҳақида билимга эга;
0-54	Қониқарсиз	Асосий билимга эга эмас; энг сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида умумий тушунчага эга эмас.

### “Инглиз тили тарихи” фанидан талабалар билимини БАҲОЛАШ МЕЗОНИ

#### 1. Жорий назорат

1.1 Семинар мавзулари ёзма баёни, талабаларнинг семинар машғулотларига тайёргарлиги текширилганда улардан семинар мавзусига ёзма равишда тайёргарлик сўралади. Семинарга ёзма тайёргарлик кўришда талабаларнинг асосий ва қўшимча маълумотлардан фойдаланганлиги, интернет маълумотларидан фойдаланганлиги эътиборга олинади ва ҳар бир семинар

ёзма баёнига талаба 2 баллгача олиши мумкин. Бунда семинар мавзуси режасидаги тўртта асосий саволнинг ёритилишига 0.5 баллдан берилади.

1.2 Семинар мавзулари оғзаки баёни. Бунда талабалардан семинар мавзусини оғзаки тарзда баён қилиб бериш сўралади. Оғзаки баён қилиш давомида талабаларнинг инглиз тилидаги нутқи, маълумотларнинг тўғри талқин қилиниши, адекват баёнига эътибор қаратилади. Оғзаки баён қилиб беришда талабага 5 та савол берилади. Ҳар бир саволга жавоб 0.5 баллга тенг. Яъни талаба ҳар бир семинар оғзаки баёнида максимал 2.5 балл олиши мумкин.

1.3 Талабалардан семинар машғулоти давомида 1 та тест топшириғини бажариш сўралади. Ҳар бир тест учун талаба максимал 4 балл олиши мумкин. Тест топшириқлари 40 та муқобил жавобга эга тест саволларига жавоб бериш сўралади. Ҳар бир тўғри жавоб 0.1 баллга тенг.

1.4 Реферат тайёрлаш. Машғулотлар давомида талабалардан реферат тайёрлаш сўралади. Реферат мавзуси семинар машғулотида ва маъруза машғулотида қисман ўрганилган мавзу юзасидан тайёрланади. Реферат мавзуси талабаларга биринчи семинар машғулотида берилади. Рефератнинг тайёрланишига яъни расмийлаштириш қоидаларига амал қилинганлиги, унга тайёрланган тақдимотнинг мослиги ва оғзаки тарзда ҳимоя қилиб берилиши баҳоланади. Рефератнинг расмийлаштирилишига максимал 1 балл ва ҳимояси учун максимал 3 балл қўйилади. Агар талаба реферат тақдимотини ўтказишга тайёр бўлмаса талабадан реферат асосида 4 та саволга жавоб бериш сўралади. Ҳар бир тўғри жавоб максимал 1 баллга тенг.

## **2. Оралиқ назорат**

Оралиқ назорат ёзма шакли 3 та саволдан иборат бўлиб, ҳар бир саволга берилган ёзма жавобга талаба максимал 5 балл олиши мумкин.

Ҳар бир савол жавоби учун 5 баллдан қўйилади. Ҳар бир саволга берилган жавобдаги битта хато 1 баллга тенг.

ОН олишда талабалардан шунингдек мустақил иш топшириш ҳам сўралади. Мустақил иш сифатида ОНга белгиланган мавзуларни айтиб беришга тайёрлаб келиш сўралади. Бунда оғзаки жавобга максимал 5 балл қўйилади.

## **3. Якуний назорат**

Якуний назорат 3 та топшириқдан иборат бўлиб, ҳар бир топшириқ 5 тадан саволни ўз ичига олади. Якуний назоратга максимал 30 балл қўйилиши мумкин.

Ҳар бир топшириқ жавоби учун 10 баллдан қўйилади. Ҳар бир саволга берилган жавобдаги битта хато 1 баллга тенг. Бундан келиб чиқадики, талаба



саволга ёзма жавоб беришда 4 хатога йўл қўйса, ўша саволга берилган жавоб 6 балл билан баҳоланади.

## 5. ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ

### 5.1 АСОСИЙ АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусахаси
1.	Расторгуева Е.А История английского языка. М.Владос, 2005	15
2.	Ильиш Б. А. История английского языка. М. ВШ, 1975	15

### 5.2. ҚЎШИМЧА АДАБИЁТЛАР

№	Муаллиф, номи, тури, йили, ҳажми, сақланиш жойи, электрон адреси	
1.	Аракин В. Д. Очерки по истории английского языка. М., 1985.	
2.	Бруннер К. История английского языка. Пер. с нем. М.: Иностранная литература, т. I—II, 1955—1956.	
3.	Введение в германскую филологию/Арсеньева М. Г., Балашова С. П., Берков В. П., Соловьева Л. Н./—М., 1980.	
4.	Иванова И.П., Беляева Т. М. Хрестоматия по истории английского языка. Л., 1973.	
5.	Иванова И. П., Чакоян Л.П, История английского языка. М., 1976.	
6.	Ильиш Б. А. История английского языка. М., 2003	
7.	Линский С. С. Сборник упражнений по истории английского языка. Л., 1963.	
8.	Плоткин З. Я. Очерк диахронической фонологии английского языка. М., 1976.	
9.	Расторгуева Е.А. История английского языка. М.: Владос, 2005.	
10.	Смирницкий А. И. Древнеанглийский язык. М., 1995.	
11.	Смирницкий А. И. История английского языка (средний и новый период). Курслекций. М., 1965.	
12.	Смирницкий А. И. Хрестоматий по истории английского языка. М., 1938, 1939, 1953.	
13.	Швейцер А. Д. Литературный английский язык в США и Англии. М., 1971.	
14.	Ярцева В. Н. Развитие национального литературного английского языка. М., 1969.	
15.	Barber Ch. Linguistic Change in Present-Day English. London, 2001.	
16.	Baugh A., Cable Th. A History of the English Language. New York, 1999.	

17.	Campbell A. Old English Grammar. Oxford, 1990.	
18.	Jespersen O. Growth and Structure of the English Language. Oxford, 1995.	
19.	Morton A, L. A People's History of England. New York, 1988.	
20.	Mossi F. A Handbook of Middle English. Baltimore, 1992.	
21.	Mauch M. The English Language in Modern Times (since 1400). Warszawa, 1994.	
22.	Serjeantson M. History of Foreign Words in English. London, 2001.	
23.	Strang B. A History of English. London, 2004.	
24.	Sweet H. A New English Grammar. Logical and Historical. Oxford, 1992.	
25.	Sweet H. An Anglo-Saxon Reader in Prose and Verse with Grammar, Notes, Metre and Glossary. Oxford, 1995.	
26.	Williams J. M. Origins of the English Language. A Social and history. New York, 1997.	
27.	Wyld H. C. A History of Modern Colloquial English. Oxford, 1996.	

# TECHNOLOGY OF EDUCATION

## Lecture 1. Introduction. The Subject Matter of the History of English Language

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	<p>-to discuss the key concepts under the given theme</p> <p>-to explain the essence of the themes:</p> <ol style="list-style-type: none"> <li>1. The early history of Britons, their culture and traditions.</li> <li>2. a) The invasion of the Roman Empire.</li> <li>3. b) Anglo-Saxon invasion and its impact on the culture of Britain.</li> <li>4. The epic Anglo-Saxon poem “The Song of Beowulf”.</li> <li>5. The Norman period</li> </ol>
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<p><i>Ўқув фаолияти натижалари:</i></p> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

## Technological Scheme of the Lecture 1

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

## Lecture 2. Germanic Languages. General Characteristics of Germanic Languages

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. The early history of Britons, their culture and traditions. 2. a) The invasion of the Roman Empire. 3. b) Anglo-Saxon invasion and its impact on the culture of Britain. 4. The epic Anglo-Saxon poem "The Song of Beowulf". 5. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of</li> </ul>

<ul style="list-style-type: none"> <li>The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	development of the English literature
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

## Technological Scheme of the Lecture 2

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

## Lecture 3. Old English Period. General Characteristics.

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 6. The early history of Britons, their culture and traditions. 7. a) The invasion of the Roman Empire. 8. b) Anglo-Saxon invasion and its impact on the culture of Britain.

	9. The epic Anglo-Saxon poem “The Song of Beowulf”. 10. The Norman period
<i>Aim of the lesson (Маишгулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Lecture 3

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing ‘I am a word’ game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

## Lecture 4. Middle English Period. General Characteristics.

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 11. The early history of Britons, their culture and traditions. 12. a) The invasion of the Roman Empire. 13. b) Anglo-Saxon invasion and its impact on the culture of Britain. 14. The epic Anglo-Saxon poem “The Song of Beowulf”. 15. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Lecture 4

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing ‘I am a word’ game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1

3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

### Lecture 5. New English Period. General Characteristics

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. The early history of Britons, their culture and traditions. 2. a) The invasion of the Roman Empire. 3. b) Anglo-Saxon invasion and its impact on the culture of Britain. 4. The epic Anglo-Saxon poem “The Song of Beowulf”. 5. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English language
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture



<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Lecture 5

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

### Lecture 6. Etymological Layer of the English Language

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Lecture (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. The early history of Britons, their culture and traditions. 2. a) The invasion of the Roman Empire. 3. b) Anglo-Saxon invasion and its impact on the culture of Britain. 4. The epic Anglo-Saxon poem "The Song of Beowulf". 5. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature

<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Outcomes of the session:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Lecture 5

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

## SEMINAR SESSIONS

### Seminar 1. Introduction. The Subject Matter of the History of English Language

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Seminar (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тuzилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 6. The early history of Britons, their culture and traditions. 7. a) The invasion of the Roman Empire. 8. b) Anglo-Saxon invasion and its impact on the culture of Britain. 9. The epic Anglo-Saxon poem “The Song of Beowulf”. 10. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Seminar 1

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing ‘I am a word’ game.	5	none
2.	Questionnaire on	Doing a questionnaire on VAK	10	Handout 1

	learning styles	(visual, auditory, kinaesthetic) learning styles		
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

## Seminar 2. Germanic Languages. General Characteristics of Germanic Languages

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Seminar (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 11. The early history of Britons, their culture and traditions. 12. a) The invasion of the Roman Empire. 13. b) Anglo-Saxon invasion and its impact on the culture of Britain. 14. The epic Anglo-Saxon poem “The Song of Beowulf”. 15. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation

<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Seminar 2

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

### Seminar 3. Old English Period. General Characteristics.

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Seminar (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 16. The early history of Britons, their culture and traditions. 17. a) The invasion of the Roman Empire. 18. b) Anglo-Saxon invasion and its impact on the culture of Britain. 19. The epic Anglo-Saxon poem "The Song of Beowulf". 20. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature

<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>• To introduce the main concepts under the given theme;</li> <li>• To explain the early development of the English literature</li> <li>• The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>• Be able to understand the concepts</li> <li>• Be able to understand the main tendencies of development</li> <li>• Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Seminar 3

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

### Seminar 4. Middle English Period. General Characteristics.

<i>Time (Ажратилган соат):</i> 2 hours	<i>Number of students (Талабалар сони):</i> 60
<i>Type and form of session (Маишулот тури ва шакли)</i>	Seminar (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маишулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes:

	21. The early history of Britons, their culture and traditions. 22. a) The invasion of the Roman Empire. 23. b) Anglo-Saxon invasion and its impact on the culture of Britain. 24. The epic Anglo-Saxon poem “The Song of Beowulf”. 25. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Seminar 4

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing ‘I am a word’ game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none

6.	Outcomes	Eliciting outcomes of the session from Participants	5	none
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### Seminar 5. New English Period. General Characteristics

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Seminar (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. The early history of Britons, their culture and traditions. 2. a) The invasion of the Roman Empire. 3. b) Anglo-Saxon invasion and its impact on the culture of Britain. 4. The epic Anglo-Saxon poem “The Song of Beowulf”. 5. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials) presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Seminar 5

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing ‘I am a word’ game.	5	none



2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

### Seminar 6. Etymological Layer of the English Language

<i>Time (Ажратилган соат): 2 hours</i>	<i>Number of students (Талабалар сони): 60</i>
<i>Type and form of session (Маиғулот тури ва шакли)</i>	Seminar (visual type)
<i>Lecture plan / structure of session (Маъруза режаси / маиғулот тузилиши)</i>	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. The early history of Britons, their culture and traditions. 2. a) The invasion of the Roman Empire. 3. b) Anglo-Saxon invasion and its impact on the culture of Britain. 4. The epic Anglo-Saxon poem “The Song of Beowulf”. 5. The Norman period
<i>Aim of the lesson (Маиғулот мақсади):</i>	To provide students with information about the Anglo-Saxon and Norman Periods of English literature
<i>Pedagogical tasks (Педагогик вазифалар):</i> <ul style="list-style-type: none"> <li>To introduce the main concepts under the given theme;</li> <li>To explain the early development of the English literature</li> <li>The brief outline of the history of the Middle Ages, the impact of several invasions, including of Roman Empire, Angles, Saxon and Jutes, as well as Normans, on the formation of the then English literature.</li> </ul>	<i>Ўқув фаолияти натижалари:</i> <ul style="list-style-type: none"> <li>Be able to understand the concepts</li> <li>Be able to understand the main tendencies of development</li> <li>Be able to analyze the influence of this historic period on the main tendencies of development of the English literature</li> </ul>
<i>Methods of education (Таълим усуллари)</i>	Visual Slide (Power Point materials)

	presentation
<i>Form of education (Таълим шакли)</i>	Lecture
<i>Educational aids (Таълим воситалари)</i>	Rastorgueva E. History of English Language
<i>Place of education (Таълим бериш шароити)</i>	Lecture room

### Technological Scheme of the Seminar 6

Plan				
	Stages	Procedure	Time	Materials
1.	Lead in	Playing 'I am a word' game.	5	none
2.	Questionnaire on learning styles	Doing a questionnaire on VAK (visual, auditory, kinaesthetic) learning styles	10	Handout 1
3.	Your own style	Identifying individual learning styles; giving practical recommendations	25	Handout 2 Handout 3
4.	Activities addressing all learning styles	Practising activities which address all learning styles	25	Cards, Handout 4
5.	Reflection and action	Reflecting on the session; making an action plan	10	none
6.	Outcomes	Eliciting outcomes of the session from Participants	5	none

## COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

Task 1. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.

### THE OLD ENGLISH VERSION OF BEDE'S ECCLESIASTICAL HISTORY OF THE ENGLISH PEOPLE

#### *Liber secundus, I*

Nis ūs þonne sē hlisa tō foreswizienne, þe bē þam ēadizan Gregorie þurh yldra manna sezene tō ūs becom for hwilcum intinzan hē monad wære, þæt hē swā zeornfulle zymenne dyde ymb þā hælo ūre þeode. Seczeaþ hī, þæt sume dæze þider niwan cōme cypemen of Brytene and moniz cype þing on cēapstōwe brōhte and eac monize cwōmon tō biczenne þā þing. Þā zelomp þætte Gregorius betweoh oþre eac þider cwom, and þā zeseah betweoh oþer þing cype cneohtas þær zesette: wæron hwites lichoman and fægres ondwlitan men and æðellīce zefeaxe. Þā hē þā heo zeseah, and beheold, þā fræzn hē, of hwelcon londe oþþe of hwylcre þeode hie brōhte wæron. Sægde him mon, þæt heo of Breotone ealonde brōhte wæron, ond þæs ealondes bigenzan swelcre onsýne men wæron. Eft hē fræzn hwæder ðā ilcan londlēode cristne wæron þe hī þā zen in hæðennesse gedwolan lifden. Cwæð him mon tō and sægde, þæt heo hæðne wæron, ond hē þā of innerweardre licortan swide sworette and þus cwæð: Wala wā; þæt is sārlic þætte swā fager feorh ond swa leohites ondwlitan men scyle āgan ond besittan þeostre aldor.

Eft hē fræzn, hwæt seō þeod nemned wære. Þe heo of cwōmon. Ondswarede him mon þæt heo Ongle nemde wæron. Cwæð hē: wel þæt swā mæg: forðon heo ænlice onsýne habbað, and eac swylce zedafonað, þæt heo engla æfenerfeweardas in heofonum sý. Þā zyt hē furðor fræzn ond cwæð: Hwætte hātte seō mægð, þe þā cneohtas hider of lædde wæron. Þā ondswarede him mon and cwæð, þæt heo Dere nemde wæron. Cwæð hē: wel þæt is cwe-den Dere, de ira eruti; heo sculon of Godes yrre beon abrozdene ond tō Cristes mildheortnesse zecegzde.

Task 2. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.

*1. THE WEST SAXON TEXT*

**Chapter II**

1. And eft æfter dazum hē ēode into Cafarnaum, and hit wæs ge-hýred þæt hē wæs on hūse.

2. And manega tozædere cōmon and hē tō heom spræc.

3. And hī cōmon āne laman tō him berende, þone feower men bæron.

4. And þā hī nē mihton hine inbringan for þære manigu hī openodon þone hrōf þār sē hælend wæs; and hī þā in-asendan pæt bed þe sē lama on læz.

5. Sōðlice ðā sē hælend zeseah heora zeleāfan, hē cwæð to þām laman; Sunu, þe synt þine synna forzyfene.

6. þār wæron sume of ðām bōcerum sittende, and on heora heortum þencende.

7. Hwī spycð þes þus, hē dysezað; hwā mæg synna forzyfan būton god āna.

8. Þā sē hælend þæt on his gāste oncnēow. þæt hī swā betwux him þōhton, hē cwæð tō him; hwī ðence zē þās ðing on ēowrum heortan?

**Task 3. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.**

## 9. OLD ENGLISH CHARTERS

The *Charters* represent all the four main Old English dialects. They also give an idea of business relations in the Old English period.

### 1. Grant of Land by King Offa to Worcester

The Latin original is dated 786; the translation belongs probably to king Alfred's time, i. e. the 9th century. The dialect shows certain Mercian features (zeoue — cestre).

Þā ðā wæron āgāne fīf hundred wintra and nizan and hund eahtatiz wintra fram Cristes zebyrtīde Offa kyning on þām ān and þrittigan zeare his kynedōmes zeūde and hīde landes æt Bradewassan intō þām mynstre on Wig-recestre þām brōþran tō bryce ā on ēce swā full and swā forð swā hē seolf hæfde.

Ic Offa þurh Cristes gyfe Myrcena kining ðās mīne zeoue mid rōde tācne zefæstnize. Ic Eadberht þās ylce þing zefæstnize. Ic Berhtun ðis ylce zefæstnize.

**Task 4. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.**

## CURA PASTORALIS

### PREFACE

Ælfred kyning hāteð grētan Wærferð biscep his wor-dum luflice ond freondlice ond ðe cýðan hāte ðæt mē com swiðe oft on zemýnd, hwelce wiotan iū wæron ziond Angelcynn æzðer zē godcundra hāda zē woruldcundra; ond hū zesælizlice tīda, ðā wæron ziond Angelcynn; ... (But now there are very few learned men in England). For ðy mē ðyncð betre, zif iow swæ ðyncð, ðæt wē eac suma bēc, ðā ðe nīdbedearfosta sien eallum mon-num tō wiotonne, ðæt wē ðā on ðæt zedīode wenden ðe wē ealle zecnawan mægen, ond zedōn, swæ wē swiðe eade mazon mid Godes fultume, zif wē ðā stilnesse hab-bað, ðætte eall sio ziozuð ðe nū is on Angelcynne friōra monna, ðāra ðe ðā spēda hæbben ðæt hīe ðæm befeolan mægen, sien to liornunga oðfæste, ðā hwīle ðe hīe tō nānre oðerre note ne mægen, oð ðone first, ðe hīe wel

Task 5. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.

### THE PHOENIX

- Hæbbe ic zefruznen þætte is feor heonan  
ēastdælum on æþelast londa  
fīrum zefræge. Nis sē foldan scēat  
ofer middanzeard monzum zefēre  
folc āgendra, ac hē afyrred is  
þurh Meotudes meahht mǣnfremmendum.  
Wlitiz is sē wong eall, wynnum zeblissad  
mid þām fægrestum foldan stencum,  
Ænlic is þæt izlond, æþele sē Wyrhta  
10 mōdiz meahhtum spēdiz, sē þā moldan zesette.  
þær bið oft open, ēadzum tozēānes  
onhliden hleoþra wyn, heofonrices duru.  
þæt is wynsum wong, wealdas grēne  
rume under roderum.  
85 þone wudu weardaþ wundrum fæger  
fuzel feþrum strong, sē is fēnix hāten  
þær sē ānhaza eard bihealdeþ,  
deormōd drohtað; nǣfre him dēaþ sceþeð  
on þam willwonge þenden woruld stondeþ.  
90 Sē sceal þære sunnan sið behealdan  
ond onzēan cuman Godes condelle,  
glædum zimme, zeorne bewitizan  
hwonne up cyme æþelast tungla,  
ofer yðmere ēstan lixan  
95 Fæder fyrnzeweorc, frætwum blīcan  
torht tacen Gōdes. Tungol beoþ ahyded,  
zewiten under wapman westdælas on,  
bidēglad on dægred ond seo deorce niht  
won zewiteð, þonne wāpum strong  
100 fuzel feþrum wlonc on firzenstrēam  
under lyft ofer lazu lōcað zeorne  
hwonne up cyme ēastan glīdan  
ofer sīdne sǣ swezles leōma.  
Swā sē æþela fuzel æt þām æspringe  
105 wlitizfæst wunað wyllestreāmas

**Task 6. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.**

### 18. KING HORN

*King Horn* is a metrical romance of the 13th century. It is written in the East Midland dialect.

The extract below is the beginning of the poem.

Alle beon he bliþe  
þat to my song lȳþe:  
A sang ich schal ȝou singe  
Of Murry þe kinge.  
King he was biweste  
So longe so hit laste.  
Godhild het his quen,  
Faire ne miȝte non ben.  
He hadde a sone þat het horn,  
10 Fairer ne mihte non beo born.  
ne no rein upon birine,  
Ne sunne upon bischine.  
Fairer nis nan þane he was,  
He was brizt so þe glas,  
15 He was whit so þe flur,  
Rose red was his colur.  
In none kinge-riche  
Nas non his iliche.  
Twelf feren he hadde.  
20 þat alle wiþ him ladde.  
Alle riche mannes sones,  
And alle hi were faire gomes,  
Wiþ him for to pleie,  
And mest he luuede tweie;  
25 þat on him het haþulf child,  
And þat oþer Fikenild.  
Aþulf was þe beste,



Task 7. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.

### 23. DAN MICHEL OF NORTHGATE

Dan Michel of Northgate, a monk in a Canterbury cloister, translated into English a French treatise on religious and moral questions (*Le Somme des Vices et des Vertus*); Dan Michel called the English version *The Ayenbite of Inwyt* (*Remorse of Conscience*). The MS contains, besides, two sermons composed by Dan Michel. Both *The Ayenbite of Inwyt* and the sermons are written in the Kentish dialect of the 14th century. Its typical features are: the voicing of initial fricatives; /ya/ in place of /ea/; /ye/ in place of /eo/.

The letters *v* and *u* are allographs; either of them may denote /v/ or /u/.

þus þe messagyer of dyaþe acseþ inguoynge; he is onderuonge. Me him acseþ huo he ys, huannes he comþ, huet he heþ ysoze. He ansuereþ, he ne may nazt zigge, bote yef þer by hezliche clom. Huych y-graunted, þus he begynþ. "Ich am drede and beþenchinge of dyaþe, and dyaþ is comynde; ich do you to witene." Sledþe specþ uor alle and acseþ. "And huer is nou þe like dyaþ, and hwanne ssel he come?" Drede zayþ: "Ich wot wel þet he ne abyt nazt to comene, and nyez he is; ac þane day oþer þane tyme of his comynge ich not." Slezþe zayþ: "And huo ssel come myd hyre?" Drede zayþ. "A þouzend dyculen ssolle come mid hire, and brengre mid ham greate bokes and bernynde hokes and chaynen auere." Slezþe zayþ: "And huet wylleþ hy do mid alle þan?" Drede zayþ: Ine þe bokes byeþ y-write alle þe zennen of men, and hise brengreþ þet be ham hi moze ouercome men, of huychen þe zennes þerinne byeþ ywrite; þet byeþ to hare rizte. Hokes hi brengreþ þet þo þet byeþ to hare rizte ouercomeþ; hire zaulen be strengþe of þe bodye drazeþ out, and hise hyngreþ mid þe chaines and in to helle hise drazeþ."



**Task 8. Translate the given text into New English paying attention to changes in grammar, phonetics and vocabulary of the language.**

### **Place-names and Proper Names**

**Aepelrēd** (968—1016) — the last Saxon king before the Danish conquest, nicknamed “the Unready” by posterity. After his defeat he fled to France.

**Augustus** — the month of August

**Bāpan** — the town of Bath

**Cantwarabyriȝ** — Canterbury (Cantwara = the inhabitants of Kent + byriȝ = town, the dative of *burh*)

**Cnut** (995—1035) — Sveyn’s son, subsequently king of England; he was crowned in 1016

**Eastenglum** — see Notes to A. 896

**Fīfburhingum** — Fifeburhingas — the five boroughs of Danelaw, the territory granted to the Danes by the conditions of Wedmore treaty in 879, comprising Lincoln, Stamford, Leicester, Nottingham and Derby

**ȝenesborugh** — Gainsborough, a market town on the Trent

**Humbra** — the Humber, a river in the north-east of England

**Lindensize** — Lindsey, in Lincolnshire

**Norðhymbre** — Northumbria

**Oxenaford** — Oxford

**Ricardus** — Richard, duke of Normandy, king Aethelred’s brother-in-law

**Sandwic** — Sandwich, a market town in Kent

**Sweȝen** — Sveyn, the king of Denmark (d. in 1014), who invaded England and established Scandinavian rule over the whole of England

**Temese** — the Thames

**purkyll** — a Scandinavian freebooter, allied with Sveyn and afterwards with Aethelred; he was made Earl of East Anglia under Canute

**Trent** — the Trent, a river in Central England

**Wætlinga stræt** — Watling Street, a road built by the Romans, crossing England diagonally from the south-east to the north-west; some parts of it still exist

**Wealingford** — Wallingford

**Wihtland** — the Isle of Wight

**Winceaster** — Winchester, the capital of Wessex under the Saxon kings

## **VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT**

### **VARIANT 1**

1. Indo-European Family of Languages
2. Write about the role of foreign influence in Middle English.
3. Languages Used in Britain before English

### **VARIANT 2**

1. Proto-Germanic language
2. Comment on the position of French in the 12th—13' centuries.
3. German Tribes and Their Languages

### **VARIANT 3**

1. Modern Germanic Languages
2. What is meant by runes?
3. Old English Grammar

### **VARIANT 4**

1. Eastern Germanic, Western Germanic and Northern Germanic groups of languages
2. Old English written records: runic inscriptions, religious works, Anglo-Saxon chronicles.
3. Old English Phonetics

### **VARIANT 5**

1. The Runic Alphabet
2. What is called the pre-written and written period of a language?
3. Old English Vocabulary and Word Building Means

### **VARIANT 6**

1. Old English alphabet and pronunciation
2. What is meant by the outer and inner history of a language?
3. Middle English and Its Characteristics

### **VARIANT 7**

1. Old English alphabet and pronunciation
2. What are the aims of studying the history of a language?
3. Phonetic Layer of Middle English

### **VARIANT 8**

1. Common phonetic characteristics of the Germanic languages
2. Grimm's law, Verner's law.

### 3. Grammar Layer of Middle English

#### **VARIANT 9**

1. Changes in the system of vowels in the Germanic languages
2. Differentiation of Common Germanic into Germanic dialects. East, North and West Germanic groups and their representatives.
3. Vocabulary of Middle English

#### **VARIANT 10**

1. Grammar characteristics common to the Germanic languages
2. Old Germanic tribes and dialects: "Common Germanic".
3. Norman Conquest and its Effect on Linguistic Situation

#### **VARIANT 11**

1. Strong and weak verbs in Germanic Languages
2. The West and North Germanic subgroups
3. Norman Conquest and its Effect on Linguistic Situation

#### **VARIANT 12**

1. The subject-matter of History of English.
2. The West and North Germanic subgroups
3. Grimm's Law

#### **VARIANT 13**

1. Periodisation in the history of the English language
2. Classification of Modern Germanic languages; countries where they are spoken.
3. Verner's Law

#### **VARIANT 14**

1. Old English written records
2. Changes in the Categories of the Noun in Middle English
3. English Language as International Language

#### **VARIANT 15**

1. The Historical Background of Old English
2. Phonetic Processes in Middle English and the System of Consonants
3. Eastern Germanic, Western Germanic and Northern Germanic Groups of Languages

#### **VARIANT 16**

1. Germanic Settlement of Britain
2. Phonetic Processes and System of Vowels in Middle English
3. The Runic Alphabet

#### **VARIANT 17**

1. Phonetic processes in Old English
2. Middle English Dialects
3. Periodisation in the History of the English Language

### **VARIANT 18**

1. Old English Dialects
2. Middle English written records
3. Old English Written Records

### **VARIANT 19**

1. The Nominal System of Old English
2. Changes in the alphabet and spelling in Middle English
3. Germanic Settlement of Britain and Beginning of English

### **VARIANT 20**

1. The Vocabulary and Word-Building Means in Old English
2. The Norman Conquest and English Language
3. The Nominal System of Old English

### **VARIANT 21**

1. Latin influence on the OE vocabulary
2. The Scandinavian Invasions and English Language
3. Middle English Written Records

### **VARIANT 22**

1. Old English Syntax
2. Economic and Social Conditions in the 11-12th Centuries
3. Influence of Latin Language to the Development of English Word Stock

### **VARIANT 23**

1. Germanic alphabets
2. The Anglo-Saxon Conquest
3. Development and Formation of English Dialects

### **VARIANT 24**

1. Ancient Germanic tribes and their classification
2. The Scandinavian and Norman conquests
3. Middle English Dialects

### **VARIANT 25**

1. Middle English dialects. Rise of London dialect
2. Sources of language History
3. Modern English Dialects and Their History

### **VARIANT 26**

1. The subject-matter of History of English.
2. The West and North Germanic subgroups
3. Historical Background of Old English Period

#### **VARIANT 27**

1. Proto-Germanic language
2. Comment on the position of French in the 12th—13' centuries.
3. Changes in the Verbal System of Old English and Middle English

#### **VARIANT 28**

1. Modern Germanic Languages
2. What is meant by runes?
3. Inner and Outer History of the English Language

#### **VARIANT 29**

1. Old English Dialects and Written Records.
2. Old English Alphabet and Pronunciation.
3. German Languages and Their Characteristics

#### **VARIANT 30**

1. Old English Vowel System.
2. Old English Consonant System.
3. Old English Grammar

#### **VARIANT 31**

1. Old Germanic Written Records
2. Indo-European Family of Languages
3. Old English Verbs

#### **VARIANT 32**

1. The Roman Conquest
2. Latin Influence in the English Language
3. Old English Noun

## TEST QUESTIONS

1. How long did the Roman control over Britain last?
  - a) 367 years
  - b) 400 years
  - c) 449 years
  - d) 430 years
2. What language did the Goths speak?
  - a) Old English
  - b) Old Germanic
  - c) East Germanic
  - d) West Germanic
3. When did Goths begin invading Britain?
  - a) 411 B.C.
  - b) 410 A.D.
  - c) 410 B.C.
  - d) 449 A.D.
4. When did the events described in the extract take place?

“With the collapse of the empire, Romans withdraw from Britain. Britons are attacked by the Picts and by Scots from Ireland. Angles, Saxons, and other German settlers arrive in Britain to assist the Britons and claim territory.”

  - a) early 5<sup>th</sup> century
  - b) late 4<sup>th</sup> century
  - c) beginning of the 4<sup>th</sup> century
  - d) 5<sup>th</sup> century B.C.
5. Where did Celts retreat because of Germanic tribes’ invasion?
  - a) Ireland, Scotland, Wales
  - b) Northern parts of Ireland
  - c) Scotland and Ireland
  - d) Northern parts of England
6. When and by whom were the Angles and Saxons converted into Christianity?
  - a) 6<sup>th</sup> century by King Alfred
  - b) 7<sup>th</sup> century by St. Augustine and Irish missionaries
  - c) late 5<sup>th</sup> century by St. Augustine and Irish missionaries
  - d) 7<sup>th</sup> century by King Alfred
7. Mark the key source about the history of Anglo-Saxon Settlement.
  - a) The Song of Beowulf
  - b) Ecclesiastical History of English People
  - c) Anglo-Saxon Chronicles
  - d) Ruthwell Cross
8. Where did the Scandinavians settle in late 8<sup>th</sup> century?
  - a) in Britain and Scotland
  - b) in Scotland and Ireland
  - c) in Britain and Ireland
  - d) in Wales
9. Who is described in the following extract?

“He leads the Anglo-Saxons to victory over the Vikings, translates Latin works into English, and establishes the writing of prose in English. He uses the English language to foster a sense of national identity.”

  - a) Venerable Bede
  - b) King Alfred
  - c) Hrothgar
  - d) Beowulf
10. Mark the approximate date of Beowulf’s composition.
  - a) 10<sup>th</sup> century
  - b) 8<sup>th</sup> and 10<sup>th</sup> century
  - c) 8<sup>th</sup> and 11<sup>th</sup> century
  - d) 9<sup>th</sup> century
11. Fill in the gaps with suitable words.

“The \_\_\_\_\_ period saw the breakdown of the inflectional system of \_\_\_\_\_ and the expansion

of vocabulary with many borrowings from \_\_\_\_\_ and \_\_\_\_\_.

- a) Middle English, Old English, French, Latin
- b) Old English, New English, German, French
- c) Old English, Middle English, Scandinavian, French
- d) Modern English, Middle English, French, Latin

12. When the Statute of Pleading was made and Parliament was opened with its first [speech](#) in English?

- a) in 1372
- b) in 1362
- c) in 1432
- d) in 1462

13. Who was the first author of English dictionary?

- a) Robert Cawdrey
- b) Ben Jonson
- c) Noah Webster
- d) John Wycliff

14. Mark the event which greatly influenced the development of the written English language.

- a) publishing of Chaucer's the Canterbury Tales
- b) first edition of English Grammar by William Bullokar
- c) publishing of King James's Bible
- d) publishing of Shakespeare's First Folio

15. Fill in the gaps with suitable words.

“\_\_\_\_\_ (discovered by Friedrich von Schlegel and Rasmus Rask, later elaborated by \_\_\_\_\_) identifies relationships \_\_\_\_\_ between certain \_\_\_\_\_ consonants in Germanic languages (including English) and their originals in \_\_\_\_\_. The formulation of \_\_\_\_\_ marks a major advance in the development

of linguistics as a scholarly field of study.

- a) Verner's Law, Jacob Grimm, vowels, West Germanic, Verner's Law
- b) Grimm's Law, Jacob Grimm, consonants, Indo-European, Grimm's Law
- c) Grimm's Law, Jacob Grimm, vowels, West Germanic, Grimm's Law
- d) Verner's Law, Verner, vowels, Indo-European, Verner's Law

16. The number of kingdoms in Old English Period was:

- a) 3;
- b) 7;
- c) 4;
- d) 2.

17. The Germanic tribes which invaded the British Isles in 449 were:

- a) the Celts;
- b) the Angles;
- c) the Angles, the Saxons, the Jutes;
- d) the Ingaevones.

18. NOUNS in Old English had the categories of:

- a) number, gender and case;
- b) number and gender;
- c) gender and case;
- d) number and case.

19. King who had the name the Great was:

- a) William
- b) Edward
- c) Henry the VIII
- d) Alfred.

20. The number of dialects in Middle English Period was:

- a) 3;
- b) 7;
- c) 4;
- d) 2.

21. Middle English period began in:

- a) 1475;
- b) 1066;
- c) 1485;
- d) 449.

22. The territory of the Dane law was in:

- a) the North;
- b) in the South;
- c) the West;
- d) the East.

23. The main sources of borrowings in Middle English:

- a) Celtic and Latin;
- b) Latin and Scandinavian;
- c) Latin and French;
- d) Scandinavian.

24. Great Vowel Shift changed:

- a) all sounds;
- b) short vowels;
- c) long vowels;
- d) unstressed vowels.

25. What were the principal grammatical means during Old English?

- a) suffixation and vowel interchange
- b) vowel interchange and suppletion
- c) suffixation and suppletion
- d) suffixation, vowel interchange and suppletion

26. What were the main processes that led to new words formation in Old English?

- a) word derivation and word composition
- b) word derivation and affixation
- c) suffixation and word composition
- d) word composition and affixation

27. Which period is marked by the appearance of fixed word order in a sentence?

- a) Old English
- b) Early New English
- c) Middle English
- d) Late Middle English

28. Fill in the gaps.

“Constant contacts and intermixture of the English and the \_\_\_\_\_ brought about many changes in English language: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Influence of dialects was especially felt in the \_\_\_\_\_ and \_\_\_\_\_ parts of England.

- a) Anglo-Saxons, grammar, phonology, pronunciation, North, East
- b) Scandinavians, word stock, grammar, phonetics, North, East
- c) Anglo-Saxons, word stock, grammar, phonetics, North, West
- d) Scandinavians, word stock, grammar, phonetics, North, East

29. Mark the origins of Normans.

- a) Scandinavia
- b) North of Germany
- c) France
- d) Roman Empire

30. Mark the correct statement.

- a) Norman Invaders united England to Western Europe, opening the gates to European culture, theology, philosophy and science.
- b) The Norman Conquest meant a social revolution in Europe and beginning of pure English Language;
- d) After Norman Conquest French language became state language and the Norman Conquest put an end to the early literary language.
- d) Normans were uneducated and cruel people who knew neither French nor English.

31. The first book to be printed in England by William Caxton is called ...

- a) The Canterbury Tales
- b) The Anglo-Saxon Chronicle and Historia Ecclesiastica Anglorum
- c) The Dictes and Sayings of the Philosophers
- d) Malory's Morte d'Arthur



32. What happened with Old English diphthongs at the end of Old English period?

- a) They became long and contracted
- b) They became monophthongs and short
- c) They became short in last syllable and contracted in initial syllable
- d) They became contracted

33. Which period is marked by the appearance of diphthongs [ei], [au], [ou] and [ai]?

- a) New English period
- b) Middle English period
- c) Late Old English period
- d) Early New English period

34. When did the first lengthening of vowels take place?

- a) Late Middle English
- b) New English
- c) Old English
- d) Late Old English

35. Old English was ...

- a) an analytical language
- b) a synthetic language
- c) a contracted language
- d) a monosyllabic language

36. What is the language of King James Bible?

- a) New English
- b) Early Middle English
- c) Late Middle English
- d) Early New English

37. Fill in the gaps.

“The penetration of the \_\_\_\_\_ language to other parts of the globe mainly began in the \_\_\_\_\_ century together with the expansion of \_\_\_\_\_.”

- a) French, 17<sup>th</sup>, French, feudalism
- b) English, 16<sup>th</sup>, British, feudalism
- c) English, 15<sup>th</sup>, British, colonialism
- d) English, 16<sup>th</sup>, British, colonialism

38. What is the prevailing element in English word stock?

- a) Native element
- b) French element
- c) Latin element
- d) Scandinavian element

39. Mark the sources of earlier borrowings in Middle English.

- a) Norman French
- b) Parisian French
- c) Scandinavian
- d) Anglo-Saxon

40. Which element of English word stock is described in the given extract?

“It is generally thought that the amount of words borrowed from this source was about 500, though some linguists surmise that the number could have been even greater.”

- a) Latin element
- b) French element
- c) Scandinavian element
- d) Native element

41. Levelling of unstressed endings took place in:

- a) Middle English Period;
- b) Old English Period;
- c) Early New English Period;
- d) Late English Period.

42. The number of tenses in Old English was:

- a) 12;
- b) 16;
- c) 2;
- d) 3.

43. Beowulf is:

- a) a hero;
- b) a monster;
- c) the author of the novel;
- d) geographic name.

44. The territory of the Dane law was in:

- a) the North;

- b) in the South;
- c) the West;
- d) the East.

45. Mark the principal written records of Old English.

- a) Beowulf, Religious History of English People, Frank's Casket
- b) Ruthwel Cross, Beowulf, English Translation of the Bible
- c) Beowulf, Ruthwell Cross, Frank's Casket, The Dictes and Sayings of the Philosophers.

46. Mark the prevailing dialect during Middle English period.

- a) Midland English
- b) Kentish dialect
- c) London dialect
- d) Northumbrian dialect

47. Why the assimilation of the French words could not proceed so quickly and intensively as that of Scandinavian?

- a) English and French people were of different culture and language origin
- b) French people did not want to learn English and banned the use of English
- c) French was the language of state, law and court and English language of common people
- d) French words was hard to pronounce for Englishmen and had many rules of pronunciation

48. The suffix of adverb in Old English was:

- a) - ly;
- b) - e;
- c) - ish;
- d) -le.

49. The process of formation of a short diphthong from a simple short vowel in OE when it is followed by a specific consonant cluster is known as:

- a) mutation;
- b) contraction;
- c) metathesis;
- d) fracture.

50. The Word Order in Old English was:

- a) fixed;
- b) inverted;
- c) direct;
- d) free.

51. The ultimate origins of the English language lie in which language family?

- a) Indo-European
- b) Latin
- c) North American

52. What is another name for Old English?

- a) Middle English
- b) Anglo-Saxon
- c) Celtic

53. Which one of the following texts was composed during the Old English period?

- a) The Canterbury Tales
- b) Beowulf
- c) Fyrst Boke of the Introduction of Knowledge

54. During the Middle English period, many words were borrowed from which two languages?

- a) Celtic and Old Norse
- b) Urdu and Iroquoian
- c) Latin and French

55. Published in 1604, the first monolingual English dictionary was

- a) Nathaniel Bailey's Universal Etymological Dictionary of the English Language
- b) Samuel Johnson's Dictionary of the English Language
- c) Robert Cawdrey's Table Alphabeticall

# CURRENT CONTROL QUESTIONS ON THE SUBJECT

## LECTURES

### Lecture 1

#### Questions and assignments:

1. What are the aims of studying the history of a language?
2. What is meant by the outer and inner history of a language?
3. Make a table showing the relationship of English to the other languages of the Indo-European family.
4. Show the position of English among allied Germanic languages.

### Lecture 2

#### Questions and assignments:

1. Position of Germanic languages within the Indo-European family (main groups of languages, with special reference to Germanic, Celtic, Slavonic).
2. Formation of national Germanic languages in the late Middle Ages and the new period.
3. Classification of Modern Germanic languages; countries where they are spoken. The West and North Germanic subgroups.
4. Old Germanic tribes and dialects: "Common Germanic". Differentiation of Common Germanic into Germanic dialects. East, North and West Germanic groups and their representatives.
5. Development of the system of consonants in the pre-written period.
6. Grimm's law, Verner's law. Reasons for the departure from Verner's law in the pre-written period.

### Lecture 3

#### Questions and assignments:

1. Old English historical background (Germanic settlement, West Germanic tribes and Old English dialects).
2. Old English alphabet and pronunciation.
3. Old English written records: runic inscriptions, religious works, Anglo-Saxon chronicles.
4. What is called the pre-written and written Old English?

### Lecture 4

#### Questions and assignments:

1. Historical events affecting the English language (the Scandinavian invasion and the Norman conquest).

2. Changes in Middle English word-stock as compared with Old English.
3. Innovations in spelling in Middle English as compared with Old English.
4. Middle English written records.
5. Comment on the position of French in the 12<sup>th</sup>—13<sup>th</sup> centuries.
6. Speak of the role of foreign influence in Middle English.
7. Comment on the peculiarities of Middle English borrowings, their character and distinctive features.
8. What new letters and digraphs denoting consonants appeared in Middle English?

### **Lecture 5**

#### **Questions and assignments:**

1. Compare the effect of different outside contacts upon the English language.
2. Speak of the ways of enriching the vocabulary of a language. Which of them were more important for the New English period?
3. Speak of "mute" letters in New English.
4. What digraphs are used in New English? Give examples and explain their pronunciation.
5. What sounds are denoted by the following letters in New English: a, e, i, o, u? Which of them are the oldest and which are the newest?

### **Lecture 6**

#### **Questions and assignments:**

1. From what languages and when did the English language received the following words: orange, receive, street, chess, kiln, sovereign, potato, fetish? Prove your point of view.
2. Give five examples each of Latin words borrowed to English directly and via French and state the time of the borrowing.
3. What are word-hybrids? Give examples of word-hybrids consisting of three or more elements different by origin.
4. Speak about etymological strata in New English vocabulary and their historical explanation.
5. Speak on the influence of Latin on English in different periods.
4. Speak on the influence of the French language on English in different periods.
5. Make a presentation on Latin and French word-building elements in English.

## **SEMINARS**

### **Seminar 1.**

1. Explain and illustrate the terms "synthetic" and "analytic" languages. Give examples of modern synthetic and analytical languages.
2. What form-building means were used in Germanic languages?
3. What verbal and nominal categories existed in Germanic languages? Compare them with the categories of modern

languages.

4. Prepare for reading Old English texts: study the table below and learn to read Old English letters.

### **Seminar 2.**

1. What is called the pre-written and written Old English?
2. What is the time of the written records below (seminars 3—6)?
3. What is the dialect reflected in the records below (seminars 3—6)?
4. How do we pronounce words in Old English texts (vowels and consonants — make use of the table in Seminar 2)?
5. How many vowels and consonants were there in Old English?
6. How does the quality of the consonant depend on the position of the word in the text?
7. Study the model of phonetic analysis of an Old English text. Read and translate the text into Modern English / Russian.

### **Seminar 3.**

1. Make a list of Old English vowels and analyse the differentiating features between them (in quality and quantity).
2. Describe the Old English diphthongs and comment upon their phonological status.
3. Explain the origin of short diphthongs in Old English: eald (New English old), tealde (New English told), earm (New English arm), feohtan (New English fight).
4. What are the phonetic conditions of palatal mutation? Give some Old English or reconstructed forms showing these conditions. Analyse the results of palatal mutation: (a) in form-building of nouns in the root-stem declension, e.g. Old English fot — fgt (New English foot — feet), mUS — mys (New English mouse — mice)', (b) in word-building of weak verbs of class 1 from noun and adjective stems, e.g. Old English dom — deman (New English doom — deem), fod — fedan (New English food — feed), ful — fyllan (New English full — fill)

### **Seminar 4.**

- 1- What form-building means were used in the Old English nominal system?
2. Enumerate the grammatical categories of nouns, adjectives and pronouns and state the difference between them.
3. Into what types of declensions did the Old English nouns fall? Why are they termed "stems"?
4. Look through the noun paradigm and find instances of different means used in form-building.
5. Copy and learn the declension of an a-stem, masculine (e.g. Stan, New English stone), a root-Stem (e.g. man. New English man) and an n-stem (e.g. nama. New English name) noun. Point out the forms or endings which have survived in Modern English.

6. Explain the difference between the groupings of nouns into types of declension and the two declensions of adjectives.

### **Seminar 5.**

1. Enumerate the grammatical categories of the finite and nonfinite forms, indicating the number of members within each category.
2. Look through the verb paradigm and find instances of different form-building means used.
3. What are the main differences between the weak and the strong verbs? •
4. Why did the strong verbs fall into seven classes? Point out the differences between them.
5. Copy and learn the principal forms of the strong verbs of class 1 (e.g. writan. New English write), class 3 (e.g. drincan. New English drink, help), class 5 (e.g. wesan, New English be).
6. Account for the division of the weak verbs into classes and point out the differences between them.
7. Copy the conjugation of a weak verb (e.g. locian. New English look or macian. New English make) in the present and past tenses of the indicative mood and say by what means the verb distinguished person, number and tenses.
8. Define the person, number, tense, mood and the morphological class of the verb in the following:  
he saide; Ohthere bad; he hwa?5;  
ba aras he; buhte me; clypode he;  
pa Isaac ealdode; bu 3esihst; his  azan bystrodon
9. Read the text in Seminar 4 (The Anglo-Saxon Chronicle). Consult your translation notes for Seminars 4—5. Make the grammar and vocabulary analysis following the model given in Seminar 6. Check your variant with the key.

### **Seminar 6.**

1. With what languages of Europe is the English language most closely connected? Describe these relations in more detail.
2. What is meant by runes? Have any runic letters been admitted to the English alphabet?
3. What Old English phonemes no longer exist in New English? Give examples from the set of Old English vowels and consonants.
4. What grammatical categories of Old English no longer exist in New English? Give examples from the nominal and verbal paradigm.
5. Read and translate the text below into Modern English-Uzbek. Make a complete phonetic, grammar and vocabulary analysis of the text following the models of Seminar 3 and Seminar 6. Hand in your written work as Part 1 of your course project.



### *Lecture 1. The Subject of Study of the History of the English Language*



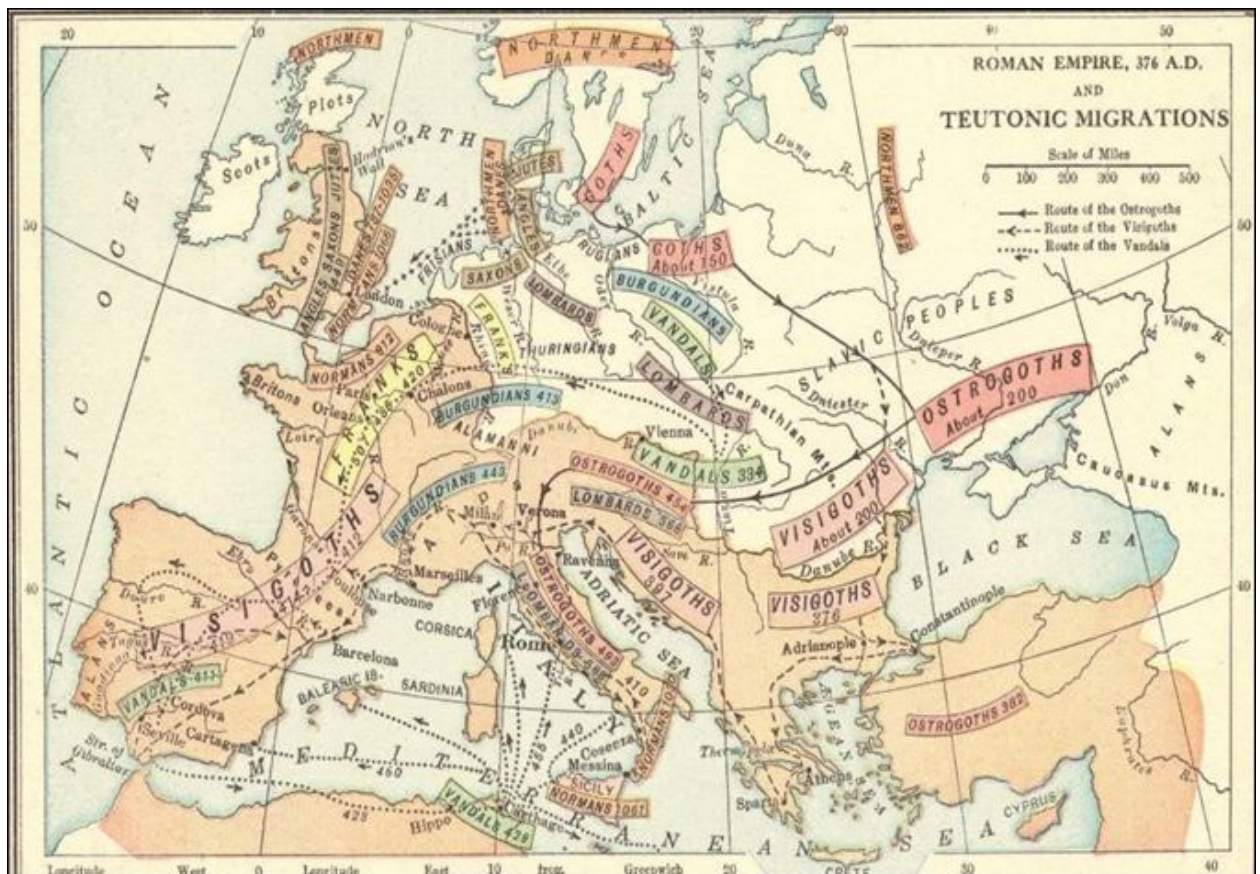
### *Roman Invasions*

- ✚ 55 BC Julius Caesar invaded Britain
- ✚ 43 AD Emperor Claudius invaded; marks beginning of Roman Britain
- ✚ Began to Christianize the Celts; Celtic religion vanished
- ✚ Controlled world from Hadrian's Wall to Arabia



Roman  
Helmet





## Germanic Invasions - 449

- ✦ Created the Anglo-Saxon England ("Engla land") that lasted until 1066
- ✦ Divided into separate kingdoms: Kent, Northumbria, Mercia and Wessex most important
- ✦ United themselves in last two centuries to resist invasions from Vikings, or Norsemen (whom they called Danes).



Seven kingdoms of Anglo-Saxon Period:  
Northumbria, Mercia, Wessex, East Anglia, Essex,  
Sussex, and Kent





## *Viking Invasions 8<sup>th</sup>-12<sup>th</sup> Centuries*

- ✦ Invaders from Norway and Denmark
- ✦ Anglo-Saxons unprepared for ferocity of Vikings
- ✦ Common prayer: "From the furor of the Norsemen, Oh Lord protect us."



Viking Ship, known as the Oseberg Ship, dates 825 AD.



## *Anglo-Saxon Civilization*

- ✦ Common language
- ✦ Shared a heroic ideal; set of traditional heroes
- ✦ Admired men of outstanding courage
- ✦ Loyalty to leader and tribe

# Lecture 2. General Characteri stics of Germanic Languages

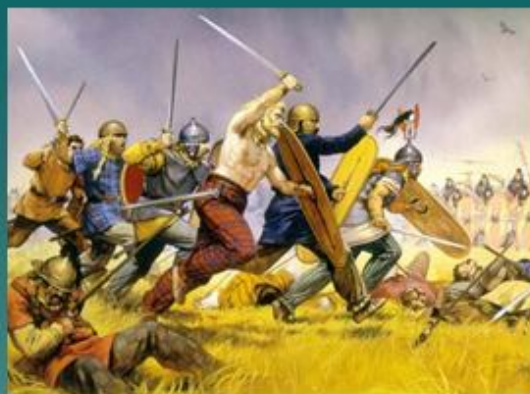


- ◆ **410** The Goths (speakers of a now extinct East Germanic language) sack Rome. The first Germanic tribes arrive in Britain.





- ◆ **Early 5th century** With the collapse of the empire, Romans withdraw from Britain. Britons are attacked by the Picts and by Scots from Ireland. Angles, Saxons, and other German settlers arrive in Britain to assist the Britons and claim territory.



**5th-6th centuries** Germanic peoples (Angles, Saxons, Jutes, Frisians) speaking West Germanic dialects settle most of Britain. Celts retreat to distant areas of Britain: Ireland, Scotland, Wales.



## 500-1100: The Old English (or Anglo-Saxon) Period

- ◆ **7th century** Rise of the Saxon kingdom of Wessex; the Saxon kingdoms of Essex and Middlesex; the Angle kingdoms of Mercia, East Anglia, and Northumbria. St. Augustine and Irish missionaries convert Anglo-Saxons to Christianity, introducing new religious words borrowed from Latin and Greek. Latin speakers begin referring to the country as *Anglia* and later as *Englaland*.





- ◆ **673** Birth of the Venerable Bede, the monk who composed (in Latin) *The Ecclesiastical History of the English People* (c. 731), a key source of information about Anglo Saxon settlement.



**700** Approximate date of the earliest manuscript records of Old English.



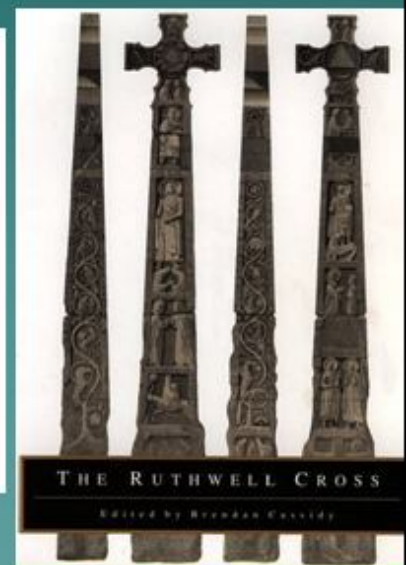
**Franks Casket**  
(c. 650 - Northumbria)  
carved whale-bone  
various scenes with  
accompanying runic text



front panel: Weland the Smith - (far left)



Wayland (far right) working in his smithy while his brother Egil is fighting against King Niðhud





◆ **Late 9th century** King Alfred of Wessex (Alfred the Great) leads the Anglo-Saxons to victory over the Vikings, translates Latin works into English, and establishes the writing of prose in English. He uses the English language to foster a sense of national identity.



◆ **10th century** English and Danes mix fairly peacefully, and many Scandinavian (or Old Norse) loanwords enter the language, including such common words as *sister*, *wish*, *skin*, and *die*.



- ◆ **Early 19th century** Grimm's Law (discovered by Friedrich von Schlegel and Rasmus Rask, later elaborated by Jacob Grimm) identifies relationships between certain consonants in Germanic languages (including English) and their originals in Indo-European. The formulation of Grimm's Law marks a major advance in the development of linguistics as a scholarly field of study.



J. Grimm

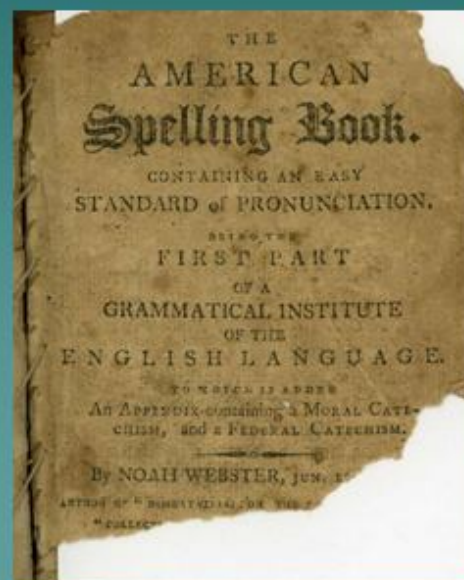
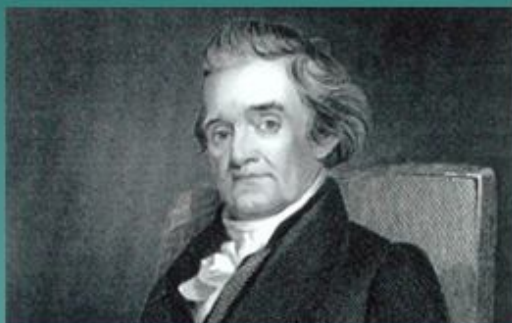


F. Schlegel



R. Rask

- ◆ **1783** Noah Webster publishes his *American Spelling Book*.

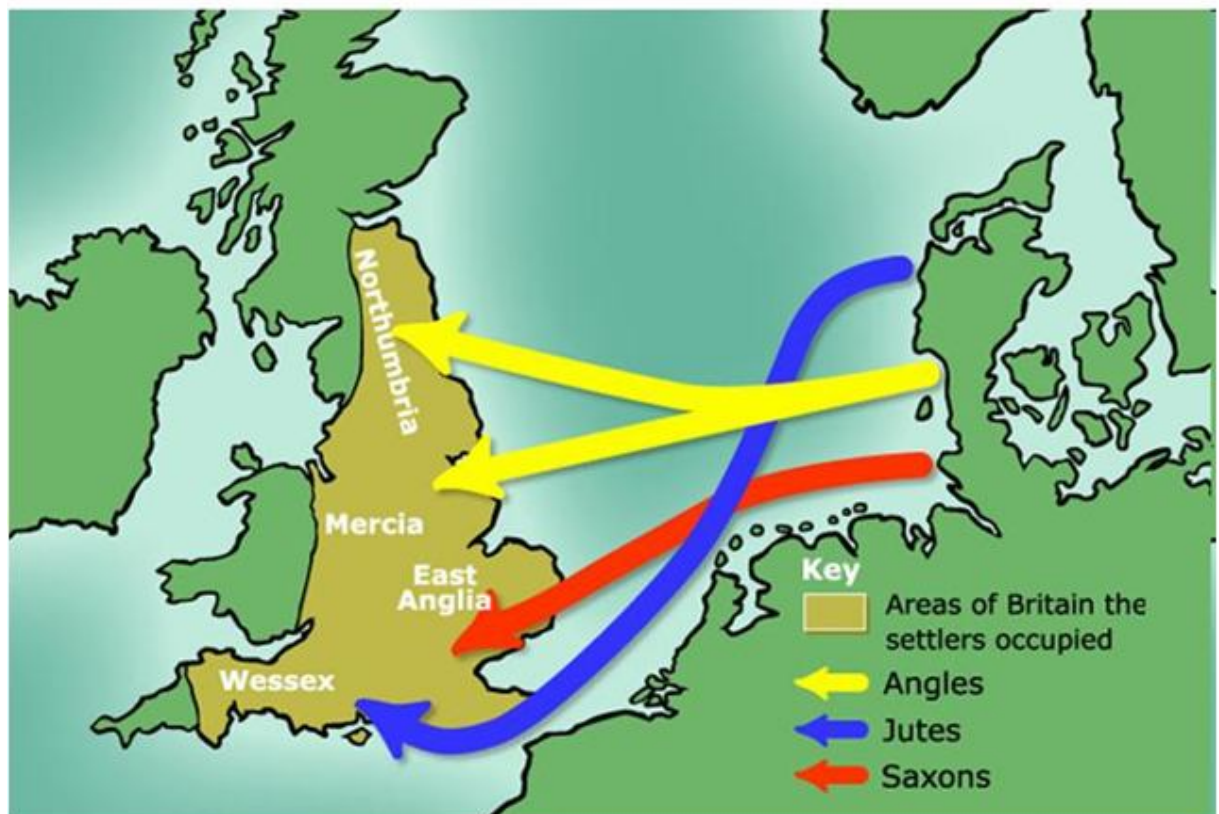




# Lecture 3. Old English.

## Characteristics of Old English Language

- **Outer History**
- The dialects in Old English
- Old English written records
- **Inner history**
- Phonetics
- Spelling
- Grammar
- Vocabulary



Source: [http://1.bp.blogspot.com/-XJl-Pp6BLd4/TxlSbzhPpmI/AAAAAAAAAOA/5vOWF-SBpSs/s1600/anglo-saxon\\_map.jpg](http://1.bp.blogspot.com/-XJl-Pp6BLd4/TxlSbzhPpmI/AAAAAAAAAOA/5vOWF-SBpSs/s1600/anglo-saxon_map.jpg)

# DIALECTS



The Old English dialects are generally named after the names of the kingdoms on the territory of which the given dialect was spoken — the Northumbrian dialect, the Mercian dialect, the Wessex dialect, etc.

# Runic Alphabet

## The Runic Alphabet

THM RþIL MYMBMT

a	Æ	ƿ	h	H	þ	ƿ	ƿ
b	ƿ		i	—	r	R	
c	ƿ		k	ƿ	s	h	
d	⊠	⊠	l	ƿ	t	↑	
e	M		m	⊠	th	ƿ	
ee	⊠		n	+	v	ƿ	
f	ƿ		ng	⊠	w	ƿ	
g	X		o	ƿ	y	ƿ	



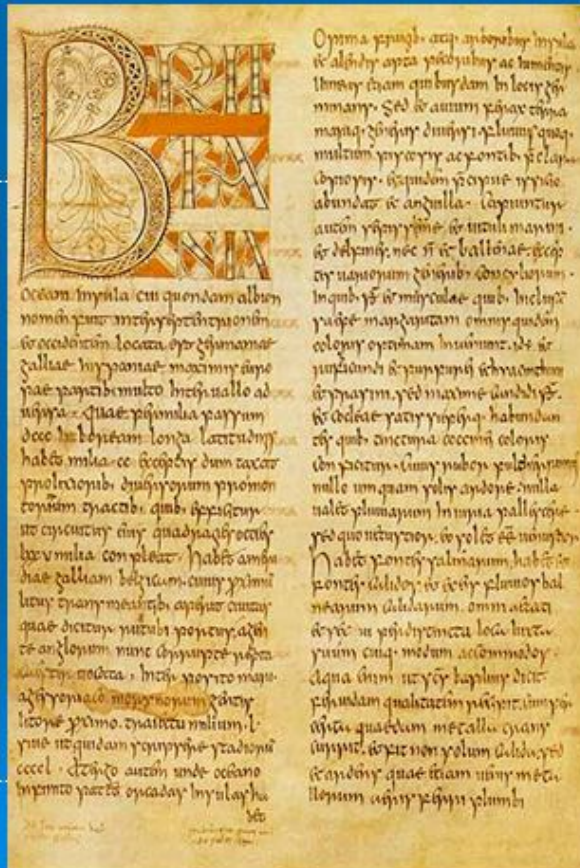
The **Ruthwell Cross** is a stone Anglo-Saxon cross probably dating from the 8th century, when Ruthwell was part of the Anglo-Saxon kingdom of Northumbria; it is now in Scotland. Anglo-Saxon crosses are closely related to the contemporary Irish high crosses, and both are part of the Insular art tradition



## CURA PASTORIALIS



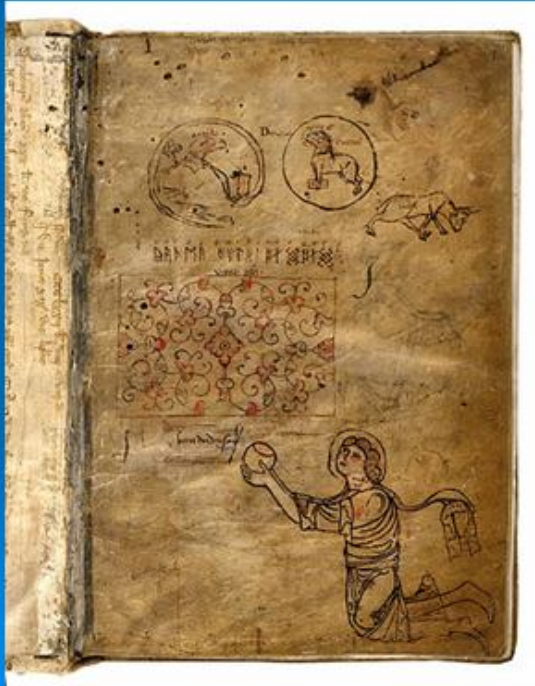
- Alfred the Great, in the late 9th century translated it into Old English as part of a project to improve education in Anglo-Saxon England



➤ Bede's *Ecclesiastical History of the English People* (731 AD).







➤ King Alfred's Orosius

➤ **Paulus**

**Orosius** (b. *circa* 375, d. not before 418),

less often **Paul**

**Orosius** in English, was Christian historia

n, theologian and

student of Augustine

of

Hippo from Gallaecia.

## Lecture 4. Middle English. General Characteristics

### List of Principal Questions

#### 1. Outer History

1.1 Scandinavian Invasion

1.2 Norman Conquest

1.3 Formation of the English National Language

#### 2. Inner History

2.1 Phonetics

2.2 Grammar

2.3 Word Stock



- ◆ Exact date of the beginning of Invasion is unknown. The first inroads of Scandinavian Vikings began in about 8<sup>th</sup> century and lasted for 2 centuries. The North-Eastern part of England suffered most from the invasion.

- ◆ Constant contacts and intermixture of the English and the Scandinavians brought about many changes in English language: word stock, grammar, and phonetics. Influence of dialects was especially felt in the North and East parts of England.





## 1.2 Norman Conquest



- ◆ The Norman Conquest began in 1066.
- ◆ The Normans were of Scandinavian origin who two centuries back began their inroads on the North of France and finally occupied both sides of the Seine.
- ◆ In a battle of Hastings on October 14, 1066 Norman Duke William managed to defeat Harold and proclaimed himself King of England.



- ◆ The new king William confiscated the estates of the Anglo-Saxons and distributed them among the Norman barons.
- ◆ During the reign of King William over **200,000** Frenchmen settled in England and occupied all positions of prominence in the country, be it in court, Parliament, Church, school.





## Lecture 5. New English Period. General Characteristics

### LIST OF PRINCIPAL QUESTIONS

#### **1. Outer history**

- 1.1. Emergence of the nation
- 1.2. Establishment of the literary norm
- 1.3. Geographical expansion of English

#### **2. Inner history**

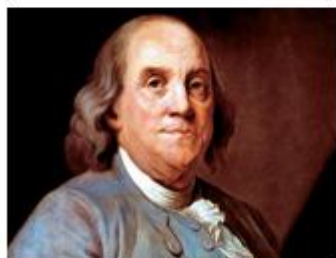
- 2.1. Phonetics
- 2.2. Grammar
- 2.3. Word-stock



James Cook. Explorer  
of Australia and New  
Zealand



Walter Raleigh.  
Explorer of America



Benjamin Franklin.  
Explorer of Antarctica

*It was the nation and the race  
dwelling all around the globe  
that had the lion's heart...*

*Winston Churchill*



David Livingstone.  
Explorer of Africa

- ❑ The 15 century is a border-line in the history of the English people.
- ❑ In 1485 there ended the War between the Roses.
  - ❑ The end of the war meant the end of feudalism and the beginning of capitalism, a new, more peaceful era and the transition between the Middle Ages and the Renaissance.
- ❑ An absolute monarchy was established, the first absolute monarch being Henry Tudor.



The long reign of Elizabeth I (1558—1603) was one of the most remarkable for the country, its progress in the discovery and colonizing field tremendous. Queen Elizabeth's reign was also particularly rich in learning — it was the age of Shakespeare, Sidney, Spencer, Bacon, Marlowe and many other famous names.





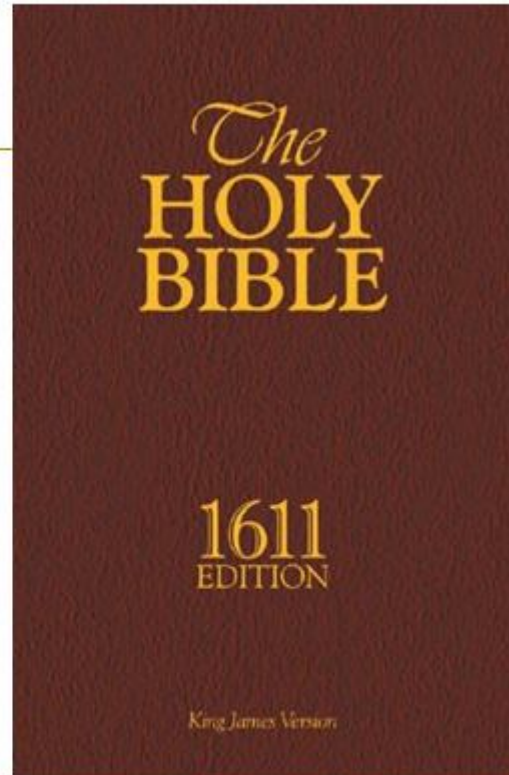
## 1.2 Establishment of the Literary Norm

Early New English (15<sup>th</sup> – 18<sup>th</sup> Centuries)

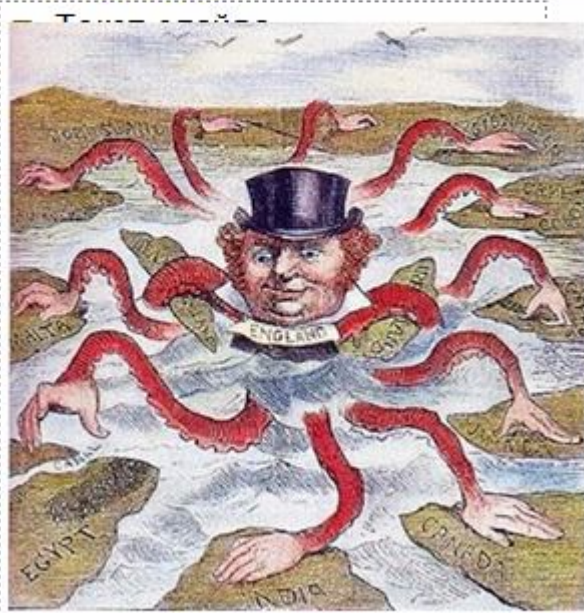


Late New English (since 18<sup>th</sup> century)

- The language that was used in England at that time is reflected in the famous translation of the Bible called **the King James Bible** (published in 1611). Although the language of the Bible is Early Modern English, the authors tried to use a more solemn and grand style and more archaic expressions.
- A great influence was also connected with the magazine published by Joseph Addison and Richard Steele called **The Spectator** (1711–1714).



### 1.3 Geographical Expansion of English in the 17<sup>th</sup> and 20<sup>th</sup> Centuries and its Effect on the Language



The penetration of the English language to other parts of the globe mainly began in the 16<sup>th</sup> century together with the expansion of British colonialism. The 16<sup>th</sup> century was an age of great adventurers, and England's progress in the discovery and colonising field was tremendous.

- The first Virginian colony was founded;
- Drake circumnavigated the globe;
- the East India Company was established and English seamen left their mark in many parts of the world.







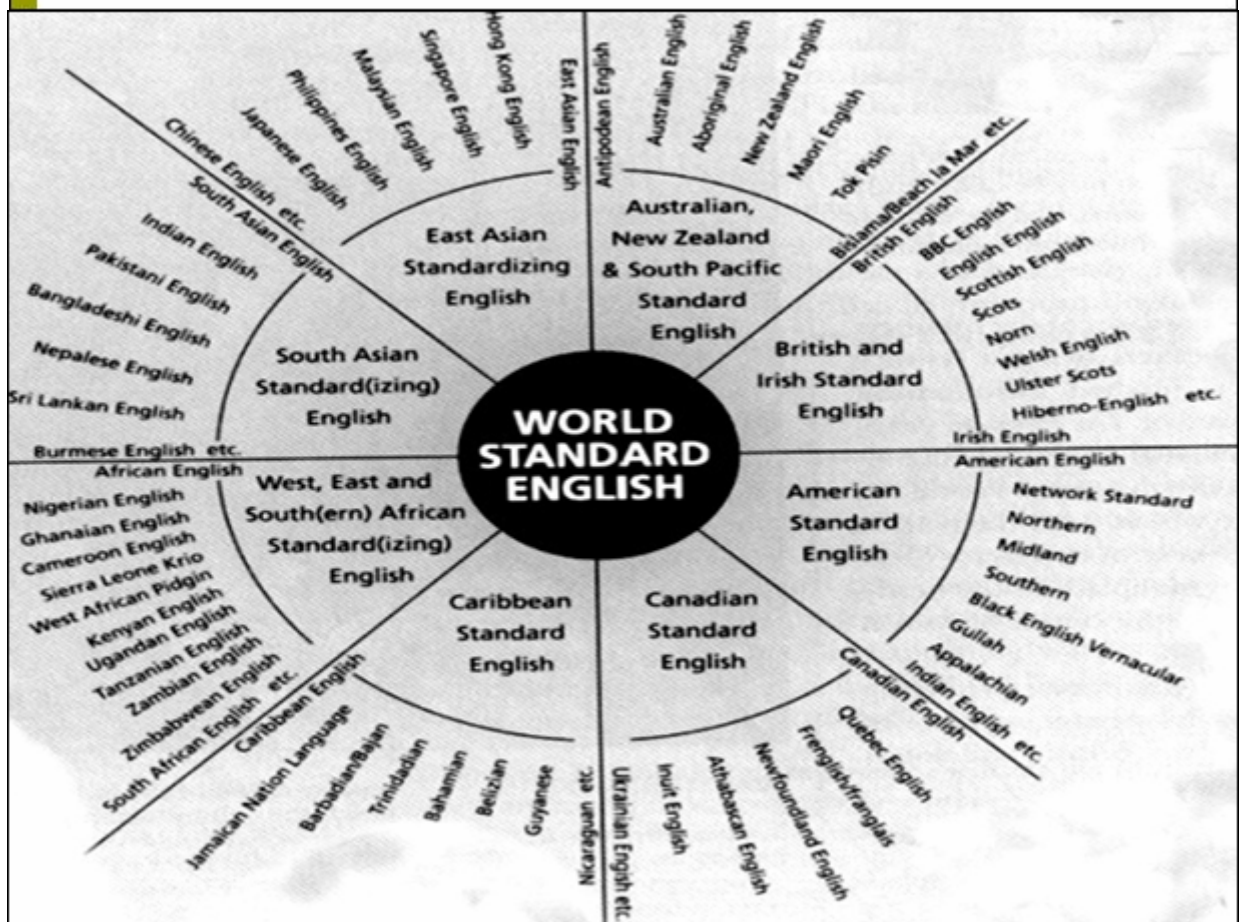
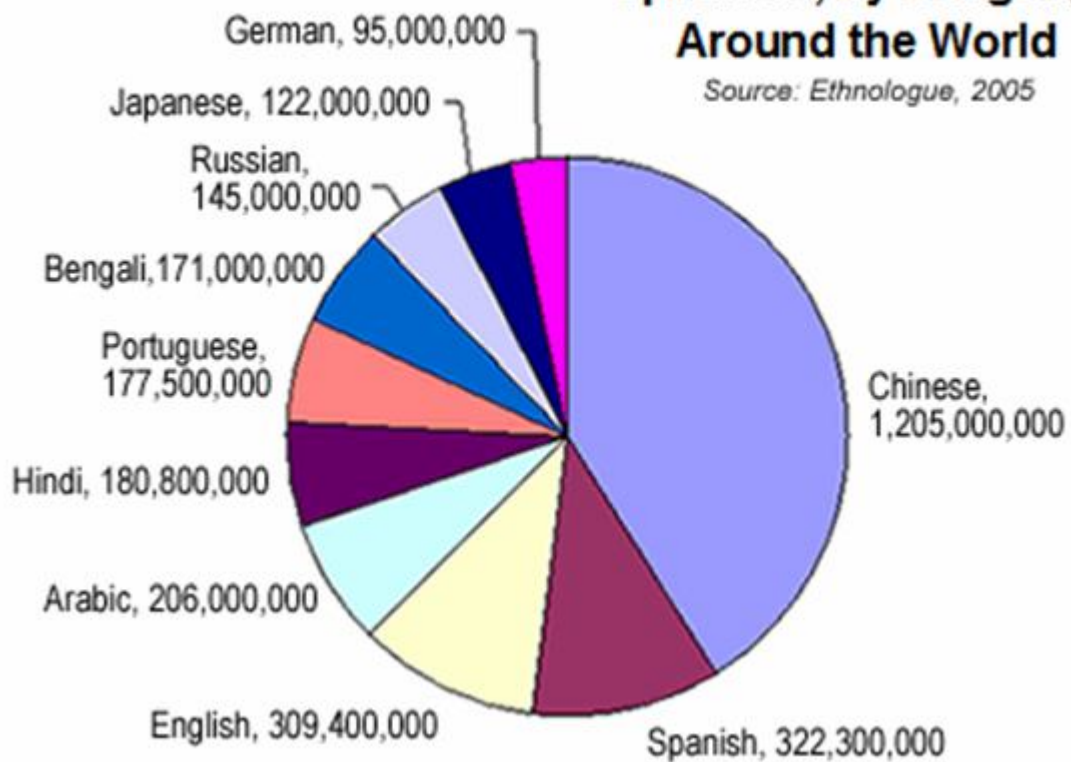
- In 1620 the famous ship ***The Mayflower*** reached North America in the region which is now the state of Massachusetts. This marked the beginning of English in the New World.



- In the 18<sup>th</sup> century England conquered Canada.
- During the 19<sup>th</sup> century the colonisation of Australia took place.
- In the 20 century English penetrated into South Africa.

## Approximate Number of Speakers, by Language Around the World

Source: Ethnologue, 2005





# Lecture 6. Etymological Strata in Modern English

## List of Principal Questions

1. General characteristics
2. Native element in Modern English
  - 2.1. Common Indo-European stratum
  - 2.2. Common Germanic stratum
3. Foreign element in Modern English (borrowings)
  - 3.1. Latin element
  - 3.2. Scandinavian element
  - 3.3. French element
4. Word-hybrids
5. Etymological doublets

## Where do the words we use come from?

- English is a blend of words from many other languages
- These words made their way into the English language in many ways
  - Occupation by other countries/cultures
  - English occupation of other countries/cultures
  - Brought by immigrants
  - Cultural trends and fashions

Greek and Latin have had the biggest influence on English.

This influence started thousands of years ago...

## The Mediterranean Sea



Med = middle  
Terra = land

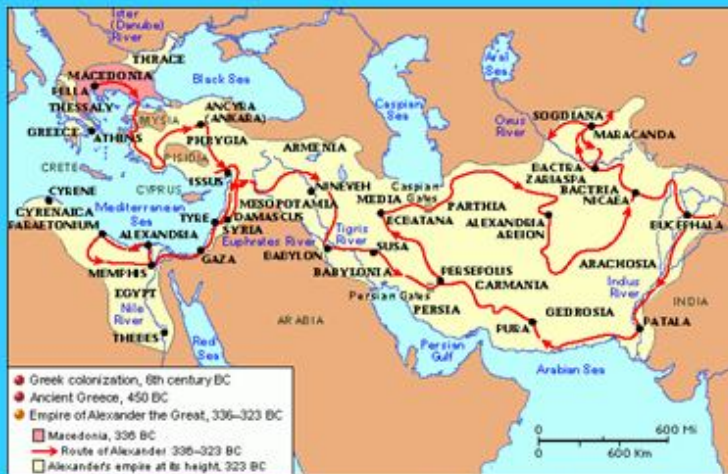
The Mediterranean Sea is in the middle of the land where western cultures developed.

*The earliest western cultures were Greek and Roman.*

# Greek Language

The first western written language.

477 BC –  
149 BC



Alexander the Great was the Greek leader responsible for the spread of the Greek Empire.



The Greeks had an empire that included the lands bordering the eastern Mediterranean Sea, Persia, and Egypt. The Greek language and culture spread throughout this region.

## Roman Influence

Latin was the language spoken in ancient Rome.



When the Romans conquered territories—including most of Europe—they brought their language to those territories. That is why there are so many words in our language that have Latin roots.



44 BC –  
476 AD

## Rome

Greece

The Roman Empire expanded into Britain, bringing Latin

Latin words found  
their way into the  
Anglo-Saxon language  
of the people in  
Ancient Britain

Latin word  
"stratum"  
means  
"layered road"

"Stratum"  
became "straets"  
in Anglo-Saxon

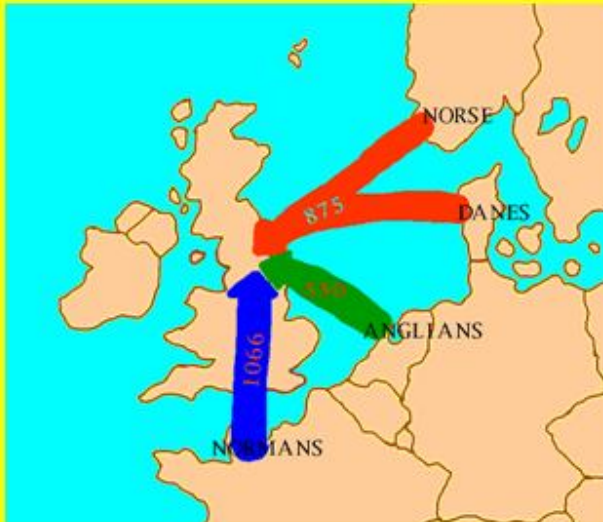
Now called  
"streets" in  
modern English



**Miles** of streets and roads were created.  
*Mile* is from the Latin word *mille*, which means 1,000.  
 The Roman mile was measured as 1,000 paces.



# European Invasions of Britain



Anglians from the area that is now the Netherlands invaded in 550 AD.

Vikings from Scandinavia invaded in 875 AD.

Finally, the Normans from northern France invaded in 1066 AD. English language was banned by the Normans.

All of these invaders brought their languages, which influenced the English language. These influences can be traced through etymology.

## Some Common Roots

Can you think of words that contain these roots?

ortho = straight

dyna = power

ann = year

orb = circle

pop = people

struct = build

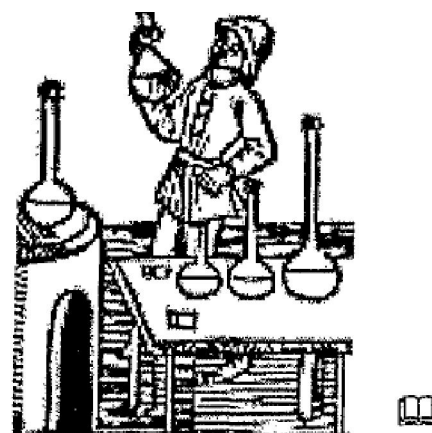
terr = land

alt = high

reg = rule  
dom = rule

## GLOSSARY

**A**lchemist in his laboratory



**a**, art.; *ME, NE*; < *OE* ān; *ME* also an

**abominable**, abominable, *adj.*; *ME*; < *OF* abhominable; *L* abominābilis

**about**, *prep.*; *NE*; < *OE* abūtan; *ME* abouten

**ābūtan**, about, *adv. / prep.*; *OE*

**ac**, (but), *conj.*; *OE*

**accident**, accident, *n.*, *ENE*; < *ME* accident; *OF* accident

**acceptabil**, acceptable, *adj.*; *ME*; < *OF* acceptable

**accessible**, *adj.*; *NE*; < *F* accessible; *L* accēssibilem

**account**, *n.*; *NE*; < *ME* acompt, account; *OF* acompt, acunt; *L* comptum

**accurst**, cursed, *adj. / part. 2*, *NE*; < *rel. to OE* cursian, *v.*, *weak 2*; *ME* cursen

**accusacion**, accusation, *n.*; *ME*; < *OF* accusacion; *L* accūsatio

**acordaunt**, accordant (according), *adj.*; *ME*; < *OF* accordant

**addition**, *n.*; *NE*; < *F* addition; *L* additiōn

**adrincan**, (drown), *v.*, *str. 3*; *OE* > *rel. to NE* drink, drench

**aduaunce**, advance (have luck), *v.*, *ENE*; < *ME* avauncen, *v.*, *weak 2*; *OF* avancer

**advantage**, *n.*; *NE*; < *ME* avauntage; *OF* avantage

**æfter**, **æfteran**, after, *prep.*; *OE*

**afterward**, afterwards, *adv.*; *ME*; < *OE* æfter-weard


**aftir**, after, *prep. / adv.*; *ME*; < *OE* æfter

**again**, *adv. / prep.*; *NE*; < *OE* on3ēan; *ME* agayn

**against**, *prep.*; *NE*; < *OE* on-3ēan; *ME* agayn

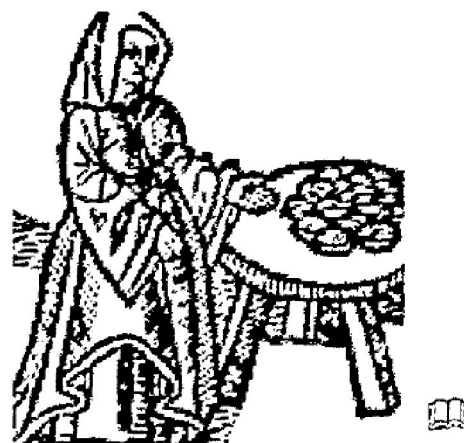
**ā3ān**, go, *v. anom.*; *OE*

**age**, *n.*; *NE*; < *OF* aage, edage; *L* ætāticum

Illustrations marked with  show characters from Chaucer's *Canterbury Tales*

- āzen, own, *adj.*; *OE*
- aʒenst, against, *prep.*; *ME*; < *OE* on-ʒēan
- ageyn, again, *adv.*; *ME*; < *OE* on-ʒēan
- æʒþer ʒe ... ʒe, either (either ... or), *conj./pron.*; *OE*
- al=all, all, *pron. indef.*; *ME*; < *OE* eal
- alas, interjection, *NE*; < *ME/OF* alas ◇ a! las = wretched that I am!
- ælc, each, *pron. indef., sing.*; *OE*
- all, *pron. indef.*; *NE*; < *OE* eal; *ME* al/alle
- allow, *v.*; *NE*; < *ME* alowen; *OF* alouer
- alone, *adv.*; *NE* < *ME* al one, aloon
- along, *prep.*; *NE*; < *OE* andlang; *ME* along
- alphabet, *n.*; *NE*; < *L* alfabētum; *Gk* αλφα βητα
- also, also, *adv.*; *ME*; < *OE* eal-swā
- always, *adv.*; *NE*; < *OE* ealne-weʒ; *ME* alwey
- am, see be; *NE*
- an, on (in), *prep.*; *ME*; < *OE* ān=on
- ān, one, *num./adj.*; *OE*
- analysis, *n.*; *NE*; < *L* analysis
- ānd, and, *conj.*; *OE*
- and, *conj.*; *ME/NE*; < *OE* ānd
- āndlang, along, *prep.*; *OE*
- andswarian, answer, *v., weak 2*; *OE*
- ānīʒ, any, *pron. indef.*; *OE*
- annotacioun, annotation (note), *n.*; *ME*; < *L* annotātio
- anon, anon (at once), *adv.*; *ME*; < *OE* on ān
- anoþer, another, *pron. indef.*; *ME*; < *OE* ān+oþer
- antique, *adj.*; *NE*; < *F* antique; *L* antīquus
- any, *pron. indef.*; *NE*; < *OE* ānīʒ; *ME* any
- apayred, impaired, *adj./part. 2*, see empeiren
- apayrynge, impairing, *verb. n.*, see empeiren
- æpele, (excellent), *adj.*; *OE*
- apt, *adj.*; *NE*; < *L* aptus
- ær, ere (till then), *adv.*; *OE*
- arcebiscop, archbishop, *n., masc., a-stem*; *OE*
- arcestōl, (archiepiscopal seat), *n., masc., a-stem*; *OE*
- archbishop, archbishop, *n.*; *ME*; < *OE* ærc-biscop
- are, see be; *NE*
- argument, *n.*; *NE*; < *ME* argument; *OF* argument
- ārīsan, arise, *v., str. 1*; *OE*
- array, array, *n.*; *ME*; < *OF* arrai
- arrive, *v.*; *NE*; < *ME* aryuen, ariuen; *OF* ariver; *L* arribāre
- article, *n.*; *NE*; < *L* articulus
- ær-þam-þe, (before), *conj.*; *OE*
- as, as, *adj./conj.*; *ME*; < *OE* eal-swā
- as, *conj.*; *NE*; < *OE* eal-swā; *ME* as

**B** read baking



**bæc-bord**, back board (barboard, port side), *n.*, *neut.*, *a-stem*; *OE*

**back**, *adv.*; *NE*; < *OE* bæc; *ME* bak

**bad**, *adj.*; *NE*; < *ME* badde; *OE* bæddel

**bān**, bone, *n.*, *neut.*, *a-stem*; *OE*

**bancke**, bank (bed), *n.*; *NE*; < *ME* banke

**band**, *n.*; *NE*; < *ME* band; *Sc* band

**bane**, *n.*; *NE*; < *OE* bana; *ME* bane

**bank**, bank, *n.*; *ME*; < *F* banque

**base**, *adj.*; *NE*; < *ME* bas; *OF* bas

**base**, *v.*; *NE*; < *F* baser

**bath**, *n.*; *NE*; < *OE* bæð; *ME* bath

**bathen**, bathe, *v.*, *weak 2*; *ME*; < *OE* baðian

**be**, by (along), *prep.*; *OE*

**be**, *v. anom.*; *NE*; < *OE* bēon; *ME* been

**hēad**, *see* be-bēodan; *OE*

**hēah**, *see* būzan; *OE*

**be-bēodan**, bid (order, command), *v.*, *str. 2*; *OE*

**bebude**, *see* be-bēodan; *OE*

**bed**, *n.*; *NE*; < *OE* bed; *ME* bed/bedde

**bee**, *see* be, *v. ENE*

**been**, be, *suppl. v.*; *ME*; < *OE* bēon

**beep**, (are), *see* been

**befēaldan**, fold (cover), *v.*, *str. 7*; *OE*

**beforan**, before, *adv. / prep.*; *OE*

**before**, *adv. / prep.*; *NE*; < *OE* beforan; *ME* biforen, biforn

**begge**, beg, *v.*, *ENE*; < *ME* beggen, *v.*, *weak 2*; *OF* begger, *noun*

**begin**, *v.*; *NE*; < < *OE* be-zinnan, *v.*, *str. 3*; *ME* begynnen

**bezitan**, beget (get, obtain, find), *v.*, *str. 5*; *OE*

**begunne**, part. 2 (may be used as past tense), *see* begin, *ENE*

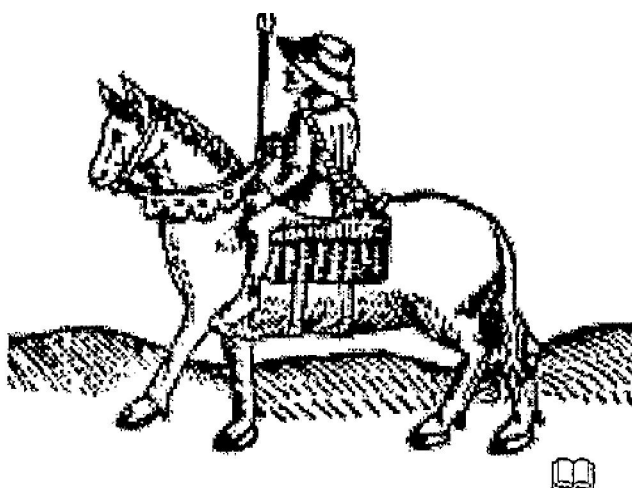
**behind**, *adv.*; *NE*; < *OE* be-hindan; *ME* be-hynden

**belieue**, *see believe, ENE*  
**believe**, *v.; NE; < OE be-lȳfan, v., weak 1; ME bileven*  
**belike**, (probably, evidently), *modal word, ENE; < rel. to OE 3e-līc, adjective; ME y-lich*  
**belou'd**, beloved, *part. 2, see love, ENE*  
**bē-norðan**, north (northwards), *adv./prep.; OE*  
**bēon**, be, *v., anom. (pres. t. sing. bēo, bist, biš; pl. bēon; past t. wæs, etc. - see wesan); OE*  
**beren**, bear, *v., str. 4; ME; < OE beran*  
**beseech**, *v.; NE; < OE besēcan, v., weak 1; ME besechen*  
**beste**, best, *adj., superl. degr., see good*  
**beswīcan**, (deceive, betray), *v., str. 1; OE*  
**besynesse**, business, *n.; ME; < OE bisignes*  
**betācan**, (put in trust), *v., weak 1, irreg.; OE > rel. to NE teach*  
**betāhte**, *v., past t.; see betācan; OE*  
**betst**, best, *adj. / adv., superl. degr., see 3ōd; OE*  
**bewilder**, *v.; NE; < OE bewildrian, v., weak 2; ME bewildren*  
**bidan**, bide (wait), *v., str. 1; OE*  
**bifallen**, befall (∅ bifil - it so happened), *v., str. 7; ME; < OE be-feallan*  
**bigynnen, begynnen**, begin, *v., str. 3; ME; < OE be-ȝinnan*

**birth**, *n.; NE; < OE 3e-byrd; ME birthe*  
**biscop**, bishop, *n., masc., a-stem; OE*  
**bishop**, bishop, *n.; ME; < OE biscop*  
**black**, *adj.; NE; < OE blac, blæc; ME blak*  
**blētsian**, bless, *v., weak 2; OE*  
**blētsunȝ**, blessing, *n. fem., ō-stem; OE*  
**blisful**, blissful, *adj.; ME; < rel. to OE blis, n.*  
**blow**, *n.; NE; < ME blowe (origin obscure)*  
**boza**, bow, *n. masc., n-stem; OE*  
**book**, *n.; ME, NE; < OE bōc; ME book*  
**bore**, *see beren; ME*  
**borrow**, *v.; NE; < OE borzian, v., weak 2; ME borwen*  
**borrow'd**, *adj. / part. 2 of borrow, NE; see borrow*  
**both**, *pron.; NE; < ME bāþe; Sc bāþe, bāþir*  
**boy**, *n.; NE; < ME boy (origin obscure), rel. to OFris. boi/boy*  
**brand**, (torch, flare); *n.; NE; < OE brand; ME brand*  
**breake**, break, *v., ENE; < OE breca, v., str. 4; ME breken*  
**breast**, *n.; NE; < OE brēost, ME brest*  
**breefe**, brief, *adj., ENE; < ME breef; OF brief; L brēvis*  
**breeth**, breath, *n.; ME; < OE bræð*



**C**arpenter with his tools  
of trade



**can**, can (know), *see* connen; *ME*

**can**, *v. modal*, *NE*; < *OE* cunnan (*inf*), can (*pres. sing.*), *pret.-pres.*; *ME* can

**cart**, *n.*; *NE*; < *OE* cræt; *rel. to OSc* kartr

**case**, *n.*; *NE*; < *ME* cās, caas; *OF* cas; *L* cāsus

**casket**, *n.*; *NE*; < *Span* casco, *confused with F* cassette (small box)

**cēpan**, keep (guard), *v.*, *weak 1*; *OE*

**certain**, *adj.*; *NE*; < *OF* certein, certain; *L* certus + *suff.* -anus

**change**, *v.*; *NE*; < *ME* chaungen, *v.*, *weak 2*; *OF* changier

**chapter**, *n.*; *NE*; < *ME* chapitte, chapitre; *OF* chapitre; *L* capitulum, *cf.* *L* caput

**chaumbre**, chamber, *n.*; *ME*; < *OF* chambre; *L* camera

**chaungen**, change, *v.*, *weak 2*; *ME*; < *OF* changier

**cheer**, *v.*; *NE*; < *cf.* *ME* cheere, *OF* chiere. *n.*

**cheere**, cheer, *n.*, *ENE*; < *ME* cheer; *OF* chere

**chekyr**, (ex)chequer, *n.*; *ME*; < *OF* eschequier

**cherch**, church, *n.*; *ME*; < *OE* cirice; *Gk* κυριακου

**child**, child, *n.*; *ME*; < *OE* cild

**children**, children, *n.*, *pl.*; *ME*; < *OE* cildru

**chiteren**, chirp, *v.*, *weak 2*; *ME*; < (*imit.*)

**chiterynge**, chirping, *gerund*, *see* chiteren

**citation**, *n.*; *NE*; < *ME* citacion; *L* citātiōn

**ciz'd = siz'd**, *part. 2*; *see* size, *ENE*

**clemencie**, clemency, *n.*, *ENE*; < *L* clementia

**clepen**, (call, summon), *v.*, *weak 2*; *ME*; < *OE* clipian > *rel. to NE* yclept, *adj.*

**clergi, clergy**, clergy, *n.*; *ME*; < *OF* clergie; *L* clēricus

- clypian**, (call), *v.*, *weak 2*; *OE* > *rel. to NE* *yclept*, *adj.*
- cnāwan**, know (recognise), *v.*, *strong 7*; *OE*
- cocur**, (case for arrows), *n. masc., a-stem*; *OE*
- coffer**, *n.*; *NE*; < *ME/OF* *cofre*; *L* *cophinum*; *Gk* *κόφινος*
- cold**, *adj.*; *NE*; < *OE* *cald* (*Merc.*), *ceald* (*WS*); *ME* *cold*
- collaborate**, *v.*; *NE*; < *rel. to F* *collaborer*; *L* *collabōrāre*
- collect**, *v.*; *NE*; < *OF* *collector*; *L* *collectāre*
- come**, *v.*; *NE*; < *OE* *cuman*, *v.*, *str. 4*; *ME* *comen*
- comen**, come, *v.*, *str. 4*; *ME*; < *OE* *cuman*
- command**, *v.*; *NE*; < *F* *commander*; *L* *commendāre*
- compaignye**, company, *n.*; *ME*; < *OF* *companie*
- comparable**, *adj.*; *NE*; < *rel. to F* *comparer*, *v.*; *L* *comparāre* + *OF* *-able*; *L* *-ābilis*
- comparative**, *adj.*; *NE*; < *L* *comparātīvus*
- compellen**, compel, *v.*, *weak 2*; *ME*; < *OF* *compeller*
- compile**, *v.*; *NE*; < *F* *compiler*; *L* *compilāre*
- comutual**, mutual, *adj.*, *ENE*; < *F* *com-*; *OF* *-mutuel*; *L* *mūtūus*
- comyng**, coming, *verb. noun / gerund*, see *comen*; *ME*
- comyxtioun**, mixture, *n.*; *ME*; < *OF* *commistion*
- concern**, *v.*; *NE*; < *F* *concerner*; *L* *concernere*
- conceven**, conceive, *v.*, *weak 2*; *ME*; < *OF* *concevir*; *L* *concipere*
- condicioun**, condition, *n.*; *ME*; < *OF* *condicion*
- confederat**, confederate, *adj.*; *ME*; < *L* *confoederatus*
- confident**, *adj.*; *NE*; < *L* *confident*
- confound**, *v.*; *NE*; < *ME* *confounden*; *F* *confondre*; *L* *confundere*
- connen**, can (know), *v.*, *pret.-pres.*; *ME*; < *OE* *cunnan*
- conquer**, *v.*; *NE*; < *ME* *conqueren*; *OF* *conquerre*; *L* *conquīrere*
- conquest**, conquest, *n.*; *ME*; < *OF* *conqueste*
- considerable**, *adj.*; *NE*; < *L* *consīderābilis*
- construccioun**, construction (interpretation), *n.*; *ME*; < *F* *construction*
- construct**, *v.*; *NE*; < *L* *construct*
- construen**, construe, *v.*, *weak 2*; *ME*; < *L* *construere*
- contain**, *v.*; *NE*; < *ME* *conteinen*; *OF* *contenir*
- contrary**, *adj.*; *NE*; < *ME* *contrarie*; *OF* *contrarie*
- contray**, country, *n.*; *ME*; < *OF* *contree*
- conversation**, *n.*; *NE*; < *ME* *conuersacion*; *OF* *conversation*; *L* *conversātiōn*
- corage**, courage (heart), *n.*; *ME*; < *OF* *corage*; *rel. to L* *cor*

# D

octor visiting his patients



**dæ3**, day, *n.*, *masc.*, *a-stem*; *OE*

**daily**, *adj.*; *NE*; < *OE* dæ3-lic;  
*ME* dayly

**data**, *n.*; *NE*; < *ME/OF* date; *L* data

**dateless**, *adj.*; *NE*; < *rel. to*  
*ME* date; *OF* date/datte; *L* data +  
less (*OE* lēas)

**day**, day, *n.*; *ME, NE*; < *OE* dæ3;  
*ME* also dæi

**dēad**, dead, *adj.*; *OE*

**death**, *n.*; *NE*; < *OE* dēaš; *ME* deth

**dēaw**, dew, *n. masc./neut.*, *wa-stem*;  
*OE*

**debt**, *n.*; *NE*; < *ME* dette; *OF* dette;  
*L* dēbita

**decline**, (bend aside), *v.*; *NE*; <  
*ME* declynen, *OF* decliner;  
*L* dēclīnāre

**defens**, defence, *n.*; *ME*; <  
*OF* defense; *L* dēfensa

**degree**, degree, *n.*; *ME*; < *OF* degré;  
*L* dē+gradus

**dēorwurðe**, dearworth (precious),  
*adj.*; *OE*

**depend**, *v.*; *NE*; < *OF* dependre;  
*L* dēpendēre

**description**, *n.*; *NE*; < *rel. to*  
*ME* descryven, *v.*; *OF* descrivre;  
*L* dēscribere

**desire**, *v.*; *NE*; < *ME* desiren *v.*,  
*weak 2*, *OF* desirer, *L* dēsīderāre

**destroy**, *v.*; *NE*; < *ME* destroyen;  
*OF* destruire

**destruccioun**, destruction, *n.*; *ME*;  
< *OF* destruction

**determine**, *v.*; *NE*; <  
*ME* determynen, *v.*, *weak 2*;  
*OF* determiner

**deth**, death, *n.*; *ME*; < *OE* dēað

**deuise**, device (plan), *n.*, *ENE*; <  
*ME* devys; *OF* devis

**devout**, devout, *adj.*; *ME*; <  
*OF* devot

**devysen**, devise (say, describe), *v.*,  
*weak 2*; *ME*; < *OF* deviser

**deyen**, die, *v.*, *weak*; *ME*; <  
*Sc* deyia

**dictionary**, *n.*; *NE*; < *L* dictionarius



- die**, *v.*; *NE*; < *ME* *deyen/dien*, *v.*, *weak*; *Osc* *deyja*
- different**, *adj.*; *NE*; < *F* *different*; *L* *different(em)*
- directly**, *adv.*; *NE*; < *rel. to ME direct*, *adj.*; *OF* *direct*
- disavauntage**, *disadvantage*, *n.*; *ME*; < *OF* *disavantage*
- discomfort**, *n.*; *NE*; < *ME* *disconforten*, *v.*, *weak 2*; *OF* *desconforter*
- disgust**, *n.*; *NE*; < *F* *desgouster*; *L* *dis+gustāre*
- distemper'd**, *adj.*; *NE*; < *ME* *distempere(d)* *rel. to OF* *distempéré*, *n.*
- distroyen**, *destroy*, *v.*, *weak 2*; *ME*; < *OF* *distruire*
- distrust**, *v.*; *NE*; < *ME* *dis- + trust*, *n.*, *rel. to Osc* *traust*, *n.*
- do**, *v.*; *NE*; < *OE* *dōn*, *anom. v.*; *ME* *doon*
- doctor**, *n.*; *NE*; < *ME/OF* *doctour*; *L* *doctor*
- doe**, *do*, *v.*, *ENE*; *see do*
- dominacioune**, *domination*, *n.*; *ME*; < *OF* *dominacion*; *L* *dominatio*
- dōn**, *do*, *v.*, *anom.*; *OE*
- doon**, *do*, *anom. v.*; *ME*; < *OE* *dōn*
- doone**, *done*, *part. 2*; *see do*, *ENE*
- dorston**, *dare*, *v.*, *past t. pl.*, (*see durran*); *OE*
- dosen**, *dozen*, *n.*; *NE*; < *ME* *dosayn*; *OF* *dosaine*
- doth**, *does*, *see do*, *ENE*
- doubt**, *n.*; *NE*; < *ME* *doute*; *OF* *doute*
- downe**, *down*, *adv.*, *ENE*; < *OE* *of-dūne*; *ME* *a-doune*
- drawen**, *draw*, *v.*, *str. 6*; *ME*; < *OE* *drazan*; *ð* *draw after - imitate*
- drihten**, (*lord, god*), *n. masc.*, *a-stem*; *OE*
- drincan**, *drink*, *v.*, *str. 3*; *OE*
- droghte**, *drought*, *n.*; *ME*; < *OE* *drūzoð*
- drudgery**, *n.*; *NE*; < *rel. to OE* *drēozan*, *v.*, *str. 2*; *ME* *dreyen + F -ry*
- duke**, *duke*, *n.*; *ME*; < *OF* *duc*; *L* *dux*
- dumbe**, *dumb*, *adj.*, *ENE*; < *OE* *dumb*; *ME* *domb*
- durran**, *dare*, *v.*, *pret.-pres.*; *OE*
- dweller**, *dweller*, *n.*; *ME*; < *rel. to OE* *dwellan*, *v.*
- dydon**, *did*, *v.*, *past t., pl.* (*see dōn*); *OE*
- dyme**, *dime (one-tenth)*, *n.*; *ME*; < *OF* *disme*; *L* *decima*

**E**mily – a personification  
of spring



BB

ēa, (river), *n., fem., root-stem (anom.); OE*

ēac, eke (also, as well), *adv.; OE*

ēadmēdan, (show submission), *v., weak 1; OE*

ēaze, eye, *n. neut., n-stem; OE*

eald, old, *adj. (comp. yldra; sup. yldest); OE*

ealdian, (grow) old, *v., weak 2; OE*

ealdorman, alderdman, (chief), *n., masc., root-stem; OE*

eall, all, *pron. indef. sing.; OE*

ealle, *pron. indef., pl. (see eall); OE*

ealne we3, always, *adv.; OE*

early, *adj./adv.; NE; < OE ærlīce; ME erly*

eart, *see wesan; OE*

ēast, east, *adv.; OE*

ēastryhte, east right (to the east), *adv.; OE*

ēastwerd, eastward, (eastwards), *adv.; OE*

easy, *adj.; NE; < ME esy; OF esé*

ech, each, *pron. indef.; ME; < OE ælc*

EEK, eke (too), *adv.; ME; < OE ēac*

eft, (again, afterwards), *adv.; OE > rel. to NE after*

els = else, *adv.; NE; < OE elles; ME elles/els*

embrace, *v.; NE; < ME embracen, v., weak 2; OF embracer*

empeiren, impair, *v., weak 2; ME; < OF empeirer*

employ, *v.; NE; < F employer*

enable, *v.; NE; < ME enablen, en- + OF able; L habilis*

end, *n.; NE; < OE ende; ME ende*

end, *v.; NE; < OE endian, v., weak 2; ME enden*

ende, end, *n.; ME; < OE ende*

endure, *v.; NE; < ME endure(n), v., weak 2; OF endurer, rel. to L dūrāre*

enemy, *n.; NE; < ME enemy; OF enemi*

- engendren**, engender, *v.*, *weak 2*; *ME*; < *OF* engendr; *L* ingenerāne
- ennacture**, (enactment), *n.*, *ENE*; < *rel. to ME* enacten, *v.*; *NE* enact
- enough**, *adv.*; *NE*; < *OE* 3enōh, 3enō3; *ME* inoh, enogh
- enter**, *v.*; *NE*; < *ME* entren *v.*, *weak 2*; *OF* entrer
- enterprise**, *n.*; *NE*; < *OF* enterprise
- ēode**, (went), *v. anom., past t.*, see 3ān; *OE*
- eom**, see *wesan*; *OE*
- eorl**, earl, (chief), *n., masc., a-stem*; *OE*
- eorðe**, earth, *n. fem., n-stem*; *OE*
- er**, ere (before), *adv./conj.*; *ME*; < *OE* ær
- ere**, see *our*, *OE*
- erles**, earl, *n.*; *ME*; < *OE* ēorl
- erly**, early, *adv.*; *ME*; < *OE* ær-līce
- esen**, ease, *v.*, *weak 2*; *ME*; < *OF* eser
- esterne**, Easter, *n.*; *ME*; < *OE* Eastru
- etan**, eat, *v.*, *str. 5*; *OE*
- euen**, even, *adv.*, *ENE*; < *OE* efne; *ME* evne/even(e)
- ever**, *adv.*; *NE*; < *OE* æfre; *ME* euer
- everichon**, every (all), *pron. indef.*; *ME*; < *OE* æfre ælc
- every**, every, *pron. indef.*; *ME*; < *OE* æfre
- evyr**, ever, *adv.*; *ME*; < *OE* æfre
- experiens**, experience, *n.*; *ME*; < *OF* experience
- expressen**, express, *v.*, *weak 2*; *ME*; < *OF* expresser; *L* expressāre
- extremitie**, extremity, *n.*, *ENE*; < *ME* extremytee; *OF* extrémité
- eye**, *n.*; *NE*; < *OE* ēa3e, *ME* eye/ye
- eyther**, either, *conj.*, *ENE*; < *OE* æ3-hwæðer; *ME* either

**F**riar — a pillar of his Order



**fæder**, father, *n. masc., r-stem; OE*

**faintly**, *adv.; NE; < ME feint; OF feint + ly (OE līc)*

**faire**, fair, *adj., ENE; < OE fæzer; ME fair*

**faith**, *n.; NE; < ME feith; OF feid; L fides; ◇ excl.: by my faith!*

**fall**, *v.; NE; < OE feallan, v., str. 7 ME fallen*

**falle(n)**, fall, *v., str. 7; ME; < OE feallan*

**fandian**, (explore, try, prove), *v., weak 2; OE*

**far**, *adj./adv.; NE; < OE feor; ME fer*

**faran**, fare (go, travel), *v., str. 6; OE*

**fare**, *v.; NE; < OE faran, v., str. 6; ME faren*

**farre**, *see far, ENE*

**fat**, *adj.; NE; < OE fætt; ME fat*

**fate**, *n.; NE; < ME fate; OF fat; L fātum*

**fætnis**, fatness, *n. fem., jo-stem; OE*

**fauourite**, favourite, *n., ENE; < MF favorit; L fauōrem*

**favourable**, *adj.; NE; < OF favour; L fauōrem + ME able, hable; OF able, habile*

**favoure**, favour, *n.; ME; < OF favour; L favor*

**fayn**, fain, *adj.; ME; < OE fæzen*

**fe**, fee, *n.; ME; < OE fēoh; OF fe*

**feare**, fear, *n., ENE; < OE fǣr; ME feer*

**feare**, fear, *v., ENE; < OE fǣran, v., weak 1; ME feren*

**feature**, *n.; NE; < ME feture, feature; OF feture; L factūra*

**fēaw**, few, *adj.; OE*

**feeling**, *n.; NE; < rel. to OE fēlan, v., weak 1; ME felen*

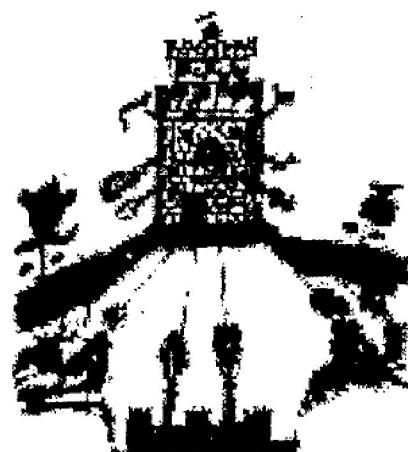
**fel**, (skin, hide), *n. neut., a-stem; OE > rel. to NE feel*

**fela**, (many), *adj./adv.; OE*

**felaweshipe**, fellowship, *n.; ME; < OSc fēlagi*

- fellow**, *n.*; *NE*; < *ME* fellowe; *rel. to* Sc fēlagi
- feor**, *far, adv.*; *OE*
- fēower**, *four, num.*; *OE*
- ferne**, (*old, far-off*), *adj.*; *ME*; < *OE* fyrn
- ferther**, *farther, further, adj.*; *ME*; < *OE* feor; fyrra (*comp. degree*)
- fest**, *feast, n.*; *ME*; < *OF* feste; *L* festa
- fif**, *five, num.*; *OE*
- fiftene**, *fifteen (one-fifteenth), num.*; *ME*; < *OE* fif-týne
- find**, *v.*; *NE*; < *OE* findan; *ME* fynden
- findan**, *find, v., str. 3*; *OE*
- fire**, *n.*; *NE*; < *OE* fyr; *ME* fir
- firmness**, *n.*; *NE*; < *ME*, *OF* ferme; *L* firmus + *OE* -nis)
- firrest**, *farthest, adv., superl. d.*; *see* feor; *OE*
- first**, *num. / adj. / adv.*; *ME*, *NE*; < *OE* fyrst; *ME* also firste
- fiscað, fiscoð**, (*fishing*), *n., masc., a-stem*; *OE*
- flota**, *float (fleet), n., masc., n-stem*; *OE*
- flour**, *flower, n.*; *ME*; < *OF* flour
- flower**, *n.*; *NE*; < *ME* flour; *OF* flour; *L* flōrem, *acc. of* flōs
- flye**, *fly, v.*, *ENE*; < *OE* flēozan, *v., str. 2*; *ME* flyen
- folc**, *folk (people), n., neut., a-stem*; *OE*
- folk**, *n.*; *ME*, *NE*; < *OE* folc
- follow**, *v.*; *NE*; < *OE* folzian, *v., weak 2*; *ME* followen
- fonden**, (*try*), *v., weak 2*; *ME*; < *OE* fāndian
- for**, *for (because of), conj./prep.*; *OE*, *ME*, *NE*
- forbeden**, *forbid, v., str. 2*; *ME*; < *OE* for-bēodan
- fordon**, (*destroy*), *v.*; *see do*; *OE*
- forget**, *v.*; *NE*; < *OE* for-zytan, *v., str. 5*; *OSc* geten; *ME* forgeten
- former**, *adj.*; *NE*; < *OE* forma; *ME* former
- fortune**, *n.*; *NE*; < *ME* fortune; *OF* fortune; *L* fortūna
- forþ**, *forth, adv.*; *OE*
- for ðam þē**, (*as*), *conj.*; *OE*
- for þan**, (*because*), *conj.*; *OE*
- forward**, *forward, n.*; *ME*; < *OE* fore-weard
- foul**, *foul (ugly), adj.*; *ME*; < *OE* fūl
- fountain**, *n.*; *NE*; < *ME* fontayne; *OF* fontaine; *L* fontāna
- four**, *four, num.*; *ME*; < *OE* fēower
- fowel**, *fowl (bird), n.*; *ME*; < *OE* fu3ol
- fram**, *from, prep.*; *OE*
- frequency**, *n.*; *NE*; < *L* frequentia
- frere**, *friar, n.*; *ME*; < *OF* frere; *L* frater
- friend**, *n.*; *NE*; < *OE* frēond; *ME* frend
- fro**, *from, prep.*; *ME*; < *OE* frām
- from**, *adv./prep.*; *OE*, *ME*, *NE*; < *OE* also frām

# G unfire diagram



- 3ān**, go, v. *anom.* (past t. - ēode); *OE*
- garren**, (growl), v., *weak*; *ME*; < *rel.* to *OE* 3yrran
- gather**, v.; *NE*; < *OE* 3aderian, v., *weak* 2; *ME* gaderen
- 3ēa**, yea (yes), *particle*; *OE*
- 3ēar**, year, n., *neut., a-stem*; *OE*
- 3earwian**, (make ready, make, clothe), v., *weak* 2; *OE*
- zebīzed**, *see* bȳzan ; *OE*
- zebogen**, *part.* 2; *see* būzan; *OE*
- zebūn**, *part.* 2; *see* būan; *OE*
- zecnēow**, *see* cnāwan; *OE*
- zedruncen**, *see* drincan; *OE*
- zeeadmedun**, *see* ēadmēdan; *OE*
- zefaren**, *part.* 2; *see* faran; *OE*
- zefylled**, *see* fyllan; *OE*
- ze3rāpian**, *see* 3rāpian; *OE*
- zehīrde**, *see* hȳran ; *OE*
- zemartyrian**, martyr, v, *weak* 2; *OE* > *rel.* to *NE* martyr
- zemartyrod**, *part.* 2; *see* zemartyrian; *OE*
- general**, *adj.*; *NE*; < *OF* general; *L* generālis
- generally**, *adv.*; *NE*; < *OF* general; *L* generālis + *OE* lic
- gentil(-)man**, gentleman, n.; *ME*; < *cf.* *F* gentilhomme
- gentle**, *adj.*; *NE*; < *OF* gentil; *L* gentīlis
- gentleman**, *see* gentle, man
- gentleness**, n.; *NE*; < *OF* gentil; *L* gentīlis + *OE* nis
- 3ere**, year, n.; *ME*; < *OE* 3ēar
- 3erly**, yearly, *adv.*; *ME*; < *OE* 3ēar + lice
- 3eseah**, saw, v., *past t., sing.*; *see* sēon; *OE*
- 3esēon**, *see* sēon; *OE*
- 3esettan**, set, v., *weak* ȳ; *OE*
- 3e-sizlan**, sail, v., *weak* 1; *OE*
- 3esihst**, *see* sēon; *OE*

**get**, *v.*; *NE*; < *OE* ȝytan/ȝetan, *v.*, *str.* 5; *OSc* geta; *ME* gēten

**ȝeþēode**, (language), *n.*, *neut.*, *ja-stem*; *OE*

**ȝif**, if (except), *conj.*; *ME*; < *OE* ȝif

**gilty**, guilty, *adj.*; *ME*; < *OE* ȝyltiȝ

**ȝisel**, (hostage), *n.*, *masc.*, *a-stem*; *OE*

**ȝislian**, (give hostages), *v.*, *weak* 2; *OE*

**give**, *v.*; *NE*; < *OE* ȝifan, *v.*, *str.* 5; *ME* yuven; *Sc* gyven

**glad**, *adj.*; *NE*; < *OE* ȝlæd; *ME* glad

**go**, *v.*; *NE*; < *OE* ȝān, *suppl.*; *ME* goon (*inf*)

**ȝod**, god, *masc.*, *a-stem*; *OE*

**ȝōd**, good, *adj.* (*degrees of comp.*: betera, betst); *OE*

**good**, good, *adj.* / *n.*; *ME*, *NE*; < *OE* ȝōd; betst (*superl. degree*)

**goodly**, goodly, *adj.*; *ME*; < *OE* ȝōd-līc

**goon**, go, *verb*, *anom. v.*; *ME*; < *OE* ȝān

**gramer**, grammar, *n.*; *ME*; < *OF* grammaire; *L* grammatica; *Gk* γραμματικη

**ȝrāpian**, grope (touch, feel by touch), *v.*, *weak* 2; *OE*

**grateful**, *adj.*; *NE*; < *OF* grat; *L* grātus + -ful (*E*)

**graunten**, grant, *v.*, *weak* 2; *ME*; < *OF* graanter, creanter; *L* creantāre, *v.*; crēdentia, *n.*

**great**, *adj.*; *NE*; < *OE* ȝrēat; *ME* greet

**greet**, great, *adj.*; *ME*; < *OE* ȝrēat

**gretly**, greatly (largely), *adv.*; *ME*; < *rel. to OE* ȝrēat, *adj.*

**griefe**, grief, *n.*, *ENE*; < *ME* greef; *OF* gref, *adjective*; *L* gravis

**griefe**, grieve, *v.*, *ENE*; < *ME* greven, *v.*, *weak* 2; *OF* grever; *L* gravāre

**grievous**, *adj.*; *NE*; < *rel. to OF* grever, *v.*; *L* gravāre

**grisbayting**, grist biting (gritting of teeth), *n.*; *ME*; < *OE* ȝrist-betunȝ

**ground**, *n.*; *NE*; < *OE* ȝrund; *ME* ground

**grow**, *v.*; *NE*; < *OE* ȝrōwan, *v.*, *str.* 7; *ME* grown

**guest**, *n.*; *NE*; < *OE* ȝiest; *rel. to OSc* gestr; *ME* guest

**guide**, *v.*; *NE*; < *ME* gyden; *OF* guier; *F* guider

# H

arvesting in autumn



**habban**, have, *v.*, *weak 3*; *OE*

**had**, *see* han, haven; *ME*

**hadde**, had; *see* haven

**hæfde**, had; *see* habban; *OE*

**halve**, half, *adj.*; *ME*; < *OE* healf

**halwe**, hallow (saint), *n.*; *ME*; < *OE* hālga

**hām**, home, *n.*, *masc.*, *a-stem*; *OE*

**han**, **haven**, have, *v.*, *weak 3*; *ME*; < *OE* habban

**hānd**, hand, *n.*, *fem.*, *u-stem*; *OE*

**hand**, *n.*; *NE*; < *OE* hānd; *ME* hōnd

**handlian**, handle, *v.*, *weak 2*; *OE*

**haply**, (probably), *adj.*, *ENE*; < *rel.* to *ME* hap, *noun*; *OSc* happ

**happy**, *adj.*; *NE*; < *rel.* to *ME* hap, *n.*, *Sc* happ

**hard**, *adj.*; *NE*; < *OE* heard; *ME* hard

**harne**, harm, *n.*; *ME*; < *OE* hearm

**harren**, (speak with rolling "r"), *v.*, *weak*; *ME*; < (imit.)

**harrynge**, (with rolling "r"), *gerund*, *see* harren

**hart**, heart, *n.*, *ENE*; < *OE* heorte; *ME* herte

**hasten**, hasten, *v.*, *weak 2*; *ME*; < *OF* haster

**hath**, *see* have, *ENE*

**haue**, *see* have, *ENE*

**have**, *v.*; *NE*; < *OE* habban; *v.*, *weak 3*; *ME* haven

**haven**, have, *v.*, *weak 3*; *ME*; < *OE* habban

**haven**, *n.*; *NE*; < *OE* hæfan, hæfene; *ME* havene

**hē**, he, *pron. pers.* (*acc.* hine, *dat.* him, *gen.* his); *OE*

**he**, he, *pron. pers.*; *ME*, *NE*; < *OE* hē

**head**, *n.*; *NE*; < *OE* hēafod; *ME* heed

**healdan**, **heoldon**, hold, *v.*, *str. 7*; *OE*

**healf**, half, *n.*, *fem.*, *o-stem*; *OE*



**health**, *n.*; *NE*; < *OF* hǣlð, hǣlðu; *ME* helthe

**hearing**, *gerund/verbal n.*; *NE*; < *rel. to OE* hýran, *v.*, *weak 1*; or *OE* hyrinȝ, *n.*; *ME* hering(e), *n.*

**hearken**, *v.*; *NE*; < *OE* heorcnian, *v.*, *weak 2*; *ME* herken

**heat**, *n.*; *NE*; < *OE* hǣtu; *ME* hete

**heaven**, *n.*; *NE*; < *OE* heofon, hefon; *ME* heuen

**hed**, head, *n.*; *ME*; < *OE* hēafod

**heelee** = **he'll**, *ENE*

**heelee**, heel, *n.*; *ME*; < *OE* hēla

**heere**, here, *adv.*, *ENE*; < *OE* hēr; *ME* heer

**heeth**, heath, *n.*; *ME*; < *OE* hǣð

**heir**, *n.*; *NE*; < *ME/OF* heir; *L* hērem, hērēdem

**held**, held, *see* holden, ; *ME*

**help**, *n.*; *NE*; < *OE* help, *ME* help

**helpen**, help, *v.*, *str. 3*; *ME*; < *OE* helpan

**hem**, them, *pron. pers.*, *obj. c.*; *ME*; < *OE* him/heom

**hēo**, **hīo**, (she), *pron. pers.* (*acc.* hī, *dat. / gen.* hyre, hierē); *OE*

**heofon**, heaven, *n. masc.*, *a-stem*; *OE*

**her**, (their), *pron. pers.*; *ME*; < *OE* hie

**her**, *pron. pers.*; *NE*; < *OE* hire; *ME* her(e)

**herd**, heard, *see* heren, ; *ME*

**here**, (army), *n.*, *masc.*, *ja-stem*; *OE*

**here**, *adv.*; *NE*; < *OE* hēr; *ME* heer

**here**, their, *pron. poss.*, *pl.*; *ME*; < *OE* hira, heora, hiera, hyra

**heren**, hear, *v.*, *weak 1*; *ME*; < *OE* hýran

**heretik**, heretic, *n.*; *ME*; < *OF* heretique; *L* haereticus; *Gk* αἰρετικός

**herself**, *pron. reflex.*; *NE*; *see* her, + *OE, ME, NE* self

**hetherto**, hitherto, *adv.*, *ENE*; < *OE, ME* hider-to

**hī**, **hīe** (they), *pron. pers.*; *OE*

**hider**, hither, *adv.*; *OE*

**hie**, (hurried - *poet. arch.*), *v.*, *ENE*; < *OE* hizian (*inf*); *ME* hyede

**hiera**, (their), *pron. pers.*, *see* hī, hīe; *OE*

**him**, *pron. pers.*; *ME, NE*; < *OE* him, hire

**hine**, (him), *pron. pers.*; *see* hē; *OE*

**hiora**, (their), *pron. pers.*; *see* hī, hīe; *OE*

**hir**, their, *pron. poss.*, *pl.*; *ME*; < *OE* hyra/hira

**hire**, her, *pron. pers.*; *see* hēo; *OE*

**his**, his, *pron. pers.*; *see* hē; *OE*

**his**, his, *pron. poss.*, *masc.*; *ME, NE*; < *OE* his (*pron. pers.*)

**hit**, it, *pron. pers.* (*dat.* him, *gen.* his); *OE*

**hlāf**, loaf (bread), *n. masc.*, *a-stem*; *OE*

**hlæfdize**, lady, *n.*, *fem.*, *n-stem*; *OE*

**hlāford**, lord, *n.*, *masc.*, *a-stem*; *OE*

**I**nnkeeper serving a meal



**I**, *pron. pers.*; *ME, NE*; < *OE* *ic*;  
*ME* also: *ich*

**I**, *see* *yea*

**iā**, *see* *3ēa*; *OE*

**ic**, *I, pron. pers. (acc. mec, mē, dat. mē, gen. mīn)*; *OE*

**i-chaunged**, *changed, part. 2*; *see* *chaungen*

**idel**, *idle (vain, empty), adj.*; *ME*; < *OE* *īdel*

**if**, *conj.*; *ME, NE*; < *OE* *3if*; *ME* also *3if*

**i-knowe**, *known, adj./part. 2*; *see* *known*

**I'le = I'll**; *ENE*

**i-left**, *left, part. 2*; *see* *leven*

**ilond**, *island, n.*; *ME*; < *OE* *ī3-lānd*

**i-medled**, *meddled (mingled), adj./part. 2*; *see* *medlen*

**import**, *v.*; *NE*; < *rel. to OF* *porter*;  
*L* *portare*

**in**, *in, prep.*; *OE, ME, NE*

**include**, *v.*; *NE*; < *L* *inclūdere*

**infecten**, *infect, v., weak 2*; *ME*; < *rel. to OF* *infect, past part.*;  
*L* *infectus*

**inne**, *in, adv.*; *ME*; < *OE* *in*

**inne**, *in, adv.*; *OE*

**i-now**, *enough, adv.*; *ME*; < *OE* *3e-nōh*

**inscribe**, *v.*; *NE*; < *L* *inscribere*

**inspiren**, *inspire, v., weak 2*; *ME*; < *OF* *inspirer*; *L* *inspirāre*

**instance**, *n.*; *NE*; < *ME* *instaunce*;  
*OF* *instance*

**instructour**, *instructor, n.*; *ME*; < *L* *instructor*

**into**, *into, prep.*; *OE, ME, NE*

**introspection**, *n.*; *NE*; < *rel. to* *L* *intrōspicere, v.*

**inventory**, *n.*; *NE*; < *rel. to* *F* *inventer*; *L* *inuent+āre*

**investigator**, *n.*; *NE*; < *ENE* *inuestigatour*;  
*L* *investigātor*; *cf. F* *investigateur*

**journeye**, *see* *journey, ENE*

**J**esters amusing the king



**jest**, *n.*; *NE*; < *ME/OF* geste;  
*L* gesta; *OE* tell a "geste" - tell  
tales like a professional storyteller,  
"gestour"

**jewel**, *n.*; *NE*; < *ME* iowel;  
*OF* jouel; *L* iocale

**journey**, *n.*; *NE*; < *ME* journee;  
*OF* journee

**joye**, joy, *n.*; *ME*; < *OF* joie;  
*L* gaudia

**joyen**, rejoice, *v.*; weak 2; *ME*; <  
*OF* jour; *L* gaiudēre

**juge**, judge, *n.*; *ME*; < *OF* juge;  
*L* iūdex

**K**night in full armour



**keep**, *v.*; *NE*; < *OE* cēpan, *v.*, weak  
2; *ME* kepen

**keepe**, see keep, *v.*, *ENE*

**keper**, keeper, *n.*; *ME*; < *cf.*  
*OE* cēpan

**key**, *n.*; *NE*; < *OE* cæg; *ME* keye

**kill**, *v.*; *NE*; < *OE* cyllan, *v.*, weak 1;  
*ME* killen

**kind**, *adj.*; *NE*; < *OE* cynde;  
*ME* kynde

**kindling**, *adj.*; *NE*; < *ME* kindel  
(*inf.*) rel. to *OSc* kynd-a

**king**, *n.*; *ME, NE*; < *OE* cyning

**kiss**, *v.*; *NE*; < *OE* cyssan, *v.*, weak  
1; *ME* kissen

**knee**, *n.*; *NE*; < *OE* cnēo; *ME* cneo,  
kne

**know**, *v.*; *NE*; < *OE* cnāwan, *v.*, *str.*  
7; *ME* knowen

**knownen**, know, *v.*, *str.* 7; *ME*; <  
*OE* cnāwan

**knyght**, knight, *n.*; *ME*; < *OE* cniht

**kunneþ**, can, see connen; *ME*

**kyng**, king, *n.*; *ME*; < *OE* cyning

**L**awyer – servant of Justice



**labouren**, labour, *v.*, *weak 2*; *ME*; < *OF* labourer; *L* laborāre

**lacke**, lack, *v.*, *ENE*; < *ME* lakken, *v.*, *weak 2*

**lady**, lady, *n.*; *ME*; < *OE* hlæfdīge; *ME* also ladye

**lament**, *n.*; *NE*; < *rel. to F* lamenter, *verb*

**lānd**, land, *n.*, *neut.*, *a-stem*; *OE*

**land**, land, *n.*; *ME*; < *OE* lānd

**lanȝ**, long, *adj.*; *OE*

**language**, *n.*; *NE*; < *ME/OF* langage; *cf. L* lingua

**lār**, lore (teaching), *n. fem.*, *ō-stem*; *OE*

**large**, *adj.*; *NE*; < *ME* large; *OF* larg; *L* largus

**lasse**, less, *adj.*, *comp. degree of* litel; *ME*; < *OE* læssa

**last**, *v.*; *NE*; < *OE* læstan, *v.*, *weak 1*; *ME* lasten, lesten

**lætān**, let, *v.*, *str. 7*; *OE*

**late**, *adj.*; *NE*; < *OE* læt; *ME* lat

**lawe**, law, *n.*; *ME*; < *OE* laȝu; *cf. OSc* lȝg

**lay**, lay, *adj.*; *ME*; < *OF* lai; *L* laicus

**lay**, *v.*; *NE*; < *OE* leczan, *v.*, *weak 1*; *past t.* leȝde; *ME* leggen; *leyen*; *past t.* leide

**lead**, *v.*; *NE*; < *OE* lēdan, *v.*, *weak 1*; *ME* leden

**learn**, *v.*; *NE*; < *OE* leornian, *v.*, *weak 2*; *ME* lernēn

**leaue**, leave, *v.*, *ENE*; < *OE* læfan, *v.*, *weak 1*; *ME* leven

**lecture**, *n.*; *NE*; < *ME* leccurē, *lecture*; *L* lectūra

**legacion**, **legacious**, legation, *n.*; *ME*; < *OF* legation; *L* lēgatio

**lēof**, lief (dear, beloved), *adj.*; *OE*

**lēozan**, lie (tell lies), *v.*, *str. 2*; *OE*

**lernen**, learn, *v.*, *weak 2*; *ME*; < *OE* leornian

**lesen**, lose, *v.*, *str. 2*; *ME*; < *OE* lēosan

**lesing**, losing (loss, perdition), *gerund*, *see* lesen; *ME*

**M**agician consulting the stars

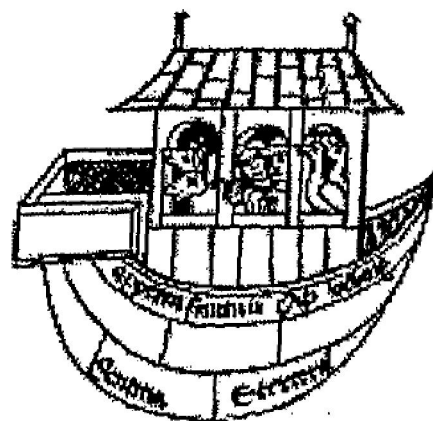


**macian**, make, *v.*, *weak 2*; *OE*  
**mad(e)**, *see maken*, ; *ME*  
**made(n)**, made, *past t.*, *see maken*  
**made**, *part. 2 see make*, *NE*  
**mazan**, may, *v.*, *pret.-pres.*; *OE*  
**magazine**, *n.*; *NE*; < *F* magasin  
**mæ3ð**, (kin, clan, tribe), *n. fem.*,  
*ð-stem*; *OE*  
**maid**, maid (priestess), *n.*; *NE*; <  
*OE* mæ3den; *ME* mayde(n)  
**maister**, master, *n.*; *ME*; <  
*OE* mazister  
**make**, *v.*; *NE*; < *OE* macian, *v.*, *weak*  
*2*; *ME* maken  
**maken**, make, *v. weak 2*; *ME*; <  
*OE* macian  
**malady**, *n.*; *NE*; < *F* maladie;  
*ME* maladie  
**malice**, malice, *n.*; *ME*; <  
*OF* malice; *L* malitia, malicia  
**mallico**, malice, *n.*, *ENE*; <  
*OF* malice; *L* malicia  
**malys**, *see malice*; *ME*

**man**, man (one), *pron. indef.*; *OE*  
**mân**, man, *n.*, *masc.*, *root-stem*; *OE*  
**man**, man, *n.*; *OE*, *ME*, *NE*; <  
*OE* also mân  
**maner(e)**, manner (sorts, kinds of),  
*n.*; *ME*; < *OF* maniere  
**manner**, *n.*; *NE*; < *OF* maniere;  
*L* manēria  
**many**, *adj. / adv. / pron.*; *ME*, *NE*; <  
*OE* mǣniȝ  
**mark**, mark, *n.*; *ME*; < *OE* marc  
**mark**, *v.*; *NE*; < *OE* mearcian, *v.*,  
*weak 2*; *ME* marken  
**marriage**, *n.*; *NE*; < *ME* mariage;  
*OF* mariage  
**marry**, *interjection*, *NE*; <  
*ME* marie  $\diamond$  used in *ME* as an  
oath by St. Mary  
**martir**, martyr, *n.*; *ME*; < *OE* martyr;  
*L* martyr  
**mæste**, most, *adj.*, *superl. degr.*; *see*  
mycel; *OE*  
**mater(e)**, matter, *n.*; *ME*; <  
*OF* matiere; *L* māteria

# N

oah's Ark



- nā**, no, *adv. / neg. part.*; *OE*
- na**, no, *negat. particle*; *ME*; < *OE* *nā*
- nacioun**, nation, *n.*; *ME*; < *OF* *nacion*; *L* *nātio*
- nacod**, naked, *adj.*; *OE*
- nān** = **ne**+**ān**, not one, (no one, not a single), *pron. neg.*; *OE*
- nānre** = **ne**+**ānre**, not one, (no one, not a single), *pron. neg.*; *see nān*; *OE*
- nān šinz**, nothing, *n. neut., a-stem*; *OE*
- næs**, = *ne wæs*, *see wesan*; *OE*
- nāt** = **ne**+**wāt**, *see witan*; *OE*
- nathelless**, nevertheless, *adv.*; *ME*; < *OE* *nā-þy-læs*
- nativite**, nativity, *n.*; *ME*; < *OF* *nativite*; *L* *nātivitās*
- nature**, *n.*; *ME, NE*; < *OF* *nature*; *L* *nātūra*
- naught**, naughty, *adj.*, *ENE*; < *rel.* to *OE* *nā-wiht*; *ME* *naught*
- ne**, not, *neg. part.*; *OE*
- nēah**, nigh, near (nearly), *adj. / adv. / prep.*; *OE*; *see also nēar*
- nēalæcan**, (approach), *v., weak I*; *OE*
- nēaleahte**, *see nēalæcan*; *OE*
- near**, *adj. / adv.*; *NE*; < *OE* *nēar*; *ME* *nerre*
- nēar**, nigh, near (nearly), *adj. / adv. / prep.*; *OE*; *see also nēah*
- necessary**, *adj.*; *NE*; < *ME* *necessarie*; *OF* *necessaire*
- necke**, neck, *n.*, *ENE*; < *OE* *hnecca*; *ME* *nekke*
- need**, *n.*; *NE*; < *OE* *nȳd*, *ME* *need*
- neede**, need, *v.*, *ENE*; < *OE* *nȳdan*, *v., weak I*; *ME* *neden*
- needes**, needs, *adv.*, *ENE*; < *OE* *nȳde*; *ME* *nede(s)*
- neither**, *conj.*; *NE*; < *OE* *ne+ǣȝ-hwæðer*; *ME* *neither*
- neuer**, never, *adv.*, *ENE*; < *OE* *nǣfre*; *ME* *never(e)*
- nevyr**, never, *adv.*; *ME*; < *OE* *nǣfre*
- new**, *adj.*; *NE*; < *OE* *nēwe*, *ME* *newe*



O

bservance of Sunday



**objective**, *adj.*; *NE*; < *L* *objectivus*

**observation**, *n.*; *NE*; < *L* *observātiōnem*; *cf. ME* observe, *v.*; *F* observer; *L* observāre

**observe**, *v.*; *NE*; < *OF* observer; *L* observāre

**occasion**, *n.*; *NE*; < *OF* occasioun; *L* occāsiōnem

**of**, of (from), *prep.*; *OE, ME, NE*

**ofer**, over, *adv./prep.*; *OE*

**office**, *n.*; *NE*; < *ME* office; *L* officium

**oft**, see often, *adv.*, *ENE*

**often**, *adv.*; *NE*; < *OE* oft; *ME* of/often

**on**, on (in, by), *prep./adv.*; *OE, ME, NE*

**ondrædan**, dread, *v.*, *str.* 7; *OE*

**one**, *num.*; *NE*; < *OE* ān; *ME* oon

**onzēan**, again, against, *adv./prep.*; *OE*

**onzytan**, (grasp, perceive, understand, feel), *v.*, *str.* 5; *OE*

**only**, *adj.*; *NE*; < *OE* ān-līc; *ME* oonlich

**onto**, onto, *prep.*; *ME*; < *OE* unto

**oon**, one, *num.*; *ME*; < *OE* ān

**ooth**, oath, *n.*; *ME*; < *OE* āð

**open**, open, *adj.*; *ME*; < *OE* open

**operant**, (effective), *adj.*; *NE*; < *L* operant; (*rel. to* operate, *v*)

**opinioun**, opinion, *n.*; *ME*; < *OF* opinion; *L* opīnio

**oppressen**, oppresse, *v.*, *weak* 2; *ME*; < *OF* oppresser; *L* oppressāre

**or**, *conj.*; *NE*; < *OE* ā-hwæðer, āwþer; *ME* other, outhar, authar

**orb'd**, *adj.*; *NE*; < *OF* orbe; *L* orbis

**orderly**, *adj.*; *NE*; < *rel. to* *ME* ordre, *n.*; *OF* ordre

**ore**, ere (before), *conj.*, *ENE*; < *OE* ær; *ME* er/or

**oterauns**, **outeraunce**, utterance (extremity), *n.*; *ME*; < *rel. to* *OE* ūt, *adv.*; *ME* outer, *comp. deg.* + *F* -ance

# P

rioress on a pilgrimage



- pacen**, pace, *v.*, weak 2; *ME*; < *OF* passer
- palmer**, palmer, *n.*; *ME*; < *OF* palmier
- paper**, *n.*; *OE*, *ME*, *NE*; < *L* papȳrus; *Gk* πάπυρος (*prob. of Egyptian origin*)
- parlement**, parliament, *n.*; *ME*; < *OF* parlement
- particular**, *adj.*; *NE*; < *ME* particuler; *OF* particulier
- passen**, pass/pace, *v.*, weak 2; *ME*; < *OF* passer
- passion**, *n.*; *NE*; < *ME* passioun; *OF* passion; *L* passio
- path**, *n.*; *NE*; < *OE* pæð; *ME* path
- patiently**, *adv.*; *NE*; < *rel. to ME* patient, *adj.*, *OF* patient, *L* patens, *n.*
- patron**, *n.*; *NE*; < *F* patron; *L* patrōnum
- pay**, *v.*; *NE*; < *ME* payen, weak 1 or 2; *OF* paier
- payen**, pay, *v.*, weak 1 or 2; *ME*; < *OF* paier
- peace**, *n.*; *NE*; < *ME*, *OF* pais; *L* pācem
- peple**, people, *n.*; *ME*; < *OF* pueple; *L* populus
- percen**, pierce, *v.*, weak 2; *ME*; < *OF* percier
- perfectly**, *adv.*; *NE*; < *ME* perfit; *OF* parfit; *L* perfectus+ *OE* līc
- permit**, *v.*; *NE*; < *OF* permettre; *L* permittere
- peyne**, pain, *n.*; *ME*; < *OF* peine; *L* poena
- piece**, *n.*; *NE*; < *ME/OF* piece
- pilgrim**, pilgrim, *n.*; *ME*; < *OF* pelegrin; *L* peregrīnus
- pilgrimage**, pilgrimage, *n.*; *ME*; < *OF* pelegrinage or derived from *ME* pilgrym
- place**, place, *n.*; *ME*; < *OF* place; *L* platea
- plate**, *n.*; *NE*; < *ME/OF* plate; *L* platta
- play**, *n.*; *NE*; < *OE* pleza; *ME* play/ play

**Q**uarrel at a tournament



**quality**, *n.*, *ME*; < *F* *qualité*;  
*L* *quālītās, quālītātem (acc.)*

**quarrel**, *n.*, *NE*; < *ME/OF* *querele*;  
*L* *querēla*

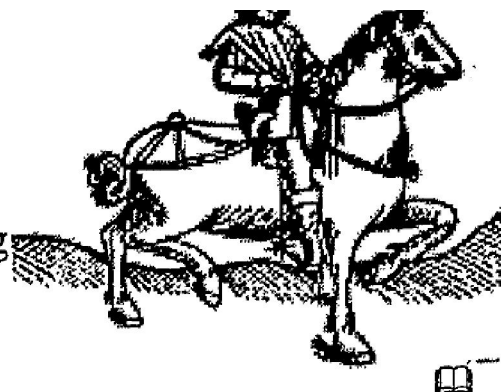
**quantitie**, quantity, *n.*, *ENE*; <  
*ME* *quantitee*; *OF* *quantité*

**queene**, queen, *n.*, *ENE*; <  
*OE* *cwēn*; *ME* *queen*

**question**, *n.*; *NE*; < *ME* *questioun*;  
*OF* *question*

**quickly**, *adv.*; *NE*; *rel. to OE* *cwic*  
(*adv.*) (+*lice*); *ME* *quyk* (+*ly*)

**R**eeve – a steward supervising  
the estates and tenants  
for the landowner



**raðe**, rather, *adv.*; *OE*

**range**, *v.*; *NE*; < *F* *ranger*, *rel. to*  
*OF* *reng*, *n.*, *OHG* *hrinc*; *cf.*  
*OE* *hrinȝ* (*NE* *ring*)

**rēaf**, (garment, clothing, armour), *n.*  
*neut., a-stem*; *OE*

**really**, *adv.*; *NE*; < *OF* *reel*; *L* *reālis*  
+ *ly* (*native, OE* *līc*)

**researcher**, *n.*; *NE*; < *OF/L* *re-* +  
*ME* *serche*; *OF* *cerchier* +  
*OE/ME* *-er*

**resoun**, reason, *n.*; *ME*; < *OF* *raison*;  
*L* *ratio*

**respect**, *n.*; *NE*; < *ME* *respect*;  
*OF* *respect*

**rest**, *n.*; *NE*; < *OF* *reste*; *L* *restāre*, *v.*

**S**quire dressed in all his finery



sǣ, sea, *n., fem., i-stem*; *OE*

sacrament, sacrament, *n.*; *ME*; < *L* *sacrāmentum*

sacred, *adj.*; *NE*; < *rel. to ME* *sacren*, *v., weak 2*; *OF* *sacrer*

sad, *adj.*; *NE*; < *OE* *sæd*, *ME* *sad(e)*

safe, *adj.*; *NE*; < *ME* *sauf*; *L* *saluum*

schal, *see schulle*; *ME*

schuld, *see schulle*; *ME*

schulle, shall (have to), *pret.-pres. verb*; *ME*; < *OE* *sculan*

scip, ship, *n., neut., a-stem*; *OE*

scīr, shire (province), *n., fem., ō-stem*; *OE*

**T**ennis players



take, *v.*; *NE*; < *OE* *takan*, *v., str. 6*; *ME* *taken*

taken, take, *v., str. 6*; *ME*; < *OE* *tacan*; *cf. OSc* *taka*

tale, tale, *n.*; *ME*; < *OE* *talū*

taste, *v.*; *NE*; < *ME* *tasten*; *OF* *taster*; *L* *taxitāre*, *taxāre*

techen, teach, *v., weak 1*; *ME*; < *OE* *tæcan*

that, *pron. demonstr./pron. relat./conj.*; *ME, NE*; < *OE* *þæt* (*se, seo*)

the, *art.*; *ME, NE*; < *OE* *sē, sēo, ðæt*; *ME* also *þat / that*

thee, *pron. pers.*; *NE*; < *OE* *þē, þēc*; *ME* *thee*

their, *pron. poss.*; *NE*; < *OE* *hira / heara*; *ME* *þeir(e)*; *OSc* *þeira*

them, *see they*; *NE*

# U

ncle Sam



**unanswered**, *adj.*; *NE*; < *rel. to OE un + OE ándswarian*, *v.*, *weak* 2; *ME* answeren

**underzietan**, (*understand*), *v.*, *weak* 3; *OE* > *rel. to NE under*, *get*

**unfrið**, (*hostility*), *n.*, *masc.*, *a-stem*; *OE*

**unintelligible**, *adj.*; *NE*; < *OE un + F intelligible*; *L intelligibilis*

**upweard**, upward (upwards), *adv.*; *OE*

**us**, *pron. pers.*; *NE*; < *OE ūs*; *ME us*

**usage**, usage (custom), *n.*; *ME, NE*; < *OF usage*

**use**, *v.*; *NE*; < *F user*, *L ūsāre*

**useful**, *adj.*; *NE*; < *ME/OF us*; *L ūsus + OE/ME -ful*

# V

irtuous wife



**validitie**, validity, *n.*, *ENE*; < *F validité*; *L validitās*

**valley**, *n.*; *NE*; < *ME valeie*; *OF valee*

**valley-fountain**, *n.* (*composite*), *see valley*, *fountain*; *NE*

**variety**, *n.*; *NE*; < *rel. to ME varien*, *v.*; *OF varier*; *L variāre*; *F variete*, *n.*; *L varietās*

**vertu**, virtue (force), *n.*; *ME*; < *OF vertu*

**very**, *adv.*; *NE*; < *OF verai*; *L uērus*

**veyne**, vein, *n.*; *ME*; < *OE veine*

**visitation**, *n.*; *NE*; < *rel. to F visiter*; *L uīsītāre + F -tion*

**vnripe**, unripe, *adj.*, *ENE*; < *OE un-rīpe*; *ME unripe*

**vnshaken**, unshaken, *adj. / part. 2 of shake*, *ENE*; < *OE un+3e-scacen*; *OE scacan (inf)*, *v.*, *str. 6*; *ME shaken*

**voice**, *n.*; *NE*; < *ME, OF vois*; *L uōcem*

**vouch**, *v.*; *NE*; < *MF voucher*; *L uocāre*

**vouchsafe**, *v.*; *NE*; *see vouch*, *safe*

# Y

eoman – a proper forester



ye, eye, *n.*; *ME*; < *OE* ēaze

yes, particle, *NE*; < *OE* ȝise, ȝese;  
*ME* yis, yus

yet, *adv.*; *NE*; < *OE* ȝīt; *ME* yet

y-falle, fall, *see* fallen; *ME*

yfel, evil, *n.*, *neut.*, *i-stem*; *OE*

ylc = ilc, ilk (same) (ϕ of that ilk,  
*archaic* - the same), *pron. indef.*;  
*OE*

yldre, elder, *adj.*, *comp degr.*, *see*  
eald; *OE*

ymb, (about / around), *prep/adv.*; *OE*

yonge, young, *adj.*; *ME*; < *OE* ȝeong

you, *pron. pers.*; *NE*; < *OE* ēow;  
*ME* you

your, *pron. poss.*; *NE*; < *OE* ēower;  
*ME* your(e)

yow, you, *pron. pers.*; *ME*; <  
*OE* ēow

y-ronne, run, *part. 2*; *see* rynen; *ME*

ys = is, *see* wesan; *OE*

ytt = itt, *see* etan; *OE*



## THEMES FOR INDEPENDENT STUDY

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш мuddатлари	Ҳажми (соатда)
1. Othere's account of his first voyage	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	1 – ҳафта 2–ҳафта	2
2. From the Anglo-Saxon Chronicle	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	3 ҳафта	2
3. The Story of Jacob's Deceit	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	4-ҳафта	2

4. From Chaucer's Prologue to his "Canterbury Tales"	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	5-хaфpa	2
5. About the languages of the inhabitants. Chapter 59	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	6-7хaфpa	2
6. From Hamlet, Act III, Scene II. The Performance	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	8-9 хaфpa	2
7. From Capgrave's Chronicle of England; ab. 1463	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	10-11-хaфpa	2
8. From "Volpone, or The Fox" by Ben Jonson	Translate the given text paying attention to the changes in the lexicographic and grammatical changes in the language. Comment on the changes using the template for analysis of words and grammatical patterns.	12-13-хaфpa	2
Synopsis	Choose several essential sources on the history of the English language and prepare a synopsis on the assigned topic. Comment on the opinions and suggestions of the major historians and linguists given in the sources. Use proper referencing. Use internet materials to illustrate the topic.	14-18 хaфpa	6

## Ohthere's account of his first voyage

Ohthēre sāde his hlāforde, Ælfrēde cyninze, þæt hē ealra Norðmonna norþmest būde. Hē cwæð þæt hē būde on þāem lande norþweardum wiþ þā Westsæ. Hē sāde þēah þæt þæt land sīe swīþe lanȝ norþ þonan; ac hit is eal wēste, būton on fēawum stōwum stycce-mælum wīciað Finnas, on huntoðe on wintra and on sumera on fiscaþe be þære sǣ.

Hē sāde þæt hē æt sumum cirre wolde fandian hū lonȝe þæt land norþryhte lǣȝe oþþe hwæðer æniz mon benorðan þāem wēstenne būde. Þā fōr hē norþryhte be þāem lande; lēt him ealne weȝ þæt wēste land on ðæt stēor-bord, and þā wīd-sǣ on ðæt bæc-bord, þrīe dazas. Þā wæs hē swā feor norþ swā þā hwælhuntan firrest farap. Þā fōr hē þā ȝiet norþryhte swā feor swā hē meahte on þāem ōþrum þrīm dazum ȝesizlan. Þā bēaz þæt land þær ēast-ryhte oþþe sēo sǣ in on ðæt lond, hē nysse hwæðer, būton hē wisse ðæt hē ðær bād westanwindes and hwōn norþan, and sizlde ðā ēast be lande, swā-swā hē meahte on fēower dazum ȝesizlan.

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

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

## From the Anglo-Saxon Chronicle

### A. 1013

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

*It presents the original and authentic testimony of contemporary writers to the most important events in the history of the country, including many interesting facts relative to architecture, agriculture, coinage, commerce, naval and military events, laws, liberty and religion. This ancient record is believed to be the second great phenomenon in the history of mankind after the Old Testament, for there is no other work, ancient or modern, which exhibits at one view a regular and chronological panorama of a people, described in rapid succession by different writers, through so many ages, in their own vernacular language. That is why it may be considered not only as the *primaeval* source of factual material for all subsequent historians of England, but also as a faithful depository of the national idiom, providing a very interesting and extraordinary example of the changes incident to a language, as well as to a nation, in its historical progress.*

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

*(Part I)*

On ðæm æftran zēare þē sē arcebiscop wæs zemartyrod, sē cyninȝ zesette Lyfine biscop tō Cantwarabyriȝ tō ðām arcestōle; and on þissum ylcan zēare, tōforan þām mōnðe Augustus, com Sweȝen cyninȝ mid his flotan tō Sandwīc, and wende þā swiðe

raðe abūtan Eastenglum into Humber mūþan, and swā upweard andlang Trentan, oð hē com tō zenesburuh; and þā sōna bēah Uhtred eorl and ealle Norðhymbre tō him; and eall þæt folc on Lindesize, and siððan þæt folc into Fifburhingum, and raðe þæs eall here bē norðan Wætlinga stræte, and him man sealde zislas of ælcere scīre. Syððan hē underzeat þæt eall folc him tō zebogen wæs, þā bēad hē þæt man sceolde his here mettian and horsian; and hē ðā wende syþþan sūðweard mid fulre fyrde, and betæhte þā scipu and þā zislas Cnute his suna; and syððan hē com ofer Wætlinga stræte, worhton þæt mæste yfel þæt æniz here dōn mihte. Wende þā tō Oxenforda, and sēo buruhwaru sōna beah and zislude, and þanon tō Winceastre, and hī þæt ylce dydon. Wende þā þanon eastwerd tō Lundene, and mycel his folces adrang on Temese, forðam þē hī nānre brycge ne cēpton.

*(Part 2)*

Þā he tō ðære byriz com, þā nolde sēo burhwaru buzan ac heoldan mid fullan wize onzean, forðan þær wæs inne sē cyng Æþelrēd and Þurkyl mid him. Þā wende Swezen cyng þanon tō Wealingforda, and swā ofer Temese westweard tō Baþan, and sæt þær mid his fyrde. And com Æþelmær ealdorman þyder, and ðā westernan þezenas mid him, and buzon ealle tō Swezene, and hī zisludon. Þā hē ðus zefaren hæfde, wende þā norðweard tō his scipum, and eall þeodscype hine hæfde þā for fulne cyng; and sēo buruhwaru æfter ðam on Lundene bēah and zislude, forðon hī ondrēdon þæt hē hī fordōn wolde. Þā wæs sē cyning Æþelrēd sume hwīle mid þam flotan þē on Temese læz, and sēo hlæfdize gewende þā ofer sē tō hire brēðer Ricarde, and sē cyning gewende þā fram ðam flotan tō þam middanwintra tō Wihtlande, and wæs ðær þā tīd; and æfter þære tīde wende ofer ðā sē tō Ricarde, and wæs ðær mid him oþ þone byre þæt Swezen wearð ðeād.

## From Ælfric's Translation of the Genesis; ab. 1000 A.D.

*Ælfric, the most outstanding author of the clerical prose of late Old English, was abbot of the Ensham Benedictine monastery and a native of Wessex. His chief writings are numerous Homilies, his translation of "The Lives of Saints" and from the Old Testament as well as of the book "Ars Grammatica" by Donatus Aurelius (Latin, IV century)*

*The extract given below is "The Story of Jakob's Deceit" (Old Testament, Genesis 27) and represents the classical Late West Saxon dialect.*

### The Story of Jacob's Deceit

1. Ðā Īsaac ealdode and his ēazan þȳstrodon, þæt he ne mihte nan þinȳ zesēon, þā clypode hē Ēsau, his yldran sunu, 2. and cwæð tō him: 'Þū zesihst þæt ic ealdize, and ic nāt hwænne mīne dazas āzāne bēoð. 3. Nim þin zesceot, þinne cocur and þinne bozan, and zanz ūt; and, þonne þu æniz þinȳ bezite þæs-þe þu wene 4. þæt me lȳcize, bring mē, þæt ic ete and ic þe bletsizē, ær-þam-þe ic swelte.' 5. Ðā Rēbecca þæt zehīrde and Ēsau ūtažān wæs, 6. þā cwæð hēo tō lācobe, hire suna: 'Ic zehīrde þæt þin fæder cwæð tō Ēsauwe, þīnum brēðer: 7. "Bring mē of þīnum huntoðe, þæt ic bletsizē ðē beforan drihtne, ær ic swelte." 8. Sunu mīn, hlyste mīnre lāre: 9. far tō ðære heorde and bring mē twā þā betstan tyccenu, þæt ic macize mete þīnum fæder þær-of, and hē ytt lustlice. 10. Donne ðu ða in bringst, hē ytt and blētsaþ þē, ær hē swelte.' 11. Ðā cwæð hē tō hire: 'Þū wāst þæt Ēsau, mīn brōður, ys rūh, and ic eom smēðe. 12. zif mīn fæder mē handlað and mē zecnæwð ic ondræde þæt he wene þæt ic hine wylle beswīcan and þæt hē wirize mē, næs nā blētsizē.' 13. Ðā cwæð seo mōdor tō him: 'Sunu mīn, siȳ sēo wiriznys ofer mē! Dō swā ic þē secze: far and bring þā þinȳ þe ic þē bēad.'



14. Hē fērde þā and brōhte and sealde hit hys mēder, and hēo hit gearwode, swā hēo wiste þæt his fæder līcode. 15. And hēo scrȳdde Iācob mid þām dēorwurþustan rēafe þe hēo æt hām mid hire hæfde; 16. and befēold his handa mid þæra tyccena fellum; and his swuran, þær hē nacod wæs, hēo befēold. 17. And hēo sealde him þone mete þe heo seaþ, and hlāf; and hē brōhte þæt his fæder 18. and cwæð: 'Fæder mīn!' Hē andswarode and cwæð: 'Hwæt eart þū, sunu mīn?' 19. And Iācob cwæð: 'Ic eom Ēsau, þīn frum-cenneda sunu. Ic dyde swā þū mē bebude. Ārīs upp and site, and et of mīnum huntoðe, þæt þu me blētsige.' 20. Eft Īsaac cwæð tō his suna: 'Sunu mīn, hū mihtest þū hit swā hrædlīce findan?' Þā andswarode hē and cwæð: 'Hit wæs ȝodes willa, þæt me hrædlīce onȝēan cōm þæt ic wolde.' 21. And Īsaac cwæð: 'ȝā hider nēar, þæt ic æthrīne þīn, sunu mīn, and fandize hwæðer þū siz mīn sunu Ēsau, þe nē siz.' 22. Hē ēode tō þām fæder; and Īsaac cwæð, þā þā he hyne ȝeȝrāpod hæfde: 'Witodlīce sēo stemn ys Iācobes stefn, and þā handa synd Ēsauwes handa.' 23. And hē ne ȝecnēow hine, for-þām þā ruwan handa wæron swilce þæs ylðran brōþur. Hē hyne blētsode þā 24. and cwæð: 'Eart þu Ēsau, mīn sunu?' And hē cwæð: 'Iā lēof, ic hit eom.' 25. Þā cwæð hē: 'Brinȝ mē mete of þīnum huntoðe þæt ic þē blētsige.' Þā hē þone mete brōhte, hē brōhte him ēac wīn. Þā hē hæfde ȝedruncen, 26. þā cwæð hē tō him: 'Sunu mīn, ȝanȝ hider and cysse mē.' 27. Hē nēaleahte and cyste hine. Sōna, swā hē hyne onȝeat, hē blētsode hine and cwæð: 'Nū ys mīnes suna stenc, swilce þæs landes stenc þe drihten blētsode. 28. Sylle þē ȝod of heofenes dēawe and of eorðan fætnisse, and miçelnysse hwætes and wīnes. 29. And þēowion þē eall folc, and ȝeeadmedun þē ealle mæȝða. Beo þu þīnra brōþra hlāford and sīn þīnre mōdur suna ȝebīȝed beforan þē. Se ðe ðe wirize, sī hē āwirized; and, sē þe þe blētsige, si hē mid blētsunȝe ȝefylled.'

## From Chaucer's Prologue to his "Canterbury Tales"; ab. 1384—1400

*Geoffrey Chaucer (? ab. 1340—1400) was a born Londoner. His father and relatives had some associations with the wine trade and with the Court. For his early schooling he was sent to St. Paul's Almony and later went on to be a page in the household of the Countess of Ulster. There he acquired the finest education in good manners, a matter of great importance not only in his career as a courtier but also in his career as a poet. Later in his life he was many times sent abroad on some commercial and diplomatic missions and finally became a Comptroller of the customs and Justice of the Peace.*

*He had a passion for books and read a lot in Latin, French, Anglo-Norman and Italian. He made himself a considerable expert in contemporary sciences — astronomy, medicine, physics and alchemy. He was a man of Renaissance and he heralded the beginning of English Renaissance in literature.*

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

*It is a narrative of a pilgrimage that led to the outskirts of Canterbury to the shrine of St. Thomas a Becket (the archbishop of Canterbury in the XII century, murdered by the order of the king and canonized by the Catholic Church). "The Canterbury Tales" are not*

*finished. They consist of a Prologue and 24 stories told by the persons described in the Prologue. These people are of different degrees of the medieval English society. The Prologue is the portrait of an entire nation, high and low, old and young, lay and clerical, town and country. The tales these pilgrims tell come from all over Europe, from Chaucer's contemporaries (Dante, Boccaccio, Petrarch), from the ancients, from the Orient.*

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

*He wrote in the London dialect which had by that time acquired prevailing East Midland features with a considerable Southern dialectal element. As it was the rise of national English standard various forms coexisted, both dialectal, old and new (e.g. for to seke — for to seken; soote — sweete; y-ronne; spoken; hem, her(<OE) — they (Sc.)), hi bis rhymes (the meter is iambic pentameter); there are many e-forms (Southern dialectal features descending from Kentish).*

## The Prologue

1     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;  
5     Whan Zephirus eek with his swete breeth  
Inspired hath in every holt and heeth  
The tendre croupes, and the yonge sonne  
Hath in the Ram his halve cours y-ronne,  
And smale foweles maken melodye,  
10    That slepen al the nyght with open ye —  
So priketh hem nature in here corages —  
Thanne longen folk to goon on pilgrimages,  
And palmeres for to seken straunge strondes,  
  
To ferne halwes, couthe in sondry londes;  
15    And specially, from every shires ende  
Of Engelond to Caunterbury they wende,  
The hooly, blisful martir for to seke,  
That hem hath holpen, whan that they were seeke;  
Bifil that in that seson on a day  
20    In Southwerk at the Tabard as I lay,  
Redy to wenden on my pilgrymage  
To Caunterbury with ful devout corage,  
At nyght were come into that hostelrye  
Wel nyne and twenty in a compaignye  
25    Of sondry folk by aventure y-falle  
In felaweshioe, and pilgrimes were they alle,  
That toward Caunterbury wolde ryde.  
The chaumbres and the stables weren wyde,  
And wel we weren esed atte beste.

## About the languages of the inhabitants

### Chapter 59

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

## From Hamlet, Act III, Scene II. The Performance

(part 1)

*The Trumpets sounds. Dumb show followes: Enter a King and a Queene, the Queene embracing him, and he her, he takes her vp, and declines his head vpon her necke, he lyes him downe upon a bancke of flowers, she seeing him asleepe, leaues him: anon come in an other man, takes off his crowne, kisses it, pours*

*poyson in the sleepers eares, and leaues him; the Queene returnes, finds the King dead, makes passionate action, the poysner with some three or foure come in againe, seeme to condole with her, the dead body is carried away, the poysner wooes the Queene with gifts, shee seemes harsh awhile, but in the end accepts loue.*

Oph.     What meanes this my Lord?

Ham.     Marry that munching Mallico, it meanes mischiefe.

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

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

Oph.     Will a tell vs what this show meant?

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

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

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

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

(part 2)

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

*Ham.* That's wormwood

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

King I doe believe you thinke what now you speake,  
 But what we doe determine, oft we breake,  
 Purpose is but the slaue to memorie,



## From Capgrave's Chronicle of England; ab. 1463

*John Capgrave (1393—1463) was a friar of the Augustinian Order in England. He obtained a theological university education and was regarded as one of the most learned men of his time.*

*Capgrave resided most of his life in the friary at King's Lynn, where he wrote in Latin and English sermons, theological works and commentaries to many books of scripture. Among his books is a chronicle of English history, which is of considerable importance as an early English prose work*

*"The Chronicle of England" starts from the Creation of the World and ends with the year 1417, evidently stopped by the death of the author.*

*It is written in the London dialect bearing but few traces of other Late Middle English dialects.*

[1393] In the month of Auguste was it proclaimed thorowoute Ynglond that alle Erishmen be at hom, in her owne lond, in the fest of Nativite of oure Lady, in peyne of lesing of her hed. It was proved be experiens that there were com to Ynglond so many Erischmen that the Erisch cuntre, wech longeth to the kyng of Ynglond, was so voyded fro his dwelleris that the wilde Erisch were com in, and had dominacioun of al that cuntre. And, more ovyr, it was noted, that in Kyng Edward tyme the Thirde, whan he had set there his bank, his juges, and his chekyr, he received every 3ere XXX M. pound: and now the kyng Richard was fayn to paye 3erly to defens of the same cuntre XXX M. mark.

(In this 3ere, in the XXI. day of Aprile, was that frere bore wech mad these Annotaciones.)

And in the same 3ere Kyng Richard went into Erland, with the duke of Glouceter, and erles March, Notingham and Ruthland. Many of the Erisch lordis wold ha lettid his comyng;

but her power was ovyr weyk. Ther was he fro the Nativite of oure Lady onto Esterne. And in that tyme were sent onto him, be the clergi of this lond, the archbishop of York and the bishop of London, praying him that he wold come hom ageyn to oppresse the malice of Lollardis. For thei laboured sore to take away alle the possessiones of the Cherch, and aftir to distroye alle the lawes that were mad to favoure of the Cherch. Whan the kyng herd this, he hastid him in al goodly maner to com hom ageyn.

[1394] In the XVIII. zere the kyng held his Parlement at Dulyng, and thidir com alle the lordes that had mad subjeccion onto him.

And in that same tyme, Edmund, duke of York, Keper of Ynglond, held a Parlement at London; to whеч Parlement cam the duke of Gloucetir fro Yrlond, expressing the kyngis costid in Yrlond: and his legacion was so acceptabil, that the clergy graunted him a dyme, and the lay fe a fiftene.

In this tyme the Lolardis set up scrowis at Westminster and at Poules, with abhominable accusaciones of hem that long to the Cherch, whеч sounded in destruccioun of the Sacramentis, and of statutes of the Cherch. The meynteineris of the puple that were so infect were these: Richard Storry, Lodewik Clifforth, Thomas Latymer, Jon Mountagw. Thei were principal instructouris of heretikes. The kyng, whan he had conceyved the malice of these men, he cleped hem to his presens, and snybbed hem; forbad hem eke thei schuld no more meynten no swech materes. Of Richard Story he took a hooth; for he swore on a book that he schuld nevyr meynten no swech opinionones. And aftir this hooth the kyng saide: "And I swere here onto the, If evyr thou breke thin ooth, thou schal deye a foul deth." Thei that were guilty in this mater withdrow gretly her oterauns of malys.

## Ben Jonson; ab. 1606—1607

*Ben Jonson (1572—1637) began to work as player and playwright in 1597. He was a very prolific writer, and his plays were given, among many others, by Shakespeare's company, some with William Shakespeare in the cast. Ben Jonson is mostly known for court masques — dramatic entertainments involving dances and disguises, and comedies which often had a morale in them.*

*"Volpone, or The Fox" is a comedy first acted in 1606 and printed a year later. Volpone, a rich Venetian without children, feigns that he is dying, in order to draw gifts from his would-be heirs. Mosca, his parasite and confederate, persuades each of these in turn that he is to be the heir, and thus extracts costly presents from them. One of the victims of their deceit is Voltore.*

### From "Volpone, or The Fox"

MOSCA. You still are what you were, sir. Only you,  
 Of all the rest, are he, commands his love;  
 And you do wisely to preserve it thus  
 With early visitation, and kind notes  
 Of your good meaning to him, which, I know,  
 Cannot but come most grateful. — Patron! sir!  
 Here's Signior Voltore is come —

VOLPONE. What say you?

MOSCA. Sir, Signior Voltore is come this morning  
 To visit you.

VOLPONE. I thank him.

MOSCA. And hath brought  
 A piece of antique plate, bought of Saint Mark,  
 With which he here presents you.

VOLPONE. He is welcome.

Pray him to come more often.

MOSCA. Yes.

VOLTORE. What says he?

MOSCA. He thanks you, and desires you see him often.

VOLPONE. Mosca.

MOSCA. My patron!

VOLPONE. Bring him near; where is he?

I long to feel his hand.

MOSCA. The plate is here, sir.

VOLTORE. How fare you, sir?

VOLPONE. I thank you, Signior Voltore.

Where is the plate? mine eyes are bad.

VOLTORE. I'm sorry

To see you still thus weak.

MOSCA. That he is not weaker.

VOLPONE. You are too munificent.

VOLTORE. No, sir, would to Heaven,

I could as well give health to you, as that plate!

VOLPONE. You give, sir, what you can. I thank you.

Your love

Hath taste in this, and shall not be unanswered.

I pray you see me often.

VOLTORE. Yes. I shall, sir.

VOLPONE. Be not far from me.

MOSCA. Do you observe that, sir?

VOLPONE. Hearken unto me still. It will concern you.

MOSCA. You are a happy man, sir; know your good.

VOLPONE. I cannot now last long —

MOSCA. — You are his heir, sir.

VOLTRE. Am I?

VOLPONE. I feel me going — Uh! uh! uh! uh!

I'm sailing to my port — Uh! uh! uh! uh!

And I am glad I am so near my haven.

MOSCA. Alas, kind gentleman! Well, we must all go —

VOLTRE. But, Mosca —

MOSCA. Age will conquer.

VOLTRE. Pray thee, hear me.

Am I inscribed his heir for certain?

MOSCA. Are you!

I do beseech you, sir, you will vouchsafe

To write me i' your family. All my hopes

Depend upon your worship. I am lost,

Except the rising sun do shine on me.

VOLTRE. It shall both shine and warm thee,

Mosca.

MOSCA. Sir.

I am a man that hath not done your love

All the worst offices: here I wear your keys,

See all your coffers, and your caskets locked,

Keep the poor inventory of your jewels,

Your plate and monies: am your steward, sir,

Husband your goods here.

VOLTRE. But am I sole heir?

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## BASIC ABSTRACT

### Lecture 1. Introduction. General characteristics of the German languages

**1. The purpose of studying of a subject.** Any language represents constantly changing historical phenomenon. Changes cover all aspects of language: grammar and the dictionary, phonetics and writing. The main objective of studying of history of language consists in an explanation of a today's stage of its existence, allowing to understand its modern features better.

**2. Internal and external history of language.** External history of any language are events in a life of the people speaking on it, influencing language, this reflexion of history of people in language on which they speak. The internal history of language describes the changes occurring in the language, its grammar, dictionary structure, a phonetic system and writing.

### Lecture 2. Germanic Languages

**1. The basic characteristics of the German languages.** The German languages belong to индоевропейской to a language family. The German tribes lived in the beginning of the first millenium in extensive territories Western, Central and the Eastern Europe.

**1.1. Phonetic features.** The basic characteristics of a phonetic system of the German languages concern: the dynamic accent fixed on the first root syllable; an ablaut - positionally independent alternation of vowels in a root, a suffix or the word termination, promoting formo - and to word-formation; an umlaut - phonetic assimilation root public with public the terminations, shown as some kind of an internal inflexion; movement of consonants - regular phonetic conformity of consonants

German and other индоевропейских languages.

**1.2. Grammatical features.** The German languages were languages of a synthetic system. Nominal parts of speech had categories of a case, a sort and number, verbal - time, an inclination, the person and number. The terminations, and also alternation of vowels in a word root (especially in verbs) and in rare instances a suppletion - formation of different forms of a word from different roots were the basic ways формообразования.

**1.3. Letter system.** Germen had own, so-called рунический the alphabet, and phonetic system of the letter at which each sound was transferred by one symbol - руной. This alphabet has appeared in the second century of ours опы and has existed at some people during all Middle Ages.

### Lecture 3. The Old English period. General characteristics

**1. External history.** The history of English language begins since 5 centuries of our era when there was an intrusion of the West German tribes англов, saxophones, ютов and friezes to British isles. Having grasped almost all fertile earths, they have partially destroyed, have partially superseded, and have partially subordinated to itself local population - Celts.

**1.1. The basic written monuments.** The first written monuments samples рунического represent letters.

In 7 century with Christianity arrival to British isles the numerous monks speaking in Latin and using the Latin alphabet which has gradually superseded рунический have come also, having borrowed from it separate symbols for a designation of the sounds which were absent in Latin - so there was so-called инсулярное, or an island letter.

#### **1.2. Dialect classification of written monuments.**

1.2.1. Unlike breeding dialects German, tribes before their resettlement to British isles, dialects of the Old English period are territorial and are called under the name of kingdoms in which on them spoke. The most important kingdoms and, thus, dialects of that period were Northumbria (нортумбрийский a dialect), Мерсия (мерсийский a dialect) and Wessex (уэссекский a dialect).

1.2.2. The basic written monuments of the period are written инсулярным by the letter. Their majority them concern to уэссекскому to a dialect and are presented by treatises of the religious maintenance, and also chronicles, historical and philosophical works.

**2. Internal history.** During the Old English period language developed extremely slowly.

**2.1. Phonetic features.** The phonetic system of the Old English period differed the fixed dynamic accent falling on the first root syllable of a word.

Quantitative and qualitative characteristics of vowel sounds were item, i.e. depended on position of a sound in a word. The longitude of shock vowels was фонематичной, allowing to distinguish a word only a longitude of the shock root public. There was a full parallelism of long and short vowel sounds, both monophthongs, and diphthongs.

Consonants were less numerous, than in the modern language. Among them there were no some fricative, sounds. There was a number of item qualitative characteristics of consonants, including sonority/dullness of a sound.

**2.2. Letter system.** Old English writing was basically фонематична - to each letter there corresponded one sound.

**2.3. Grammatical features.** As well as other German languages, Old English were language of a synthetic system with well developed system of inflexions. Alternation of vowels and a suppletion were the basic transmission media ' Rheme values суффиксация. The word order in the offer was rather free.

**2.4. Dictionary structure.** The dictionary structure almost completely consisted of primordial words. Not numerous loans were ' лавным image from

Latin. New words were formed by the Derivation (creation of derivative words) and a composition.

## **Lecture 4. The Middle English period. General characteristics**

### **1. External history.**

**1.1. The Scandinavian intrusion.** The Scandinavian intrusion proceeded within more than two centuries, from the end 8 on the beginning of 11 centuries when under the control of conquerors all England has passed. The Scandinavian intrusion and the resettlement which has followed it of Scandinavians on territory of England, their constant contacts and mixture with local population had deep influence on all aspects of English language. Relative ease of interosculation of languages spoke absence of any political, social, cultural or language barriers between their carriers.

**1.2. A Normannsky gain.** The beginning норманнского 1066 is considered gains. Normans, the Scandinavian tribe which has moved for two centuries before on territory of modern France, have apprehended language and culture of the new country, and the French language they have brought with itself to British isles.

As a result норманнского gains the French language on two with superfluous became centuries language of ruling classes, language of a royal court yard, parliament, legal proceedings, church and school, having removed English on the second plan. Restoration of the lost role of English language in 14 century was accompanied by a considerable quantity of loans from French and essential change of grammatical structure of language.

### **1.3. Formation of national English language.**

National English language has developed by 15 century on the basis of the London dialect generated from early southern and southeast dialects. The capital of England, since 11 centuries, London was the largest economic, political, and also as the cultural centre in which lived and many best writers and poets of that time worked. However the literary norm of language has arisen much later, only in New English the period.

**2. Internal history.** The Middle English period time was unprecedented fast development of language. It was promoted by that within first three centuries of the period English was exclusively oral language, had no written norm and could change without essential restrictions. As a result all aspects of language have undergone fundamental changes.

**2.1. Phonetic features.** The fixed dynamic accent remains in primordial words, in loans (especially French) the accent falls on last syllable of a word. There are new consonants (fricative and аффрикаты). Quality of consonants ceases to be item.

Shock vowels undergo quantitative changes under the influence of the so-called rhythmic tendency averaging duration of a syllable.

**2.2. Grammatical features.** The grammatical system during the Middle English period undergoes fundamental changes, transforming synthetic Old English language in language of an analytical system. Arising analytical transmission media of grammatical values in the end of the period become dominating.

**2.3. Dictionary structure.** The dictionary structure of language during the Middle English period almost was completely updated at the expense of extremely big number of loans, mainly Scandinavian and French. Along with external sources of replenishment of the dictionary a certain role played also internal - including formation of derivative words with use of the primordial and borrowed elements.

## **Lecture 5. New English Period. General Characteristics**

### **1. External history**

**1.1 Formation of the nation.** 15 centuries became a rotary mark in history of the English people. The war which has ended in 1485 of the Scarlet and White Rose meant the end of feudal dissociation and transition to пигализму, real political and economic association траны, occurrence of the uniform nation and a uniform national language. повоанглийский the period became the period great geographical рыгии, joinings to the British empire of the new earths and rock their contacts to carriers of other languages on all continents which have left the trace in English language.

This period Bacon, Марлоу and many other things has given to the world such great names, as Shakespeare, 1енсер.

Rather quiet development of the country has been broken in 17 century when the contradiction of the royal power and parliament has led to power transition to the last, executions of the king, and then, in some years, monarchy Restorations. Returning to a throne of the son executed

The king who has lived more of ten years in the reference in France, marked a new wave of influence of the French language.

**1.2. An establishment of literary norm.** The literary norm of English language was generated in the end of 17 centuries when there were first dictionaries and the grammar, based on scientific principles and setting as the purpose to stabilise language use. The essential contribution to formation of literary norm was brought also by many well-known writers of time, and first of all William Shakespeare. The standard of colloquial English language was established a little later.

**1.3. Geographical distribution of English language** at 17-20 centuries. The Novoanglijsky period became the period of language association of the country and replacement normed English of other languages and Dialects - the Celtic, Welsh, Irish, etc. In 16 century with expansion of the British colonialism penetration of English language into other regions of globe has begun: in 17 century - to the North America, in 18 - India, 19 - Australia and 20 -



Southern Africa. Now English language is a national language more than 300 million persons all over the world, and as the second language it recognises many times over great number of people.

**2. Internal history.** Speed of development of language during all period is gradually slowed down, that promoted especially by an establishment of the literary norm having stabilising influence on language.

**2.1. Phonetic features.** The accent in primordial words is fixed, in the borrowed can fall on any syllable. The rhythmic tendency has led to occurrence of secondary accents in multidifficult words.

Changes in consonants were not so great, as during the Middle English period. Item vocalisation of consonants was the new phenomenon.

Unaccented vowels on the end of words have in most cases disappeared, vowels under an accent were submitted to influence of so-called Great shift - qualitative change, in which result they became narrower and forward in a place of their articulation

**2.2. Grammatical features.** Grammatical in New English the period has not undergone systems fundamental change.

The basic changes concerned strengthenings of analytical lines of language, expansion of use of auxiliary words, increases in number of analytical forms, strengthenings of the fixed word order in the offer.

**2.3. Dictionary structure.** The dictionary - the most quickly developing aspect of language новоанглийского the period. Ways of enrichment of dictionary structure of language - as internal (formation of derivative words, conversion), and external (loans). Sources of the last are rather numerous thanking not only direct, but also indirect (through books, and in 20 century - through cinema, radio, TV) to contacts to all world.

## **6. Etymological Layer of the English Language.**

**1. A general characteristic.** The today's dictionary structure of English language as any other aspect of language reflects deep historical changes and various contacts of the nation. The prevailing number of loans allows to doubt the nature of English language if not to take into consideration a prevailing functional role of a primordial element: the values transferred by own words, rate and a regularity of their use, absence of style and functional restrictions of their use.

**2. Primordial words** of English language are presented by two **этимологическими** layers: **общеиндоевропейским** and **общегерманским**.

**2.1. Words of common European** origins concern to **архаичными** to ancient words of language, and roots can be found them in many other things languages of this family.

**2.2. Words of common Germanic** origins reflect the period **ведущим** up to the disintegration beginning **общегерманского** language on separate groups, an event in a boundary of 1 century BC - 11 centuries AD

**3. The foreign element** (loans) makes more than half of dictionary structure of English language. The basic layers are Latin, Scandinavian and French loans.

**3.1. The Latin element** is presented by loans of the German period (mainly names of household subjects and products); loans of the early Old English period (via the Celtic language - names of objects of material culture of Romans); the words connected with introduction of Christianity in 7 century; the words which have entered into language at 15-16 centuries in connection with revival of a science (mainly "book loans", words of the scientific nomenclature). The majority of these words can be easily enough defined thanks to characteristic external signs, and also semantics.

**3.2. The Scandinavian element** is presented by the loans of 8-10 centuries including words of daily use. They have so closely intertwined with primordial words, that their exact etymological reference to loans is not always possible.

**3.3. The French element** of the English dictionary has extremely great value. Early French loans concern the period норманнского gains. These words basically concern sphere of a political life, legal proceedings and a state system. The majority of them completely assimilated in English language and are not perceived as loan. Medieval French loans represent more everyday words. Loans новоанглийского the period, the monarchy connected with Restoration, include many words ' - names of objects of material culture of France, a life of society and entertainments.

**4. Words-hybrids.** The big number of loans from different languages and their assimilation has led to occurrence in English language of the words consisting of elements, different in the origin.

**5. Etymological doublets.** Etymological doublets are the words which have developed from one root, but entered into English language. Via different languages. Frequently it leads to essential change as from the form, and value.

The resulted examples of various etymological layers of the modern English dictionary testify once again to that, что the long and difficult history of English language can be understood to the full only at its studying in a close connection with history, lives of the people which are its carrier.

# TEACHING MATERIALS (LECTURES, METHODOLOGICAL PACKAGES)

## *LECTURE 1.*

### INTRODUCTION. THE SUBJECT MATTER OF THE HISTORY OF ENGLISH LANGUAGE

#### *List of principal questions:*

1. The Aim of the Study Of the Subject
2. Inner and Outer History of the Language

#### *Learning Outcomes*

By the end of the session students will have:

- become aware of subject and aims of studying the history of English language;
- identified main sources of history of English language;
- become aware of the main periods in the History of English language.

#### *Key Learning Points*

- Understanding subject matter of history of English language;
- Focusing on periods of history of English language;
- Finding ideas for discussing the main events in the history and development of English language.
- Reflecting on the periods of history of English language.

**Materials.** handouts, CD, blackboard, power point presentation.

#### *Phrases*

inner history, outer history, Old English, Middle English, New English, pre-written period, periods, linguistic tradition, tribes

### **1. The aim of the study of the subject**

It is well known that language, whether it is English, Russian or any other, is a historical phenomenon. As such it does not stay unchanged for any considerable period of time, or for any time at all, but it inconstantly changing throughout its history. The changes affect all the spheres of the language: grammar and vocabulary, phonetics and spelling. The changes that any language undergoes are

gradual and very slow but pronounced enough if you compare the stages of its development within a century or even half a century. You can imagine that with the passage of time the difference between different stages of the development of the language grows and you will easily deduce that if you speak of such a language as English the history of which embraces over fifteen centuries you will have to analyze and explain a great number of linguistic data characterizing the language at different stages of its history.

The aims set before a student of the history of the English language are as follows:

1. to speak of the characteristics of the language at the earlier stages of its development;
2. to trace the language from the Old English period up to modern times;
3. to explain the principal features in the development of modern language historically.

To achieve those aims a student will have to know the theoretical basis of the subject and to work with the text to apply the theoretical knowledge to the practical analysis of English texts at different periods of the language development.

While speaking about the importance of theoretical courses we may quote Simeon Potter's words: "We cannot know too much about the language we speak every day of our lives... knowledge is power. The power of rightly chosen words is very great, whether these words are intended to inform, to entertain or to move."

Simeon Potter, *Our language*

Thus the main purpose of studying the history of the English language is to account for the present-day stage of the language to enable a student of English to read books and speak the language with understanding and due knowledge of the intricate and complicated "mechanism" they use.

We said that the history of any language is an unbroken chain of changes more or less rapid. But though the linguistic tradition is unbroken it is impossible to study the language of over 15 centuries long without subdividing it into smaller periods. Thus the history of the English language is generally subdivided conventionally into Old English (5th—11th century), Middle English (11th—15th century) and New English (15th century—till now).

## **2. Inner and outer history of the language**

We are going to speak about the inner and the outer history of the English language. The outer history of the language is the events in the life (history) of the people speaking this language affecting the language, i.e. the history of the people reflected in their language. The inner history of the language is the description of the changes in the language itself, its grammar, phonetics, vocabulary or spelling.

It is well known that the English language belongs to the Germanic subdivision of the Indo-European family of languages. The direct and indirect evidence that we have concerning old Germanic tribes and dialects is approximately - twenty centuries old. We know that at the beginning of AD Germanic tribes occupied vast territories in western, central and northern Europe.

The tribes and the dialects they spoke at the time were generally very much alike, but the degree of similarity varied. It is common to speak about the East Germanic group of dialects — mainly spoken in central Europe — Gothic, Vandalic, Burgundian; North Germanic group of dialects — Old Norwegian, Old Danish, Old Swedish, Old Icelandic; and the West Germanic group of dialects — the dialects of Angles, Saxons, Jutes, Frisians and others, originally spoken in western Europe. The first knowledge of these tribes comes from the Greek and Roman authors which, together with archeological data, allows to obtain information on the structure of their society, habits, customs and languages.

The principal East Germanic language is Gothic. At the beginning of our era the Goths lived on a territory from the Vistula to the shores of the Black Sea. The knowledge of Gothic we have now is almost wholly due to a translation of the Gospels and other parts of the New Testament made by Ulfilas, a missionary who christianized the Gothic tribes. Except for some runic inscriptions in Scandinavia it is the earliest record of a Germanic language we possess. For a time the Goths played a prominent part in European history, making extensive conquests in Italy and Spain. In these districts, however, their language soon gave place to Latin, and even elsewhere it seems not to have maintained a very tenacious existence. Gothic survived longest in the Crimea, where vestiges of it were noted down in the sixteenth century.

North Germanic is found in Scandinavia and Denmark. Runic inscriptions from the third century preserve our earliest traces of the language. In its earlier form the common Scandinavian language is conveniently spoken of as Old Norse.

From about the eleventh century on, dialectal differences become noticeable. The Scandinavian languages fall into two groups: an eastern group including Swedish and Danish, and a western group including Norwegian and Icelandic. Of the early Scandinavian languages Old Icelandic is much the most important. Iceland was colonized by settlers from Norway about A.D. 874 and preserved a body of early heroic literature unsurpassed among the Germanic peoples. Among the more important monuments are the Elder or Poetic Edda, a collection of poems that probably date from the tenth or eleventh century, the Younger or Prose Edda compiled by Snorri Sturluson (1178 – 1241), and about forty sagas, or prose epics, in which the lives and exploits of various traditional figures are related.

*West Germanic* is of chief interest to us as the group to which English belongs. It is divided into two branches, High and Low German, by the operation of a Second (or High German) Sound-Shift analogous to that described below as Grimm's Law. This change, by which West Germanic p, t, k, d, etc. were changed into other sounds, occurred about A.D. 600 in the southern or mountainous part of the Germanic area, but did not take place in the lowlands to the north. Accordingly in early times we distinguish as Low German tongues Old Saxon, Old Low Franconian, Old Frisian, and Old English. The last two are closely related and constitute a special or Anglo-Frisian subgroup. Old Saxon has become the essential constituent of modern Low German or Plattdeutsch; Old Low Franconian, with some mixture of Frisian and Saxon elements, is the basis of modern Dutch in Holland and Flemish in northern Belgium; and Frisian survives in the Dutch

province of Friesland, in a small part of Schleswig, in the islands along the coast, etc. High German comprises a number of dialects and is divided chronologically into Old High German (before 1100), Middle High German (1100—1500), and Modern High German (since 1500). High German, especially as spoken in the midlands and used in the imperial chancery, was popularized by Luther's translation of the Bible into it (1522—1532), and since the sixteenth century has gradually established itself as the literary language of Germany.

### **Questions and assignments:**

1. What are the aims of studying the history of a language?
2. What is meant by the outer and inner history of a language?
3. Make a table showing the relationship of English to the other languages of the Indo-European family.
4. Show the position of English among allied Germanic languages.

## **LECTURE 2.**

### **GENERAL CHARACTERISTICS OF GERMANIC LANGUAGES**

*"The Germans themselves I should regard as aboriginal, and not mixed at all with other races... For who would leave Asia, or Africa or Italy for Germany, with its wild country, its inclement skies, its sullen manners and aspect, unless indeed it were his home? ...The name Germany, on the other hand, they say is modern and newly introduced, from the fact that the tribes which first crossed the Rhine and drove out the Gauls, and are now called Tungrians, were then called Germans. Thus what was the name of a tribe, and not of a race, gradually prevailed, till all called themselves by this self-invented name of Germans, which the conquerors had first employed to inspire terror." Tacitus, Germania*

### **List of Principal Questions**

1. Chief Characteristics of the Germanic Languages
2. Phonetics of Germanic Languages
3. Grammar of Germanic Languages
4. Alphabet of Germanic Languages

### **Learning Outcomes**

By the end of the session students will have:

- become aware of Germanic languages;
- identified the main phonetic, grammatic, and lexical features of Germanic languages;
- become aware of the ancient types Alphabet used by Germanic tribes.

### **Key Learning Points**



- Understanding chief characteristics of Germanic languages;
- Focusing on phonetics of Germanic languages;
- Finding similarities between old Germanic languages and modern English language;
- Reflecting on phonetics, grammar and vocabulary of Germanic languages.

**Materials.** handouts, CD, blackboard, power point presentation.

### **Phrases**

inner history, outer history, Goths, Vandals, Lombards, Franks, Frisians, Teutons, Angles, Saxons, Jutes and Scandinavians Old English, Middle English, New English, pre-written period, periods, linguistic tradition, tribes

## **1. Chief Characteristics of the Germanic Languages**

The barbarian tribes — Goths, Vandals, Lombards, Franks, Frisians, Teutons, Angles, Saxons, Jutes and Scandinavians — lived on the fringes of the Roman Empire. All these spoke Germanic languages, which had distinctive characteristics of structure and pronunciation which are reflected in its descendants.

## **2. Phonetics of Germanic Languages**

One of the most important common features of all Germanic languages is its strong dynamic stress falling on the first root syllable. The fixed stress emphasised the syllable bearing the most important semantic element and to a certain degree later contributed to the reduction of unstressed syllables, changing the grammatical system of the languages.

The most important feature of the system of Germanic vowels is the so-called Ablaut, or gradation, which is a spontaneous, positionally independent alteration of vowels inhabited by the Germanic languages from the Common Indo-European period. This ancient phenomenon consisted in alteration of vowels in the root, suffix or ending depending on the grammatical form or meaning of the word.

There are two types of Ablaut: quantitative and qualitative. The qualitative Ablaut is the alteration of different vowels, mainly the vowels [e] / [a] or [e] / [o]

Old Icelandic bera (to give birth) — barn (baby)

Old High German stelan (to steal) — stal (stole)

Cf.: Russian бреду (I stroll, I wade) — брод (ford, wade)

Latin tego (to cover, to cloth) — toga (clothes)

Quantitative Ablaut means the change in length of qualitatively one and the same vowel: normal, lengthened and reduced. A classic example of the Indo-European Ablaut is the declension of the Greek word "pater" (father):

[e:]	[e]	[—]
patēr	patēr	patros
(nominative case, lengthened stage)	(vocative case, normal stage)	(genitive case, reduced stage)

Ablaut in Germanic languages is a further development of Indo-European alterations. Here we often find cases with both the quantitative and qualitative ablaut. It should be also mentioned that in the zero stage before sonorants an extra-short vowel [u] was added:

quantitative ablaut

Goth<sup>1</sup> *qiman* (to come) — *qums* (the arrival)

qualitative ablaut

OHG *stelan* (to steal) — *stal* (stole)

quantitative+qualitative ablaut

OE *findan* (to find) — *fand* (found, past tense) — *fundan* (found, past part.)

Ablaut as a kind of an internal flexion functioned in Old Germanic languages both in form- and word-building, but it was the most extensive and systematic in the conjugation of strong verbs.

Another phenomenon common for all Germanic languages was the tendency of phonetic assimilation of the root vowel to the vowel of the ending, the so-called -Umlaut, or mutation. There were several types of mutation, but the most important one was palatal mutation, or i-Umlaut, when under the influence of the sounds [i] or {j} in the suffix or ending the root vowels became more front and more closed. This process must have taken place in the 5<sup>th</sup>,—6<sup>th</sup> centuries, and can be illustrated by comparing words from the language of the Gothic bible (4<sup>th</sup> century) showing no palatal mutation with corresponding words in other Germanic languages of a later period.

Goth *harjis* OE *here* (army),

Goth *domjan* OE *deman* (deem);

Goth *kuni* OE *cynn* (tribe)

Traces of this tendency can be seen both in word-building and form-building as a kind of an internal flexion:

OHG *gast* (guest) — *gestl* (guests)

*man* (man) — *mennisco* (human)

Speaking about Germanic consonants, we should first of all speak of the correspondence between Indo-European and Germanic languages which was presented as a system of interconnected facts by the German linguist Jacob Grimm in 1822. This phenomenon is called the First Consonant Shift, or Grimm's law.

The table below shows a scheme of Grimm's law with the examples from Germanic and other Indo-European languages. However, there are some instances where Grimm's law seems not to apply. These cases were explained by a Dutch linguist Karl Verner, and the seeming exceptions from Grimm's law have come to be known as Verner's law.

Verner's law explains the changes in the Germanic voiceless fricatives *f p h* resulting from the first consonant shift and the voiceless fricatives depending upon the position of the stress in the original Indo-European word, namely:

<i>Indo-European</i>		<i>Germanic</i>	
<b>p t k s</b>		<b>b ð/d g z/r</b>	
<i>Gk</i>	hepta	<i>Goth</i>	sibun (seven)
<i>Gk</i>	pater	<i>OSc</i>	faðir, <i>OE</i> fæder
<i>Gk</i>	dekas	<i>Goth</i>	tigus (ten, a dozen)
<i>Snsk</i>	ayas	<i>Goth</i>	aiz, <i>OHG</i> ēr (bronze)

<i>Indo-European</i>		<i>Germanic</i>	
<b>1</b>	<i>voiceless stops</i>	<i>voiceless fricatives</i>	
	<b>p t k</b>	<b>f þ h</b>	
<i>Lat</i>	pater	<i>OE</i>	fæder (father)
<i>Lat</i>	trēs	<i>Goth</i>	þreis (three)
<i>Gk</i>	kardia	<i>OHG</i>	herza (heart)
<b>2</b>	<i>voiced stops</i>	<i>voiceless stops</i>	
	<b>b d g</b>	<b>p t k</b>	
<i>Rus</i>	болото	<i>OE</i>	pōl (pool)
<i>Lat</i>	duo	<i>Goth</i>	twai (two)
<i>Gk</i>	egon	<i>Olcl</i>	ek (I)
<b>3</b>	<i>voiced aspirated stops<sup>1</sup></i>	<i>voiced non-aspirated stops</i>	
	<b>bh dh gh</b>	<b>b d g</b>	
<i>Snsk</i>	bhratar	<i>OE</i>	brōðor
<i>Lat</i>	frāter, <i>Rus</i> ōpar		
<i>Snsk</i>	madhu	<i>OE</i>	medu (mead)
<i>Rus</i>	мед		
<i>*Snsk</i>	songha	<i>Olcl</i>	syngva (sing)
<i>Gk</i>	omphe (voice)		

According to Verner's law, the above change occurred if the consonant in question was found after an unstressed vowel. It is especially evident in the forms of Germanic strong verbs, except the Gothic ones, which allows to conclude that at some time the stress in the first two verbal stems fell on the root, and in the last two — on the suffix:

<i>OE</i>	tēon	tēah	tuʒon	toʒen (to tug)
<i>OSx</i>	tiohan	tōh	tugun	gitogan
<i>Goth</i>	tiuhan	tauh	tauhum	tau hans
<i>OE</i>	cēosan	cēas	curon	coren (to choose)
<i>Olcl</i>	kiósa	kaus	kørom	kørenn
<i>Goth</i>	kiusan	kaus	kusum	kusans

### 3. Grammar of Germanic Languages

One of the main processes in the development of the Germanic morphological system was the change in the word structure. The common Indo-European notional word consisted of three elements: the root, expressing the lexical meaning, the inflexion or ending, showing the grammatical form, and the so-called stem-forming suffix, a formal indicator of the stem type. However, in Germanic languages the stem-forming suffix fuses with the ending and is often no longer visible, thus making the word structure a two-element one. Nevertheless, it should be taken into account when explaining the differences in the categorial forms of words originally having different stemforming suffixes.

It should also be mentioned that Germanic languages belonged to the synthetic type of form-building, which means that they expressed the grammatical meanings by changing the forms of the word itself, not resorting to any auxiliary words. The Germanic nouns had a well-developed case system with four cases (nominative, genitive,<sup>1</sup> dative, accusative) and two number forms (singular and plural). They also had the category of gender (feminine, masculine and neuter). The means of form building were the endings added to the root/stem of the noun. The Germanic adjectives had two types of declension, conventionally called strong and weak. Most adjectives could be declined both in accordance with the strong and weak type.

Agreeing with the noun in gender, case and number, the adjective by its type of declension expressed the idea of definiteness (weak declension) or indefiniteness (strong declension), the meaning which was later to become expressed by a grammatical class of words unknown in Common Germanic — the article.

The adjective also had degrees of comparison, the forms of which were in most instances formed with the help of suffixes -iz/-oz and -ist/-ost, but there were also, instances of suppletivism, i.e. use of different roots for different forms — a means common for many Indo-European languages:

Goth	leitils – minniza – minnists (little—less—least)
Rus	хороший – лучше – лучший

The Germanic verbs are divided into two principal groups: strong and weak verbs, depending on the way they formed their past tense forms. The past tense (or preterite) of strong verbs was formed with the help of Ablaut, qualitative or quantitative. Depending upon the phonetic root structure, the exact manifestation of Ablaut could be somewhat different, and accordingly strong verbs were further subdivided into classes. Weak verbs expressed preterite with the help of the dental suffix -d/-t. They also had stem-forming suffixes, depending on which they fell into separate classes. There was also a small group of highly frequent suppletive verbs forming their forms from different roots, the same as in other Indo-European languages:

The Germanic verb had a well-developed system of categories, including the category of person (first, second, third), number (singular and plural)<sup>1</sup>, tense (past

and present, the latter also used for expressing future actions), mood (indicative, imperative and optative) and vr:de (only in Gothic—active and mediopassive). The categorial forms employed synthetic means of form-building.

#### 4. Alphabet of Germanic Languages

Although the people of the Germanic tribes were mostly illiterate, some of the Germanic nations had their own mode of writing, with a distinctive alphabet called runic, each letter of which was called a rune. We know that runes were used to record early stages of Gothic, Danish, Swedish, Norwegian, English, Frisian, Frankish and various tribal tongues of central Germania, and they may also have supplied other Germanic languages without leaving any evidence surviving till today. "On archaeological grounds the earliest extant runes are dated to the second century AD. The script continued in use in some regions throughout the Middle Ages and into early modern times. The early runes were not written, but incised—runic script was designed for inscribing, at first on wood, which explains many of its characteristics. Since runes were designed for incising in wood, the letter forms, in their earliest stage, eschew curves, which are hard to cut in such a grainy material. Letters were made up of vertical strokes, cut at right angles to the grain, and of slanting strokes which stood distinct from it. Horizontal strokes, which would mingle with the grain and be hard to distinguish, were avoided.

Even the earliest examples of the script show there were variations in some letter forms, so it is not possible to give a standard pattern for the Germanic runic alphabet. The rune-row below is one of the most generally accepted variants:

ƒ	u	þ	h	a	r	k	g	w	h	n	i	j	p	e	r	s	t	b	e	m	l	n	g	d	o
ƒ	u	þ	h	a	r	k	g	w	h	n	i	j	p	e	r	s	t	b	e	m	l	n	g	d	o

The earliest known runic alphabet had twenty-four letters arranged in a peculiar order, which, from the values of its first letters, is known as the futhark. In early times texts could be written not only from left to right, but from right to left equally well. Some texts could even be written with alternate lines in opposite directions. Even in left-to-right texts an individual letter could be reversed at whim, and occasionally a letter might be inverted. There was no distinction between capital and lowercase letters.

The Roman equivalents for the Germanic runes given above are only approximate, for the sounds of Early Germanic did not coincide with those of Modern English. We do not know where and when runes were invented. The obvious similarities with the Roman alphabet brought early scholars to the belief that the script first appeared among Germanic peoples living close to the Roman empire, and that the runes were an adaptation of the more prestigious alphabet. Early finds of rune-inscribed objects in eastern Europe (Pietroassa in Rumania, Dahmsdorf in central Germany and Kowel in the Ukraine) suggest that runes may have been invented by Goths on the Danube or beside the Vistula. This is further

supported by the similarity of occasional runes to letters of one or other of the Greek alphabets. However, continued discovery of early runic texts in various regions of Europe do not allow to consider the matter of the origin of runes conclusively proven.

Be it as it may, wherever and whenever they were created, runes soon spread over the Germanic world, and by 500 AD they are found not only in Denmark, Sweden, Norway, England, but also in Poland, Russia and Hungary, recording different Germanic languages and being cut, stamped, inlaid or impressed on metal, bone, wood and stone. Runes were used for many centuries and in many lands, gradually changing in their passage through time and space. In England the script died out, superseded by Roman, somewhere in the eleventh century; in Germany and the Low Countries — rather sooner. In Scandinavia and its colonies, however, runes continued well into the Middle Ages. Nevertheless, the later runic inscriptions are of comparatively little interest, for there is plenty of other evidence for the state of the language they record, whereas the early inscriptions are of great importance to the linguist, for they record material for which there is otherwise little or no evidence.

Thus we may summarize the above discussion stating that the principal features common to all the languages of the Germanic language area were: (i) fixation of the main stress on the initial syllable of the word; (ii) the first, or Germanic sound shift effecting the Indo-European voiceless and voiced stops and the spirant [s]; (iii) certain vowel changes; (iv) reduction in the number of cases as compared to Common Indo-European; (v) full development of the weak declension of the adjective with a particular categorial meaning; (vi) development of a dental preterite and appearance of the strong/weak verb distinction; (vii) a peculiar alphabet.

### **Some more facts ...**

#### **The British**

*Britain, as far as we can trace men in our island, was first inhabited by cave-men, who have left no history at all. In the course of ages they passed away before the Iberians, or Ivernians, who came from the east and bore a striking resemblance to the Basques. It may be that some Mongolian tribe, wandering west, drawn by the instinct which has driven most race-migrations westward, sent offshoots north and south — one to brave the dangers of the sea and inhabit Britain and Ireland, one to cross the Pyrenees and remain sheltered in their deep ravines. These sturdy voyagers were short and dark, harshfeatured and long-headed, worshipping the powers of Nature with mysterious and cruel rites of human sacrifice, holding beliefs in totems and ancestor-worship. When the stronger and more civilised Celt came he drove before him these little dark men, he enslaved their survivors and wedded their women, and in his turn fell into slavery to the cruel Druidic religion of his subjects. To these Iberians, and to the Celtic dread of them, we probably owe all the stories of dwarfs, goblins, elves and earth-gnomes; and if we examine carefully the descriptions of the abodes of these beings we shall find them not inconsistent with the earth-dwellings, caves, circle huts, or*



*even with the burial mounds of the Iberian race. The race that followed the Iberians, and drove them out or subdued them, was the proud Aryan Celtic race. Of different tribes, Gaels, Brythons and Belgic, they were all one in spirit and one in physical feature.*

*Tall, blue-eyed, with fair or red hair, they overpowered the diminutive Iberians in every way. Their civilisation was of a much higher type than that of the Iberians; their weapons, their war-chariots, their mode of life are all so closely similar to that of the Greeks of Homer that a theory has been advanced and ably defended that when on the continent the Celts — Gaelic or Gaulish tribes from the north of Europe — had been invaded by the Homeric Greeks. It is to the Celts that we owe a debt of imperishable culture and civilisation. To them belongs our passion for the past, the ardent patriotism, the longing for spiritual beauty, so different from the Saxon materialism.*

*The Celt, however, had his day of supremacy and passed; the Roman crushed his power of initiative and made him helpless and dependent, and the Teuton — whether as Saxon, Angle, Frisian or Jute — dwelt in his homes and ruled his former lands. The Teuton was a hardier, more sturdy man than the Celt; he was by choice a warrior and a sailor, a wanderer to other lands. To him physical cowardice was the unforgivable sin, next to treachery to his chieftain. A quiet death-bed was the worst end to a man's life, in the Anglo-Saxon's creed: it was «a cow's death», to be avoided by everything in one's power, the only worthy finish to a warrior's life being a death in fight. Perhaps there was little of spiritual insight in the minds of these Angles and*

*Saxons, little love of beauty; little care for the amenities of life; but they had a sturdy loyalty, an uprightness, a brave disregard of death in the cause of duty, which we can still recognize in modern Englishmen.*

*When the English, or Anglo-Saxons, as we generally call them, had settled down in England, united their warring tribes and developed a somewhat centralised government, their whole national existence was imperilled by the incursions of the Danes, or Northmen, Vikings from Norway and Iceland, whose fame and the dread of whom went before them. They were related to the nations they came to harry and plunder, but their spirit was different from that of the conquered Teutonic tribes. The rapturous fight with the elements in which the Northman lived and moved and had his being, gave him a strain of ruthless cruelty unlike anything in the more peaceful Anglo-Saxon character. There was also a power of bold and daring action, of reckless valour, of rapid conception and execution, which contrasted strongly with the slower and more placid temperament of the Anglo-Saxon, and to this strain modern Englishmen probably owe the power of initiative, the love of adventure and the daring action which have made England the greatest colonizing nation on the earth.*

*These were far from the last men of many nations that were brought to England by war, trade, love of adventure or religion and with whom the English came into contact during their long and colourful history, all of them leaving their trace. With all these different elements amalgamated in one, it is no wonder that*

*the present-day English nation, its nature and beliefs represented in its language are a unique phenomenon worthy of careful and detailed study.*

*after M.I. Ebbutt*

### **Questions and assignments:**

1. Position of Germanic languages within the Indo-European family (main groups of languages, with special reference to Germanic, Celtic, Slavonic).
2. Formation of national Germanic languages in the late Middle Ages and the new period.
3. Classification of Modern Germanic languages; countries where they are spoken. The West and North Germanic subgroups.
4. Old Germanic tribes and dialects: "Common Germanic". Differentiation of Common Germanic into Germanic dialects. East, North and West Germanic groups and their representatives.
5. Development of the system of consonants in the pre-written period.
6. Grimm's law, Verner's law. Reasons for the departure from Verner's law in the pre-written period.

### **LECTURE 3**

#### **OLD ENGLISH. GENERAL CHARACTERISTICS**

*"The greatest Englishman that ever lived was King Alfred."*

- Winston Churchill

*"Alfred found learning dead and he restored it, Education neglected and he revived it, The laws powerless and he gave them force, The church debased and he raised it, The land ravaged by a fearful enemy from which he delivered it - Alfred's name will live as long as mankind shall respect the past"* (Inscription on the base of the statue of King Alfred in Wantage, Oxfordshire, his place of birth)

#### **List of principal questions:**

1. Outer history
  - 1.1. Principal written records
  - 1.2. Dialectal classification
    - 1.2.1. The dialects in Old English
    - 1.2.2. Old English written records
2. Inner history
  - 2.1. Phonetics
  - 2.2. Spelling
  - 2.3. Grammar
  - 2.4. Vocabulary

#### **Learning Outcomes**

By the end of the session students will have:

- become aware of outer history of Old English period;
- identified the main written records created during Old English period;
- become dialectal classification of written records;
- become aware of main features of phonetics, spelling, grammar and vocabulary of Old English period.

### ***Key Learning Points***

- Understanding outer history of OE period and its effect on OE language.
- Identifying importance of OE written records.
- Reflecting on phonetics, grammar and vocabulary of OE language.

***Materials.*** handouts, CD, blackboard, power point presentation.

### ***Phrases***

inner history, outer history, Goths, Vandals, Lombards, Franks, Frisians, Teutons, Angles, Saxons, Jutes and Scandinavians Old English, Middle English, New English, pre-written period, periods, linguistic tradition, tribes

## **1. Outer History**

As we have already said, the forefathers of the English nation belonged to the western subdivision of old Germanic tribes, and the dialects they spoke later lay the foundation of the English national language.

The history of the English language begins in the fifth century AD. when the ruthless and barbaric Germanic tribes of Angles, Saxons, Jutes, Frisians, who up to that time had lived in western Europe between the Elbe and the Rhine, started their invasion of the British Isles.

At the time of the invasion Britain was inhabited by the so called "romanised Celts", that is, Celts who had lived under the Roman rule for over four centuries and who had acquired Roman culture and ways of life and whose language had undergone certain changes mainly in the form of borrowings from the Latin language.

The Celtic tribes, whose languages, the same as Germanic, also belonged to the Indo-European family, were at one time among its most numerous representatives. At the beginning of our era the Celts could be found on the territories of the present-day Spain, Great Britain, western Germany and northern Italy. Before that they had been known to reach even Greece and Asia Minor. But under the steady attacks of Italic and Germanic tribes the Celts had to retreat, so that in the areas where they were once dominant they have left but the scantiest trace of their presence. The Celts who first came to Britain gradually spread to Ireland, Scotland and the Isle of Man. Their languages are represented in modern times by Irish, Scottish Gaelic and Manx.

A later wave of Celtic tribes, having occupied for some centuries the central part of England, were in turn driven westwards by Germanic invaders, and their modern language representatives are Welsh, Cornish and Breton.

The Romans invaded Britannia as it was then called in 55 – 54 BC when the troops of Julius Caesar and others conquered the isles. No centralised government was formed, instead there existed petty principalities under the control of local landlords. In 407 AD, with the departure of the last Roman emissary Constantine hostilities among the native tribes in England began anew. To normalise the situation the local chieftains appealed to influential Germanic tribes who lived on the continent inviting them to come to their assistance, and in 449 the Germanic troops led by Hengest and Horsa landed in Britain. The Roman occupation of England left little mark on its future.

Most of what the Romans did perished after they left, so it is with the Germanic tribes that the history of England truly begins. The invaders, or Barbarians, as they were generally called, who came to the Isles were representatives of a by far inferior civilization than the Romans. A bulk of the invaders came from the most backward and primitive of the Germanic tribes. They were an agricultural rather than a pastoral people. Their tribal organization was rapidly disintegrating.

The invaders came to Britain in hosts consisting not only of warriors, but also including labourers, women and children. They plundered the country, took possession of almost all the fertile land there and partly exterminated, and partly drove away the native population to the less inhabited mountainous parts of the country — Cornwall, Wales, Scotland. The rest of the natives became slaves to the conquerors.

In view of the historical facts mentioned above it is quite clear why the language of the invaders underwent so few changes under the influence of the Celtic tongue as almost no normal intercourse between the invaded and the invaders was possible, the latter being very few and far below socially. It should be noted that nowadays the remnants of the Celtic group of languages face the threat of complete disappearance, unable to survive in the competition with English. Cornish became extinct already in the 18th century, Manx — after the second world war. Scottish Gaelic is spoken only in the Highlands by about 75 thousand people, Irish — by half a million, the figures showing a steady declining tendency, and the absolute majority of those speaking these languages are bilingual, English being no less familiar to them than their former native tongue. Although in recent years a certain revival of nationalist sentiments helped to somewhat arrest the decline, many linguists fear the inevitable disappearance of the whole branch of the Indo-European family of languages.

We have very little indirect evidence about the beginning of the Old English period — 5th—7th centuries. The first written records were dated as far back as the beginning of the 8th century, that is why the 5th—7th centuries are generally referred to as "the pre-written period" of the English language.

### **1.1. Principal written records of the Old English period**

The principal written records that came to us through the centuries date from as far back as the 8th century. They were written with the help of the so-called

"Runic Alphabet". This was an alphabet of some 26 letters, the shape of which is quite peculiar.



['fuθark], or ['fuθork]

We have already said that it is assumed the Runic alphabet was composed by Germanic scribes in the II—III centuries AD. and their angular shape is due to the material those inscriptions were made on — wood, stone, bone — and the technique of "writing" — the letters were not written but carved on those hard materials. The word "rune" meant "mystery", and those letters were originally considered to be magic signs known to very few people, mainly monks, and not understood by the vast majority of the illiterate population. Among the first Old English runic inscriptions we generally mention two: the inscription on the so-called "Franks' casket" — a small box made of whalebone containing a poem about it<sup>1</sup>, and the inscription on the "Ruthwell cross" — a religious poem engraved on a stone cross found in Scotland.

In the 7th century the Christian faith was introduced and with it there came many Latin-speaking monks who brought with them their own Latin alphabet. The Latin alphabet was used by the majority of the people who could read and write. It ousted the Runic alphabet. But the Latin alphabet could not denote all the sounds in the English language, for example, the sounds [w], [θ]. For that purpose some runes were preserved — w, p, F\*, or some Latin letters were slightly altered — ǫ to denote the sounds [θ], [ʃ] together with the rune p. This alphabet that is a combination of the Latin alphabet with runes and some other innovations is called "insular writing", i.e. the alphabet typical of the Isles. The majority of Old English records are written in this insular alphabet. The spelling in these early records is on the whole phonetic and reasonably consistent, so that it is possible to learn much about the early pronunciation.

## **1.2. Dialectal Classification of Old English Written Records**

### **1.2.1. The Dialects in Old English**

As we have already said, the onset of invasion by the members of the four principal Germanic tribes: Angles, Saxons, Jutes and Frisians — began about the middle of the fourth century and their conquest of England was completed within the next century and a half. By about AD 600 they established their separate kingdoms, the principal among them being:

- those formed by the Angles: Northumbria (north of the river Humber), Mercia (in the centre of England) and East Anglia — central eastern part of the country;
- those formed by the Saxons — mainly to the south of the river Thames: Wessex, Sussex and Essex;
- the one formed by the Jutes — Kent.

Only the Frisians did not form a separate kingdom, but intermarried with the population belonging to different tribes. The prevailing importance of these seven kingdoms gave to the next two centuries the title of Heptarchy. Gradually three of the seven — Wessex, Mercia and Northumbria — began to establish some sort of domination over their smaller neighbours. It was an important step towards the achieving the eventual unity of England. Another vital factor contributing to the unity was the appearance of Christianity in England in AD 597, and afterwards the spread of Christianity and changes of the supremacy of this or that kingdom follow almost the same course.

The Old English dialects are generally named after the names of the kingdoms on the territory of which the given dialect was spoken — the Northumbrian dialect, the Mercian dialect, the Wessex dialect, etc. Though the differences between the three types were later to assume considerable importance, they were at first slight, and records of the 8th and 9th centuries reveal that Englisc, as it was collectively called, had by that time emerged as an independent language. The virtually complete geographical separation of England from the Continent was a factor favouring the further development of those characteristic features that already distinguished English from its parent Germanic language.

Among the principal Old English dialects the most important for us is the Wessex dialect, as the majority of Old English written records that we have can be traced back to that dialect. But the prominence of the Wessex dialect is also based on other extralinguistic criteria.

As is known, efforts to unite England failed for a very long period of time, because as soon as one kingdom became great it was in the interests of the rest to pull it down. Some historians say that the reason for that was the lack of the strongest possible motive towards any union, namely, the presence of a foreign foe.

Such enemy appeared in the second half of the 8th century, when the Northmen, particularly the Danes, began their devastating raids on the isles. At the beginning of the 9th century, when the Danish invaders destroyed in turn the dynasties of Northumbria, Mercia and East Anglia, Wessex was left as the sole survivor, and its leaders became the leaders of the emerging nation.

The most famous of all English kings, Alfred of Wessex, which would later come to be called Alfred the Great, came to the throne in 871 and is reputed to have been one of the best kings ever to rule mankind. He successfully fought with the Danes who by that time had conquered most of Eastern England and were moving southwards towards Wessex. Alfred managed to stop the Danes, although temporarily, and in 878 signed a treaty with the Danish king dividing England between them. But Alfred's true greatness lay not in his military, but peacetime activity. He set aside a half of the revenue to be spent on educational needs, established schools where the sons of the nobility could be taught to read and write, brought in foreign scholars and craftsmen, restored monasteries and convents, published a collection of laws and enforced them. He also mastered Latin and translated many books into Anglo-Saxon and ordered the compilation of the first history book, the Anglo-Saxon Chronicle, which was continued for more



than two centuries after his death. All this allows to say that even had Alfred never fought a battle, he would still deserve a place among the greatest rulers of history.

King Alfred formulated his aims as follows: *"Desire for and possession of earthly power never pleased me overmuch, and I did not unduly desire this earthly rule... I desired to live worthily as long as I lived, and to leave after my life, to the men who should come after me, the memory of me in good works."*

However, after the death of Alfred the Great in 901 the supremacy of Wessex gradually began to decline, and for a time, from 1017 till 1042, the throne was occupied by Danish kings.

### 1.2.2. Old English Written Records

Old English written records which are rather numerous are generally classified either in accordance with the alphabet used or in accordance with the dialect of the scribe who wrote the record.

If we speak about the first criterion — the alphabet (runic or insular) — the first group is rather scarcely represented (Frank's casket, Ruthwell cross), the other group having many written records. But generally the records are classified in accordance with their dialect: Northumbrian (Franks' casket, Ruthwell cross, Caedmon's hymns), Mercian (translation of the Psalter), Kentish (psalms), West Saxon (The Anglo-Saxon chronicle, the translation of a philosophical treatise *Cura Pastoralis*, King Alfred's *Orosius* — a book on history).

There were also many translations from other dialects, an example of which is Bede's *Ecclesiastical History of the English People* (731 AD). Bede, a learned monk at Jarrow, is said to have assimilated all the learning of his time. He wrote on language, science and chronology and composed numerous commentaries on the Old and New Testament. With the rise of Wessex to the dominant position among the Old English kingdoms in the 9<sup>th</sup> and 10<sup>th</sup> centuries, and thanks to the powerful influence of their learned King Alfred, the West Saxon dialect became the chief vehicle of literature. All the works of literary importance that have survived, both prose and poetry, are written in West Saxon, with only occasional traces of other dialects, and in this sense it may be regarded as typical of the Old English period.

## 2. Inner history

During the period the language was developing very slowly.

### 2.1. Phonetics

The phonetics of the Old English period was characterized by a system of dynamic stress. The fixed stress fell on the first root syllable:

**agāne** (*gone*); **3esēon** (*see*); **3aderian** (*gather*)

The vowels had the following characteristic features:

a) The quantity and the quality of the vowel depended upon its position in the word. Under stress any vowel could be found, but in unstressed position there

were no diphthongs or long monophthongs, but only short vowels [a], [e], [i], [o], [u].

b) The length of the stressed vowels (monophthongs and diphthongs) was phonemic, which means that there could be two words differing only in the length of the vowel:

metan (to mete, to measure) — metan (to meet)

pin (pin) — pin (pain)

god (god) — god (good)

ful (full) — ful (foul)

c) there was an exact parallelism of long and short vowels:

Short: a o e u i se y ea eo

Long:

The consonants were few. Some of the modern sounds were non-existent. The quality of the consonant very much depended on its position in the word, especially the resonance (voiced and voiceless sounds: hlaf [f] (loaf) — hlaford [v] (lord, "bread-keeper) and articulation (palatal and velar sounds: climban [k] (to climb) — cild [k'] (child)), etc.

## 2.2. Spelling

The Old English spelling was mainly phonetic, i.e. each letter as a rule denoted one sound in every environment. Note should be taken that the letters f, s, J), 5 could denote voiced consonants in intervocal positions or voiceless otherwise; the letter c was used to denote the sound [k] (palatal or velar); the letter y denoted the sound [y] (similar to German [u] in the word "GemUt" or Russian [ю] in the word "бюро").

The letter **ȝ** could denote three different sounds:

[j] — before or after front vowels [æ], [e], [i] :

ȝiefan (*give*), ȝēar (*year*), dæȝ (*day*)

[ɣ] — after back vowels [a], [o], [u] and consonants [l] and [r]:

dazas (*days*), folȝian (*follow*)

[g] — before consonants and before back vowels [a], [o], [u]:

ȝōd (*good*), ȝlēo (*glee*)

## 2.3. Grammar

Old English was a synthetic language (the lexical and grammatical notions of the word were contained in one unit). It was highly inflected, with many various affixes. The principal grammatical means were suffixation, vowel interchange and suppletion.

### *Suffixation:*

lc cēpe (*I keep*) — þu cēpst (*you keep*) — he cēpð (*he keeps*)

### *Vowel interchange:*

writan (*to write*) — lc wrāt (*I wrote*)

### *Suppletion:*

3ān (*to go*) — ēode (*went*)

There was no fixed word-order in Old English, the order of the words in the sentence being relatively free.

## **2.4. Vocabulary**

Almost all of it was composed of native words, there were very few borrowings. Borrowings were mainly from Latin:

a) The forefathers of English, when on the Continent, had contacts with the Roman empire and borrowed words connected mainly with trade:

**cīese (*cheese*), wīn (*wine*), æppel (*apple*)**

b) They borrowed Latin words from the Romanized Celts: strast (*street*), weall (*wall*), myln (*mill*)

c) Some borrowings were due to the introduction of Christianity: biscop (*bishop*), deofol (*devil*), munc (*monk*)

New words appeared as a result of two processes:

a) word derivation:

**fisc+ere = fiscere (*fish — fisher*)**

**wulle+en = wyllen (*wool — woolen*)**

**clæne+s+ian = clænsian (*clean — to cleanse*)**

b) word composition:

**sunne + dæg = Sunnandæg (*sun + day = Sunday*)**

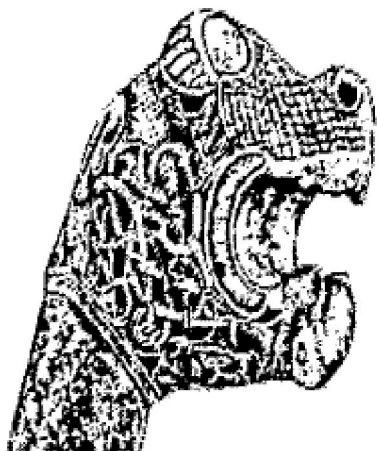
**mōna + dæg = Mōnandæg (*moon + day = Monday*).**

## **Questions and assignments:**

1. Old English historical background (Germanic settlement, West Germanic tribes and Old English dialects).
2. Old English alphabet and pronunciation.
3. Old English written records: runic inscriptions, religious works, Anglo-Saxon chronicles.
4. What is called the pre-written and written Old English?

## **LECTURE 4**

### **MIDDLE ENGLISH. GENERAL CHARACTERISTICS**



*"Never before has such terror appeared in Britain as we have now suffered from a pagan race, nor was it thought that such an inroad from the sea could be made. Behold, the church of St Cuthbert spattered with the blood of the priests of God, despoiled of all its ornaments; a place more venerable than all in Britain is given as prey to pagan people." Alcuin, AD 793*

*(Image: Viking ship prow decoration, Thames and Hudson archives)*

#### **List of principal questions:**

1. Outer history
  - 1.1. Scandinavian Invasion
  - 1.2. Norman Conquest
  - 1.3. Formation of the English national language
2. Inner history
  - 2.1. Phonetics
  - 2.2. Grammar
  - 2.3. Word-stock

#### ***Learning Outcomes***

By the end of the session students will have:

- become aware of outer history of Middle English period;
- identified the main written records created during ME period;
- become aware of the processes that led to formation of English national language.
- become aware of main features of phonetics, spelling, grammar and vocabulary of Middle English period.

#### ***Key Learning Points***

- Understanding outer history of ME period and its effect on ME language.
- Identifying importance of historical events that led to formation of English national language;
- Reflecting on phonetics, grammar and vocabulary of ME language.

***Materials.*** handouts, CD, blackboard, power point presentation.

***Phrases***

inner history, outer history, Goths, Vandals, Lombards, Franks, Frisians, Teutons, Angles, Saxons, Jutes and Scandinavians Old English, Middle English, New English, pre-written period, periods, linguistic tradition, tribes

## **1. Outer history**

### **1.1. Scandinavian Invasion**

The end of the Old English period and the beginning of Middle English is marked by two outstanding political events — the Scandinavian invasion and the Norman conquest. It is impossible to state the exact date of the Scandinavian invasion as it was a long process embracing over two centuries, the first inroads of the Scandinavian Vikings having began as far back as the end of the 8th century. Various Scandinavian adventurers at the head of their troops came to England wave after wave, although the English offered the invaders a stubborn resistance. At first the invaders fought with the natives, robbed and plundered the country, but later they began to settle on the lands they had managed to conquer. The part of England which suffered more from the invasion was the North-Eastern part of the country. From that part the invaders trying to conquer the whole of the country gradually proceeded to the South-West. The kingdom that was the strongest among many existing in Britain at that time and that could consequently withstand the invasion more successfully than any other was the Wessex kingdom, especially under the rule of King Alfred the Great. King Alfred the Great was so powerful and successful in his struggle against the invaders that hostilities ceased for a time and a peace treaty was concluded — the Treaty of Wedmore, in accordance with which the territory of the country was subdivided into two parts: the south-western part remained English under the rule of King Alfred and the north-eastern part was to be Scandinavian.

That part was referred to as Danelaw or Danelaw, i.e. the territory which was under the rule of Scandinavians, or "Danes".

The Scandinavians in England remained very strong through centuries, and at the beginning of the 11<sup>th</sup> century, namely in the period between 1016 and 1042 the whole of England came under the Scandinavian rule — the conquest was completed and the Danish king was seated on the English throne. Although in 1042 England was back under English power, the English king who came to the throne — Edward the Confessor — was to be the last English king for more than three centuries.

The Scandinavian invasion and the subsequent settlement of the Scandinavian on the territory of England, the constant contacts and intermixture of the English and the Scandinavians brought about many changes in different spheres of the English language: word-stock, grammar and phonetics. The influence of Scandinavian dialects was especially felt in the North and East parts of England, where mass settlement of the invaders and intermarriages with the local population were especially common. The relative ease of the mutual penetration of the languages was conditioned by the circumstances of the Anglo- Scandinavian contacts, i.e.:

a) There existed no political or social barriers between the English and the Scandinavians, the latter not having formed the ruling class of the society but living on an equal footing with the English;

b) There were no cultural barriers between the two people as they were approximately the same in their culture, habits and customs due to their common origin, both of the nations being Germanic.

c) The language difference was not so strong as to make their mutual understanding impossible, as their speech developed from the same source — Common Germanic, and the words composing the basic word-stock of both the languages were the same, and the grammar systems similar in essence.

## **1.2. Norman Conquest**

The Norman Conquest began in 1066. The Normans were by origin a Scandinavian tribe who two centuries back began their inroads on the Northern part of France and finally occupied the territory on both shores of the Seine. The French King Charles the Simple ceded to the Normans the territory occupied by them, which came to be called Normandy. The Normans adopted the French language and culture, and when they came to Britain they brought with them the French language.

In 1066 King Edward the Confessor died, and the Norman Duke William, profiting by the weakness of King Harold who succeeded King Edward on the English throne, invaded England. He assembled an army, landed in England and in a battle of Hastings on October 14, 1066 managed to defeat Harold and proclaimed himself King of England. The Norman conquest had far-reaching consequences for the English people and the English language. The English nobility perished through different reasons and was replaced by the Norman barons. The new king William confiscated the estates of the Anglo-Saxons nobility and distributed them among the Norman barons. The Norman conquerors continued pouring into England thousands after thousands, years and years after the conquest, and during the reign of King William over 200,000 Frenchmen settled in England and occupied all positions of prominence in the country, be it in court, Parliament, Church or school.

The heritage of the Norman Conquest was manifold. It united England to Western Europe, opening the gates to European culture and institutions, theology, philosophy and science. The Conquest in effect meant a social revolution in England. The lands of the Saxon aristocracy were divided up among the Normans, who by 1087 composed almost 10% of the total population. Each landlord, in return for his land, had to take an oath of allegiance to the king and provide him with military services if and when required.

The Saxon machinery of government was immensely reinforced, with a Norman monarch and his officials as effective centralised controllers. Royal power was spread to provinces, royal justice was much more impartially done. The Normans created a strong medieval monarchy which was gradually to complete the unification of England.

The 13th century witnessed the appearance of the first Parliament, or a council of barons, which later was changed to a national Parliament, representing the nobility, clergy, knights of the shires and major cities.

The Norman conquerors, though Germanic by origin, were French by their language, habits and customs. They were a people and a class that stood aloof from the conquered English, whose habits and customs they despised and whose language they could not understand. They spoke French and addressed people in French. They taught their children French — the only language they could speak, which is noticed by many writers and scholars. And for more than two centuries after the conquest the English country was ruled by French-speaking Kings and nobility, and the French language was the state language of the country. The Norman Conquest put an end to the West Saxon literary language. But eventually after a prolonged struggle the English language got ascendance over French and again became the state language of the country. The victorious and defeated peoples continued to speak their own languages. The language spoken and written by the English continued to develop in accordance with tendencies already active before the conquest.

The English language emerged after the struggle, but it came in a different position. Its vocabulary was enriched by a great number of French words and its grammatical structure underwent material changes.

They generally mention the following decisive steps in the way upward of the English language after the Norman conquest:

a) 1258 — Proclamation of King Henry III was published besides French also in English;

b) 1362 — the English language became the language of Parliament, courts of law; later, at the end of the century — the language of teaching;

c) the rule of King Henry IV (1399—1413) — the first king after the conquest whose native tongue was English. The end of the 14th century also saw the first "English" translation of the Bible, and Chaucer was writing his "English" masterpieces. The new merchant class and the spread of lay learning were building a national civilisation, and by the end of the century French had probably died out as a spoken language.

### **1.3. Formation of the English National Language**

We can speak about the English national language as a language understood and mainly used throughout the country beginning with late Middle English — Early New English. They generally say that the end of the Middle English period and the beginning of New English is marked by the following events in the life of the English people:

1. The end of the war between the White and the Red Rose – 1485 and the establishment of an absolute monarchy on the British soil with Henry Tudor as the first absolute monarch – the political expression of the English nation.

The War of the Roses (1455—1485) was the most important event of the 15<sup>th</sup> century which marked the decay of feudalism and the birth of a new social



order. It signified the rise of an absolute monarchy in England and a political centralisation, and consequently a linguistic centralisation leading to a predominance of the national language over local dialects.

2. The introduction of printing — 1477 by William Caxton (1422— 1490). Printing was invented in Germany by Johann Gutenberg in 1438. It quickly spread to other countries and England was among them. The first English printing office was founded in 1476 by William Caxton, and in 1477 there appeared the first book to be printed in England called *The Dictes and Sayings of the Philosophers*. The appearance of a considerable number of printed books contributed to the normalisation of spelling and grammar forms fostering the choice of a single variant over others. William Caxton established a printing-press at Westminster, from which he issued a stream of books, many of them translated from Latin and French by himself. Caxton, a native of Kent, acquired the London dialect and made a conscious choice from among competing variants, which he even described in a preface to one of his translations, saying that he had submitted it to princess Margaret, sister of the then king, and "anon she found a default in my English which she commanded me to amend."

Since that time – the end of the 15<sup>th</sup> century the English language began its development as the language of the English nation, whereas up to that time, beginning with the Germanic conquest of Britain in the 5th century and up to the 15th century, what we call the English language was no more than a conglomerate of dialects, first tribal and then local. Indeed, a notable feature of the Middle English period is the dialectal variety that finds expression in the written documents. It was only late in the 14th century that the London dialect, itself a mixture of the southern and south-eastern dialects, began to emerge as the dominant type.

Thus, the English national language was formed on the basis of the London dialect which was uppermost among Middle English dialects due to the political, geographical, economic and "linguistic" position of London which became the capital of England already in the 11th century — before the Norman conquest and which was in the 15th century a thriving economic centre and port of England due to its geographical position near the estuary of the largest river in England. The geographical position of London as a large port and city in the centre of the country where people of the North mingled with "people of the South, on the one hand, enabled the Londoners to acquire features of both southern and northern dialects, and on the other hand, the people coming to London helped to spread the London dialect all over the country.

The importance of the London dialect as the foundation of the English national language grew also because of the fact that many of the best writers of the 14th—15th centuries, and Geoffrey Chaucer among them, whose poetry achieved tremendous contemporary prestige and popularity, were Londoners or used the London dialect in their writings. As we have said, the 15<sup>th</sup> century is generally referred to as the time of the beginning of the English national language. But the literary norm of the language was established later, already in Early New English, many English authors of the forthcoming centuries contributing to it, among them

such as Edmund Spenser, Christopher Marlowe, Ben Johnson and, finally, William Shakespeare.

## 2. Inner history

The Middle English period was a time of unprecedentedly rapid development of the language. For the first three centuries English was only a spoken language, and as such had no norm and could develop without any restraint. All the elements of the language changed fundamentally.

### 2.1. Phonetics

The stress is dynamic and fixed in the native words. But in the borrowed French words the stress was on the last syllable: licour [li'ku:r], nature [na'nr.r], etc.

New **consonant** sounds developed in native words:

	[ʃ]	ship	[tʃ]	child	[dʒ]	bridge
OE		scip		cild		brycȝ

The resonance of the consonant does not depend so much on the position of the consonant, and voiced consonants can appear not only in intervocal, but also in initial and other positions. Vowels in unstressed position were reduced:

<i>Old English</i>	<i>Middle English</i>
a	e [ə]
o	
e	
u	

These sounds were in the end of the word, and it neutralized the difference between the suffixes — the main grammar means. Compare:

	<i>Old English</i>	<i>Middle English</i>
Genitive Singular	fisc <u>es</u>	fishes
Nominative Plural	fisc <u>as</u>	fishes

Vowels under stress underwent mainly quantitative changes. In Middle English we observe a rhythmic tendency, the aim of which is to obliterate overlong and overshort sequences. The tendency is to have in the word one long vowel + one consonant or one short vowel + two consonants.

### 2.2. Grammar

The grammar system in Middle English gradually but very quickly changed fundamentally: the Old English was a synthetic language, the Middle English at the end of the period — an analytical language. The principal grammatical means of

the Old English were preserved, but were no longer principal. At the end of the Middle English period the analytical means, which began developing in Middle English, are predominant. They are:

1. analytical verb-forms (Chaucer: perfect — hath holpen (has helped); passive — engendered is (is bom));
2. the use of prepositions for grammatical purposes (Chaucer; drought of March);
3. a fixed word-order began to develop.

### **2.3. Word-stock**

In Middle English it underwent fundamental changes and became almost new. If in Old English the word-stock was almost completely native, in Middle English there were many borrowings. The principal sources of them were:

1. Scandinavian (those who came in the end of the Old English period) — over 500 words (take, give, sky, wrong, etc.);
2. French (the language of the Norman conquerors) — over 3500 words (government, army, battle, etc.).

Though the number of the French words is greater, all the Scandinavian words — common, colloquial, everyday, indispensable — entered the very core of the language, and their influence is very great. The French words are generally terms indispensable only in certain official spheres, but not colloquial. The Scandinavian borrowings are intensive, the French borrowings — extensive:

1. the Scandinavians and the English were linguistically similar (both Germanic), the English and the French — different (Germanic and Romance languages);
2. the English and the Scandinavians were similar socially (neither of the nations formed the upper class); the French and the English were different socially (the French-speaking people forming the ruling class, the English-speaking — the lower class);
3. the English and the Scandinavians had similar culture, habits, customs, traditions; the French and the English — different; that is why the assimilation of the French words could not proceed so quickly and intensively as that of Scandinavian.

The principal means of enriching vocabulary were thus outer means, i.e. borrowings.

#### **Questions and assignments:**

1. Historical events affecting the English language (the Scandinavian invasion and the Norman conquest).
2. Changes in Middle English word-stock as compared with Old English.
3. Innovations in spelling in Middle English as compared with Old English.
4. Middle English written records.
5. Comment on the position of French in the 12<sup>th</sup>—13<sup>th</sup> centuries.

6. Speak of the role of foreign influence in Middle English.
7. Comment on the peculiarities of Middle English borrowings, their character and distinctive features.
8. What new letters and digraphs denoting consonants appeared in Middle English?

## ***LECTURE 5.***

### **NEW ENGLISH. GENERAL CHARACTERISTICS**

*"It was the nation and the race dwelling all round the globe that had the lion's heart."* **Winston Churchill**

#### **List of principal questions:**

1. Outer history
  - 1.1. Emergence of the nation
  - 1.2. Establishment of the literary norm
  - 1.3. Geographical expansion of English
2. Inner history
  - 2.1. Phonetics
  - 2.2. Grammar
  - 2.3. Word-stock

#### ***Learning Outcomes***

By the end of the session students will have:

- become aware of outer and inner history of New English period;
- identified the main trends in the establishment of the literary norm;
- become aware of the processes that led to geographical expansion of English language;
- become aware of main features of phonetics, spelling, grammar and vocabulary of New English period.

#### ***Key Learning Points***

- Understanding inner and outer history of NE period and its effect on NE language.
- Identifying importance of historical events that led to expansion of English language;
- Reflecting on phonetics, grammar and vocabulary of NE language.

***Materials.*** handouts, CD, blackboard, power point presentation.

#### ***Phrases***

inner history, outer history, Goths, Vandals, Lombards, Franks, Frisians, Teutons, Angles, Saxons, Jutes and Scandinavians Old English, Middle English, New English, pre-written period, periods, linguistic tradition, tribes

## **1. Outer history**

### **1.1. Emergence of the nation**

The 15 century is a border-line in the history of the English people. In 1485 there ended the War between the Roses. The end of the war meant the end of feudalism and the beginning of capitalism, a new, more peaceful era and the transition between the Middle Ages and the Renaissance. An absolute monarchy was established, the first absolute monarch being Henry Tudor. It meant a real unification of the country, political and economic, resulted in the development of capitalism and made it inevitable that one nation and one national language be established. The first king of the period, Henry VII (1485—1509) strengthened the monarchy and provided the revenue imperative for its very existence. During his reign commerce and shipbuilding were encouraged, and the material wealth of the country increased. New lands — Newfoundland and Nova Scotia — were discovered. Following in his steps, his son, Henry VIII (1509—1547) broke away from the ecclesiastical influence of Rome, made himself head of the Church of England and of the State and transferred the property of the monasteries to himself.

Dozens of large ships were built, trade continued to develop, and new territories were drawn into it. It was during the reign of Henry's son, Edward VI (1547—1553), that trade with Muscovy, or Russia, as we call it today, was opened up. The long reign of Elizabeth I (1558—1603) was one of the most remarkable for the country, its progress in the discovery and colonizing field tremendous. Queen Elizabeth's reign was also particularly rich in learning — it was the age of Shakespeare, Sidney, Spencer, Bacon, Marlowe and many other famous names. Nevertheless, the evident achievements in foreign policy, trade and culture did not put an end to the controversy of various powerful forces in the country. Another problem which was to have far-reaching consequences was that of whether sovereignty lay with monarch or Parliament advocating the interests of the new developing classes of society. The strife between the Crown and Parliament was aggravated by religious differences. The development of the country required more regular revenue, and forced the Crown to raise taxes, which met with disapproval from Parliament.

In the XVII century Charles I (1625—1649) for over a decade ruled without Parliament, but had finally to reach a compromise, according to which the powers of Parliament were greatly extended. Henceforth one legal system was to apply to the king and his subjects alike, and no taxation was to be raised without Parliament's consent. However, when Parliament demanded further concessions, denied the king control of the army, a crisis followed which is now known under the title of the Great Rebellion. The Crown lost the ensuing war, Charles I surrendered and was executed, and for over a decade the country was ruled by Parliament alone, the most notable leader of that time being Oliver Cromwell. Granted the title of Lord Protector, he was a virtual dictator of the nation, heavily relying on the Army and disillusioning Parliament which had first brought him to power.

After the death of Oliver Cromwell the Army and Parliament Were unable to agree on a government, and the restoration of monarchy that followed in 1660, when the son of the executed king, Charles II, was invited to return to the throne, was more restoration of Parliament than of the King himself. Charles II, who during the time of Cromwell lived in exile in France, brought with him from the Continent a keen interest in scientific development, culture and arts, together with a considerable influence of the French language spoken by his supporters.

## 1.2. Establishment of the Literary Norm

As we have said, in New English there emerged one nation and one national language. But the English literary norm was formed only at the end of the 17<sup>th</sup> century, when there appeared the first scientific English dictionaries and the first scientific English grammar. In the 17<sup>th</sup> and 18<sup>th</sup> centuries there appeared a great number of grammar books whose authors tried to stabilize the use of the language. Thus Samuel Johnson, the author of the famous Dictionary (1755), wrote that he preferred the use of "regular and solemn" pronunciation to the "cursory and colloquial." Many famous writers also greatly contributed to the formation of English, and among them, first and foremost, the great Shakespeare.

- **Early New English** (15<sup>th</sup> — beginning of the 18<sup>th</sup> century) - the establishment of the literary norm. The language that was used in England at that time is reflected in the famous translation of the Bible called the King James Bible (published in 1611).

Although the language of the Bible is Early Modern English, the authors tried to use a more solemn and grand style and more archaic expressions. A great influence was also connected with the magazine published by Joseph Addison and Richard Steele called *The Spectator* (1711—1714), the authors of which discussed various questions of the language, including its syntax and the use of words.

- **Late New English** — since the 18 century. If the gradual acceptance of a virtually uniform dialect by all writers is the most important event in the emergence of Modern English, it must be recognised that this had already gone a considerable way before 1500, and it was undoubtedly helped by Caxton's introduction of printing in 1477. The fact that the London dialect was used by him in his translations and prefaces, and that Chaucer's works were among the books he published, led to its rapid diffusion throughout the country. But the adoption of a standard of spoken English was a slower process. It was not until Elizabeth's time that the language of the court came to be generally recognised as the best form of spoken English; and as late as the 18<sup>th</sup>, and even the early 19<sup>th</sup> century country gentlemen in their occasional visits to polite society in London were no ashamed to use dialect.

Nevertheless, despite the persistence of wide varieties in pronunciation, the basic phonetic changes that distinguish Modern English from Middle English are profound, though they are not reflected in a similar modification of spelling. The early printers, whose practice was to prove of decisive importance for the future, derived their spelling from the Middle English scribes (a fact that largely accounts

for the difficulty of English spelling today). The most important of these changes was that affecting the sound of vowels and diphthongs, with the result that the "continental values" of Middle English were finally replaced by an approximation to modern pronunciation. Lesser changes also occurred in the pronunciation of consonants, though some of these have since been restored by conscious, and often mistaken, attempts to adapt pronunciation more closely to the received spelling.

### **1.3. Geographical Expansion of English in the 19-20<sup>th</sup> Centuries and its Effect on the Language**

Up to the 17<sup>th</sup> century the English language was spoken by the people who lived only on the British Isles (at the time of William the Conqueror there were about 2 million people), but even there in the far-away mountainous parts of the country the people preserved their own Celtic dialects very long into the New English period. Thus in Cornwall the local dialect, Cornish died out in the 18<sup>th</sup> century. In Wales there arose a tendency to revive the local Celtic language. In 1893 the Welsh University was founded, and in 1961 the number of those speaking Welsh amounted to 650 thousand. In Ireland through centuries a struggle against English was fought. It reached its climax in 1916 with the Irish rebellion. In 1922 the Irish free state was formed and in 1949 the new state — Eire — left the Commonwealth of Nations.

Now Eire occupies the whole but the Northern part of Ireland, which is a part of Britain. The number of people rose from 300 thousand to over 600 thousand, but the majority speak English. The penetration of the English language to other parts of the globe mainly began in the 16<sup>th</sup> century together with the expansion of British colonialism. The 16<sup>th</sup> century was an age of great adventurers, and England's progress in the discovery and colonizing field was tremendous. The first Virginian colony was founded; Drake circumnavigated the globe; the East India Company was established and English seamen left their mark in many parts of the world. In 1620 the famous ship The Mayflower reached North America in the region which is now the state of Massachusetts. This marked the beginning of English in the New World.

The 18<sup>th</sup> century witnessed the coming of English to India, where nowadays the language is widely spread, although its sphere is limited to large cities and a certain social layer, and in today's India English is a state language together with the native languages of Hindi and Urdu. In the 18<sup>th</sup> century England conquered Canada. During the 19<sup>th</sup> century the colonization of Australia took place. In the 20<sup>th</sup> century English penetrated into South Africa.

Now about 300 million people speak English as their national language in various parts of the globe, and many times that — as a second language. To foretell the future of any language, English among them, is of course impossible, but the mere fact of its wide diffusion throughout the world is a guarantee that it will continue to change and develop.



## 2. Inner history

The speed of the development of the language was lesser than in Middle English. The language developed quickly at the beginning of the period and slowly — at the end (with the exception of the word-stock which develops equally quickly during the whole period). When the literary norm was formed, it, being always very conservative, prevented the change of the language, that is why the speed of the development slowed down.

### 2.1. Phonetics

#### 2.1.2 The system of stress

In native words the stress is fixed and falls on the first root syllable (as in Old English and Middle English). Some of the borrowed words were not fully assimilated phonetically, that is why the stress falls on another syllable, those fully assimilated have the stress on the first root syllable, like in native words. Native English words are short — they have one or two syllables, that is why it is a norm, a rhythmic tendency of the language to have one stressed syllable and one unstressed one => in borrowed words there developed a system of two stresses. Sometimes the stress is used to differentiate the words formed from the same root by the process called conversion (to pro'duce— 'produce).

#### 2.1.2. Consonants

a) A new [ʒ] was introduced in borrowed words. Otherwise the changes were not so great as in Middle English.

b) Vocalisation of consonants (some consonants in some positions were vocalised — they disappeared, influencing the preceding vowel).

Ex.: [r] disappeared at the end of the words and before consonants changing the quantity of the vowel immediately preceding it:

	Middle English	New English
for	[fɔr]	[fɔ:]
form	[fɔrm]	[fɔ:m]

#### 2.1.3. Vowels

a) In the unstressed position the vowels that were levelled in Middle English generally disappeared at the end of the words. Some of them were preserved for phonetic reasons only, where the pronunciation without a vowel was impossible. Compare, for example, the plural forms of nouns:

Old English	Middle English	New English
-as	-es	[z] dogs [s] cats

[iz] dresses

b) All Middle English long vowels underwent the Great Vowel Shift (in early New English, 15th—18th century). They became more narrow and more front. Some of them remained monophthongs, others developed into diphthongs.

	<i>Middle English</i>	<i>New English</i>	
he	[he:]	[hi:]	e: ⇒ i:
name	[na:me]	[neim]	a: ⇒ ei

## 2.2. Grammar

In New English it did not change fundamentally. The main changes are the strengthening of analytical features of the language:

- a) In many more cases empty grammatical words are used (form-words);
- b) Analytical forms of the Middle English are preserved, and in addition to them in New English non-finite analytical forms appear (in Middle English only finite forms could be analytical);
- c) A fixed word-order is established.

## 2.3. Word-stock

The vocabulary is changing quickly. Many new words are formed to express new notions, which are numerous. Ways of enriching the vocabulary:

1. **inner means** (conversion: hand => to hand);
2. **outer means.**

The sources here are numberless, as the English have not only direct, but also indirect (through books, later — TV, radio, films) contacts with all the world. In the beginning of the Early New English (15<sup>th</sup> – 16<sup>th</sup> century) — the epoch of the Renaissance — there are many borrowings from Greek, Italian, Latin. The 17<sup>th</sup> century is the period of Restoration => borrowings come to the English language from French (a considerable number of these words being brought by Charles II and his court). In the 17th century the English appear in America => borrowings from the Indians' languages are registered. In the 18<sup>th</sup> century the English appear in India => borrowings from this source come to the English language (but these words are not very frequent, for they denote some particular reality of India, ex.: curry).

In the 19<sup>th</sup> century the English colonisers appear in Australia and New Zealand => new borrowings follow (kangaroo). At the end of the 19th—beginning of the 20th century the English appear in Africa, coming to the regions formerly colonised by the Dutch => borrowings from Afrikaans and Dutch appear. Old English and Middle English Russian borrowings are scarce — the contacts between the countries and their peoples were difficult. In New English there are more borrowings: sable (very dark), astrakhan, mammoth; in the 20th century — soviet, kolkhoz, perestroika, etc.

### Questions and assignments:

1. Compare the effect of different outside contacts upon the English language.
2. Speak of the ways of enriching the vocabulary of a language. Which of them were more important for the New English period?
3. Speak of "mute" letters in New English.
4. What digraphs are used in New English? Give examples and explain their pronunciation.
5. What sounds are denoted by the following letters in New English: a, e, i, o, u? Which of them are the oldest and which are the newest?

### **LECTURE 6** **ETHYMOLOGICAL STRATA IN MODERN ENGLISH**



*Figures of Red  
Indians on the  
announcement of  
The Lottery for  
Virginia, 1615  
intended for raising  
money required for  
colonization of  
America.*



### List of principal questions:

1. General characteristics
2. Native element in Modern English
  - 2.1. Common Indo-European stratum
  - 2.2. Common Germanic stratum
  - 2.3. Foreign element in Modern English (borrowings)
    - 3.1. Latin element

- 3.2. Scandinavian element
- 3.3. French element
- 4. Word-hybrids
- 5. Ethymological doublets

### ***Learning Outcomes***

By the end of the session students will have:

- become aware of elements in the vocabulary of English language;
- identified the characteristics of English vocabulary and its establishment. main trends in the establishment of the literary norm;
- become aware of Common Indo-European stratum, Common Germanic stratum and foreign element in Modern English;
- become aware of main features of these strata in the vocabulary of English language.

### ***Key Learning Points***

- Understanding elements of English vocabulary.
- Identifying importance of historical events that led to enrichment of English vocabulary;
- Distinguishing etymological strata of English language.

***Materials.*** handouts, CD, blackboard, power point presentation.

### ***Phrases***

inner history, outer history, Goths, Vandals, Lombards, Franks, Frisians, Teutons, Angles, Saxons, Jutes and Scandinavians Old English, Middle English, New English, pre-written period, periods, linguistic tradition, tribes

## **1. General characteristics**

The English vocabulary of today reflects as no other aspect of the language the many changes in the history of the people and various contacts which the English speakers had with many nations and countries. The long and controversial history of the people is reflected in its vocabulary and especially in the number of loan words in it, different in origin and time of their entering the language and the circumstances under which the acquisition of the foreign element took place. So large is the number of foreign words in English that it might at first be supposed that the vocabulary has lost its Germanic nature. However, the functional role of the native element: the notions expressed by native words, their regularity and frequency of occurrence, lack of restrictions to their use in written and oral speech of different functional styles, proves that the Germanic element still holds a fundamental place, and the English vocabulary should be called Germanic.

## 2. Native element in Modern English

English native words form two ethymological strata: the Common Indo-European stratum and the Common Germanic stratum.

### 2.1. Common Indo-European stratum

The words forming this stratum are the oldest in the vocabulary. They existed thousands of years B.C., at the time when it was yet impossible to speak about separate Indo-European languages, as well as about various nations in Europe. Words of the Common Indo-European vocabulary have been inherited by many modern Indo-European languages, not only Germanic, which is often a possible proof of these words belonging to the Common Indo-European stratum. Compare:

<i>English</i>	<i>Latin</i>	<i>Russian</i>
mother	mater	мать
brother	frāter	брат
night	nox (noctem)	ночь
be	fieri	быть
stand	stare	стоять
two	duo	два
three	tres	три
ten	decem	десять, etc.

### 2.2. Common Germanic Stratum

There are also words inherited from Common Germanic. Common Germanic is supposed to exist before it began splitting into various subgroups around the 1st century B.C. – 1<sup>st</sup> century A.D. These words can be found in various Germanic languages, but not in Indo-European languages other than Germanic.

<i>English</i>	<i>German</i>	<i>Swedish</i>
man	mann	man
earth	erde	jord
harm	harm	harm
green	grün	grön
grey	grau	grå

The occurrence or non-occurrence of corresponding words in related languages is often a proof of their common origin. But, of course, the word could

be borrowed from the same source into different languages, especially if we speak about languages in modern times.

### **3. Foreign element in Modern English (borrowings)**

As we know, borrowed words comprise more than half the vocabulary of the language. These borrowings entered the language from many sources, forming consequently various ethymological strata. The principal ones here are as follows:

- the Latin element
- the Scandinavian element
- the French element.

#### **3.1. Latin Element**

The first Latin words entered the language of the forefathers of the English nation before they came to Britain. It happened during a direct intercourse and trade relations with the peoples of [the Roman empire. They mainly denote names of household terms and products:

apple, pear, plum, cheese, pepper, dish, kettle, etc.

Already on the Isles from the Romanized Celts they borrowed such words as: street, wall, mill, tile, port, caster (camp — in such words as Lancaster, Winchester).

Words of this kind denoted objects of Latin material culture. Latin words such as: altar, bishop, candle, church, devil, martyr, monk, nun, pope, psalm, etc.

Were borrowed after the introduction of the Christian religion (7<sup>th</sup> century), which is reflected in their meaning. The number of these words inherited from Old English is almost two hundred.

We mentioned these words as Latin borrowings in the sense that they entered English from Latin, but many of them were Greek borrowings into Latin, such as

bishop, church, devil and many others.

Another major group of Latin borrowings entered English with the revival of learning (15<sup>th</sup>—16<sup>th</sup> centuries). Latin was drawn upon for scientific nomenclature, as at the time the language was understood by scientists all over the world, it was considered the common name-language for science. These words were mainly borrowed through books, by people who knew Latin well and tried to preserve the Latin form of the word as much as possible.

Hence such words as:

antenna — antennae, index — indices, datum

data, stratum — strata, phenomenon —

phenomena, axes — axes, formula — formulae, etc.

Very many of them have suffixes which clearly mark them as Latin borrowings of the time:

— verbs ending in -ate, -ute: aggravate, prosecute

— adjectives ending in -ant, -ent, -ior, -al: reluctant, evident, superior, cordial.

These word-building elements together with the stylistic sphere of the language where such words are used are generally sufficient for the word attribution.

### **3.2. Scandinavian Element**

Chronologically words of Scandinavian origin entered the language in the period between the 8th and the 10<sup>th</sup> centuries due to the Scandinavian invasions and settlement of Scandinavians on the British Isles, with subsequent though temporary union of two important divisions of the Germanic race. It is generally thought that the amount of words borrowed from this source was about 500, though some linguists surmise that the number could have been even greater, but due to the similarity of the languages and scarcity of written records of the time it is not always possible to say whether the word is a borrowed one or native, inherited from the same Common Germanic source.

Such words may be mentioned here, as: they, then, their, husband, fellow, knife, law, leg, wing, give, get, forgive, forget, take, call, ugly, wrong.

As we said, words of Scandinavian origin penetrated into the English language so deeply that their determination is by no means easy. However, there are some phonetic/spelling features of the words which in many cases make this attribution authentic enough. These are as follows:

- words with the sk/sc combination in the spelling, as: sky, skin, skill, scare, score, scald, busk, bask (but not some Old French borrowings as task, scare, scan, scape)
- words with the sound [g] or [k] before front vowels [i], [e] [fei], in the spelling i, e, ue, ai, a (open syllable) or at the end of the word: give, get, forgive, forget, again, gate, game, keg, kid, kilt, egg, drag, dregs, flag, hug, leg, log, rig.

There are also personal names of the same origin, ending in son: Jefferson, Johnson or place names ending in -ly, -thorp, -toft (originally meaning "village", "hamlet"): Whitly, Althorp, Lowestoft.

These places are mainly found in the north-east of England, where the Scandinavian influence was stronger than in other parts of England.

### **3.3. French Element**

The French element in the English vocabulary is a large and important one. Words of this origin entered the language in the Middle and New English periods. Among Middle English borrowings we generally mention earlier borrowings, their source being Norman French – the dialect of William the Conqueror and his followers. They entered the language in the period beginning with the time of Edward the Confessor and continued up to the loss of Normandy in 1204. Later Middle English borrowings have as their source Parisian French. The time of these borrowings may be estimated as end of the 13th century and up to 1500.

These words are generally fully assimilated in English and felt as its integral part: government, parliament, justice, peace, prison, court, crime, etc.



Many of these words (though by no means all of them) are terms used in reference to government and courts of law. Later Middle English borrowings are more colloquial words: air, river, mountain, branch, cage, calm, cost, table, chair.

The amount of these Middle English borrowings is as estimated as much as 3,500. French borrowings of the New English period entered the language beginning with the 17th century — the time of the Restoration of monarchy in Britain, which began with the accession to the throne of Charles II, who had long lived in exile at the French court: aggressor, apartment, brunette, campaign, caprice, caress, console, coquette, cravat, billet-doux, carte blanche, etc:

Later also such words appeared in the language as: garage, magazine, policy, machine. It is interesting to note that the phonetics of French borrowings always helps us to prove their origin. These phonetic features are at least two: stress and special sound/letter features. Concerning the first (stress), words which do not have stress on the first syllable unless the first syllable is a prefix are almost always French borrowings of the New English period. Words containing the sounds [ʃ] spelled not sh, [dʒ] — [tʃ] — not ch and practically all words with the sound [ʒ] are sure to be of French origin: aviation, social, Asia, soldier, jury, literature, pleasure, treasure.

#### 4. Word-hybrids

The extensive borrowing from various languages and assimilation of loan words gave rise to the formation in English of a large number of words the elements of which are of different origin — they are generally termed word-hybrids.

<i>English</i>	<i>French</i>	
be-	-cause	because
a-	-round	around
a-	curse	accuse
out	cry	outcry
over	power	overpower
fore	front	forefront
salt	cell(ar)	salt-seller
false	hood	falsehood

#### 5. Etymological Doublets

Etymological doublets are words developing from the same word or root, but which entered the given language, in our case English, at different times or through different channels. Classifying them according to the ultimate source of the doublets we shall receive the following:

<i>Ultimate source</i>	<i>Modern doublets</i>	<i>Period and channel</i>
<u>Common Indo-European</u>		
*pater	fatherly paternal	native M.E. French borrowing
<u>Common Germanic</u>		
*gher-	yard garden	native M.E. French borrowing
*gens-	choose choice	native M.E. French borrowing
*wer	ward guard	native M.E. French borrowing
*sker	shirt skirt	native M.E. Scandinavian borrowing
*skhed	shatter scatter	native M.E. Scandinavian borrowing
<u>Latin</u>		
discus	disk disc	O.E. Latin borrowing N.E. Latin borrowing
moneta	mint money	O.E. Latin borrowing M.E. Latin borrowing
uncia	inch ounce	O.E. Latin borrowing M.E. Latin borrowing
defectum	defect defeat	N.E. Latin borrowing M.E. Latin borrowing
factum	fact feat	N.E. Latin borrowing M.E. Latin borrowing
seniorem	senior sir	N.E. Latin borrowing M.E. Latin borrowing
<u>Greek</u>		
adamas	diamond adamant	Early M.E. French borrowing Later M.E. French borrowing
fantasia	fancy fantasy	N.E. French borrowing M.E. French borrowing

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The examples of various ethymological strata in the Modern English vocabulary mentioned above may serve as a sufficient testimony of a long and complicated history of the English nation and the English language. They prove that language changes can be understood only in relation to the life of the people speaking the language.

### Questions and assignments:

1. From what languages and when did the English language received the following words: orange, receive, street, chess, kiln, sovereign, potato, fetish? Prove your point of view.
2. Give five examples each of Latin words borrowed to English directly and via French and state the time of the borrowing.
3. What are word-hybrids? Give examples of word-hybrids consisting of three or more elements different by origin.
4. Speak about etymological strata in New English vocabulary and their historical explanation.
5. Speak on the influence of Latin on English in different periods.
4. Speak on the influence of the French language on English in different periods.
5. Make a presentation on Latin and French word-building elements in English.

## THEMES FOR SYNOPSIS

1. The Indo-European Family of Languages
2. German Languages and Their Characteristics
3. Languages Uses in Britain before English
4. German Tribes and Their Languages
5. Old English Grammar
6. Old English Phonetics
7. Old English Vocabulary and Word Building Means
8. Middle English and Its Characteristics
9. Phonetic Layer of Middle English
10. Grammar Layer of Middle English
11. Vocabulary of Middle English
12. Norman Conquest and its Effect on Linguistic Situation
13. Grimm's Law
14. Verner's Law
15. English Language as International Language
16. Eastern Germanic, Western Germanic and Northern Germanic Groups of Languages
17. The Runic Alphabet
18. Periodisation in the History of the English Language
19. Old English Written Records
20. Germanic Settlement of Britain and Beginning of English
21. The Nominal System of Old English
22. Middle English Written Records
23. Influence of Latin Language to the Development of English Word Stock
24. Development and Formation of English Dialects
25. Middle English Dialects

26. Modern English Dialects and Their History
27. Borrowings in English Language
28. The Aims and Tasks of the History of English Language
29. Changes in the Phonetic System in Middle and Modern English
30. Historical Background of Old English Period
31. Inner and Outer History of the English Language
32. Changes in the Verbal System of Old English and Middle English