

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
OLEKSANDR DOVZHENKO HLUKHIV NATIONAL PEDAGOGICAL  
UNIVERSITY**

*APPROVED*

*VICE RECTOR*

\_\_\_\_\_ *H. KUZNETSOVA*  
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**Academic Program**

of the Course **History of the English language**

Field of Study **01 Education**

Course Area 014.02 Secondary education. Language and Literature (English)

Course Code 1.3.9.

Course Status (compulsory)

Faculty of Philology and History

Foreign Languages and Teaching Methods Chair

Mode of Study	Year of Study	Semester	Total Load		Workload Hours					Type of Semester Assessment	
			ECTS Credits	Hours	Total	Contact			Independent Guided Work	Pass / Fail Exam	Examination
						Lectures	Laboratory Classes	Practical Classes			
Full-time	III	V	3	90	36	18		18	54		E
Part-time	III	V	3	90	8	4		4	82		E

**Competences that the applicant should master:**

- Ability to analyze the linguistic structure in synchrony and diachrony.
- Ability to operate freely with special terminology for solving professional tasks.
- Ability to bring knowledge of English history into practice.
- Understanding the significance of all language subsystems for developing skills in analyzing linguistic units, determining their interaction and characterizing language phenomena and processes that affect them.
- Ability to master the latest knowledge independently and critically evaluate one's own philological experience.
- Ability to analyze and systematize information from English origins, to refine texts, to receive the necessary information.

**Learning outcomes of the course unit:**

As the result of mastering the module a student **must** have the following:

**knowledge:** basic events in historical development of the English-language nations; historical features of linguistic and extralinguistic conditions of language development at different stages of its evolution; features of historical development of phonetic structure and script; the features of historical development of lexical corpus; the features of historical development of grammatical structure of English; methods and principles of comparative Linguistics (internal and external);

**skills:** to explain the norms of modern language (phonetic, lexical and grammatical) and its features from the point of view of the rules of its historical development; to present on material of concrete facts of history of English the linguistic changes of systemic character as an example of continuous development and evolution of English; to explain intercommunication and interdependence of historical development of English-language nations and the history of English; to explain the value of history of English in forming the dialectic-materialistic view on the language and processes of its development; to use

**Prerequisites and co-requisites:** English Practical Course, Latin, Introduction to Linguistics, Practical Phonetics, Practical Linguistics, Lexicology of the English language, Linguistic and national studies of English-speaking countries.

## COURSE CONTENTS

### Course Structure

#### Module 1. The Old English Period

**Theme 1.** Introduction. Problems of periodization of the English language history. The main historical events of the Old English period.

**Theme 2.** Old English written records and phonetics.

**Theme 3.** The grammatical structure of the Old English language

**Theme 4.** Peculiar features of Old English syntax

**Theme 5.** The vocabulary of the Old English language.

#### Module 2. The Middle English Period

**Theme 6.** The historical background of the Middle English

**Theme 7.** Middle English Phonetic Changes.

**Theme 8.** Middle English Grammar

**Theme 9.** Development of Middle English Vocabulary

**Module 3.**

**Theme 10.** Formation of the National English Language.

**Theme 11.** Phonetic changes in the Early New English

**Theme 12.** Grammatical Changes in the New English

**Theme 13.** Development of the New English Vocabulary

**LECTURE CONTENTS**

**Theme 1.** INTRODUCTION. PROBLEMS OF PERIODIZATION OF THE ENGLISH LANGUAGE HISTORY. THE MAIN HISTORICAL EVENTS OF THE OLD ENGLISH PERIOD.

PROBLEMS FOR DISCUSSION.

1. Problems of Periodization.
2. The Roman Conquest.
3. The Anglo-Saxon Conquest.
4. Formation of Germanic States in Britain.

**Theme 2.** OLD ENGLISH WRITTEN RECORDS AND PHONETICS.

PROBLEMS FOR DISCUSSION.

1. Old English Dialects and Written Records.
2. Old English Alphabet and Pronunciation.
3. Old English Vowel System.
4. Old English Consonant System.

**Theme 3.** THE GRAMMATICAL STRUCTURE OF THE OLD ENGLISH LANGUAGE

PROBLEMS FOR DISCUSSION.

1. Noun history
2. Adjective history
3. Pronoun history
4. Verb history
5. Old English Syntax.

**Theme 5.** OLD ENGLISH VOCABULARY.

PROBLEMS FOR DISCUSSION.

1. Word stock of old English Vocabulary.
2. Ways of Developing the Vocabulary.
3. Suffixes, Prefixes.
4. Word- Composition.
5. Loan Words.

## **Theme 6. THE HISTORICAL BACKGROUND OF THE MIDDLE ENGLISH**

### **PROBLEMS FOR DISCUSSION.**

1. The Scandinavian Conquest.
2. The Norman Conquest.
3. Struggle between English and French.
4. Rise the London dialect.
5. Middle English dialects and Written Documents.

## **Theme 7. MIDDLE ENGLISH PHONETIC CHANGES.**

### **PROBLEMS FOR DISCUSSION.**

1. Middle English Vowel Chfnages.
2. Middle English Consonant Changes.
3. Rise of New Diphthongs and Related Phenomena.
4. More Phonetic Changes. French Sounds.
5. Letters and Sound Vowels in Middle English.

## **Theme 8. MIDDLE ENGLISH GRAMMAR**

### **PROBLEMS FOR DISCUSSION.**

1. Noun History.
2. The Development articles
3. Adjective and Adverb History
4. Verb History.
5. Changes in Syntax

## **Theme 10. FORMATION OF THE NATIONAL ENGLISH LANGUAGE.**

### **PROBLEMS FOR DISCUSSION.**

1. Spread of London Dialect in the 15th century
2. Development of the Literary Language.
3. Introduction of Printing
4. The Restoration.

5. The Renaissance
6. William Shakespeare.
7. Expansion of English

## **Theme 11. PHONETIC CHANGES IN THE EARLY NEW ENGLISH**

### **PROBLEMS FOR DISCUSSION.**

1. Loss of Vowels in Unstressed and Intermediate Syllables.
2. The Change [er] > [ar].
3. Development of [x].
4. Loss of [l] before [k, m, f, v].
5. Great Vowel Shift.
6. Changes in the system of consonants.
7. Historic foundations of the modern spelling.

## **SEMINAR CONTENTS PRACTICAL CLASSES CONTENTS**

### **Seminar 1.**

#### **Old English Phonology. Main Features and Processes.**

Points for Discussions:

1. Word Accent in OE.
2. Indo-European, Common Germanic and Old English Vowel Systems Compared.
3. Development of Stressed Vowels in Old English:
  - 1) the process of i-umlaut;
  - 2) breaking;
  - 3) diphthongization due to initial palatal consonants;
  - 4) back mutation;
  - 5) contraction.
4. Quantitative Changes of Vowels in OE.
5. Development of Vowels in Unstressed Positions.
6. The System of Consonants in OE.
7. Development of Consonants in OE: splitting of velar consonants; loss of consonants; metathesis.
8. Shortening of Consonants.
9. Practical assignment

### **Seminar 2.**

#### **Old English Grammar. Nominal Parts of Speech.**

Points for Discussion:

1. General Characteristics of OE Grammar.
2. The Noun. Its Grammatical Categories: gender; number; case.
3. Noun Declensions: vowel - consonantal; strong - weak; root declension.
4. Morphological Categories of the Adjective: case; number; gender.
5. Strong and Weak Declensions of Adjectives. Degrees of Comparison.

6. The Pronoun in OE. Personal Pronouns and Their Categories. Demonstrative Pronouns: their groups and categories. Other Classes of Pronouns in OE.
7. The Numeral. Kinds of Numerals and Ways of Their Formation.
8. Practical assignment

### **Seminar 3.**

#### **Old English Grammar. The Verb. Morphological classes of the Verbs. Verb Conjugations. Non-Finite Forms in Old English.**

Points for Discussions:

1. OE Ablaut (compared with IE and CG).
2. Morphological Classification of OE Verbs.
3. Strong Verbs. The First Five Classes of Strong Verbs.
4. The Sixth and the Seventh Classes of Strong Verbs.
5. Weak Verbs in OE. Their Classes.
6. Main Grammatical Categories of OE Verbs.
7. Preterite-Present Verbs in OE. Their Specific Features.
8. Anomalous Verbs in OE. Their Paradigms.
9. Conjugation of Verbs in OE. Basic Forms.
10. Non-finite Forms in OE.
11. The Adverb in OE.

Practical assignment

### **Seminar 4.**

#### **Old English Syntax. Old English Vocabulary.**

Points for Discussions:

1. The Phrase. Noun, Adjective and Verb Patterns.
2. The Simple Sentence.
3. Compound and Complex Sentences.
4. Word Order.
5. Etymological Layers of the English Vocabulary.
6. Word Formation in Old English.

Practical assignment: 3, p.148: 5,6,7. Analyse the sentences: On þy ylcan gere worhte se foresprecena here geweorc be Lygan .xx. mila bufan Lundenbyrig. Þa þæs on sumera foron micel dæl þara burgwara, ond eac swa oþres folces, þæt hie gedydon æt þara Deniscana geweorce, ond þær wurdon gefliemde, ond sume feower cyninges þegnas ofslægene.

### **Seminar 5.**

#### **Middle English Phonology. Quantitative and Qualitative Changes of Stressed and Unstressed Vowels. Changes within the System of Consonants.**

Points for discussion:

1. ME Vowel System as Compared with OE.
2. Qualitative Changes within the Set of Stressed Vowels in ME. Dialect Differences of Some Vowels.
3. Quantitative Changes of Stressed Vowels in ME. Leveling of ME Vowels: lengthening and shortening.
4. Reduction of Unstressed Vowels in ME.

5. Development of Diphthongs in ME: a) monophthongization of OE diphthongs; b) formation of new diphthongs in ME.  
Main Changes within the System of Consonants in ME:
  - a) assibilation;
  - b) shortening of long consonants;
  - c) vocalization of consonants;
  - d) loss of initial 'h' before sonorants;
  - e) loss of 'n' in inflexions.
2. Spelling in ME.
3. Practical assignment:

### **Seminar 6.**

#### **Middle English Grammar. Changes within the Nominal Parts of Speech. Changes within the System of Verb.**

Points for discussion:

1. General Characteristics of ME Grammar.
  2. Changes within the Grammatical Categories of the Noun:
    - a) Gender b) Case c) Number.
  3. Changes within the Classes of Declensions.
  4. The Adjective. Changes within the Grammatical Categories. Degrees of Comparison.
  5. The Influence of the Reduction of Unstressed Vowels upon the Declination of Nouns and Adjectives.
  6. Personal Pronouns in ME. Changes within the Morphological Categories.
  7. The Appearance of Possessive Pronouns.
  8. The Situation within the Class of Personal Pronouns Connected with the Appearance of their Parallel Forms in ME.
  9. Demonstrative Pronouns in ME. Changes within the Class.
  10. Other Classes of Pronouns.
  11. Rise of the System of Articles.
  12. Changes in the Verb Conjugation.
  13. Strong Verbs. Rearrangement of Classes.
  14. Weak Verbs. Rearrangement of Classes. Other changes.
  15. Preterite-present Verbs. Leveling of Endings. Phonetic Changes of their Forms. The Remnants of the Verbs in ModE.
  16. Development of Analytical Forms:
    - a) Passive;
    - b) Future;
    - c) Perfect;
    - d) Continuous.
1. Development of Non-finite Forms of Verbs.
- Practical assignment

### **Seminar 7.**

#### **Development of Middle English Vocabulary**

Points for Discussions:

1. Social and linguistic reasons for the loss of a part of the Old English Vocabulary.
2. Scandinavian borrowings in the Middle English language, their dialectal distribution and semantic sphere, formal features Scandinavian borrowing.
3. French borrowings in the Middle English language. Semantic sphere of French lexical borrowings.
4. Word building means:
  - a) The decline of compounding according to Germanic samples of compiling bases and ablaut;
  - b) Destruction of Old English system of verbal prefixes;
  - c) Use of conversion;
  - d) Borrowing French derivational suffixes and their use with Romance and Germanic roots.

Practical assignment

### **Seminar 8.**

#### **New English Phonology. Great Vowel Shift. Other Phonological Changes. Foundations of Modern English Spelling.**

Points for Discussions:

1. NE Phonology. The Great Vowel Shift.
2. Changes of Short Vowels in ENE.
3. Vocalization of Consonants and Formation of New Vowels in NE.
4. Growth of New Sibilants and Affricates in ENE.
5. Voicing of Consonants in ENE.
6. Changes of Unstressed Vowels in ENE.
7. Changes within the System of Stressed Vowels:
  - a) transformation of -er into -ar;
  - b) emerging of new diphthongs;
  - c) emerging of new short phonemes and its causes;
  - d) emerging of new long phonemes and its causes.
8. Consonant System in ENE:
  - e) falling off [x] and [j];
  - f) voicing of voiceless fricatives in unstressed positions;
  - g) emerging of new sibilants and its interpretation;
  - h) loss of consonants;
  - i) simplification of consonant clusters.

Practical assignment

### **Seminar 9.**

#### **New English Grammar and Vocabulary**

Points for Discussions:

1. Unification of Plural Forms of Noun
2. Development of Possessive Case
3. Changes in the System of Pronouns
4. Changes in the System of Verb
5. New Patterns of Word-building in New English.
6. Semantic Changes of some English Words.
7. Borrowings.
8. International Words.

Practical assignment

### QUESTIONS FOR SELF-TESTING:

<b>1</b>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. When did the Scandinavian invasion take place?</li> <li>2. What were the main stages of the Scandinavian invasion?</li> <li>3. When did the Scandinavians destroy the Lindisfarne Abbey?</li> <li>4. When did the Scandinavians burn London?</li> <li>5. When did the Scandinavians conquer East Anglia?</li> <li>6. When did the Scandinavians conquer Mercia?</li> <li>7. When did the battle of Wedmore take place?</li> <li>8. What is "Danelaw" (Danelazu)?</li> <li>8. How long did Danelaw exist?</li> <li>9. How long did the Scandinavian invasion last?</li> <li>10. What language did the Scandinavians speak? What group of languages did it belong to?</li> <li>11. What factors promoted close contacts between the Scandinavian and the Anglo-Saxons?</li> </ol>
<b>2</b>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. How many monophthongs did Common Germanic and Old English vowel systems include?</li> <li>2. How many diphthongs did CG and OE vowel system include?</li> <li>3. Speak of OE diphthongs and their phonological status.</li> <li>4. What were the phonemic premises of palatal mutation? Supply the examples.</li> <li>5. What is the essence of i-umlaut? What monophthongs underwent i-umlaut in West Germanic languages?</li> <li>6. What is the essence of OE process which is called "breaking"? Can we see any remnants of the process in NE?</li> <li>7. What is the essence of OE palatal mutation before x'? Can we see any remnants of the process in NE?</li> <li>8. What is the essence of OE diphthongization due to initial palatal consonants? Can we see any remnants of the process in NE?</li> <li>9. What is the essence of OE process called "back mutation"? Supply some examples.</li> <li>10. What is the essence of OE process called "contraction"? Can you supply some examples of any remnants of it in NE?</li> <li>11. When did each of the above mentioned processes take place?</li> <li>12. What classes of consonants existed in OE (according to the place and manner of articulation)?</li> </ol>

13. What processes took place within the system of consonants in OE?
14. What is the essence of splitting of velar consonants in OE? How did the process influence further development of consonants?
15. What happened to long consonants in OE?
16. In what positions were the vowels lengthened in OE? How did it influence further development of vowels? Supply some examples.
17. Speak of the allophones denoted by the letter 'cen' in OE. Supply examples.
18. Speak of the allophones denoted by the letters 'thorn', 'eth' and 'crossed d' in OE. Supply examples.
19. Speak of the allophones denoted by the letter 'feoh' in OE. Supply examples.
20. Speak of the allophones denoted by the letter 'yogh' in OE. Supply examples.

**3**

**Questions for Self-testing:**

1. What kinds of form-building means do you know? Which of them existed in OE? Which of them can be found in ModE?
2. What grammatical categories characterize OE nouns?
3. How are case and number forms of nouns expressed in OE - by one and the same or by different grammatical markers?
4. How many cases characterized OE nouns?
5. How many numbers did OE nouns have?
6. How many genders of nouns existed in OE? What was specific about this category in OE? Compare it with ModE.
7. What declensions of nouns existed in OE?
8. What is the difference between strong and weak declensions of nouns in OE?
9. What is the root declension of nouns characterized by?
10. How many of number markers existed in OE?
11. What can you say about homonymy of forms in OE? What did it bring about in the long run?
12. Analyze the paradigms of OE nouns and find different form-building means.
13. What grammatical categories characterize OE adjectives.
14. What declensions of adjectives existed in OE? What principle are their names based upon? Do these classes exist in ModE?
15. What is the difference between the grammatical categories of nouns and those of adjectives, if any?
16. What classes of pronouns existed in OE?
17. What grammatical categories characterize personal pronouns in OE?
18. What groups of demonstrative pronouns existed in OE and what did they differ in?
19. What grammatical categories characterize OE demonstrative pronouns?
20. How were the cardinal numerals 1, 2, 3 declined in OE?
21. How were different groups of numerals built in OE? Which of them have different ways of formation in NE?
22. What principle are the classes of strong verbs based upon?
23. What does the interchange within the roots of different forms of OE strong verbs go back to?

	<p>24. How many classes of strong verbs do you know? What is the difference between the classes based upon?</p> <p>25. What common features characterize the first five classes of strong verbs? What do classes differ in?</p> <p>26. What is the sixth class of strong verbs characterized by?</p> <p>27. What is the seventh class of strong verbs characterized by?</p> <p>28. How many classes of weak verbs existed in OE? What principle is the difference between the classes based upon?</p> <p>29. Compare OE classes of verbs with ModE classes. Do such as OE classes of verbs exist in NE?</p> <p>30. How many basic forms of strong verbs are distinguished in OE?</p> <p>31. What categories characterize OE verbs?</p> <p>32. What are specific features of preterite-present verbs?</p> <p>33. Are there any remnants of preterite-present verbs in NE? What class do they form?</p> <p>34. How can you explain the term 'anomalous'?</p> <p>35. What categories is the conjugation of OE verbs based upon?</p> <p>36. What is the difference between the paradigms of different classes of verbs?</p> <p>37. Are there any person distinctions in the plural of OE verbs?</p> <p>38. What can you say about the category of tense in OE?</p> <p>39. What is the category of mood of OE verbs characterized by?</p> <p>40. What can you say about the category of voice in OE?</p> <p>41. What non-finite forms of the verb existed in OE? Speak about specific features of each of them.</p>
<p><b>4</b></p>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. What kind of language was OE? Describe the peculiarities of each type of languages.</li> <li>2. What kinds of phrases existed in OE?</li> <li>3. What were the ways of expressing syntactical relations?</li> <li>4. What were the parts of the sentence in OE?</li> <li>5. What kinds of sentences were in OE? What sentences were mostly used in speech?</li> <li>6. What was the structure of the simple sentence?</li> <li>7. What was the structure of compound and complex sentences?</li> <li>8. Speak about the word order of negative sentences.</li> </ol>
<p><b>5</b></p>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. What are the etymological layers of OE Vocabulary?</li> <li>2. Why does the OE vocabulary contain so few borrowings from the Celtic languages of Britain? Why do place-names constitute a substantial part of Celtic element?</li> <li>3. What can you say of English-Roman contacts from the list of Latin loan-words in OE?</li> <li>4. What facts can be given to prove that OE was generally resistant to borrowing and preferred to rely upon its own resources?</li> </ol>

	<p>5. What is meant by “simplification of the morphological structure”? Illustrate by examples.</p> <p>6. What were the ways of word-formation and word-derivation in OE? What is considered to be the most productive one?</p> <p>7. Put out the OE suffixes and prefixes which are still used in English and can be regarded as productive today?</p>
	Змістовий модуль 2. Середньоанглійська мова
<p><b>6</b></p>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. What centuries does ME period embrace?</li> <li>2. What were the economical and social conditions in Britain in the 11<sup>th</sup> – 12<sup>th</sup> centuries?</li> <li>3. Why are the consequences of the Scandinavian invasion referred to ME period (not OE)?</li> <li>4. What stages can be discerned within the period of the Norman reign in England?</li> <li>5. What were the reasons of Norman invasion to British Isles?</li> <li>6. What language did the Normans speak? What group of languages did it belong to?</li> <li>7. How long did the Norman conquest last?</li> <li>8. What languages existed in England after the Norman conquest? In what spheres did each of them function?</li> <li>9. What were the semantic spheres to which the borrowings from French belonged?</li> <li>10. What main dialects existed in England in ME?</li> <li>11. What phonetic features characterize the words of Scandinavian origin in English? What letters and digraphs were introduced into English by the Norman scribes?</li> </ol>
<p><b>7</b></p>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. Compare OE and ME vowel systems. Which of the sounds disappeared? What new monophthongs and diphthongs appeared in ME?</li> <li>2. What kind of word stress characterizes OE? Supply some ME examples with the kind of stress which could not exist in OE.</li> <li>3. What is the main difference which characterizes the development of the stressed and unstressed vowels in ME? How did it affect grammatical endings?</li> <li>4. What happened to unstressed vowels and syllables in ME? Supply some examples.</li> <li>5. What quantitative changes characterize ME vowel system? How did it influence ModE?</li> <li>6. What are the reasons of the loss of inflexions in ME?</li> <li>7. What changes affected OE monophthongs in ME? Were these changes positional or independent?</li> <li>8. How can you explain the absence of sounds y and y in ModE (taking into account their existence in OE)?</li> <li>9. Speak of the changes which characterize the sounds a and a in ME. Show it with the help of the schematic map.</li> <li>10. Why did the sounds æ and æ: disappear in ME? What happened to them?</li> <li>11. Why did some of OE monophthongs disappear in ME?</li> <li>12. What happened to OE diphthongs in ME?</li> </ol>

	<p>13. Explain the rise of new diphthongs in ME tracing them back to OE combinations of vowels and consonants.</p> <p>14. What phonetic processes promoted the rise of diphthongs in ME?</p> <p>15. What new diphthongs appeared in ME and what were their sources?</p> <p>16. Speak of the changes which took place within the system of consonants in ME.</p> <p>17. How did the process of assibilation influence the English language. How is it reflected in ModE?</p> <p>18. Prove that new consonant phonemes in ME appeared as a result of assimilative changes.</p> <p>19. Explain the appearance of consonant phonemes [ʃ], [tʃ], [dʒ].</p> <p>20. What consonants and in what positions vocalized in ME?</p> <p>21. How can you explain the difference in spelling of such pairs of words: sun - son; meet - meat; see - sea; soul - sole; main - mane; flour - flower; so - sow; bare - bear.</p> <p>22. How can the discrepancy between the pronunciation and the spelling in ModE be explained on phonetic and historical principles.</p>
8	<p><b>Questions for Self-testing:</b></p> <p>1. What factors prove that the grammatical category of gender continues to decay in ME?</p> <p>2. Which of the nominal grammatical categories were the first to decay?</p> <p>3. Which of the cases of nouns fell together in ME and what was the reason for that?</p> <p>4. What factors promoted the reduction of cases within the system of the Noun and the Adjective in ME?</p> <p>5. How did the Genitive case of nouns develop in ME?</p> <p>6. Was the process of the development of declensions the same in different dialects?</p> <p>7. What new class of pronouns appeared in ME?</p> <p>8. What changes occurred within the system of demonstrative pronouns in ME?</p> <p>9. What article was the first to appear in ME and what factors promoted its rise?</p> <p>10. What is the connection between the rise of articles, development of pronouns and the decay of the declensions of adjectives?</p> <p>11. Did any analytical forms develop within the system of the nominal part of speech in ME?</p> <p>12. What new form building means developed within the system of the Verb in ME?</p> <p>13. What changes characterize the present tense paradigm in ME? In what does it differ from ModE?</p> <p>14. How did the plural endings of the present tense develop in ME?</p> <p>15. Which of the classes of verbs (strong or weak) are more productive in ME? Why?</p> <p>16. What changes affected the classes of weak verbs in ME?</p> <p>17. What changes affected the classes of strong verbs in ME?</p> <p>18. How many basic forms of verbs existed in OE? How did they develop in ME? How did it influence ModE?</p> <p>19. Which of the preterite-present verbs that existed in OE went out of use in ME?</p> <p>20. What changes affected the verbs 'should' and 'would' in ME?</p> <p>21. What can you say about the rise of Passive, Future, Perfect and Continuous forms in English? Why did the forms appear only in ME but not earlier?</p> <p>22. Were any formal grammatical elements borrowed into English as a result of the Scandinavian invasion? of the Norman conquest?</p>

<p>9</p>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. What were the spheres of development of ME vocabulary?</li> <li>2. What were the means of internal development of vocabulary?</li> <li>3. What languages had the greatest influence on the ME vocabulary? Why?</li> <li>4. Name the spheres of borrowing from Scandinavian? From French?</li> <li>5. What is the difference between the Scandinavian and the Norman influence upon English?</li> <li>6. Name the linguistic units borrowed into English as a result of the Scandinavian invasion?</li> <li>7. What geographical names are considered to be Scandinavian borrowings in English?</li> <li>8. How can you prove that the following geographical names are of Scandinavian origin? Whitby, Appleby, Brintoft, Lowestoft, Norwich, Totnes, Warwick, Wandsbeck, etc.?</li> <li>9. Try to find in the following extract the words which were borrowed into English during the period between 1600 and the present, in armies, navies, companies, and expeditions: Welsh, American, and many more - traveled into every corner of the globe, can English is used by at least 750 million people, and barely half of those speak it as a first language. The figure closer to 1 billion. Whatever the total, English at the end of the twentieth century is the most other language has ever been. It has become the language of the planet, the first to be spoken by more than one billion people. (Mc Crum and others. The Story of English.)</li> </ol> <p>What semantic sphere does each of the following borrowings belong to: autumn, harvest, large, terrible, stupid, tender, enter, consent, travel?</p>
<p>1 0</p>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. What centuries does the NE period embrace?</li> <li>2. What peculiar features of the social structure is NE period characterized by?</li> <li>3. What historical and cultural events promoted establishing of the literary national standard of English? Why did it become possible only in NE and not earlier?</li> <li>4. What do you know about William Caxton?</li> <li>5. What were the reason of expansion of English over the British Isles?</li> <li>6. What do we call the “Age of Shakespeare”? What does Shakespeare mean for the English Language?</li> <li>7. What prominent linguists of 16<sup>th</sup> – 19<sup>th</sup> centuries do you know? Name some of their works.</li> <li>8. What do you know about the formation of the English scientific language?</li> <li>9. What were the new sources of information about the English language?</li> <li>10. What is the Written Standard of the English language? When was it established? Are there any differences between Written Standards of the 17<sup>th</sup> and 20<sup>th</sup> centuries?</li> <li>11. What were the normalizing tendencies of the English language? Where were they recorded?</li> <li>12. Are there any dialectal varieties of English now?</li> </ol>
<p>1 1</p>	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. What is the essence of the Great Vowel Shift? How did it influence ModE?</li> <li>2. What are the reasons and the initial impetus of the Great Vowel Shift?</li> <li>3. What are the exceptions to the Great Vowel Shift?</li> <li>4. What quantitative changes affected the system of vowels in ENE?</li> <li>5. What changes affected the unstressed vowels in ENE? What can you say about the lengthening of vowels?</li> <li>6. Was the change of -er into -ar assimilative or independent? Was the change consistent?</li> </ol>

7. What new short phonemes appeared in NE?
8. What new long phonemes appeared in NE?
9. How many vowel phonemes are there in ModE? Is the system symmetric?
10. What new diphthongs appeared in NE?
11. What absolutely new vowels appeared in NE?
12. What was the cause of the appearance of new diphthongs and triphthongs in NE?
13. What changes affected the class of fricatives in NE? What were the causes for that?
14. What change affected the sound [r] in NE? What are peculiarities of the process in c
15. What new sibilants and affricates appeared in NE? How are they reflected in ModE
16. What consonant clusters underwent simplification in NE?
17. What kind of process can be named 'Verner's Law in NE'?

**1**

**Questions for Self-testing:**

**2**

1. What can you say about the historical productivity of different form-building means: analytical, suppletive?
2. Which part of speech has lost the greatest number of grammatical categories? Which part of speech has acquired new categories?
3. Describe the sources of the modern plural forms of nouns and the spread of the ending *-(e)s*.
4. Compare the development of case and number in nouns adjectives and pronouns.
5. Illustrate the process of replacement by tracing the history of the pronouns *she, they, their, him, you, its*.
6. Comment on the forms of pronouns in the following quotations: 'tis better *thee* without than *he* within; Between *who?*; Nay, *you* need not fear for us; Loving offender
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11. Describe the development of the principal forms of the following verbs: OE *fe:dan* w. I, *we:pan* str. 7, *a:scian* w. II, *sincan*, *windan* str. 3.
12. Point out traces of OE preterite-presence verbs in modern modal verbs.
13. Have all the phrases consisting of *have* plus Part. II, *be* plus Part. I and *shall/will* pl histories as instances of splitting.
14. Use the following quotations to describe the history of the Continuous forms:  
It was not for nothing that my nose *fell a-bleeding* on Black Monday. (Shakespeare)  
The clock struck ten while the trunks *were carrying* down ... (J. Austen, late 18th
15. What developments in English syntax can be illustrated by the following quotations

	<p>"Madam, my interpreter, what <i>says she</i>? Whereupon <i>do you look</i>?"          "Not from the stars <i>do I</i> my judgement <i>pluck</i>. And yet <i>methinks</i> I have astronomy          "How <i>likes you</i> this play, my lord?" (Shakespeare)</p> <p>16. Recall some instances of grammatical changes which involve several linguistic levels.          17. In his "theory of progress" O. Jespersen asserted that English, being an analytical language, was more advanced than other languages. Consider and criticise some of his assertions.          (1) The forms are generally shorter, thus involving less muscular exertion and requiring less memory.          (2) There are not so many of them to burden the memory.          (3) Their formation is much more regular.          (4) Their syntactic use also presents fewer irregularities.          (5) The clumsy repetitions known under the name of concord have become superfluous.          (6) A clear and unambiguous understanding is secured through a regular word order.</p>
13	<p><b>Questions for Self-testing:</b></p> <ol style="list-style-type: none"> <li>1. What are the etymological layers of the English language?</li> <li>2. What were the reasons for changes in English Vocabulary in New English?</li> <li>3. What were the new means of word-building?</li> <li>4. What common nouns appeared from proper names in New English?</li> <li>5. Why did a number of words change their meaning?</li> <li>6. What were the reasons for borrowing words from other languages?            Comment on the borrowings from different languages.</li> <li>7. Can you give the examples and some figures of borrowings from different languages.</li> <li>8. Speak about three layers of Latin borrowings.</li> <li>9. What do you know about lexical suppletion in English?</li> </ol>

**ASSESSMENT CRITERIA**  
**STUDENTS' KNOWLEDGE AND SKILLS ASSESSMENT CRITERIA OF LEARNING**  
**COURSE RESULTS**

The final score of the University (normalized ranking score)	Cumulative grade point average	ECTS grade	Assessment by the national scale		ECTS definition
			Examination, differentiated credit test	Pass / Fail Exam	
90-100	4,51-5,00	A	Excellent	Passed	EXCELLENT - excellent performance with few errors
82-89	4,01-4,50	B	Good		VERY GOOD - above average level with some mistakes
74-81	3,50-4,00	C			GOOD - generally correct work with a number of imperfections
64-73	2,83-3,43	D	Satisfactory		SATISFACTORY - not bad, but with numerous imperfections
60-63	2,51-2,83	E			SUFFICIENT - performance

					meets the minimum criteria
35-59	2,00-2,50	FX	Unsatisfactory	Fail	POOR - needs preparing before taking repeated examination (credit)
1-34	0,00-1,99	F			UNSATISFACTORY - repeated subjects courses are required

## QUESTIONS FOR FINAL EXAM

1. Modern Germanic languages and their classification.
2. Influence of Latin and Scandinavian languages on the Old English language.
3. The earliest information about the Germanic tribes.
4. Characteristic features of the Germanic languages.
5. Features of runic letter.
6. Dictionary in the Old English period.
7. Borrowings in the Old English period.
8. The first alternation of consonants, the law of Venus.
9. Naming system.
10. Phonetic composition of the language of the Old English period.
11. General characteristics of Old English vocalism.
12. System of Old English Consonance.
13. Grammatical structure of the language of the Old English period.
14. Numerator in the Old English period.
15. Old English verb. Weak and strong verbs.
16. Word-formation in the Old English period.
17. Words borrowed during the Old English period.
18. Pronouns in the Old English period.
19. Adjective and its category in the Old English period.
20. Noun and its categories in the Old English period.
21. Memoirs of literature. Chaucer, Galer, Orm.
22. Phonetic composition of the language of the Middle English period.
23. Major changes in the system of consonants.
24. Numerator in the Middle English period.
25. Middle English spelling.
26. The emergence of new parts of the language.
27. Noun Unification of denominator types.
28. Pronoun Development of personal and indicative pronouns.
29. Influence of the French language on the Middle English language.

30. Changes that occurred with the middle English adjective.
31. Changes with the Middle English verb.
32. Syntax in the middle English period.
33. Word formation in the Middle English period.
34. Etimologic duplexes.
35. The flowering of English literature in the seventeenth and eighteenth centuries.
36. Changes in phonology in the New England period.
37. Approval of the national standard of the English language.
38. Changes in syntax in the New England period.
39. Borrowing in the New England period.
40. Word formation in the New England period.
41. Changes in the adjective in the New England period.
42. Changes in the noun in the New England period.
43. Changes in the verb during the New England period.
44. Numerals in the New England period.
45. Conversion in the New England period.
46. Distribution of the English language outside of England in the seventeenth and nineteenth centuries.
47. Modern English regional variations in the UK.
48. Modern regional versions of the English language in the USA.
49. English in Australia.
50. English in Canada.
51. Modern dialects of the English language.
52. Changes in short vowel and Middle English diphthongs.
53. General characteristics of the system of consonant.
54. Historical foundations of modern English spelling.
55. Formation of modern forms of the case and the number of nouns.
56. Formation of modern grammatical verb categories.
57. Formation of analytical question and denial forms.
58. Syntax. Stabilization of sentence members.
59. The vocabulary of the New England language.
60. Borrowing from the classical languages.

**Recommended or required reading:**

1. Yevchenko V.V. History of the English Language, В.: Нова книга, 2016, 408 с.
2. L. Verba „History of the English Language“, В.: Нова книга, 2004. - 304.
3. Н.І. Студенетс „Istoriia anhliiskoi movy v tablytsiakh”, Kyiv, 1998. – 240 s

4. Baugh A.C., Cable Th. A History of the English Language. – Routledge, 2002.

5. Bright J.W. An Anglo-Saxon Reader. – [www.ling.upenn.edu/](http://www.ling.upenn.edu/)

6. Hogg R., Denison D. A History of the English Language. – Cambridge University Press, 2006.

**Planned learning activities and teaching methods:** lectures, practical classes, self-study.

**Assessment methods and criteria:**

current assessment (80); final assessment (20%, exam).

**Language of instruction:** English.