

**Методичні рекомендації**  
**з самостійної роботи студентів з опанування навчального матеріалу**  
**з дисципліни «Історія англійської мови»**  
**(викладач Смутченко О.С.)**

Самостійна робота студента є основним видом засвоєння навчального матеріалу у вільний від аудиторних занять час. Зміст самостійної роботи дисципліни «Історія англійської мови» визначається робочою навчальною програмою, навчально-методичними матеріалами, завданнями та вказівками викладача.

З навчальної дисципліни «Історія англійської мови» самостійна робота студентів передбачає:

- опанування лекційного матеріалу;
- самостійне вивчення теоретичних питань програми, що винесені на
- самостійне вивчення; перегляд рекомендованих відеоматеріалів з тематики дисципліни;
- виконання практичних завдань;
- підготовку до написання поточних тестів та модульної контрольної роботи.

**Theoretical questions presented for independent study:**

**Модуль самостійної роботи №1. Germanic Languages Old And Modern**

1. Dialectical groups in Old and Middle English.
2. Development of the National literary English language.
3. Reasons of the gap between spelling and pronunciation.
4. Make an excursion of the extralinguistic situation to German Britain.

Compare grammar categories of parts of the speech to the Modern English.

**Модуль самостійної роботи №2 Synthetic And Inflected Type Of Language**

1. Changes in the type of OE and ME.
2. Etymological layers of OE and ME .
3. The Sources of new words in NE.

**Рекомендована література:**

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↓
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33. [Electronic resource] . - Mode of access : <https://public.oed.com/blog/early-modern-english-pronunciation-and-spelling/>
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**Відео з тематики курсу, рекомендовані для перегляду:**

The Adventure of English - 2003 BBC Documentary

The Story of English:

<https://www.youtube.com/watch?v=7FtSUPAM-uA&list=PL6D54D1C7DAE31B36&index=1>

The Lord's Prayer in Old English from the 11<sup>th</sup> century:

<https://www.youtube.com/watch?v=7W1-OZ3breE>

The History of English in Ten Minutes:

<https://www.youtube.com/watch?v=r9Tfbeqyu2U&list=PLA03075BAD88B909E>

Old English and Middle English: <https://www.youtube.com/watch?v=Hdn-gwLgj80>

### **Питання для самоконтролю**

*Шановні студенти, перевірте себе. Якщо Ви знаєте відповіді на ці запитання, Ви готові до написання модульної контрольної роботи з «Історії англійської мови».*

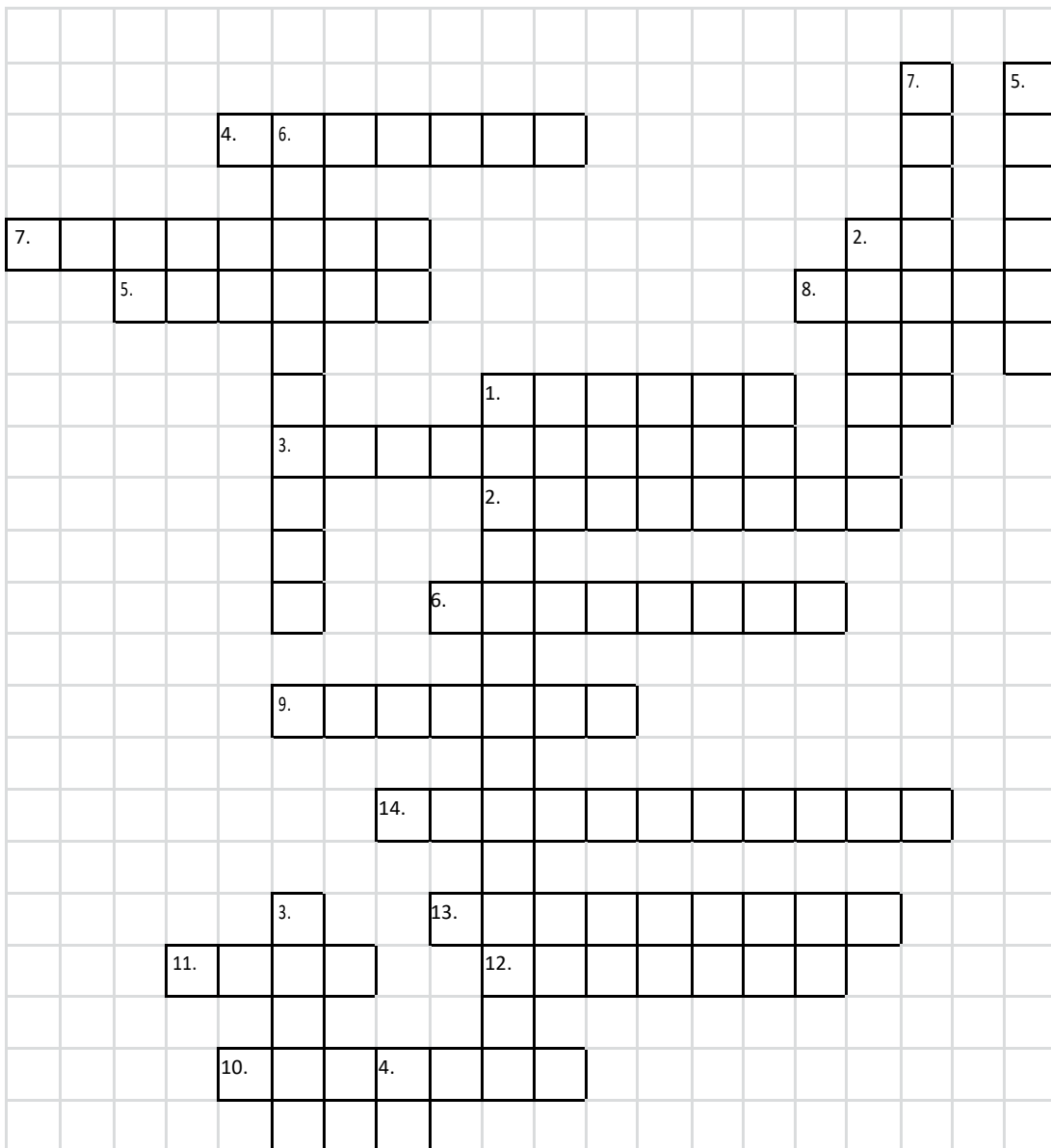
1. Name the eleven Germanic languages that are spoken today.
2. Name the Germanic languages that are not spoken in the world today.
3. What unites the Germanic languages in one group?
4. Which old Germanic dialects do modern Germanic languages originate from?
5. What are the major written records in old Germanic dialects?
6. What is runic alphabet?
7. Explain the essence of the First Germanic Sound Shift (Grimm's Law).
8. What exceptions from the Grimm's law are explained by Karl Verner's Law?
9. What is ablaut?
10. What are the main periods in the history of the English language? Which criteria are used to define them?
11. When did the history of the English language start?
12. What people inhabited the British Isles in the time of the Roman invasion?
13. How long was Britain a Roman province?
14. What Germanic tribes settled in Britain in the 5<sup>th</sup>-7<sup>th</sup> centuries?
15. Name the major Old English dialects and their written records.
16. How did Christianization influence the English people and their language?
17. What was Danelaw?
18. What were the major achievements of Alfred the Great? How did he contribute to the development of culture and learning in Anglo-Saxon England?
19. What are the characteristic features of Anglo-Saxon poetry?
20. Which dialect became the leading literary dialect in Anglo-Saxon England? Why?
21. Characterize the system of Old English vowels.
22. Characterize the system of Old English consonants.
23. What is palatal mutation? breaking? palatal diphthongization? velar mutation?
24. How were the Old English diphthongs different from the Middle English diphthongs?
25. Describe the phonetic essence of the assibilation of palatal consonants in late Old English.
26. What were the grammatical categories of the Old English noun? adjective? pronoun? verb?
27. Why did OE nouns have different types of declension?
28. What were the major morphological classes of the Old English verb?
29. What is the difference between strong and weak verbs?
30. What are the specific characteristics of preterite-present verbs?

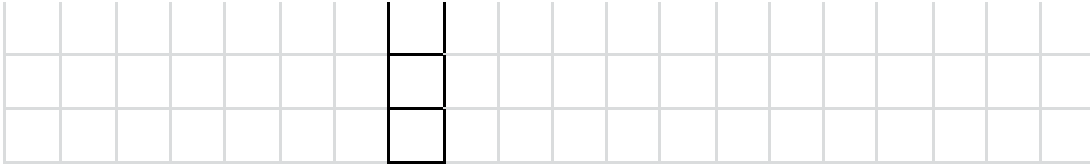
31. How many classes are OE strong verbs traditionally divided into? weak verbs? What are the criteria for this division?
32. What are the major etymological layers of OE lexicon?
33. What is the major difference between etymological composition of the Old English and Modern English lexicon?
34. Why does English have some many foreign loan-words?
35. Which languages have given English most loan-words? Why?
36. What is the principal difference between Anglo-Scandinavian and Anglo-French contacts in the history of English?
37. Which words are called etymological doublets?
38. How did French and Latin contribute to the development of synonymy in English?
39. Why *doubt*, *receipt*, *debt*, *island* have mute letters in them?
40. What three languages were in use in England after the Norman Conquest?
41. When and how did English defeat French in medieval England?
42. Which dialect became the basis of the English national language? Why?
43. When was the norm of the English national literary language established?
44. What was the role of William Caxton in normalization of the English language?
45. What national and regional varieties of English in the modern world do you know? How do they differ from British English?
46. Is American a separate language? Why?
47. What were the main qualitative and quantitative changes of vowels in late Old English-Middle English periods? What were the phonological results of these changes?
48. Explain the origins of the Middle English diphthongs.
49. Define the phonetic and phonological essence of the Great Vowel Shift.
50. What were the phonological consequences of vocalization of *r* in Early New English?
51. What were the major phonological and morphological consequences of the reduction of unstressed vowels in the history of English?
52. What major changes took place in the system of consonants in the Middle English and New English periods?
53. How was the OE system of strong and weak verbs replaced by the present-day regular and irregular verbs?
54. How did OE preterite-present verbs develop?
55. What major changes took place in the systems of English nouns, adjectives and pronouns over the Middle English and Early New English periods?
56. What are the origins of the present-day analytical forms of the verb?
57. Name the major Middle English dialects and their written records.

58. Why does English spelling not reflect the pronunciation?
59. What was the role of Samuel Johnson in the codification of the English lexicon?
60. What was the role of Latin and Greek in the formation of English terminology?

### Practicacal exercises.

#### 1. Find right words in the crossword puzzle.





**Horizontal:** 1. General designation of the tribes of the Britons and Gael. 2. Non-Indo-European tribe that inhabited Britain in the late Neolithic era. 3. The most famous ancient ritual building in England. 4. The Roman emperor, who included Britain in the Roman Empire. 5. The administrative and commercial center of the Roman Empire in Britain. 6. Queen of the Celtic tribe, who led the uprising against the Romans. 7. The common name of the tribes who conquered Britain in the V century. AD 8. The legendary king who courageously fought against the Anglo-Saxon invaders. 9. The Kingdom of England, which rose in the 9th century. 10. The only monarch in the history of Britain, awarded the designation "Great." 11. The designation of the Scandinavians-Vikings in the "Anglo-Saxon Chronicle" 12. Residents of Northern France in the X century. 13. The language of science and the church in medieval England. 14. The language of the ruling layer in England in the XI - XIV centuries.

**Vertical:** 1. An invention that contributed to the standardization of English spelling. 2. Celtic scholars and sages. 3. The Germanic tribe that occupied the largest territory in England. 4. A Germanic tribe that did not form its kingdom in England. 5. Anglo-Saxon king, ranked as a saint. 6. The dialect that formed the basis of the national English language. 7. Surname of the person who torn off the first printing house in England.

## 2. Answer the questions.

1. Tell us about the tribes that inhabited the British Isles before the Roman conquest. Describe their lifestyle, customs and everyday life.
2. What effect did the Romans have on the life of the indigenous tribes inhabiting the British Isles? Tell us how the following areas have changed: urban development, trade, life.
3. Tell us about the Christianization of the British Isles. How did this phenomenon affect the development of the British Isles and the English language?
4. Tell us about the Anglo-Saxon conquest of Britain. In your opinion, was this a step forward in the development of Britain or a step back?
5. Why after the Norman conquest in Britain for almost three centuries there was a difficult language situation?

6. What are the factors that influenced the formation of a single national English language. Why have dialects faded into the background?

### Text № 1

On Þý ylcan zēre worhte sē foresprecena here zeweorc bē Lyzan twentiz mīla būfan Lundenbyriz. Þa Þæs on sumera fōron micel dāel Þāra burzware ond ēac oþres folces Þæt hīe zedýdon æt Þāra Deniscan zeweorce, ond Þær wurdon zefliēmda, and fēower cyninzes Þeznas ofslezene.

*(The Anglo-Saxon  
Chronicle)*

### Vocabulary № 1

**on** prep. – в, на

**Þýylcan zēre** – у той самий рік

**zēar** n. neut. a. – рік

**wyrcean** wv. 1 – робити, строить

**sē** dem. pron. – той, цей

**foresprecena** past. part. – згаданий

**fore-sprecan** sv. 5 – згадувати раніше

**here** n. m. ja. – армія, військо

**zeweorc** n. neut. a. – робота

**bē** prep. – у, на

**Lyzan** – річка Лі (Lea), приток Темзи

**twentiz** num. – двадцять

**mīl** n. f. o. – миля

**būfan** prep. – вище

**Lundenbyrig** – Лондон

**ƿa ƿæs** adv. phrase – тоді

**sumer** n. m. a. – літо

**fōron, faran** sv. б – їхали.)

**micel** adj. / adv. – багато, великий

**dæl** n. m. i. – частина

**burzware** n. – жителі

**ƿāra burzware** – тих жителів

**ond, and** conj. – і, а

**ōƿer, oƿres** pron. – інший, інші

**folc** n. neut. a. – народ

**eac** conj. – також

**ƿæt** conj. – з тим, щоб

**hīepers.** pron. – вони

**zedōn** irr. v. – досягати

**zedȳdon** v. past. – достигли

**æt ƿāra Deniscan zeweorce** – тієї крепости данов (скандинавов)

**ƿær** adv. – там

**wurdon, weorƿan** sv. 3 – були, стали (прош. вр.)

**ze-flīemde, ze-flīeman** wv. 1 – зазнали бігства, (прич. прош. вр.)

**sum** pron. – декілька

**feower** num. – четверо

**cyning** n. m. a. – король

**ƿezn** n. m. a. – воїн

**ofslezene, slēan** sv. б – бути вбитим (прич. прош. вр.)

**Commentary on text No. 1. Rules for reading the Old English text**



In order to correctly read the Old English text, it is necessary to know the peculiarities of the ratio of Old English letters and their corresponding sounds. The Old English alphabet consisted of 24 letters:

**a, æ, b, c, d, e, f, g (ȝ), h, i, k, l, m, n, o, p, r, s, t, Þ, ð, u, uu(w), y.**

Old English scribes used the Latin alphabet. To designate Old English sounds for which there were no corresponding letters in the Latin alphabet, scribes used runes (signs of ancient German writing). So, **Þ / ð**, the letter thorn denoted a voiced or dull crevice [**ð**], [**θ**] depending on the position. The rune wynn denoted the labial consonant [**w**], which in the educational editions of the Old English texts, including this edition, is replaced by the letter w. This letter w was introduced into English graphics by Norman scribes in the 11th century. However, in this workshop, we will use the letter w instead of the rune wynn in texts of the 9th and 10th centuries for readability.

The influence of runic writing on Old English graphics affected the fact that the names of some letters of the Latin alphabet were correlated with the names of the runes. So, the letter c was called cēn [ke: n] and indicated the sounds [**k**] and [**k'**] in the letter. The ' (apostrophe) sign indicates a palatalized (soft) consonant.

Before the vowels of the front row **e, i, y**, the letter c gives a dull palatalized (softened) [**k'**], for example, cīld [k'i: ld] (modern child). In all other positions, the letter c conveyed an un-palatalized muffled clam sound [**k**], for example, can (modern can).

Old English writing was phonetic, i.e., a separate letter was used for each individual sound. However, this principle has not always been able to comply. In Old English, some letters were used to indicate several sounds. So, at the beginning of the word before the front row vowels, the letter ȝ transmitted the sound [j], for example ȝē [je:] (modern you), youieldan ['jieldʌn] (modern to yield). In the interval position, the letter ȝ denoted a middle-language voiced slit sound, similar to soft Ukrainian x [ɣ]. Before the wide vowels **a, o, u**, as well as before the consonants and after the consonants, the letter ȝ denoted the back-lingual closure [g]. At the end of the word, after any vowel letter ȝ gave the sound [j].

The letters **f, s, Þ (ð)** were read muffled, but in the interval position they were read clearly: wīf [f] - wīfes [v]; þeod [θ] - cweþan [ð]. If the inter-vocal position occurred at the junction of the prefix and the root, there was no voicing, for example ȝesittan [je 'sitʌn].

In Old English, there were long consonants - hemimates. In the letter they were indicated by a double letter, for example, sticca (stick), steorra (star). Slit hemimates -ss-, -ÞÞ- in the intervocal position not voiced, for example, oððe [θ], læssa [s].

In the English language, long and short vowels and diphthongs were distinguished. The longitude on the letter was indicated by a dash over the vowel or over the diphthong, for example, brōþor, beōn.

In the Old English texts punctuation marks were not used. Punctuation marks in educational texts are arranged by editors for ease of reading.

The stress in Old English words was the root, i.e. always fell to the root of the word, for example, 'sumer, 'Deniscan. However, if a word contains a prefix, then it remains unstressed, for example, ze'sittan. Compound words consisting of two roots have two stresses, for example, 'Sǣ-'dracan (sea dragon).

### Tasks to the text № 1

1. Read text No. 1 and use the dictionary to translate it into Russian.
2. In text No. 1, find and read the words that use letters of runic origin.
3. What sounds are transmitted by the letter **Ʒ** in the words **Ʒēre, twentiƷ, Ʒeweorc, burƷware?**
4. What sounds are conveyed by the letter **c** in the words **micel, Ʒeweorc, cyninƷes, eāc?**
5. What sounds are transmitted by the letter **Ʒ** in the words **Ʒy, Ʒā, Ʒæt, Ʒār, oƷres?**
6. How to pronounce **f** in **bufan**? Explain why you think so.
7. Read and explain the reading of the following words with **Ʒe-** and **of-** prefixes: **Ʒeweorc, Ʒedýdon, Ʒeflīemde, ofslezene.**
8. Read and explain stresses in compound words: **foresprecena, LundenbyriƷ, burƷware.**
9. Find in text No. 1 and read the words with long vowels and long diphthongs. How is the longitude of the vowel and the longitude of the consonant sound in the Old English text?
10. Read the words and pronounce the slot consonants **f, s, Ʒ**: **Ʒearf, Ʒis, cūð, up-riste, waƷema, wāƷ, liðend, was, sūƷan, heofon, rīsan, Ʒe-sittan, Ʒe-Ʒeod.**
11. Read the words and determine what sound is expressed using the letter **Ʒ**: **weƷ, stīƷel, strenƷ, plōƷ, slōƷon, āƷan, Ʒān, Ʒebētan, cyninƷ, Ʒnawan.**
12. Read the following words and determine the nature of the sound [k], denoted by the letter **c**: **folc, cīld, ceāpian, clift, sceācan.**
13. Read the following words with heminaes: **mann, lettan, willan, steppan, sceƷƷu, lāssa, Ʒicce, licƷan.**
14. Read the words, paying attention to the pronunciation of slotted consonants. Explain the rule of reading slotted **f, s, Ʒ** in different positions: **swā, steorra, stefn, weorƷan, waƷu, wīse, wīsdóm, ceosan, beoƷan, feollan, befesten, Ʒurfan, baƷian, brōƷar, cealf, onfōn, ofer, Ʒehǣ, heāfod, freodóm, Ʒurh.**
15. Read the words and explain what sounds are conveyed by the letters **c, Ʒ** and

digraph **cz**: **sāliz, sezn, seczan, sæzde, morzen, mazan, menzu, lonz, mæzP, liczan, læz, izlond, zē, zān, inzan, zenōh, zeonz, cīld, cēne, onzinnan.**

### 16. I-mutation (or I-umlaut) Exercises

An important sound change that took place even before Old English emerged as a separate language is called i-mutation (sometimes just mutation or umlaut). The change was

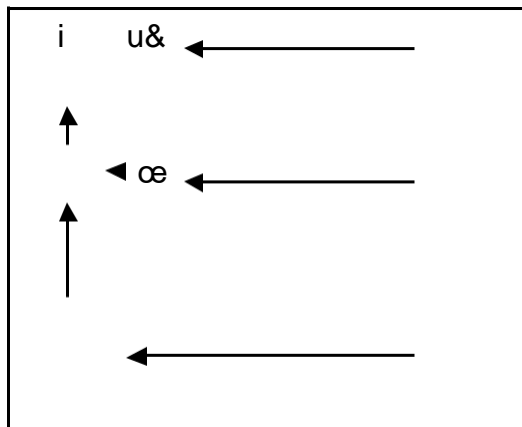
produced when a vowel sound was altered by a following [i], [i] or [y], all of which are articulated high and in front of the mouth. Vowels lower or farther back were drawn up and forward in the articulation Our textbook identifies five contexts where it applies, but this exercise singles out the following three:

causative verb suffixes	*do"m + yan > *dœman" > deman"
certain abstract nouns	*ha"l + !#u > hæ"l#u
certain plurals	*mu"s + iz > my"s (mice)

After reviewing the discussion in Pyles/Algeo, study the chart below and complete the right hand column.

Reconstructed pre-OE	Old English		Change of vowels
lan\$#u	len\$thu	length	an to en
\$a"tiz	\$æ"t	goats	%" to
sættyan	settan	to set	æ to
eald	ieldra	elder	ea to ie
ladin	læden	Latin	% to
fo"tiz	fe"t	feet	o" to
fullyan	fyllan	to fill	u to u&
mu"siz	my"s	mice	u" to

**The movement of i-mutation.** Three of the vowels are filled in for you. Fill in the remaining five (no diphthongs; and no distinction for long/short).



Complete the following chart, filling in the appropriate vowel after I-mutation in the middle column. The right hand column gives the Modern English word where it is not obvious.

Reconstructed Pre-OE	Old English	Modern English
mo"tyan	m tan	meet (cf. moot court)
bro#"ri	br 'er	brother (dative sing.)
str%n\$#u	str n'u	
\$o"siz	\$ s	
bo"ciz	b c(	books
fo"dyan	f dan	
ha"lyan	h lan	
lu"siz	l s	
so"cyan	s can	seek (cf. sought)
d%"lyan	d lan	to deal (cf. dole)
kunin\$	c nin\$	
fu"lyan	f lan	(de)file (cf. foul)

17. With your partner write a dialogue in Old English and Modern English. Act out your dialogue with your partner.
18. What consonant and vowel changes are illustrated by the following pairs of words:

*Gt maiza - OE māra (NE more)*  
*Gt kunþian - OE cyðan ('inform')*  
*Gt dauþs - OE dēad (NE dead)*  
*Gt saljan - OE sellan (NE sell)*  
*OE þyncan - OE þūhte (NE think.-thought)*  
*OE mæġden - mæden (NE maiden)*  
*Gt kinnus - OE cinn (NS chin)*  
*OHG isarn - OE īren (NE iron)*  
*Gt hausjan - OE hīeren (NE hear)*

19. Read the words and explain what sounds are transmitted by sounds **C**, **ʒ**, **Cʒ**.

sæliʒ, seʒn, secʒan, sæʒde, morʒen, maʒan, menʒu, lonʒ, mæʒþ, licʒan, læʒ, iʒlond, ʒē, ʒān, inʒān, ʒenōh, ʒeong (*Gth.* juggs), ʒeond (*Gth.* jaind), cild, cēne, onʒinnan.

20. Read the text and give a **phonemic transcription** of the following words from the "Tower of Babel":

## THE TOWER OF BABEL

### Genesis Chap. 11

From the Old English translation of *The Hexateuch*, ed. J. Crawford, EETS (Oxford:

Oxford UP, 1922).

Truly all people spoke the one language

**1 Soðlice ealle menn spræcon ða ane spræce.**

When they travelled from the eastern regions, they found a particular field in Senaar-land,

**2 Ða ða hi ferdon fram eastdæle, hi fundon æne feld on Senaarlande,**

and dwelled there.

**ond wunodon ðæron.**

Then they said among themselves: "Let us make tiles and bake them in fire."

**3 Ða cwædon hi him betwynan: Vton [= Uton] wyrcean us tigelan ond ælan hi on fyre.**

Truly they had tile instead of stone and tar instead of mortar.

**Witodlice hi hæfdon tigelan for stan ond tyrwan for weall-lim.**

and they said: "Let us build a city and a tower up to the high heaven,

**4 ond cwædon: Vton timbrian us ceastre ond stypel oð heofon heahne,**

and let us honor our name before we are scattered throughout all the earth.

**ond uton wyrðian urne naman, ær ðam ðe we synd todælede geond ealle eorðan.**

Truly the Lord stepped down to where he saw the city

**5 Witodlice Drihten astah nyðer to ðam ðæt he gesawe ða burh**

and the tower which Adam's children constructed.

**ond ðone stypel ðe Adames bearn getimbrodon.**

and he said: "This is one people, and they all speak one language

**6 ond he cwæð: Ðis is an folc, ond ealle hi sprecað an leden**

and they have begun to make this; nor will they abandon it before hit is finished.

**ond hi begunnon ðis to wyrce<sup>n</sup>e; ne geswycað hi ær ðan ðe hit geara sy.**

Truly let us come and scatter in that place their speech.”

**7 Soðlice uton cuman ond todælan ðær heora spæce.**

Thus the Lord scattered them from that place throughout all the earth.

**8 Swa Drihten hi todælde of ðære stowe geond ealle eorðan.**

and thus one called the place Babel, because all languages were scattered there.

**9 ond for ðam man nemde ða stowe Babel, for ðam ðar wæron todælede ealle spæce.**

OE Word	Transcription	MnE Translation
tigel	t i y e l	tile
sōðlice		soothly, truly
ceaster		city
wyrðian	ü	to make worthy, honor
geond		beyond
eorðan		earth
nyðer	ü	nether, down
folc		folk
stȳpel	ū	tower, steeple
heofon		heaven
hæfdon		had
of		from, of, off

#### More Transcription

OE Word	Transcription	MnE Translation
scranc	š r a n k	shrank
hors		horse
geolu		yellow
wē		we
lȳtel	ū	little
drincan		to drink
nāht		naught, not
hring		ring
hwæt		what
hnutu		nut
hlūd		loud
cwēn		queen
hrycg	ü	ridge
līf		life

līfes		life's
hwæthwugu		something
slægen		slain
scūfan		shove

### Text № 2

“Chess now,” quod she, “oon of thise thinges  
tweye, To han me foul and old til, that I deye,  
And be to yow a trewe humble wyf.  
And never yow displeas in al my  
lyf. Or elles ye wol han me yong  
and fair, And take your aventure of  
the repair  
That shal be to your hous, by-cause of me...”

*(Geoffrey Chaucer. The Canterbury Tales. The Wife of Bath's Tale)*

### Vocabulary № 2

- chesen** v. > д. а. *cēosan* – обирати  
**now** adv. > д. а. *nū* – зараз  
**quethen** v. > д. а. *cweðan* – говорити  
**oon** num. > д. а. *ān* – один  
**thing** n. > д. а. *Þinz* – річ  
**han, haven** v. > д. а. *habban* – мати  
**tweyen** num. > д. а. *twezen* – два  
**foul** adj. > д. а. *fūl* – негарний  
**old** adj. > д. а. *eald, ald* – старий  
**deye(n)** v. borrr. from Old Norse – помирать  
**trewe** adj. > д. а. *trūwe* – правдивий  
**humble** adj. borrr. from Old French – покірний  
**wyf** n. > д. а. *wīf* – дружина  
**displezen** v. borrr. from Old French – розчаровувати  
**al** pron. > д. а. *eal, all* – увесь

**lyf** n. > д. а. *līf* – життя

**elles** adv. > д. а. *elles* – ще

**willen** v. > д. а. *willan* – хотіти, бажати

**yong** adj. > д. а. *zeonз* – молодий

**fair** adj. > д. а. *fæzer* – гарний

**taken** v. borr. from Old French **taka** – брати

**aventure** n. borr. from Old French – пригода

**repair** n. borr. from Old French – компанія

людей

**shal** v. > д. а. *sculan* – повинен

**hous** n. > д. а. *hūs* – дім

**be** v. > д. а. *bēon* – бути

**by-cause** conj. borr. from Old French – тому що

### **Commentary on texts No. 11-13. Borrowings of French words and word-forming elements in the Middle English and Early-New English periods**

After the Norman conquest of the XI century, the influx of speakers of the Norman dialect of the French language into England reflected on the lexical composition of the English language. It was not affected by its grammatical structure. However, English has learned a large number of Norman-French words, not only nouns (adjective, noun, verb), but also speech parts - prepositions and conjunctions (except, because). The bulk of borrowing dates from the mid-13th to the end of the fourteenth century. The number of later French borrowings in English is insignificant.

In the period from the middle of the XIII to the end of the fourteenth century, words from the different spheres of life were introduced into English from French: words related to the life of the royal court: court, courtier, prince, duke, emperor, sovereign, servant, royal, noble, but the words king, queen remained genuine English;

words related to army and military affairs: **army, battle, banner, victory, to defeat, soldier, regiment**, however the word knight is purely English;

words related to church and religion: **religion, chapel, cathedral, prayer, to confess, saint, charity, mercy**;

words related to the exercise of power in a feudal state: **vassal, to govern, government, chancellor, village**;

words related to litigation: **judge, justice, prison, sentence, to condemn, verdict**;



words denoting the urban environment and urban crafts: **city, merchant, butcher, painter, tailor, mason**, but the village professions retained English names: **blacksmith, shoemaker, spinner, weaver, milkman, plowman**;

words related to art and entertainment: **art, music, color, ornament, image, decoration, pleasure, leisure**;

words that do not fit into certain semantic frames: **air, river, valley, autumn, table, chair, money, dinner, supper, large, terrible, stupid, tender, to enter, to travel, to consent**.

It is well-known separation of the names of animals and varieties of meat. So, the words **ox, cow, sheep, pig, swine, calf** are English; **beef, mutton, pork, veal** - borrowings from the French language. These ratios of animal names and varieties of meat have been preserved in modern English.

French borrowings could coexist with native English words, for example: **to live (fr.), Autumn (fr.) - harvest (eng.)**. The process of semantic or stylistic differentiation of the lexicals used in parallel was observed units. For example, the original English verb **to live** began to belong to the category of common vocabulary, while the borrowed French verb-synonym **to exist** took its place in scientific usage. But one word could be supplanted by another. For example, the borrowed French word **amity** was gradually supplanted by the English **friendship**.

In turn, the English noun here was supplanted by the French noun **army**.

The adaptation of the French vocabulary into English was gradual. In the Middle English period, borrowed French words were written and pronounced as in French. However, they bowed and agreed on the rules of English grammar: nouns formed the plural form using the formant **-s**; verbs formed forms of present and past tense by the type of English weak verbs within the English verb paradigm.

Along with lexical units from French into English, word morphemes - suffixes and prefixes - also penetrated. Some cases of word formation in the English language with the help of French affixes are already observed in the Middle English period, for example: husbandry (agriculture, frugality), goddess (goddess). However, this process was widely developed in the New England period (late 15th century):

**-ance, -ence**: A significant number of French words have been formed since using these suffixes: **ignorance, arrogance, entrance, innocence, etc**; from these words for English it becomes clear the meaning of the given suffix of abstract nouns, thus new words appear with the English root and the French suffix, for example **hindrance** (from English. **hinder - to prevent**);

**-ment**: this suffix penetrates into English as a part of such French words as government, treatment, agreement, by analogy new words with English roots began to be formed: **fulfillment, amazement, bewilderment**;

**-ess**: this suffix penetrated into English with the French words princess, baroness, countess and denoted feminine nouns, units. For example, the original English verb **to live** began to belong to the category of common vocabulary, while the borrowed French verb-synonym **to exist** took its place in scientific usage. But one

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**-ess:** this suffix penetrated into English with the French words **princess, baroness, countess** and denoted feminine nouns, then it became attached to the English roots: **shepherdess, goddess, murderess**;

**-et:** Many French words are formed using a diminutive suffix **-et: coronet, cabinet**, gradually it grows into suffix **-let**,

who became attached to the English roots: **streamlet, ringlet, booklet, leaflet**;

**-ard:** this suffix penetrated into English with the French words **coward, bastard**, in combination with the English roots it gave the words **wizard, drunkard**;

**-age:** this suffix came into English with the French words **courage, carriage, marriage**; as a result, new words appeared in English: **luggage, leakage, etc .;** -

**ible:** this suffix forming adjectives in French has penetrated into English with the words **admirable, tolerable, legible, flexible**,

in conjunction with the English roots, it was used to form adjectives **readable, unbearable, understandable, etc .;**

**dis-, des-:** in the French language these prefixes were negative and got into English with the words **disappoint, disdain**, in the New English period they became used to form new words: **distrust, disburden**;

**en-:** this prefix got into English with the French words **encage, encircle**, in combination with the English roots it gave the words **endear (make cute), embed (stack)**.

## Exercises to text 12

1. Read the text 2 and translate. Compare with other translations.
2. Using the dictionary to text 2, make a phonetic and spelling analysis of text 2. Compare the Old English and Middle English word forms in the text.
3. Find text 2 from other languages. Tell us about the fate of these borrowings in modern English.
4. Find the text in the number 2 numeric. Do their diachronic analysis.
5. Find text 2 for personal and possessive pronouns. Do their diachronic analysis.
6. Make a diachronic analysis of the verbs *be* and *han*, *haven*. Tell us about their features in modern English.
7. Analyze the syntax of text 2 (sentence type, unions, word order).
8. Explain what changes occurred in the Old English word *fēld* during the Middle English period (s.a. *field*, *feeld*).
9. The noun *wind* in Old English had a short vowel. Has it changed in the Middle English period? (See Quantitative Changes in Vowels in the Transition from Old English to Middle English).
10. Determine what changes occurred in the Old English word *hlædder* during the Middle English period (**c.a. ladder - ladder**). Give other examples of this phonetic phenomenon. (See Simplification of Double Consonants in Middle English).
11. What is metathesis? Give examples of metathesis in English. (See Question Group in English).
12. Determine how the palatalized consonant consonants changed in the transition to Middle English: **scacan, cēap, seczan, swylc, cēosan, sceort**. Have these words been preserved in modern English?
13. Why in the following Middle English words appeared the letter *v*: **loven > d. lufian, five > d. fif, seven > d. a. seofon**?
14. Compare the Old English and Middle English words. Explain the phenomenon of consonant vocalization:
  - e. fæzer <c. and. fair**
  - e. mæzden <s. and. maiden d. a. sæzde <s. and. saide**
  - e. hāliz <s. and. holi, holy d. a. niȝon <s. and. nine**
 Specify other phonetic phenomena in the examples above.
15. Give the Middle English forms of the following Old English words: **hām, scōc, drīfan, sceal, sēcan, slāpan, rice, ān, cneoht, bæc, bōc**. Note the spelling changes in these words.
16. Give the dialect forms of the following words: **swylc, hwylc, bysiȝ, byrian, byriȝ, fȳr**. Name the dialect forms of these words, preserved in modern English.
17. When and under what conditions did the vowel lengthen in the words **mind, find, funden, mild, feld, bindan, climban**? What happened to the extended vowels in the 15th-17th centuries after the Great Vowel Shift? Illustrate your answer with examples.

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