

**НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ  
«Дніпровська політехніка»**



**ЕЛЕКТРОТЕХНІЧНИЙ ФАКУЛЬТЕТ**

**Кафедра перекладу**

**ІСТОРІЯ АНГЛІЙСЬКОЇ МОВИ**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ  
для студентів спеціальності 035 Філологія**

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*За поданням методичної комісії спеціальності 035  
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Методичні матеріали призначені для студентів спеціальності 035 Філологія, які здобувають кваліфікаційний рівень бакалавра.

Матеріали стануть у пригоді для самостійної роботи студентів під час підготовки до контрольних заходів з дисципліни «Історія англійської мови».

Методичні рекомендації містять перелік основних тем, які повинні бути опрацьовані самостійно студентом, питання для самоконтролю з кожної теми, спрямовані на перевірку засвоєння здобувачами теоретичного матеріалу. До рекомендацій також включено тезаурус, що містить ключові поняття з дисципліни, зразок тестової роботи, списки основної та додаткової літератури.

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## **ВСТУП**

**Мета курсу** – підвищення лінгвістичної компетентності студентів, яка забезпечить їх розуміння історичних процесів, що відбувалися в англійській мові, норм сучасної англійської мови, особливостей мови, зумовлених специфікою її розвитку. Вивчаючи цей предмет, студенти також познайомляться з лінгвістичною термінологією, що полегшить вивчення інших теоретичних курсів. Особливу увагу в лекціях приділено шляхам і тенденціям розвитку мови, механізмам змін, взаємозв'язку і взаємозалежності змін, що відбувалися на різних мовних рівнях, наявності тісного зв'язку між розвитком мови, історією та культурою англійського народу.

Прослухавши цей курс, студенти повинні мати уявлення про загальний шлях розвитку англійської мови, вміти охарактеризувати найбільш яскраві і значні зміни, що відбувалися на різних мовних рівнях у різні періоди її розвитку.

### **Мета і завдання самостійної роботи**

Самостійна робота є важливою складовою процесу підготовки майбутніх перекладачів та передбачає подальший комплексний розвиток навичок та вмінь, необхідних для здійснення різних видів усного послідовного перекладу, поглиблення отриманих теоретичних знань щодо сучасних форм, засобів, технологій усної перекладацької діяльності у різних типах організацій.

Завданням самостійної роботи з даної дисципліни є формування та розвиток у студентів особливої культури мислення, що здатна до аналізу; уміння оцінювати, сприймати на слух англомовний текст, узагальнювати інформацію, ставити мету та обирати оптимальні шляхи її досягнення; оволодіння культурою усного перекладу та мовлення.

**Система забезпечення самостійної роботи навчально-методичними засобами.** Методичні вказівки, навчальні підручники, Інтернет-ресурси.

#### **Пояснення щодо користування методичними вказівками**

Методичні матеріали передбачають можливість проведення самоконтролю з боку студента.

#### **Час та місце виконання самостійної роботи студентами**

Самостійна робота студента може виконуватися у вільний від занять час у бібліотеці університету, в міських бібліотеках, навчальному кабінеті та вдома.

#### **Проведення консультацій викладачів згідно з графіком**

Самостійна робота студента проводиться відповідно до заздалегідь складеного графіка, що гарантує можливість отримання необхідної консультації або допомоги викладача. Графік консультацій викладачів доводиться до відома студентів на початку семестру.

# ПЕРЕЛІК ТЕМ І ПИТАНЬ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ

## **Topic 1. The Historical Study of Language**

1. Tools for studying language historically: purpose and peculiarities of use.
2. Articulatory phonetics. Reconstructing Meaning and Sound.
3. Sociolinguistics. Historical Linguistics and Studying Culture.
4. Comparative philology. Myths about languages.

### ***Questions to consider:***

- 1) What three tools do scholars have for studying language historically?
- 2) What are the main objects of the Historical Study of Language?
- 3) What is the best evidence for the history of pronunciation?
- 4) When was comparative philology developed?
- 5) For the speakers of a given language, are some languages inherently more difficult to learn than others?
- 6) Do most languages gradually evolve toward a higher or lower form?
- 7) Do languages change at a steady rate?
- 8) What is the historical relationship between English and the Germanic languages?
- 9) Give examples of how Grimm's Law accounts for differences in pronunciation among certain Indo-European languages.

## **Topic 2. Conquests and their role in the development of English**

1. Peaceful invasion of Latin.
2. Did the Normans Really Conquer English? Why do languages adopt loan words from another language?
3. Scandinavian influence. Scandinavian words in the English language.

### ***Questions to consider:***

- 1) When did the Romans colonize England?

- 2) In what areas of life was Latin predominantly used during the Roman colonization?
- 3) When did words from the Scandinavian languages of Viking and Danish raiders in England come into the Germanic languages?
- 4) What were the words borrowed from Scandinavian Germanic languages distinguished by?
- 5) Which kingdom was the real heart of later Anglo-Saxon culture?
- 6) In what ways was Old English already changing before the Norman French arrived in England?
- 7) How did Old English word endings evolve independent of Norman influence – and what is a plausible explanation for this phenomenon?
- 8) Why does a perfectly healthy language adopt loan words from another language?
- 9) What are some of the major endings or clusters of letters that identify a word as French in origin?

### **Topic 3. Chaucer's English**

1. Trilingualism of the late Middle English period.
2. The peculiar features of Chaucer's language: pronunciation, vocabulary, syntax and grammar.

#### ***Questions to consider:***

- 1) What three languages coexisted in medieval England as strata of verbal expression and experience?
- 2) In what areas of life did French dominate in medieval England?
- 3) In what areas of life did Latin dominate in medieval England?
- 4) Where did people mostly speak English in medieval England?
- 5) What are the central features of Chaucer's language?
- 6) Could Chaucer have read "Caedmon's Hymn" as it was originally written?
- 7) What words in Chaucer's vocabulary suggest that he was a cosmopolitan writer?

8) What kinds of accents are caricatured in *The Canterbury Tales*?

#### **Topic 4. Shakespeare's English**

1. Shakespeare as the canonical writer of the English language.
2. Growing resources of Shakespeare's vocabulary.
3. Analysis of Shakespeare's works (at students' option).

#### ***Questions to consider:***

- 1) How does Shakespeare's language reflect the evolving state of Early Modern English?
- 2) What aspects of Shakespeare's grammar may strike us as archaic?
- 3) How did Shakespeare increase the lexical basis of literary English?
- 4) Might Shakespeare be more accessible to some readers if the quarto texts were used?
- 5) What features of value does the quarto text retain that are missing in the Folio version?

#### **Topic 5. Samuel Johnson and His Dictionary**

1. The rise of lexicography in the 17th and 18th centuries.
2. Samuel Johnson's Dictionary of the English Language.
3. Prescriptivism and descriptivism in language study and teaching.

#### ***Questions to consider:***

- 1) In what ways does Samuel Johnson's Dictionary differ from previous lexicographies in English?
- 2) How does Johnson's Dictionary differ from most standard dictionaries today?
- 3) How did Robert Lowth and Joseph Priestley fundamentally differ in their beliefs about language?
- 4) What is the role of propriety in the debate over English usage today?

#### **Topic 6. Dialect representations in the English language and its variants**

1. Variety of English dialects: distinctive features and their place in modern English.



2. American English: beginning and peculiarities of development. American Regionalism.

3. Anglophone World. Canadian English. Australian English.

***Questions to consider:***

- 1) What are the major regional dialects of American English, and where are they spoken?
- 2) What are the major regional dialects of British English, and where are they spoken?
- 3) Noah Webster's Dictionary: how much is it independent from British English?
- 4) In what ways can the bedrock of Old English be seen in American English?
- 5) In what ways has African-American English influenced the standard of Modern English?
- 6) What is the difference between a creole and a pidgin?
- 7) Does language reflect an absolute reality, or is it nothing more than a cultural construct?
- 8) In what ways have colonial versions of English from around the world enriched Standard English?

## Обов'язковий тезаурус / Glossary

**alliteration:** The repetition of the initial consonant or vowel of words in sequence.

Old English and Old Germanic poetry was alliterative in structure: The metricality of the poetic line was determined not by the number of syllables, rhyme, or classical metre but by the number of alliterative words in stressed positions.

**analogy:** The process by which certain grammatically or morphologically different words or expressions come to share the same form or pronunciation.

**analytic language:** A language in which grammatical relationships among words in a sentence are determined by the order of the words in that sentence.

**Anglo-Saxons:** The Germanic peoples who settled the British Isles beginning in the 5th and 6th centuries A.D. and who spoke Old English. Conquered by the Normans in 1066, they were gradually absorbed into the Norman French-speaking population.

**articulatory phonetics:** The study of how sounds are produced in the mouth, and the technique of accurately describing those sounds by using special symbols.

**back vowels:** Continuous sounds produced at the back of the mouth (see front vowels, high vowels).

**calque:** A bit-by-bit, or morpheme-by-morpheme, translation of one word in one language into another word in another language, often used to avoid bringing new or loan words into the translating language (e.g., Modern German *Fernseher* is a calque on television; Afrikaans *apartheid* is a calque on segregation; the modern Icelandic *moðorsik* is a calque on hysterical).

**Chancery English:** The form of the English language developed in written documents of the 15th century in Chancery (the official writing center of royal administration). Many grammatical forms and spelling conventions of Chancery English have become part of standard written English.

**cognate:** Two or more words from two or more different but related languages that share a common root or original.

**comparative philology:** The study of different but related languages in their historical contexts, traditionally with the goal of reconstructing earlier, lost forms of words and sounds in the Indo-European languages.

**creole:** A new language that develops out of the sustained contact among two or more languages. Often, creoles develop when the language of a colonizing or economically dominant group is imposed upon a subordinate or colonized group. Thus, many creoles have elements of both European and non-European languages. Creoles may emerge over time from pidgins. The basic difference is that creoles are perceived by the language speakers as the natural or native language, whereas pidgins are perceived as artificial or ad hoc arrangements for communication (see *pidgin*).

**dialect:** A variant form of a language, usually defined by region, class, or socioeconomic group and distinguished by its pronunciation, vocabulary, and on occasion, morphology.

**dialectology:** The study of different regional variations of a given language, spoken or written at a given time.

**diphthongs:** Vowel sounds that are made up of two distinct sounds joined together (e.g., the sound in the Modern English word *house*).

**etymology:** The systematic study of word origins, roots, and changes. The etymology of a given word is its history, traced back through its various pronunciations and semantic shifts, until its earliest recorded or reconstructed root. A root is also known as an etymon.

**eye dialect:** A way of representing in writing regional or dialect variations by spelling words in nonstandard ways. Spellings such as *sez* or *wanna* are eye dialect forms; they do not actually record distinctions of speech but, rather, evoke the flavor of nonstandard language.

**front vowels:** Continuous sounds produced at the front of the mouth (see back vowels, high vowels).

**grammar:** Generally used to refer to the system of establishing verbal relationships in a given language; often confused with standards of “good usage” or “educated” speech.

**grammatical gender:** The system by which nouns in a language carry special endings or require distinctive pronoun, adjective, and article forms. Described as masculine, feminine, and neuter.

**Great Vowel Shift:** The systematic shift in the pronunciation of stressed, long vowels in English, which occurred from the middle of the 15th century to the middle of the 16th century in England and permanently changed the pronunciation of the English language. It effectively marks the shift from Middle English to Modern English.

**Grimm’s Law:** A set of relationships among the consonants of the Germanic and non-Germanic Indo-European languages, first codified and published by Jakob Grimm in 1822.

**high vowels:** Continuous sounds produced at the top of the mouth (see *front vowels*, *back vowels*).

**homonymy:** The state in which two or more words of different origin and meaning come to be pronounced in the same way.

**Indo-European:** The term used to describe the related languages of Europe, India, and Iran, which are believed to have descended from a common tongue spoken in roughly the 3rd millennium B.C. by an agricultural peoples originating in southeastern Europe. English is a member of the Germanic branch of the Indo-European languages.

**Middle English:** The language, in its various dialects, spoken by the inhabitants of England from roughly the period following the Norman Conquest (the late 11th century) until roughly the period of completion of the Great Vowel Shift (the early 16th century).

**Modern English:** The language, in its various dialects, that emerged after the end of the Great Vowel Shift, roughly in the middle of the 16th century.

**morphology:** The study of the forms of words that determine relationships of meaning in a sentence in a given language. Includes such issues as case endings in nouns, formation of tenses in verbs, and so on.

**Old English:** The language, or group of related dialects, spoken by the Anglo-Saxon people in England from the earliest recorded documents (late 7th century) until roughly the end of the 11th century.

**phoneme:** An individual sound that, in contrast with other sounds, contributes to the set of meaningful sounds in a given language. A phoneme is not simply a sound but, rather, a sound that is meaningful (e.g., “b” and “p” are phonemes in English because their difference determines two different meaningful words: bit and pit, for example).

**phonetics:** The study of the pronunciation of sounds of a given language by speakers of that language.

**phonology:** The study of the system of sounds of a given language.

**pidgin:** A language that develops to allow two mutually unintelligible groups of speakers to communicate. Pidgins are often ad hoc forms of communication, and they are perceived as artificial by both sets of speakers. Over time, a pidgin may develop into a creole (see *creole*).

**polysemy:** The state in which one word comes to connote several, often very different, meanings.

**regionalism:** An expression in a given language that is unique to a given geographical area and is not characteristic of the language as a whole.

**semantic change:** The change in the meaning of a word over time.

**slang:** A colloquial form of expression in a language, usually relying on words or phrases drawn from popular culture, particular professions, or the idioms of particular groups (defined, for example, by age or class).

**sociolinguistics:** The study of the place of language in society, often centering on distinctions of class, regional dialect, race, and gender in communities of speakers and writers.

**strong verb:** In the Germanic languages, a verb that indicates change in tense by changing the root vowel: e.g., think, thought; drink, drank, drunk; bring, brought; run, ran (see *weak verb*).

**structural linguistics:** The discipline of studying language in America in the first half of the 20th century, characterized by close attention to the sounds of languages, by a rigorous empirical methodology, and by awareness of the marked differences in the structures of languages. The term is often used to characterize the work of Edward Sapir and Leonard Bloomfield.

**syntax:** The way in which a language arranges its words to make well-formed or grammatical utterances.

**synthetic language:** A language in which grammatical relationships among words in a sentence are determined by the inflections (for example, case endings) added to the words.

**weak verb:** In the Germanic languages, a verb that indicates change in tense by adding a suffix, usually in “-ed”: e.g., walk, walked; love, loved (see *strong verb*).

## QUIZ

1. Define the period by the following key aspects/figures:

A) St. Augustine

Heptarchy

Runes

Beowulf

Celts

B) Noah Webster

Elizabeth I

Lost endings

The Globe

C) Eleanor of Aquitaine

Inquisition

The Canterbury Tales

William the Conqueror

Chancery

2. Think of modern equivalents for the following Old English words/sentences:

✓ heorte

✓ brodor

✓ hus

✓ ælmihtig

✓ cuman

✓ riht

✓ eald

✓ cniht

✓ ætgædere

✓ cirice

✓ hund

✓ wolde guman findan

3. Think of modern equivalents for the following Middle English words/sentences:

✓ With hym ther was his sone, a yong Squier...

✓ That hem hath holpen whan that theywere seeke...

✓ ... what do ye heer?

✓ She walketh up and down, and as hire liste She gadereth floures

✓ And as anaungel hevenysshly she soong.

4. Find the odd word in each line:

✓ son, mother, woman, brother

- ✓ Mercian, Kentish, Celtic, Northumbrian
- ✓ Dakota, Kentucky, Brooklyn, Mississippi
- ✓ William the Conqueror, William Wycliffe, William Caxton, William Shakespeare
- ✓ Beowulf, the Bible, Anglo-Saxon Chronicles, Wel Hal!

5. Guess the word whose origin is described:

- ✓ Burmese has ‘hoakeh’ and it might have flitted over to America before 1840, by which time it was in familiar use.
- ✓ The French claimed it came from their sailors who made appointments with American girls “aux quais” (at the quayside).
- ✓ In 1840, Martin van Buren was standing as the Democratic presidential candidate and acquired the nickname “Old Kinderhook”. In March 1840 the democrats opened their club in New York based on its nickname.

6. English belongs to the ... group of languages

- A) Slavic;
- B) Indo-European;
- C) Celtic;
- D) Australian;
- E) Germanic.

7. What happened to Gothic language as a result?

- A) the language is ‘still alive’ and using by few people;
- B) the language is dead;
- C) the language is becoming more popular nowadays;
- D) the language is forbidden to use;
- E) there is no right answer.

8. The Old Germanic languages had a ... grammatical structure

- A) stable;
- B) synthetic;
- C) common;
- D) strong;
- E) different.

9. Old English begins with the Germanic settlement of Britain (5th century) or with the beginning of ... (7th c.)

- A) speaking;
- B) reading;
- C) listening;
- D) discussing;
- E) writing.

10. The beginning of the Modern or New English period which lasts to the ...



- A) 20th century;
  - B) 21th century;
  - C) 19th century;
  - D) 18th century;
  - E) present day.
11. The history of the English language begins with the invasion of the British Isles by Germanic tribes in the...
- A) 8th;
  - B) 9th;
  - C) 7th;
  - D) 10th;
  - E) 5th.
12. The Celtic languages are subdivided into two groups:
- A) Welsh and Kymric;
  - B) Gallo-Brittonic and Gaelic;
  - C) Scottish and Irish;
  - D) Cornish and Breton;
  - E) Manx and Celtic.
13. The Roman occupation of Britain lasted nearly ... years
- A) 800;
  - B) 500;
  - C) 700;
  - D) 400;
  - E) 600.
14. The Germanic tribes, conquered Britain, formed ... independent kingdoms
- A) 7;
  - B) 6;
  - C) 5;
  - D) 4;
  - E) 3.
15. Four principal dialects were spoken in Anglo-Saxon England:
- A) Welsh, Kymric, Manx and Celtic;
  - B) Kentish, West Saxon, Mercian and Northumbrian;
  - C) Kentish, West Saxon, Manx and Celtic;
  - D) Mercian, Northumbrian, Gallo-Brittonic and Gaelic;
  - E) Scottish, Irish, Mercian and Northumbrian.
16. In 878 England was divided into two halves: the south-western under the leadership of Wessex and the north-eastern half under Danish control called...
- A) Britain;

- B) Saxon;
- C) Northumbria;
- D) Scotland;
- E) Danelaw.

17. There was no linguistic barrier between them as both OE and OScandinavian belonged to the ... group

- A) Slavic;
- B) Indo-European;
- C) Celtic;
- D) Australian;
- E) Germanic.

18. The total number of Scandinavian borrowings is about ... words, ... of them belong to Standard English

- A) 800, 500;
- B) 900, 700;
- C) 500, 300;
- D) 100, 50;
- E) 1000, 800.

19. By the end of the ...the domination of the French language in England came to an end, and English was reestablished as the language of literature and administration.

- A) 18th;
- B) 19th;
- C) 14th;
- D) 10th;
- E) 15th.

20. Assimilation of French words by the speakers of English was a more difficult process than that of Scandinavian words, because...

- A) French was more difficult itself;
- B) people didn't like French words;
- C) French belonged to a different linguistic group and had very little in common with English;
- D) French was a language of their enemies;
- E) there is no right answer.

21. The second half of the 14th c. was marked by the flourishing of literature. This period of literary florescence is known as the ...

- A) "age of Chaucer";
- B) "age of English literature";
- C) "age of literature";

D) “age of Langland”;

E) “age of Gower”.

22. “Artificial writing” was invented in Germany in 1438, by ...

A) John de Trevisa;

B) Thomas More;

C) Johann Gutenberg;

D) William Tyndale;

E) William Shakespeare.

23. The first printer of English books was ...

A) John de Trevisa;

B) William Caxton;

C) Johann Gutenberg;

D) William Tyndale;

E) William Shakespeare.

24. The first English book, printed in 1475, was Caxton’s translation of the story of Troy ...

A) Utopia;

B) Poema Morale;

C) Chronicle;

D) Recuyell of the Historyes of Troye;

E) Sir Gawaine and the Green Knight.

25. The 16th century is known as the age of literary Renaissance or the ...

A) “age of Chaucer”;

B) “age of English literature”;

C) “age of Shakespeare”;

D) “age of Langland”;

E) “age of Gower”.

26. In the course of the first 700 years of the existence of English it was brought into contact with three other languages: the languages of the Celts, the Romans, and ...

A) the Goths;

B) the Scandinavians;

C) the Germans;

D) the Italians;

E) the Britishs.

27. Abundant borrowing from Celtic is to be found only in ...

A) place-names;

B) personal names;

C) names of plants or trees;

D) names of natural phenomena;

E) there is no right answer.

28. Variety of miscellaneous borrowings came from Latin, they indicated new ideas, here belong...

A) names of trees and plants;

B) names of illnesses and words pertaining to medical treatment;

C) names of animals and foods;

D) names of clothes and household articles;

E) all listed above.

29. According to their morphological structure OE words fell into 3 main types:

A) difficult words, derived words and compound words;

B) simple words, combined words and compound words;

C) simple words, derived words and integrated words;

D) simple words, derived words and compound words;

E) there is no right answer.

30. Put in chronological order three alphabets, which the Germans used:

A) the runes, Latin alphabet, Ulfila's gothic alphabet;

B) Ulfila's gothic alphabet, the runes, Latin alphabet;

C) Latin alphabet, Ulfila's gothic alphabet, the runes;

D) Ulfila's gothic alphabet, Latin alphabet, the runes;

E) the runes, Ulfila's gothic alphabet, Latin alphabet.

## РЕКОМЕНДОВАНА ЛІТЕРАТУРА

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- ресурси Інтернет:

<https://www.britannica.com/topic/English-language>  
<https://www.oxfordinternationalenglish.com/a-brief-history-of-the-english-language/>  
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- відео матеріали:

**The Adventure Of English, BBC Documentary (Episodes 1-8)**

<https://www.youtube.com/watch?v=K1XQx9pGGd0>;  
<https://www.youtube.com/watch?v=DG7REAOG1kc>  
<https://www.youtube.com/watch?v=3cZR1EXGapc>  
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Методичне забезпечення

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**ІСТОРІЯ АНГЛІЙСЬКОЇ МОВИ**  
**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ**  
для студентів спеціальності 035 Філологія

Електронний ресурс

За редакцією укладачів