

**ПРИВАТНЕ АКЦІОНЕРНЕ ТОВАРИСТВО «ВИЩИЙ НАВЧАЛЬНИЙ  
ЗАКЛАД  
«МІЖРЕГІОНАЛЬНА АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ»**



Науково – навчальний інститут міжнародних відносин  
і соціальних наук  
Кафедра іноземної філології та перекладу

**Методичні рекомендації  
Для самостійної роботи студентів  
з дисципліни  
Історія англійської мови  
(для іноземних студентів)**

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Підготовлено професором кафедри іноземної філології та перекладу Баховим І.С.

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Схвалено Вченою радою Міжрегіональної Академії управління персоналом.

Методичні вказівки з дисципліни «Історія англійської мови  
(для іноземних студентів)» для бакалаврів спеціальності “Переклад”  
спеціалізації “Англійська мова.

Методичні рекомендації містять пояснювальну записку,  
плани семінарських занять, теми самостійного опрацювання, матеріали для  
аудиторної та позааудиторної самостійної роботи, питання для самоконтро-  
лю, зразки залікової контрольної роботи, список літератури.

## Пояснювальна записка

Сучасна реформа вищої освіти - це насамперед перехід від парадигми навчання до парадигми освіти та самоосвіти. Це передбачає орієнтацію на активні методи опанування знань, розвиток творчих здібностей студентів, перехід від поточного до індивідуалізованого навчання з урахуванням потреб і можливостей певного студента. Тому окрім лекційних та практичних занять важливою формою навчального процесу стає самостійна робота студентів.

*Мета* самостійної роботи студентів при вивченні дисципліни „ Історія англійської мови

(для іноземних студентів)” полягає в тому, щоби сприяти теоретичному та практичному опануванню студентами історії англійської мови, розширенні їх знань стосовно культурних реалій англійської мови, а також в покращенні якості перекладу історичних та історико-художніх текстів з урахуванням лексичних, синтаксичних, граматичних та прагматичні особливостей їх перекладу.

В якості *головних завдань* самостійної роботи студентів виділяються :

- підвищення ефективності навчання за рахунок додаткової системи вправ;
- забезпечення фонових знань, необхідних студенту для роботи з матеріалами що стосуються історії Великобританії та США;
- удосконалювання комунікативних умінь й навичок володіння англійською мовою при спілкуванні на історичні теми;
- розвиток власне перекладацьких навичок та умінь.

Організація позааудиторної самостійної роботи студентів полягає у необхідності більш широкого огляду тематики курсу з використанням основної та допоміжної літератури, аналітичного осмислення теоретичного матеріалу, формуванні узагальнюючих висновків.

Оскільки самостійна робота повинна сприяти розвитку творчого потенціалу студента та реалізації професійних навичок, завдання мають як індивідуальний так і груповий характер. Практикуються такі форми самостійної роботи як: виконання додаткових завдань та тестів, які закріплюють у студентів певний об'єм лексики, що стосується історії англійської мови та історії Великобританії та США в цілому; аналітичний розгляд наукових публікацій; підготовка доповіді з певної теми чи проблеми перекладу історичних документів; підготовка до рольової гри; переклад додаткових текстів культурологічного та історичного характеру.

В цілому викладач повинен привчати майбутніх спеціалістів працювати професійно, самостійно, швидко і якісно удосконалювати свою кваліфікацію. Таким є соціальне замовлення суспільства системі освіти сьогодні. Воно продиктоване не тільки повсякденними потребами в постійному підвищенні якості підготовки спеціаліста, але й більш глобальним соціальним завданням – привести стан освіти у відповідність до нових цілей удосконалення суспільства, всебічному розвитку особистості.

## I Методичні матеріали для самостійної роботи.

Система вправ має забезпечити наявність у свідомості студента: 1) базові знання про історію розвитку англійської мови; 2) розширити знання про культурні реалії англомовних країн; 3) знання термінології цієї дисципліни; 4) відповідних фонових знань.

Вправа 1. Прочитайте текст та прокоментуйте його. Задайте до тексту 5 питань.

### **Proto-English**

The Germanic tribes who gave rise to the English language (the Angles, Saxons, Frisians, Jutes and perhaps even the Franks), traded with and fought with the Latin-speaking Roman Empire in the process of the Germanic invasion of Europe from the East. Many Latin words for common objects therefore entered the vocabulary of these Germanic people even before any of these tribes reached Britain; examples include camp, cheese, cook, fork, inch, kettle, kitchen, linen, mile, mill, mint (coin), noon, pillow, pin, pound, punt (boat), street, and wall. The Romans also gave English words which they had themselves borrowed from other languages: anchor, butter, chest, devil, dish, sack and wine.

According to the Anglo-Saxon Chronicle, around the year 449, Vortigern, King of the Britons, invited the "Angle kin" (Angles led by Hengest and Horsa) to help him in conflicts with the Picts. In return, the Angles were granted lands in the south-east of England. Further aid was sought and in response "came men of Ald Seaxum of Anglum of Iotum" (Saxons, Angles and Jutes). The Chronicle talks of a subsequent influx of settlers who eventually established seven kingdoms, known as the heptarchy. Modern scholarship considers most of this story to be legendary and politically motivated and the identification of the tribes with the Angles, Saxons and Jutes is no longer accepted as an accurate description (Myres, 1986, p. 46ff), especially since the Anglo-Saxon language is more similar to Frisian than any single one of the others.

Вправа 2. Прочитайте текст та прокоментуйте його. Задайте до тексту 5 питань.

### **Old English**

More important than the Celts and the Romans for the development of the English language, though, was the succession of invasions from continental Europe after the Roman withdrawal. No longer protected by the Roman military against the constant threat from the Picts and Scots of the North, the Celts felt themselves increasingly vulnerable to attack. Around 430AD, the ambitious Celtic warlord Vortigern invited the Jutish brothers Hengest and Horsa (from Jutland in modern-day Denmark), to settle on the east coast of Britain to form a bulwark against sea

raids by the Picts, in return for which they were "allowed" to settle in the southern areas of Kent, Hampshire and the Isle of Wight. The Germanic tribes settled in seven smaller kingdoms, known as the Heptarchy: the Saxons in Essex, Wessex and Sussex; the Angles in East Anglia, Mercia and Northumbria; and the Jutes in Kent. Evidence of the extent of their settlement can be found in the number of place names throughout England ending with the Anglo-Saxon "-ing" meaning people of (e.g. *Worthing, Reading, Hastings*), "-ton" meaning enclosure or village (e.g. *Taunton, Burton, Luton*), "-ford" meaning a river crossing (e.g. *Ashford, Bradford, Watford*) "-ham" meaning farm (e.g. *Nottingham, Birmingham, Grantham*) and "-stead" meaning a site (e.g. *Hampstead*).

The invaders' Germanic language displaced the indigenous Brythonic languages of what became England. The Celtic languages remained in Scotland, Wales and Cornwall. The dialects spoken by the Anglo-Saxons formed what is now called Old English. Later, it was strongly influenced by the North Germanic language Norse, spoken by the Vikings who invaded and settled mainly in the north-east of England (see Jórviík and Danelaw). The new and the earlier settlers spoke languages from different branches of the Germanic family; many of their lexical roots were the same or similar, although their grammars were more distinct, including the prefix, suffix and inflection patterns for many of their words. The Germanic language of these Old English speaking inhabitants of Britain was influenced by contact with Norse invaders, which may have been responsible for some of the morphological simplification of Old English, including loss of grammatical gender and explicitly marked case (with the notable exception of the pronouns). The most famous surviving work from the Old English period is a fragment of the epic poem "Beowulf", by an unknown poet, though substantially modified, likely by one or more Christian clerics long after its composition. The period when England was ruled by Anglo-Saxon kings, with the assistance of Anglo-Saxon clergy, was a period when the Old English language was alive and growing. Since it was used for legal, political, religious, and other intellectual purposes, Old English coined new words from native Anglo-Saxon roots, rather than "borrowing" foreign words. (This point is made in a standard text, the *History of the English Language*, by Baugh.)

The introduction of Christianity added another wave of Latin and some Greek words.

The Old English period formally ended with the Norman conquest, when the language was influenced, to an even greater extent, by the Norman French-speaking Normans.

The use of Anglo-Saxon to describe a merging of Anglian and Saxon languages and cultures is a relatively modern development. According to Lois Fundis, (Stumpers-L, Fri, 14 Dec 2001) "The first citation for the second definition of 'Anglo-Saxon', referring to early English language or a certain dialect thereof, comes during the reign of Elizabeth I, from a historian named Camden, who seems to be the person most responsible for the term becoming well-known in modern times."

Вправа 3. Прочитайте текст на ОЕ та прокоментуйте його. Виконайте завдання.

### Beowulf

Hwæt! WeGardenaingeardagum,  
þeodcyninga, þrymgefrunon,  
hu ða æþelingasellenfremedon.  
Oft Scyld Scefing sceapena þreatum,  
5  
monegum mægþum, meodosetla ofteah,  
egsode eorlas. Syððan ærest wearð  
feascaft funden, he þæs frofre gebad,  
weox under wolcnum, weorðmyndum þah,  
oðþæt him æghwylc þara ymsittendra  
10  
ofer hronrade hyran scolde,  
gomban gyldan. þæt wæs god cyning!  
ðam eafera wæs æfter cenned,  
geong in geardum, þone god sende  
folce to frofre; fyrendearfe ongeat  
15  
þe hie ær drugon aldorlease  
lange hwile. Him þæs liffrea,  
wuldres wealdend, woroldare forgeaf;  
Beowulf wæs breme (blæd wide sprang),  
Scyldes eafera Scedelandum in.  
20  
Swa sceal geong guma gode gewyrcean,  
fromum feohgiftum on fæder bearme,  
þæt hine on ylde eft gewunigen  
wilgesipas, þonne wig cume,  
leode gelæsten; lofdædum sceal  
25  
in mægþa gehwære man geþeon.

LO, praise of the prowess of people-kings  
of spear-armed Danes, in days long sped,  
we have heard, and what honor the athelings won!  
Oft Scyld the Scefing from squadroned foes,  
from many a tribe, the mead-bench tore,  
awing the earls. Since erst he lay  
friendless, a foundling, fate repaid him:  
for he waxed under welkin, in wealth he throve,  
till before him the folk, both far and near,  
who house by the whale-path, heard his mandate,

gave him gifts: a good king he!  
 To him an heir was afterward born,  
 a son in his halls, whom heaven sent  
 to favor the folk, feeling their woe  
 that erst they had lacked an earl for leader  
 so long a while; the Lord endowed him,  
 the Wielder of Wonder, with world's renown.  
 Famed was this Beowulf:[1] far flew the boast of him,  
 son of Scyld, in the Scandian lands.  
 So becomes it a youth to quit him well  
 with his father's friends, by fee and gift,  
 that to aid him, aged, in after days,  
 come warriors willing, should war draw nigh,  
 liegemen loyal: by lauded deeds  
 shall an earl have honor in every clan.

#### Завдання

1. Перекладіть текст.
2. Знайдіть 10 іменників на ОЕ, та поясніть чим відрізняються вони від сучасних.
3. Знайдіть 10 дієслів на ОЕ, та поясніть чим відрізняються вони від сучасних.
4. Знайдіть 10 прикметників, та поясніть чим відрізняються вони від сучасних.
5. Який зміст поеми про Беовульф? Прочитайте повністю поему та прокоментуйте її.

Вправа 4. Прочитайте текст на ОЕ та прокоментуйте його. Виконайте завдання.

#### **The Voyages of Ohthere and Wulfstan**

Here is a sample prose text, the beginning of The Voyages of Ohthere and Wulfstan.

Ōhthere sǣde his hlāforde, Ælfrēde cyninge, ðæt hē ealra Norðmonna norþmest būde. Hē cwæð þæt hē būde on þǣm lande norþweardum wip þā Westsǣ. Hē sǣde þēah þæt þæt land sīe swīþe lang norþ þonan; ac hit is eal wēste, būton on fēawum stōwum styccemǣlum wīciað Finnas, on huntoðe on wintra, ond on sumera on fiscope be þǣre sǣ. Hē sǣde þæt hē æt sumum cirre wolde fandian hū longe þæt land norþryhte lǣge, oþþe hwæðer ænig mon be norðan þǣm wēstene būde. Þā fōr hē norþryhte be þǣm lande: lēt him ealne weg þæt wēste land on ðæt stēorbord, ond þā wīdsǣ on ðæt bæcbord þrīe dagas. Þā wæs hē swā feor norþ swā þā hwælhuntan firrest faraþ. Þā fōr hē þā giet norþryhte swā feor swā hē mehte on þǣm oþrum þrīm dagum gesiglau. Þā bēag þæt land, þǣr ēastryhte, oþþe sēo sǣ in on ðæt lond, hē nysse hwæðer, būton hē wisse ðæt hē ðær bād westanwindes

ond hwōn norþan, ond siglde ðā ēast be lande swā swā hē meahte on fēower dagum gesiglan. Þā sceolde hē ðǣr bīdan ryhtnorþanwindes, for ðǣm þæt land bēag þǣr sūþryhte, oþþe sēo sǣ in on ðæt land, hē nysse hwæþer. Þā siglde hē þonan sūðryhte be lande swā swā hē meahte on fīf dagum gesiglan. Ðā læg þǣr ān micel ēa ūp on þæt land. Ðā ciridon hīe ūp in on ðā ēa for þǣm hīe ne dorston forþ bī þǣre ēa siglan for unfriþe; for þǣm ðæt land wæs eall gebūn on oþre healfe þǣre ēas. Ne mētte hē ǣr nān gebūn land, siþþan hē from his āgnum hām fōr; ac him wæs ealne weg wēste land on þæt stēorbord, būtan fīscerum ond fugelerum ond huntum, ond þæt wǣron eall Finnas; ond him wæs āwīdsǣ on þæt bæcbord. Þā Boermas heafdon sīþe wel gebūd hiraland: ac hīe ne dorston þǣr on cuman. Ac þāra Terfīnna land wæs eal wēste, būton ðǣr huntan gewīcodon, oþþe fīsceras, oþþe fugeleras.

This may be translated as:

Ohthere said to his lord, King Alfred, that he of all Norsemen lived north-most. He quoth that he lived in the land northward along the North Sea. He said though that the land was very long from there, but it is all wasteland, except that in a few places here and there Finns [perhaps Sami] encamp, hunting in winter and in summer fishing by the sea. He said that at some time he wanted to find out how long the land lay northward or whether any man lived north of the wasteland. Then he traveled north by the land. All the way he kept the waste land on his starboard and the wide sea on his port three days. Then he was as far north as whale hunters furthest travel. Then he traveled still north as far as he might sail in another three days. Then the land bowed east (or the sea into the land—he didn't know which). But he knew that he waited there for west winds (and somewhat north), and sailed east by the land so as he might sail in four days. Then he had to wait due-north winds, because the land bowed south (or the sea into the land—he didn't know which). Then he sailed from there south by the land so as he might sail in three days. Then a large river lay there up into the land. Then they turned up into the river, because they dared not sail forth past the river for hostility, because the land was all settled on the other side of the river. He hadn't encountered earlier any settled land since he traveled from his own home; but all the way waste land was on his starboard (except fishers, fowlers and hunters, who were all Finns). And the wide sea was always on his port. The Bjarmians have cultivated their land very well, but they did not dare go in there. But the Terfinn's land was all waste except where hunters encamped, or fishers or fowlers.

Завдання

1. Перекладіть текст.
2. Знайдіть 10 займенників на ОЕ, та поясніть чим відрізняються вони від сучасних.
3. Знайдіть 10 прислівників на ОЕ, та поясніть чим відрізняються вони від сучасних.



4. Знайдіть 5 сполучників, та поясніть чим відрізняються вони від сучасних.
5. Що ви знаєте про короля Альфреда?

Вправа 5. Перекладіть текст про фонетичний закон Грімма

**Grimm's law**, principle of relationships in Indo-European languages, first formulated by Jakob Grimm in 1822 and a continuing subject of interest and investigation to 20th-century linguists. It shows that a process—the regular shifting of consonants in groups—took place once in the development of English and the other Low German languages and twice in German and the other High German languages. The first sound shift, affecting both English and German, was from the early phonetic positions documented in the ancient, or classical, Indo-European languages (Sanskrit, Greek, Latin) to those still evident in the Low German languages, including English; the second shift affected only the High German languages, e.g., standard German. Grimm's law shows that the classical voiceless stops (*k, t, p*) became voiceless aspirates (*h, th, f*) in English and mediae (*h, d, f*) in German, e.g., the initial sounds of Latin *pater*, English *father*, German *Vater*, and in the middle of Latin *frater*, English *brother*, German *Bruder*. It also shows that the classical unaspirated voiced stops (*g, d, b*) became voiceless stops (*k, t, p*) in English and voiceless aspirates (*kh, ts, f*) in German, e.g., the initial sounds of Latin *decem*, English *ten*, German *zehn*, and that the classical aspirated voiced stops (*gh, dh, bh*) became unaspirated voiced stops (*g, d, b*) in English and voiceless stops (*k, t, p*) in German, e.g., the initial sounds of Sanskrit *dhar*, English *draw*, German *tragen*.

This chain shift can be abstractly represented as:

- $b^h > b > p > \phi$
- $d^h > d > t > \theta$
- $g^h > g > k > x$
- $g^{wh} > g^w > k^w > x^w$

Вправа 6. Перекладіть текст про фонетичний закон Вернера.

**Verner's law**, linguistic explanation of the apparent exceptions to Grimm's law, which first demonstrated the significant role that accent (stress) played in linguistic change in the Germanic languages. It provided further evidence for the important claim of 19th-century linguists that phonetic laws have no exceptions and proved to be a decisive influence in establishing the direction taken by the Neogrammarian school of historical linguistics. This law, one of the greatest discoveries in historical linguistics, was first presented in an article, "Eine Ausnahme der ersten Lautverschiebung" ("An Exception to the First Sound Shift"), in the *Zeitschrift für vergleichende Sprachforschung* in 1876, by the

Danish linguist Karl Verner. Grimm's law stated that the Indo-European *p*, *t*, and *k* sounds changed into *f*, *th* or *d*, and *h* in the Germanic languages. Verner noticed that Grimm's law was valid whenever the accent fell on the root syllable of the Sanskrit cognate, but, when the accent fell on another syllable, the Germanic equivalents became *b*, *d*, and *g*. This was also the case with *s* and *r*. Technically, this rule states that in the Germanic branch of Indo-European, all non-initial voiceless fricatives (spirants) became voiced between voiced sounds if they followed an unaccented syllable in Indo-European or Sanskrit. For example, Sanskrit *bhrātar*, with the accent on the root syllable, corresponds to Gothic *brōþar*, but Sanskrit *pitā*, accented on the final syllable, corresponds to Gothic *fadar*.

Вправа 7. Прочитайте текст та прокоментуйте його. Задайте до тексту 5 питань.

### **Middle English**

For about 300 years following the Norman Conquest in 1066, the Norman kings and their high nobility spoke only a variety of French called Anglo-Norman. English continued to be the language of the common people. Various contemporary sources suggest that within fifty years of the Invasion most of the Normans outside the royal court had switched to English, with French remaining the prestige language of government and law largely out of social inertia. For example, Orderic Vitalis, a historian born in 1075 and the son of a Norman knight, said that he learned French only as a second language. A tendency for French-derived words to have more formal connotations has continued to the present day; most modern English speakers would consider a "cordial reception" (from French) to be more formal than a "hearty welcome" (Germanic). Another homely example is that of the names for meats, such as beef and pork from French boeuf and porc. The animals from which the meats come are called by Anglo Saxon words, such as cow and pig. This may be because Anglo-Saxon peasants raised the animals; Norman-French lords ate the meat.

While the Anglo-Saxon Chronicle continued until 1154, most other literature from this period was in Old French or Latin. A large number of Norman words were taken into Old English, with many doubling for Old English words (examples include, ox/beef, sheep/mutton and so on). The Norman influence reinforced the continued changes in the language over the following centuries, producing what is now referred to as Middle English. Among the changes was an increase in the use of a unique aspect of English grammar, the "continuous" tenses, with the suffix "-ing". English spelling was also influenced by French in this period, with the /θ/ and /ð/ sounds being spelled th rather than with the Old English letters þ(thorn) and ð(edh), which did not exist in French. The best-known writer from the Middle English period is Geoffrey Chaucer and of his works The Canterbury Tales is best known.

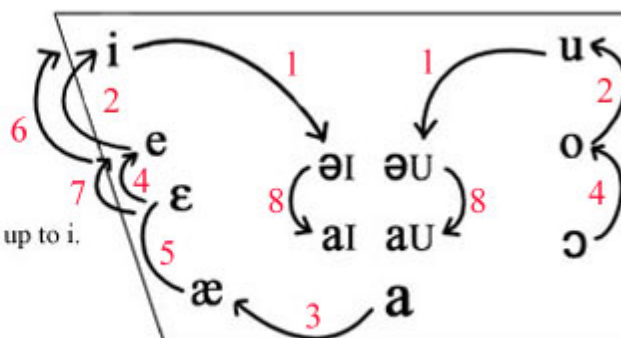
English literature started to reappear ca 1200, when a changing political climate and the decline in Anglo-Norman made it more respectable. By the end of that century, even the royal court had switched to English. Anglo-Norman remained in use in limited circles somewhat longer, but it had ceased to be a living language.

Вправа 8. Перекладіть текст з англійської мови та прокоментуйте його.

### What is the Great Vowel Shift?

The Great Vowel Shift was a massive sound change affecting the long vowels of English during the fifteenth to eighteenth centuries. Basically, the long vowels shifted upwards; that is, a vowel that used to be pronounced in one place in the mouth would be pronounced in a different place, higher up in the mouth. The Great Vowel Shift has had long-term implications for, among other things, orthography, the teaching of reading, and the understanding of any English-language text written before or during the Shift. Any standard history of the English language textbook (see our sources) will have a discussion of the GVS. This page gives just a quick overview; our interactive See and Hear page adds sound and animation to give you a better sense of how this all works. When we talk about the GVS, we usually talk about it happening in eight steps. It is very important to remember, however, that each step did not happen overnight. At any given time, people of different ages and from different regions would have different pronunciations of the same word. Older, more conservative speakers would retain one pronunciation while younger, more advanced speakers were moving to a new one; some people would be able to pronounce the same word two or more different ways. The same thing happens today, of course: I can pronounce the word "route" to rhyme with "boot" or with "out" and may switch from one pronunciation to another in the midst of a conversation.

- Step 1: i and u drop and become əɪ and əʊ
- Step 2: e and o move up, becoming i and u
- Step 3: a moves forward to æ
- Step 4: ɛ becomes e, ɔ becomes o
- Step 5: æ moves up to e
- Step 6: e moves up to i
- A new e was created in Step 4; now that e moves up to i.
- Step 7: ɛ moves up to e
- The new ɛ created in Step 5 now moves up.
- Step 8: əɪ and əʊ drop to aɪ and aʊ



Вправа 9. Перекладіть лінгвістичні жарти.

1) Long ago, short vowels, lengthened vowels and diphthongs lived together in harmony. Then, everything changed when the Great Vowel Shift attacked.

2) A linguistics professor was lecturing his class the other day. "In English," he said, "a double negative forms a positive. However, in some languages, such as Russian, a double negative remains a negative. But there isn't a single language, not one, in which a double positive can express a negative." A voice from the back of the room retorted, "Yeah, right."

3) Four linguists were sharing a compartment on a train on their way to an international conference on sound symbolism. One was English, one Spanish, one French and the fourth German. They got into a discussion on whose language was the most eloquent and euphonious.

The English linguist said: "Why, English is the most eloquent language. Take for instance the word "butterfly". Butterfly, butterfly... doesn't that word so beautifully express the way this delicate insect flies. It's like flutter-by, flutter-by."

"Oh, no!" said the Spanish linguist, "the word for "butterfly" in Spanish is "maripose". Now, this word expresses so beautifully the vibrant colours on the butterfly's wings. What could be a more apt name for such a brilliant creature? Spanish is the most eloquent language!"

"Papillon!" says the French linguist, "papillon! This word expresses the fragility of the butterfly's wings and body. This is the most fitting name for such a delicate and ethereal insect. French is the most eloquent language!"

At this the German linguist stands up, and demands: "Und vot is rongk mit 'SCHMETTERLING'?"

4) An English professor complained to the pet shop proprietor, "The parrot I purchased uses improper language." "I'm surprised," said the owner. "I've never taught that bird to swear." "Oh, it isn't that," explained the professor. "But yesterday I heard him split an infinitive."

Вправа 10. Перекладіть текст середньо англійського періоду та виконайте завдання.

### **G. Chaucer. The Canterbury Tales. The Man of Law's Tale.**

Our hoste sey well that the brighte sonne  
Th'ark of his artificial day had ronne  
The fourthe part, and half an houre, and more;  
And though he were not depe expert in lore,  
He wiste it was the eightetethe day  
Of April, that is messenger to May.

The Host saw well that the bright sun had traversed the fourth part of the time from sunrise to sunset and half an hour and more; and though he was not a profound expert in astronomical lore, he knew that it was the eighteenth day of April which is the messenger of May.

Завдання.

1. Перекладіть текст.
2. Знайдіть нові орфографічні елементи, введені франко-нормандськими писцями.

3. Знайдіть сполучення, що заміняють іменники в родовому відмінку, та поясніть як змінилася парадигма відмінювання цих іменників.
4. Поясніть які дієслівні форми в середньо англійський період відповідають давньоанглійському дієслову *seon*.
5. Знайдіть у тексті слова запозичені з французької мови.

Вправа 11. Перекладіть текст середньо англійського періоду та виконайте завдання.

**G. Chaucer. The Canterbury Tales. The Man of Law's Tale.**

Ye seken lond and see for your winnings,  
 As wyse folk ye knowen al th'èstaat  
 Of regnes; ye ben fadres of tydinges  
 And tales bothe of pees and of debat,  
 I were right now of tales desolate,  
 Nere that a marchaunt, goon is many a yere,  
 Me taughte a tale, which that ye shal here.

You look for lands and find your profits; as wise men you know all about the state the kingdoms are in; you are the fathers of tidings and tales, both of peace and war. I should now be barren of tales if it weren't for a merchant, who die many years ago, who had taught me a tale which you will hear.

Завдання.

1. Перекладіть текст.
2. Знайдіть у тексті вербальні іменники з суфіксом *ing*. Визначте їх форми та перекладіть.
3. Знайдіть іменники у множині та перекладіть їх.
4. Чому у словах *folk*, *seken*, *knowen* була введена літера *K*.
5. Поясніть форми займенників *ye*, *your*.

Вправа 12. Перекладіть текст середньо англійського періоду та виконайте завдання.

**G. Chaucer. The Canterbury Tales. The Miller's Tale.**

But of a thing I warne thee ful right,  
 Be wel avysed, on that ilke night  
 That we ben entered into shippes bord  
 That noon of us ne speke nat a word.

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

Завдання.

1. Перекладіть текст.
2. Знайдіть у тексті форму Present Perfect.
3. Знайдіть у тексті диграфи та літери, введені франко-норманськими писцями.

4. Якими словами виражається підсилення ознаки у виразах *fulright, welavysed*?

5. Знайдіть у тексті іменник у родовому відмінку.

Вправа 13. Перекладіть текст середньо англійського періоду та виконайте завдання.

**G. Chaucer. The Canterbury Tales. The Nun's Priest's Tale.**

A povre widwe, somdel stape in age,  
Was whilom dwelling in a narwe cottage,  
Bisyde a grove, stonding in a date.

A poor widow somewhat advanced in age once lived in a small cottage beside a grove standing in a date.

Завдання.

1. Перекладіть текст.
2. Знайдіть у тексті дієслово, визначте його тип та значення.
3. Як співвідносяться OE ME форми прикметника *narwe* (OE *nearu*)?
4. Визначте дієслівну форм *stonding*. Поясніть від якого дієслова вона створена.
5. Визначте структуру слова *somdel*.

Вправа 14. Перекладіть текст середньо англійського періоду та виконайте завдання.

**G. Chaucer. The Canterbury Tales. The Knight's Tale.**

This is thy mortal fo, this is Arcite,  
That fro thy lond is banished on his heed  
For which he hath deserved to be deed.

This is thy mortal enemy, this is Arcite that from your land was banished under penalty of death, so he deserves to be dead.

Завдання.

1. Перекладіть текст.
2. Знайдіть у тексті аналітичні форми.
3. Знайдіть давньоанглійську форму прикметника *deed*.

Вправа 15. Перекладіть текст середньо англійського періоду та виконайте завдання.

**G. Chaucer. The Canterbury Tales. The Knight's Tale.**

Wherfore I axe deeth and my juwise,  
But slee my felawe in the same wise,  
For bothe han we deserved to be slayn.

For this reason I ask for death and my sentence; but kill my friend in the same manner for we both have deserved to be killed.

Завдання.

- 1.Перекладіть текст.
2. Знайдіть у тексті аналітичні форми.
3. Слово *felawe* запозичено із скандинавських мов в ME період. Які запозичення із скандинавських мов ви знаєте?
4. Дієслово *axen* ( *asken*) походить від давньоанглійського дієслова *ascian*. Поясніть яке фонетичне явище викликало появу форми *axen*.

Вправа 16. Перекладіть текст середньо англійського періоду та виконайте завдання.

**G.Chaucer. The Canterbury Tales.The Nun’s Priest’s Tale.**

Me mette, how that I romed up and down  
Withinne oure yerde, wheras I saugh a beste,  
Was lyk an hound, and wolde han maad areste  
Upon my body, and wolde han had me deed.

I dreamt that I wandered up and down in our yard and there I saw a beast that was like a dog and wanted to seize me and have me dead.

Завдання.

- 1.Перекладіть текст.
2. Визначте структуру головного речення *Memette*.
3. Визначте яка форма дієслова *sen* ( *tosee*) виступає у тексті.
4. Знайдіть у тексті підрядні речення.
5. Знайдіть у тексті слова, що виконують роль прийменників.

Вправа 17. Перекладіть текст середньо англійського періоду та виконайте завдання.

**G.Chaucer. The Canterbury Tales.The Reeve’s Tale.**

What folk had laughen at this nyce cas  
Of Absolon and hende Nicholas,  
Diverse folk diversely they seyde;  
But, for the more part, they loughe and pleyde,  
Ne at his tale I saugh no man him greve...

Словник до тексту

Laughen- to laugh;

Nyce- nice;

Cas- case;

Hende- courteous;

Seyen- to say;

But- but;

Part-part;

Pleyen-to play;

Greven-togrieve.

### Завдання.

- 1.Перекладіть текст.
2. Знайдіть у тексті аналітичні форми дієслів та інфінітив.
3. Які форми інфінітива зникають в середньо англійській мові та які виникають?

Вправа 18. Перекладіть текст середньо англійського періоду та виконайте завдання.

#### **G.Chaucer. The Canterbury Tales.The Knight's Tale.**

The Sondag night, er day bigan to springe,  
When Palamon the larke herde singe,  
( Although it nere nat day by houres two,  
Yet song the larke), and Palamon right tho  
With holy herte, and with an heigh corage  
He roos, to wenden on his pilgrimage.

On Sunday night, before the dawn broke, when Palamon heard the lark sing ( though it was two hours before dawn yet the lark sang) just then wholeheartedly and full of courage he got up to go on his pilgrimage.

### Завдання.

- 1.Перекладіть текст.
- 2.Знайдіть нові елементи орфографії.
3. Знайдіть дієслова , що стоять в інфінітиві.
4. Знайдіть підрядне речення і визначте якими засобами вони вводяться.
5. Визначте структуру слова Sondag. Від яких слів воно створено.

Вправа 19. Прочитайте текст та прокоментуйте його. Задайте до тексту 5 питань.

#### **Early Modern English**

Modern English is often dated from the Great Vowel Shift, which took place mainly during the 15th century. English was further transformed by the spread of a standardised London-based dialect in government and administration and by the standardising effect of printing. By the time of William Shakespeare (mid-late 16th century) the language had become clearly recognizable as Modern English. English has continuously adopted foreign words, especially from Latin and Greek since the Renaissance. As there are many words from different languages and English spelling is variable, the risk of mispronunciation is high, but remnants of the older forms remain in a few regional dialects, most notably in the West Country.

In 1755 Samuel Johnson published the first significant English dictionary, his Dictionary of the English Language.



Вправа 20. Прочитайте та перекладіть текст про острів Мен Великобританії. Прокоментуйте та перескажіть цей текст.

**The Isle of Man** (Manx Gaelic: Ellan Vannin), is a British Crown dependency located in the Irish Sea at the geographical centre of the British Isles. As well as the island of the Isle of Man itself, the Isle of Man includes the small partially inhabited islands of the Calf of Man, Chicken Rock and St.Patrick's Isle. The Isle of Man is a self-governing crown dependency. The Head of State is Queen Elizabeth II and holds the title of Lord of Mann. The current crown representative is the Island's Lieutenant Governor. External relations and defence of the Isle of Man are the responsibility of the government of the United Kingdom.

As with Jersey and Guernsey, the Isle of Man is not part of the United Kingdom or a direct member of the European Community and its relationship with the EU is defined under Article 299(6)(c) and Protocol 3 of the Act of Accession, annexed to the Treaty of Accession 1972, by which the United Kingdom became a member of the European Economic Community.

The Isle of Man lies geographically in the middle of the Irish Sea, which is connected to the Atlantic Ocean by St George's Channel between the Republic of Ireland and Wales and Cornwall to the south and by the North Channel between Northern Ireland and Scotland.

The origin of the name Isle of Man is unclear. In the Manx Gaelic language the Isle of Man is known as: Ellan Vannin, where ellan is a Gaelic word meaning 'island.' The earliest form of 'Man' is 'Manu or Mana' giving the genitive name Manann leading to the word Mannin. During the period of Julius Caesar as proconsul and his visit to Britain during 55 and 54 BC referred to the Isle of Man in his *Commentarii de Bello Gallico* to 'an island called Mona which lies midway across the sea separating Britain from Ireland.'

The official languages of the Isle of Man are the Manx Gaelic and the English language. The Manx Gaelic language is a Goidelic Celtic language and is one of a number of Insular Celtic languages spoken in the British Isles. Manx Gaelic has been officially recognised as a legitimate autochthonous regional language under the European Charter for Regional or Minority Languages, ratified by the United Kingdom on 27 March 2001 on behalf of the Isle of Man government.

Вправа 21. Прочитайте та перекладіть цей публіцистичний текст про історію англійської мови. Прокоментуйте та перескажіть цей текст.

### **The Funny History of the English Language**

By Owen Alun and Brendan O'Corraidhe

In the beginning there was an island off the coast of Europe. It had no name, for the natives had no language, only a collection of grunts and gestures that roughly translated to "Hey!", "Gimme!", and "Pardon me, but would you happen to have any woad?"

Then the Romans invaded it and called it Britain, because the natives were "blue, nasty, brutish [British] and short." This was the start of the importance of u (and its mispronunciation) to the language. After building some roads, killing off some of the nasty little blue people and walling up the rest, the Romans left, taking the language instruction manual with them.

The British were bored so they invited the barbarians to come over (under Hengist) and "Horsa" 'round a bit. The Angles, Saxons, and Jutes brought slightly more refined vocal noises.

All of the vocal sounds of this primitive language were onomatopoeic, being derived from the sounds of battle. Consonants were derived from the sounds of weapons striking a foe. "Sss" and "th" for example are the sounds of a draw cut, "k" is the sound of a solidly landed axe blow, "b", "d", are the sounds of a head dropping onto rock and sod respectively, and "gl" is the sound of a body splashing into a bog. Vowels (which were either gargles in the back of the throat or sharp exhalations) were derived from the sounds the foe himself made when struck. The barbarians had so much fun that decided to stay for post-revel. The British, finding that they had lost future use of the site, moved into the hills to the west and called themselves Welsh.

The Irish, having heard about language from Patrick, came over to investigate. When they saw the shiny vowels, they pried them loose and took them home. They then raided Wales and stole both their cattle and their vowels, so the poor Welsh had to make do with sheep and consonants. ("Old Ap Ivor hadde a farm, L Y L Y W! And on that farm he hadde somme gees. With a dd dd here and a dd dd there...")

To prevent future raids, the Welsh started calling themselves "Cymry" and gave even longer names to their villages. They figured if no one could pronounce the name of their people or the names of their towns, then no one would visit them. (The success of the tactic is demonstrated still today. How many travel agents have YOU heard suggest a visit to scenic Llyddumlmunnyddthlywddu?)

Meantime, the Irish brought all the shiny new vowels home to Erin. But of course they didn't know that there was once an instruction manual for them, so they scattered the vowels throughout the language purely as ornaments. Most of the new vowels were not pronounced, and those that were were pronounced differently depending on which kind of consonant they were either preceding or following. The Danes came over and saw the pretty vowels bedecking all the Irish words. "Ooooh!" they said. They raided Ireland and brought the vowels back home with them. But the Vikings couldn't keep track of all the Irish rules so they simply pronounced all the vowels "oouuoo."

In the meantime, the French had invaded Britain, which was populated by descendants of the Germanic Angles, Saxons, and Jutes. After a generation or two, the people were speaking German with a French accent and calling it English. Then the Danes invaded again, crying "Oouuoo! Oouuoo!," burning abbeys, and trading with the townspeople.

The Britons that the Romans hadn't killed intermarried with visiting Irish and became Scots. Against the advice of their travel agents, they decided to visit

Wales. (The Scots couldn't read the signposts that said, "This way to Llydyllywyyddymmllywylldd," but they could smell sheep a league away.) The Scots took the sheep home with them and made some of them into haggis. What they made with the others we won't say, but Scots are known to this day for having hairy legs.

The former Welsh, being totally bereft, moved down out of the hills and into London. Because they were the only people in the Islands who played flutes instead of bagpipes, they were called Tooters. This made them very popular. In short order, Henry Tooter got elected King and began popularizing ornate, unflattering clothing.

Soon, everybody was wearing ornate, unflattering clothing, playing the flute, speaking German with a French accent, pronouncing all their vowels "oouuoo" (which was fairly easy given the French accent), and making lots of money in the wool trade. Because they were rich, people smiled more (remember, at this time, "Beowulf" and "Canterbury Tales" were the only tabloids, and gave generally favorable reviews even to Danes). And since it is next to impossible to keep your vowels in the back of your throat (even if you do speak German with a French accent) while smiling and saying "oouuoo" (try it, you'll see what I mean), the Great Vowel Shift came about and transformed the English language.

The very richest had their vowels shifted right out in front of their teeth. They settled in Manchester and later in Boston.

There were a few poor souls who, cut off from the economic prosperity of the wool trade, continued to swallow their vowels. They wandered the countryside in misery and despair until they came to the docks of London, where their dialect devolved into the incomprehensible language known as Cockney. Later, it was taken overseas and further brutalized by merging it with Dutch and Italian to create Brooklynese.

That's what happened, you can check for yourself. But I advise you to just take our word for it.

## **2. Питання для самостійного опрацювання.**

1. «Гімн Каедмона» як вірець поезії давньоанглійського періоду.
2. «Фенікс» як вірець поезії давньоанглійського періоду.
3. «Ормулум» та внесок цього твору в розвиток літератури середньоанглійського періоду.
4. «Брут» Лайамона та його цінність з літературознавчих позицій.
5. Роберт Глочестерський та його «Хроніка».
6. Джон Барбюр та його внесок в розвиток літератури середньоанглійського періоду.
7. Вільям Лангленд та його поеми 14 сторіччя.
8. Джері Чосер та його творчість.
9. Джон Шилінгфорд та його «Пастонські листи» 15 сторіччя.
10. Роджер Ашам та його літературна творчість 16 сторіччя.
11. Вільям Шекспір- найвидатніший драматург усіх часів та народів.
12. Мій улюблений твір англійської літератури в період ОЕ та МЕ.

### 3. Рекомендовані теми для доповідей та рефератів

- (1) Рунічний алфавіт футарк та його походження.
- (2) Пам'ятки давньоанглійської літератури.
- (3) Пам'ятки середньо англійської літератури.
- (4) Пам'ятки літератури ранньо новоанглійського періоду.
- (5) Фонетична система англійської мови давньоанглійського періоду.
- (6) Граматична система англійської мови давньоанглійського періоду.
- (7) Фонетична система англійської мови середньоанглійського періоду.
- (8) Граматична система англійської мови середньоанглійського періоду.
- (9) Фонетична система англійської мови новоанглійського періоду.
- (10) Граматична система англійської мови новоанглійського періоду.
- (11) Закон Гріма та Вернера.
- (12) Теорія Есперсена.
- (13) Запозичення із скандинавських мов.
- (14) Запозичення із латинської мови.
- (15) Запозичення із французької мови.

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## ЗМІСТ

1. Пояснювальна записка	3
2. Методичні матеріали для самостійної роботи	4
3. Питання для самостійного опрацювання	19
4. Рекомендовані теми для доповідей та рефератів	19
5. Список літератури	20