

МІЖРЕГІОНАЛЬНА
АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП

**МЕТОДИЧНІ МАТЕРІАЛИ
ЩОДО ЗАБЕЗПЕЧЕННЯ САМОСТІЙНОЇ
РОБОТИ СТУДЕНТІВ
з дисципліни
“ІСТОРІЯ ПЕРШОЇ ІНОЗЕМНОЇ МОВИ ”
(для бакалаврів спеціальності “Переклад”
спеціалізації “Англійська мова”, 3-й курс)**

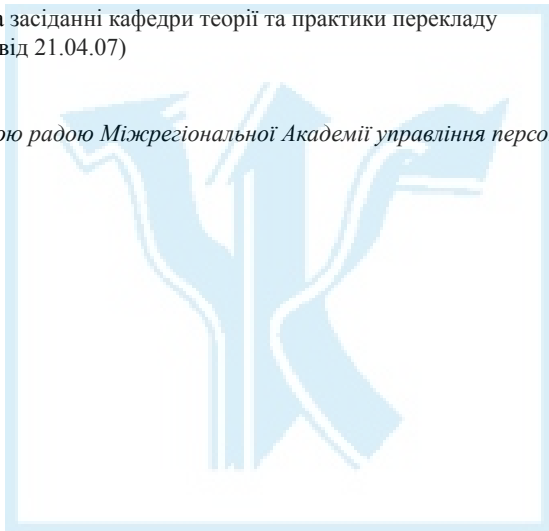
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Підготовлено доцентом кафедри теорії та практики перекладу *О. В. Харченком*

Затверджено на засіданні кафедри теорії та практики перекладу
(протокол № 9 від 21.04.07)

Схвалено Вченою радою Міжрегіональної Академії управління персоналом



Харченко О. В. Методичні матеріали щодо забезпечення самостійної роботи студентів з дисципліни “Історія першої іноземної мови” (для бакалаврів спеціальності “Переклад” спеціалізації “Англійська мова”, 3-й курс). — К.: МАУП, 2007. — 34 с.

Методичні матеріали містять пояснювальну записку, методичні матеріали для аудиторної та позааудиторної самостійної роботи, рекомендовані теми для доповідей і рефератів, а також список літератури.

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ПОЯСНЮВАЛЬНА ЗАПИСКА

Сучасна реформа вищої освіти — це насамперед перехід від парадигми навчання до парадигми освіти та самоосвіти, орієнтація на активні методи опанування знань, розвиток творчих здібностей студентів, перехід від поточного до індивідуалізованого навчання з урахуванням потреб і можливостей кожного студента. Тому крім лекційних і практичних занять важливою формою навчального процесу є самостійна робота студентів.

Мета самостійної роботи студентів при вивченні дисципліни “Історія першої іноземної мови” — сприяти теоретичному і практичному опануванню студентами історії англійської мови, розширенню їхніх знань стосовно культурних реалій англійської мови, а також покращенню якості перекладу історичних та історико-художніх текстів з урахуванням лексичних, синтаксичних, граматичних і прагматичних особливостей їх перекладу.

Основні завдання самостійної роботи студентів:

- 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 і навичок володіння англійською мовою при спілкуванні на історичні теми;
- розвиток власне перекладацьких навичок та умінь.

Організація позааудиторної самостійної роботи студентів полягає у більш широкому огляді тематики курсу з використанням основної та допоміжної літератури, аналітичному осмисленні теоретичного матеріалу, формуванні узагальнюючих висновків.

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

Викладач повинен привчати майбутніх спеціалістів працювати професійно, самостійно, швидко і якісно удосконалювати свою кваліфіка-

цію. Таким є соціальне замовлення суспільства системі освіти сьогодні. Воно продиктоване не тільки повсякденними потребами в постійному підвищенні якості підготовки спеціаліста, а й більш глобальним соціальним завданням — привести стан освіти у відповідність до нових цілей удосконалення суспільства, всебічного розвитку особистості.

Методичні матеріали розраховані на 22 години лекційних занять, 12 годин практичних занять (аудиторна самостійна робота) та 20 годин самостійної роботи (позааудиторна самостійна робота) студентів 3-го курсу.

МЕТОДИЧНІ МАТЕРІАЛИ ДЛЯ АУДИТОРНОЇ САМОСТІЙНОЇ РОБОТИ

Система вправ має забезпечити формування у свідомості студента: 1) базових знань з історії розвитку англійської мови; 2) знань про культурні реалії англословних країн; 3) знань термінології цієї дисципліни; 4) відповідних фонових знань.

Вправи для самостійної аудиторної роботи з дисципліни

Вправа 1. Прочитайте текст і прокоментуйте його. Поставте до тексту 5 запитань.

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 і прокоментуйте його. Поставте до тексту 5 запитань.

Old English

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 Jórviik 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 OE та прокоментуйте його. Виконайте завдання.

Beowulf

Hwæt! We Gardena in geardagum,
þeodecyninga, þrym gefrunon,
hu ða æþelingas ellen fremedon.
Oft Scyld Scefing sceaþena þreatum,
5
monegum mægþum, meodosetla ofteah,
egsode eorlas. Syððan ærest wearð
feasceaft funden, he þæs frofre gebad,
weox under wolcnum, weorðmyndum þah,
oðþæt him æghwylc þara ymbsittendra
10
ofer hronrade hyran scolde,
gomban gyldan. þæt wæs god cyning!
ðæm 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 OE та поясніть, чим відрізняються вони від сучасних.
3. Знайдіть 10 дієслів на OE та поясніть, чим відрізняються вони від сучасних.
4. Знайдіть 10 прикметників і поясніть, чим відрізняються вони від сучасних.
5. Який зміст поеми про Беовульф? Прочитайте повністю поему та прокоментуйте її.

Вправа 4. Прочитайте текст на OE 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.

Ohtere sǣde his hlāforde, Ælfrēde cyninge, ðæt hē ealra Norðmonna norþmest būde. Hē cwæð þæt hē būde on þǣm lande norþweardum wiþ þā Westsǣ. Hē sǣde þeah þæt þæt land sīe swīpe lang norþ þonan; ac hit is eal wēste, būton on fēawum stōwum styccemǣlum wīciad 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 farap. Þā fōr hē þā giet norþryhte swā feor swā hē mehte on þǣm oþrum þrīm dagum gesiglau. Þā bēag þæt land, þær 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 mehte on fēower dagum gesiglan. Þā sceolde hē ðær bīdan ryhtnorþanwindes, for ðǣm þæt land bēag þær sūþryhte, oþþe sēo sǣ in on ðæt land, hē nysse hwæþer. Þā siglde hē þonan sūðryhte be lande swā swā hē mehte on fif dagum gesiglan. Ðā læg þær ān micel ēa ūp on þæt land. Ðā cirdon hīe ūp in on ðā ēa for þǣm hīe ne dorston forþ bi þære ēa siglan for unfriþe; for þǣm ðæt land wæs eall gebūn on oþre healfe þære ēas. Ne mētte hē ær nān gebūn land, siþþan hē from his āgnum hām fōr; ac him wæs ealne weg wēste land on þæt stēorbord, būtan fiscerum ond fugelerum ond huntum, ond þæt wæron eall Finnas; ond him wæs āwīdsǣ on þæt bæcbord.

Þā Boermas heafdon sīþe wel gebūd hiraland: ac hīe ne dorston þæ̅r on cuman.
Ac þāra Terfinna land wæs eal wēste, būton ðæ̅r huntan gewīcodon, oþþe
fisceras, 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 OE та поясніть, чим відрізняються вони від сучасних.
3. Знайдіть 10 прислівників на OE та поясніть, чим відрізняються вони від сучасних.

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

Вправа 5. Доберіть відповідні фрази з колонки А до їх еквівалентів з колонки В, вивчіть при цьому незнайомі лексичні одиниці.

Anglo-Saxon chronicle in OE A. D. 896.

A	B
1. On þy ylcan gere worhte se forespre-cena here geweorc be Lygan. xx. mila bufan Lundenbyrig.	A. That was about three years since they came hither over sea into the mouth of the Limne.
2. Pæt wæs ymb þreo ger þæs þe hie on Limene muðan comon hider ofer sæ.	B. Then, in the summer of this year, went a large party of the citizens, and also of other folk, and made an attack on the work of the Danes; but they were there routed, and some four of the king's thanes were slain. In the harvest afterward the king encamped close to the city, whilst they reaped their corn, that the Danes might not deprive them of the crop.
3. And hie ða swa dydon. Worhton ða tu geweorc. On twa healfe þære eas. Þa hie ða pæt geweorc furþum ongunnen hæfdon, and þærto gewicod hæfdon. Þa onget se here pæt hie ne mehton þa scipu ut brengan; Þa forleton hie hie, and eodon ofer land pæt hie gedydon æt Cwatbrycge be Sæfern, and þær gewerc worhton. Þa rad seo fird west æfter þæm herige, and þa men of Lundenbyrig gefetedon þa scipu, and þa ealle þe hie alædan ne mehton tobræcon, and þa þe þær stælwyrde wæron binnan Lundenbyrig gebrohton; and þa Deniscan hæfdon hira wif befæst innan Eastengle ær hie ut of þæm geweorce foron; Þa sæton hie þone winter æt Cwatbrycge.	C. Then, some day, rode the king up by the river; and observed a place where the river might be obstructed, so that they could not bring out their ships.

A	B
<p>4. Ða sume dæge rad se cyng up bi þære eæ, and gehawade hwær mon mehte þa ea forwyrcan, þæt hie ne mehton þa scipu ut brengan</p>	<p>D. And they did so. They wrought two works on the two sides of the river. And when they had begun the work, and encamped before it, then understood the army that they could not bring out their ships. Whereupon they left them, and went over land, till they came to Quatbridge by Severn; and there wrought a work. Then rode the king's army westward after the enemy. And the men of London fetched the ships; and all that they could not lead away they broke up; but all that were worthy of capture they brought into the port of London. And the Danes procured an asylum for their wives among the East-Angles, ere they went out of the fort. During the winter they abode at Quatbridge.</p>
<p>5. Ða þæs on sumera foron micel dæl þara burgwara, ond eac swa oþres folces, þæt hie gedydon æt þara Deniscana geweorce, ond þær wurdon gefliemde, and sume feower cyninges þegnas ofslægene. Ða þæs on hærfeste þa wicode se cyng on neaweste þære byrig, þa hwile þe hie hira corn gerypon, þæt þa Deniscan him ne mehton þæs ripes forwiernan.</p>	<p>E. This same year wrought the aforesaid army a work by the Lea, twenty miles above the city of London.</p>

Вправа 6. Доберіть відповідні фрази з колонки А до їх еквівалентів з колонки В, вивчіть при цьому незнайомі лексичні одиниці.

Anglo-Saxon chronicle in OE A. D. 897.

A	B
<p>1. Preo asæton on ða healfe þæs deopes ðe ða Deniscan scipu aseten wæron, and þa oðru eall on oþre healfe, þæt hira ne mehte nan to oðrum. Ac ða þæt wæter wæs ahebbad fela furlanga from þæm scipu. þa eodan ða Deniscan from þæm þrim scipum to þæm oðrum þrim þe on hira healfe beebade wæron, and hie þa þær gefuhton.</p>	<p>A. In the summer of this year went the army, some into East-Anglia, and some into Northumbria; and those that were penniless got themselves ships, and went south over sea to the Seine.</p>

A	B
<p>2. Þa foron hie mid þrim scipum ut ongen hie, and þreo stodon æt ufewardum þæm muðan on drygum, wæron þa men uppe on londe of agane, þa gefengon hie þara þreora scipa tu æt ðæm muðan utewardum, and þa men ofslogon, and þæt an oðwand; On þæm wæron eac þa men ofslægene buton fifum. Þa comon forðy onweg ðe ðara oþerra scipu asæton, þa wurdon eac swiðe uneðelice aseten.</p>	<p>B. The enemy had not, thank God. Entirely destroyed the English nation; but they were much more weakened in these three years by the disease of cattle, and most of all of men; so that many of the mightiest of the king's thanes, that were in the land, died within the three years.</p>
<p>3. Þa het se cyng faran mid nigonum to þara niwena scipa, and forforon him þone muðan foran on utermere.</p>	<p>C. Of these, one was Swithulf Bishop of Rochester, Ceolmund alderman in Kent, Bertulf alderman in Essex, Wulfred alderman in Hampshire, Elhard Bishop of Dorchester, Eadulf a king's thane in Sussex, Bernuff governor of Winchester, and Egulf the king's horse-thane; and many also with them; though I have named only the men of the highest rank.</p>
<p>4. Þa æt sumum cirre þæs ilcan geares comon þær sex scipu to Wiht, and þær micel yfel gedydon, ægðer ge on Defenum ge welhwær be ðæm særiman.</p>	<p>D. This same year the plunderers in East-Anglia and Northumbria greatly harassed the land of the West-Saxons by piracies on the southern coast, but most of all by the esks which they built many years before.</p>
<p>5. Þa het ælfred cyng timbran langscipu ongen ða æscas; þa wæron fulneah tu swa lange swa þa oðru. sume hæfdon .lx. ara. sume ma. Þa wæron ægðer ge swiftran ge unwealtran, ge eac hieran þonne þa oðru. Næron nawðer ne on Fresisc gescæpene ne on Denisc, bute swa him selfum ðuhte þæt hie nytwyrðoste beon meahten.</p>	<p>E. Then King Alfred gave orders for building long ships against the esks, which were full-nigh twice as long as the others. Some had sixty oars, some more; and they were both swifter and steadier, and also higher than the others. They were not shaped either after the Frisian or the Danish model, but so as he himself thought that they might be most serviceable.</p>

A	B
<p>6. Þy ilcan geare drehton þa hergas on Eastenglum and on Norðhymbrum Westseaxna lond swiðe be þæm suðstæðe mid stælhergum, ealra swiþust mid ðæm æscum þe hie fela geara ær timbredon.</p>	<p>F. Then, at a certain turn of this same year, came six of their ships to the Isle of Wight; and going into Devonshire, they did much mischief both there and everywhere on the seacoast.</p>
<p>7. Para wæs sum Swiðulf biscop on Hrofesceastre, and Ceolmund ealdormon on Cent, and Beorhtulf ealdormon on Eastseaxum, and Wulfred ealdormon on Hamtunscire, and Ealhheard biscop æt Dorceastre, and Eadulf cynges þegn on Suðseaxum, and Beornulf wicgefera on Winteceastre, and Ecgulf cynges horsþegn, and manige eac him þeh ic ða geðungnes-tan nemde.</p>	<p>G. Then commanded the king his men to go out against them with nine of the new ships, and prevent their escape by the mouth of the river to the outer sea.</p>
<p>8. Næfde se here, Godes þonces. Angelcyn ealles forswiðe gebrocod; Ac hie wæron micle swiþor gebrocede on þæm þrim gearum mid ceapes cwilde and monna, ealles swiþost mid þæm þæt manige þara selestena cynges þena þe þær on londe wæron forðferdon on þæm þrim gearum.</p>	<p>H. Then came they out against them with three ships, and three others were standing upwards above the mouth on dry land: for the men were gone off upon shore. Of the first three ships they took two at the mouth outwards, and slew the men; the third veered off, but all the men were slain except five; and they too were severely wounded. Then came onward those who manned the other ships, which were also very uneasily situated.</p>
<p>9. Ða þæs on sumera on ðysum gere tofor se here, sum on Eastengle, sum on Norðhymbre, and þa þe feohlease wæron him þær scipu begeton, and suð ofer sæ foron to Sigene.</p>	<p>I. Three were stationed on that side of the deep where the Danish ships were aground, whilst the others were all on the opposite side; so that none of them could join the rest; for the water had ebbed many furlongs from them. Then went the Danes from their three ships to those other three that were on their side, be-ebbed; and there they then fought.</p>

Вправа 7. Прочитайте текст і прокоментуйте його. Поставте до тексту 5 запитань.

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 середньоанглійського періоду та виконайте завдання.

G. Chaucer. The Canterbury Tales.

Upon a day bifel, that he (Melibeus) for his desport is went into the feeldes him to pleye. His wyf and eek his doghter hath he left inwith his hous, of which the dores weren fast y-shette. Three of his olde foos han it espied, and setten ladders to the walles of his hous, and by the windows been entered, and betten his wyf, and wounded his doghter with five mortal woundes. (The Tale of Melibee.)

One day it happened that he for his pleasure went to the fields to play. He left his wife and also his daughter at his house, the doors of which were shut. Three of his enemies had found it out, and set the ladders to the walls of his house and entered the house by the windows, and beat his wife and inflicted five mortal wounds on his daughter.

Завдання

1. Перекладіть текст.
2. Знайдіть диграфи, що були введені франко-нормандськими переписувачами. Поясніть, які звуки вони позначають.
3. Поясніть, які звуки позначає буква Y. Визначте походження цих звуків.
4. Поясніть, чому у слові fyve (OE fif) з'явилась буква V.
5. Знайдіть у тексті займенники та порівняйте їх з давньоанглійськими формами.
6. Знайдіть у тексті слова, запозичені з французької мови.
7. Знайдіть у тексті слова, запозичені з латинської мови.

Вправа 9. Перекладіть текст середньоанглійського 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, уведені франко-нормандськими переписувачами.
3. Знайдіть сполучення, що замінюють іменники в родовому відмінку, та поясніть, як змінилася парадигма відмінювання цих іменників.
4. Поясніть, які дієслівні форми в середньоанглійський період відповідають давньоанглійському дієслову *seon*.
5. Знайдіть у тексті слова, запозичені з французької мови.

Вправа 10. Перекладіть текст середньоанглійського 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* було введено літеру *k*.
5. Поясніть форми займенників *ye*, *your*.

Вправа 11. Перекладіть текст середньоанглійського 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-нормандськими переписувачами.
4. Якими словами виражається підсилення ознаки у виразах *ful right*, *wel avysed*?
5. Знайдіть у тексті іменник у родовому відмінку.

Вправа 12. Перекладіть текст середньоанглійського періоду та виконайте завдання.

G. Chaucer. The Canterbury Tales. The Parson's Tale.

Be what thou be, ne breke thou nat our pley,
For every man, save thou, hath told his tale.

Be what you are, don't spoil our play, for every man, except you, has told his tale.

Завдання

1. Перекладіть текст.
2. Знайдіть у тексті аналітичну форму перфекту. Визначте, від якого дієслова вона створена.
3. Які зміни відбулись у формах таких займенників, як *what* (OE *hwaet*), *every* (OE *aelk*)?
4. В якій формі дієслово *breken* виступає у тексті?

МЕТОДИЧНІ МАТЕРІАЛИ ДЛЯ ПОЗААУДИТОРНОЇ САМОСТІЙНОЇ РОБОТИ

Питання для самостійного опрацювання

1. “Гімн Каедмона” як взірць поезії давньоанглійського періоду.
2. “Фенікс” як взірць поезії давньоанглійського періоду.
3. “Ормулум” і 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 у розвиток літератури середньоанглійського періоду.
7. Вільям Лангланд та його поеми XIV століття.
8. Джері Чосер та його творчість.
9. Джон Шилінгфорд та його “Пастонські листи” XV століття.
10. Роджер Ашам та його літературна творчість XVI століття.
11. Вільям Шекспір — найвидатніший драматург усіх часів і народів.
12. Мій улюблений твір англійської літератури в період OE та ME.

Вправи для позааудиторної самостійної роботи

Вправа 13. Перекладіть текст середньоанглійського періоду та виконайте завдання.

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

Thou shalt na-more, thurgh thy flaterye,
Do me to sing and winke with myn ye.

You will no more make me sing and wink my eye with your flattery.

Завдання

1. Перекладіть текст.
2. Знайдіть у тексті аналітичну форму майбутнього часу.
3. Напишіть основні форми дієслова *singan* в періоди *OE*, *ME*, *NE*.

Вправа 14. Перекладіть текст середньоанглійського 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 і значення.
3. Як співвідносяться *OE ME* форми прикметника *narwe* (*OE nearu*)?
4. Визначте дієслівну форму *stonding*. Поясніть, від якого дієслова вона створена.
5. Визначте структуру слова *somdel*.

Вправа 15. Перекладіть текст середньоанглійського 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 16. Перекладіть текст середньоанглійського періоду та виконайте завдання.

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

Wherfore I axe death 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 17. Перекладіть текст середньоанглійського 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 *Me mette*.
3. Визначте, яка форма дієслова *sen* (*to see*) виступає у тексті.
4. Знайдіть у тексті підрядні речення.
5. Знайдіть у тексті слова, що виконують роль прийменників.

Вправа 18. Перекладіть текст середньоанглійського періоду та виконайте завдання.

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

That oon of hem, in sleeping as he lay,
Him mette a wonder dreem, again the day.

But one of them, when he lay asleep, dreamed a strange dream just before dawn.

Завдання

1. Перекладіть текст.
2. Знайдіть герундій. Укажіть його ознаки. Дайте основні форми дієслова *sleepen*.
3. Наведіть основні форми середньоанглійського дієслова *lyen* (*liggen*).

Вправа 19. Перекладіть текст середньоанглійського 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 — to grieve.

Завдання

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

Вправа 20. Перекладіть текст середньоанглійського 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 *Sunday*. Від яких слів воно створено.

Вправа 21. Перекладіть текст середньоанглійського періоду та виконайте завдання.

G. Chaucer. The Canterbury Tales. Prologue.

She wolde wepe, if that she sawe a mous
Caught in a trappe, if it were deed or bledde.
Of smale houndes had she, that she fedde
With rosted flesh, or milk and wastel-breed.

She would weep if she saw a mouse caught in a trap if it was dead or bleeding. She had small dogs which she fed with roast meat, or milk and bread of fine flour.

Завдання

1. Перекладіть текст.
2. Поясніть співвідношення наступних дієслів: *ME wepen-to weep*; *OE wepan*. Поясніть, як відбувався розвиток цього дієслова.
3. Який розвиток пройшли слабкі дієслова першого класу *bledan (to bleed)*, *fedan (to feed)*?
4. Знайдіть у тексті займенники та проаналізуйте їх розвиток у періоди *OE* та *ME*.

Вправа 22. Перекладіть текст середньоанглійського періоду та виконайте завдання.

G. Chaucer. The Canterbury Tales. Prologue.

Singinge he was, or floytinge all the day;
He was as fresh as is the month of May.
Short was his goune, with sleeves longe and wyde.
Wel coude he sitte on horns, and faire rude.

All day long he was singing and playing the flute; he was as fresh as the month of May. His gown with long and wide sleeves was short. He could well sit on horses and ride skillfully.

Завдання

1. Перекладіть текст.
2. Знайдіть у тексті форми *Past Continuous*.
3. Знайдіть основні форми сильних дієслів, що зустрілися у тексті.

Вправа 23. Перекладіть текст середньоанглійського періоду та виконайте завдання.

G. Chaucer. The Canterbury Tales. The Physician's Tale.

This juge unto this cherl his tale hath told
In secree wyse, and made him to ensure,
He sholde telle it to no creature,
And if he dide, he sholde lese his heed.
Whan that assented was this cursed reed,
Glad was this juge and maked him greet chere,
And yaf him yiftes preciouise and dere.

The juge had told his tale to this fellow in secret and made him promise that he would tell nobody about it and if he did so, he would lose his head. When this wicked plan had been agreed on this juge was glad and approved of it greatly and gave him precious gifts.

Завдання

1. Перекладіть текст.
2. Прослідкуйте, як відбувався розвиток форми *sholde* від давньоанглійського періоду до кінця XVI століття.

3. Знайдіть у тексті слова, в яких відбувся великий зсув голосних.
4. В яких словах зберігся наголос, характерний для французької мови?

Вправа 24. Перекладіть текст середньоанглійського періоду та виконайте завдання.

G. Chaucer. The Canterbury Tales. The Clerk's Tale.

And what she hoomward cam, she wolde bringe
Wortes or othere herbes tymes ofte,
The whiche she shredde and seeth for hir livinge,
And made hir bed ful harde and no-thing soft;
And ay she kepte hir fadres lyf on-lofte
With everich obeisaunce and diligence
That child may doon to fadres reverence.

And when she came home she would often bring vegetables which she cut into pieces and boil in order to eat them; she made her bed very hard without any soft bedding; she always kept her father in high respect with all due obedience and careful attention which a child may do to show respect for the father.

Завдання

1. Перекладіть текст.
2. В яких словах тексту відбувся зсув голосних?
3. Наведіть основні форми давньоанглійського дієслова *bringan*.
4. Яка була давньоанглійська форма прикметника *hard*?

Вправа 25. Прочитайте текст і прокоментуйте його. Поставте до тексту 5 запитань.

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 26. Прочитайте та перекладіть текст. Знайдіть відмінності у порівнянні із сучасною англійською мовою.

Early Modern English.

From Paradise Lost by John Milton, 1667
Of man's first disobedience, and the fruit
of that forbidden tree, whose mortal taste
Brought death into the world, and all our woe,
With loss of Eden, till one greater Man
Restore us, and regain the blissful seat,
Sing, Heavenly Muse, that on the secret top
Of Oreb, or of Sinai, didst inspire
That shepherd, who first taught the chosen seed,
In the beginning how the Heavens and Earth
Rose out of chaos: or if Sion hill
Delight thee more, and Siloa's brook that flowed
Fast by the oracle of God, I thence
Invoke thy aid to my adventurous song,
That with no middle Flight intends to soar
Above the Aonian mount, while it pursues
Things unattempted yet in prose or rhyme.

Вправа 27. Прочитайте та перекладіть текст про північні діалекти Великобританії. Перекажіть його.

Northern English is a group of dialects of the English language. It includes Northumbrian, which is more similar in some respects to Scots. Among the other dialects are Cumbrian, Tyke (Yorkshire dialect) and Scouse. Northern English shows Danish influence because parts of its area used to be under Danish control. Northern English is one of the major groupings of British English, which also goes for East Anglian English, Midlands English and Southern English.

Northern English contains:

Cumbrian dialect,

Geordie (spoken in the Newcastle upon Tyne/Greater Tyneside area),

Lancashire,

Mackem (spoken in Sunderland/Wearside),

Pitmatic (two variations, one spoken in the former mining communities of County Durham and the other in Northumberland),

Scouse (spoken in Liverpool with variations as far as North Wales),

Tyke (spoken in Yorkshire).

In some areas, it can be noticed that dialects and phrases can vary greatly within regions too. For example, the Lancashire dialect has many sub-dialects and varies noticeably from town to town. Even within as little as 5 miles there can be an identifiable change in accent. The Yorkshire Dialect Society has always separated West Riding dialect from that in the North and East ridings.

Вправа 28. Прочитайте та перекладіть текст про східно-центральні діалекти Великобританії. Перекажіть цей текст.

East Midlands English was a dialect traditionally spoken in those parts of Mercia lying East of Watling Street (the A5 London — Shrewsbury Road). Today this area is represented by the counties of the East Midlands of England, (Derbyshire, Leicestershire, Lincolnshire, Nottinghamshire, Rutland (and Northamptonshire, see below).

Like that of Yorkshire, the East Midlands dialect owes much of its grammar and vocabulary to Nordic influences, the region having been incorporated in the Norse controlled Danelaw in the late 9th century. For example, the East Midlands word *scaight* ('to cry') is thought to be derived from the Norse, *skrike* in modern Scandinavian, also meaning to cry.

East Midlands Dialects in Literature.

The romantic English novelist, and East Midlander, D. H. Lawrence who was from the Nottinghamshire town of Eastwood wrote in the dialect of the Nottinghamshire and Derbyshire Coalfield in several dialect poems as well as in his more famous works such as *Lady Chatterley's Lover* and *Sons and Lovers*.

Though spoken less commonly today, the dialect of the East Midlands has been investigated in notable texts such as the affectionately titled *Ey Up Mi Duck* series of books (and an LP) by Richard Scollins and John Titford. These books were originally intended as a study of Derbyshire Dialect, particularly the distinctive speech of Ilkeston and the Erewash valley, but later editions

acknowledge similarities in vocabulary and grammar which unite the East Midlands dialects and broadened their appeal to the region as a whole.

“Ey Up” is a greeting of uncertain origin used widely throughout the North Midlands and South Yorkshire, and “Mi Duck” is thought to be derived from a respectful Anglo Saxon form of address, “Duka” (Literally “Duke”), and is unrelated to waterfowl. Non-natives of the East Midlands are often surprised to hear men greet each other as ‘Mi Duck.’

Вправа 29. Прочитайте та перекладіть текст про південно-східні діалекти Великобританії. Перекажіть цей текст.

South East England is one of the nine official regions of England. It was created in 1994 and was adopted for statistics in 1999. Its boundaries include Berkshire, Buckinghamshire, East Sussex, Hampshire, Isle of Wight, Kent, Oxfordshire, Surrey and West Sussex. In common usage, however, the area referred to as the ‘south east’ can vary considerably.

Its population as of the 2001 census was 8,000,550, making it the most populous English region. The highest point is Walbury Hill in Berkshire at 297m/974 ft. The major urban areas of the region include Brighton and Hove, Portsmouth, Southampton, and Reading. Settlements closer to London are part of the Greater London Urban Area.

Вправа 29. Прочитайте та перекладіть текст про південно-західні діалекти Великобританії. Перекажіть цей текст.

The West Country dialects and West Country accents are generic terms applied to any of several English dialects and accents used by much of the indigenous population of the southwestern part of England, the area popularly known as the West Country. This region encompasses Bristol, Cornwall, Devon, Dorset and Somerset, while Gloucestershire and Wiltshire are usually also included, although the northern and eastern boundaries of the area are hard to define and sometimes even wider areas are encompassed. The city of Bristol has its own local dialect which is also distinctly West Country in tone. Immigration to the towns from other regions means that the dialects are now only commonly encountered in rural areas.

In the nearby counties of Berkshire, Hampshire and the Isle of Wight, it was possible to encounter comparable accents and, indeed, distinct local dialects until perhaps the 1960s. Although natives of such locations, especially

in western parts, can still have West Country influences in their speech, this is less than in the true West Country counties. The increased mobility and urbanisation of the population have meant that local Berkshire, Hampshire and Isle of Wight dialects (as opposed to accents) are today essentially extinct.

Strong West Country accents can still be difficult for speakers of Standard English to understand. Although popularly considered to be only accents, academically the regional variations are considered to be dialect forms. The Survey of English Dialects captured manners of speech across the West Country that were just as different from Standard English as anything from the far North. These are dialects of English and should not be confused with Cornish, which is a Celtic language related to Welsh, and more closely to Breton.

Вправа 30. Прочитайте та перекладіть текст про острів Мен Великобританії. Прокоментуйте та перекажіть 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 31. Прочитайте та перекладіть публіцистичний текст про історію англійської мови. Прокоментуйте та перекажіть 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 e 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 Llyddumlmunn yddthllywddu?)

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 Llyddyllwyddymllwylldd,” 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 begin popularizing ornate, unflattering clothing.

Soon, everybody was wearing ornate, unflattering clothing, playing the flute, speaking German with a French accent, pronouncing all their vowels “oouuo” (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 “oouuo” (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.

РЕКОМЕНДОВАНІ ТЕМИ ДЛЯ ДОПОВІДЕЙ І РЕФЕРАТИВ

1. Рунічний алфавіт футарк та його походження.
2. Пам’ятки давньоанглійської літератури.
3. Пам’ятки середньоанглійської літератури.
4. Пам’ятки літератури ранньонovoанглійського 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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