

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
ФГБОУ ВО «ИНГУШСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ И РЕГИОНОВЕДЕНИЯ**

СОГЛАСОВАНО

Руководитель образовательной
программы

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«21» апреля 2025г.

УТВЕРЖДАЮ

И.о.директора Института иностран-
ных языков и регионоведения

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«21» апреля 2025г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.В.ДВ.02.01 «ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА»

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Рабочая программа дисциплины «История английского языка» составлена в соответствии с требованиями ФГОС ВО по направлению подготовки 45.03.01 Филология, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 12.08.2020 г. №986, с учетом ОПОП по направлению 45.03.01 Филология, профилю «Зарубежная филология. Английский язык и литература».

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1. ЦЕЛИ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Курс “История английского языка” является обязательным и занимает важное место в ряду дисциплин, входящих в программу обучения студентов филологического факультета. Курс истории языка (его собственно лингвистическая часть) распадается на три основных раздела в соответствии с характером языковых единиц, развитие которых изучается: историческую фонетику (фонологию); историческую грамматику (морфологию и синтаксис); историческую лексикологию, трактующую процессы, происходящие в словарном составе языка.

Целью курса является обеспечение студентов базовыми лингвистическими знаниями и ясным пониманием исторических процессов, происходивших в языке на всем протяжении его истории, в связи с историей общества, которое им пользовалось.

В процессе изучения истории английского языка студентами решается ряд задач, как практических, так и теоретического плана. Одной из практических задач является обеспечение студента знаниями лингвистической теории, достаточными для объяснения существенных черт и особенностей современного английского языка: это касается правил чтения, написания, основных черт грамматической структуры, а также специфических черт грамматического строя, имеющих исключения, наличия в языке иноязычной заимствованной лексики и т.п.

Формируемые дисциплиной знания и умения готовят выпускника данной образовательной программы к выполнению следующих обобщенных трудовых функций (трудовых функций):

Код и наименование профессионального стандарта	Обобщенные трудовые функции			Трудовые функции		
	Код	Наименование	Уровень квалификации	Наименование	Код	Уровень (подуровень) квалификации
01.001 Педагог (педагогическая деятельность в дошкольном, начальном общем, основном общем, среднем общем образовании) (воспитатель, учитель)	А	Педагогическая деятельность по проектированию и реализации образовательного процесса образовательных организациях дошкольного, начального общего, основного общего, среднего общего образования	6	Общепедагогическая функция. Обучение	А/01.6	6
				Воспитательная деятельность	А/02.6	6
				Развивающая деятельность	А/03.6	6
	В	Педагогическая деятельность по проектированию и реализации основных общеобразовательных программ	6	Педагогическая деятельность по реализации программ основного и среднего общего образования	В/03.6	6

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП БАКАЛАВРИАТА

Учебная дисциплина **Б1.В.ДВ.02.01** «История английского языка» входит в обязательную часть Блока 1 «Дисциплины (модули)» ОПОП по направлению подготовки 45.03.01 Филология, профилю «Зарубежная филология. Английский язык и литература». Для изучения дисциплины необходимы компетенции, сформированные у студентов в результате освоения дисциплин «Введение в языкознание», «Введение в германскую филологию», «Страноведение», «Сравнительная типология английского и русского языков». Указанные связи и содержание дисциплины «История основного языка» дают обучающемуся системное представление о комплексе изучаемых дисциплин в соответствии с ФГОС ВО, что обеспечивает соответственный теоретический уровень и практическую направленность.

3. РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ «ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА»

Процесс изучения дисциплины направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВО по данному направлению:

Код компетенции	Наименование компетенции	Индикатор достижения компетенции (закрепленный за дисциплиной)	В результате освоения дисциплины обучающийся должен:
УК-5	Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах	УК-5.2 Учитывает при социальном профессиональном общении историческое наследие и социокультурные традиции различных социальных групп, этносов и конфессий, включая мировые религии, философские и этические учения;	<p>Знать: основные реалии стран изучаемого языка, о культуре как феномене жизни этноса; о традиции как механизме трансляции культурной информации, о менталитете.</p> <p>Уметь: применять полученные знания в области теории и истории основного изучаемого языка в собственной научно-исследовательской деятельности.</p> <p>Владеть: навыками использования полученных сведений в беседе, в рамках изучаемой тематики, по различным аспектам национальной культуры страны изучаемого языка.</p>
		УК-5.4 Сознательно выбирает ценностные ориентиры и гражданскую позицию; аргументировано обсуждает и решает проблемы мировоззренческого, общественного и лич-	<p>Знать: проблематику изучаемой науки, связанные с ней задачи и направления исследования;</p> <p>уметь: составлять общий план работы в области истории и основного изучаемого языка.</p> <p>владеть: навыками анализа основных положений истории английского языка.</p>

		ностного характера	
-ПК-1	Способен применять полученные знания в области теории и истории основного изучаемого языка (языков) и литературы (литератур), теории коммуникации, филологического анализа и интерпретации текста в собственной научно-исследовательской деятельности	1.1_Б.ПК-1 Владеет методикой научного анализа.	<p>- знать основные положения и концепции в области общего языкознания, теории и истории основного изучаемого языка, теории коммуникации;</p> <p>-уметь применять полученные знания в области теории и истории английского языка, участвовать в научных дискуссиях.</p> <p>- владеть: базовыми методами и специальной методологией и методиками изучения истории английского языка.</p>
		2.1_Б.ПК-1 Применяет полученные знания в области теории и истории основного изучаемого языка (языков) и литературы (литератур), теории коммуникации, филологического анализа и интерпретации текста в собственной научно-исследовательской деятельности..	<p>знать основные положения об истории, современном состоянии и перспективах развития английского языка.</p> <p>- уметь применять полученные знания в области истории английского языка, в собственной профессиональной деятельности</p> <p>-владеть терминологией рассматривающей явления истории английского языка.</p>

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ «ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА»

4.1. Структура дисциплины

Общая трудоемкость дисциплины составляет 2 зачетных единицы, 72 часа.

№ п/п	Наименование разделов и тем дисциплины (модуля)	семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)								Формы текущего контроля успеваемости (по неделям семестра)						
			Контактная работа					Самостоятельная работа			Форма промежуточной аттестации (по семестрам)						
			Всего	Лекции	Практические занятия	Лабораторные занятия	Др. виды контакт. работы	Всего	Курсовая работа(проект)	Подготовка к экзамену	Другие виды самостоятельной работы	Собеседование	Коллоквиум	Проверка тестов	Проверка контрольн. работ	Проверка реферата	Проверка эссе и иных творческих работ
1.	Раздел 1. Old English Period																
1.1.	Тема 1. The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language. Pre-Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation.	8	16	2	2						11						
1.2	Тема 2. Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation. Тема 3. Origin of Old English vowels. Origin of Old English consonants Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax.	8	16	2	2						11						
2.	Раздел 2. Middle English Period																
2.1.	Тема 3. Middle English period. Economic and social conditions in the 11 th -12 th c. Effect of the Scandinavian invasions. The Norman conquest.	8	14	2	2						10						

2.2.	Тема 4. Middle English Period. Evolution of the Grammatical System from 11 th to 18 th c. Morphology. Development of the English Vocabulary in Middle English. Middle English dialects. Early Middle English written records. Late Middle English. Reestablishment of English as the language of state and literature. Dialects in Late Middle	8	13	2	2						10						
3.	Раздел 3. New English Period																
3.	Тема 5. Development of the English Vocabulary in Early New English. Flourishing of literature in Early New English. Establishment of the Written Standard Expansion of English over the British Isles. Establishment of the Written Standard. Growing of the Spoken Standard. Varieties of English in Britain. Geographical Expansion of English outside the British Isles. Spelling changes in Middle English. Rules of reading.	8	13	2	2						10						
	<i>Курсовая работа (проект)</i>																
	<i>Подготовка к экзамену</i>																
	Общая трудоемкость, в часах		72	10	10						52	Промежуточная аттестация					
												Форма					
												Зачет					
												Зачет с оценкой					
												Экзамен					
												8					

4.2. Содержание дисциплины «История английского языка»

Theme 1. The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language. Pre-Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation.

The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language. Methods of comparative linguistic research, its advantages and drawbacks. Statics and dynamics in language history. Causes of language evolution.

The earliest period of Germanic history. The first mentions of Germanic tribes. Caesar, Pliny the Elder, Tacitus. F. Engels' work "On the History of Ancient Germans". Ancient Germanic tribes and their classification. The traditional tri-partite classification. Proto-Germanic (PG) – as the linguistic ancestor of the Germanic group. Modern Germanic languages, their classification. Linguistic features of Germanic languages. Phonetics. The peculiar Germanic system of word accentuation and its role in phonetic and morphological changes.

The first consonant shift, or Grimm's law. Cases which contradict the Grimm's law. Voicing of fricatives in PG, or K. Verner's law. Vowels. Qualitative, quantitative, positional and spontaneous changes. Differentiation of long and short vowels. Germanic mutation, or breaking of vowels in late PG. Form-building means, synthetic and analytical languages. Synthetic means of form-building: inflective, reduplication, vowel gradation, or ablaut. Qualitative and quantitative ablaut. Gradation series in Gothic strong verbs. Strong and weak verbs. Simplification of word structure in late PG. Role of stem-suffixes in the formation of declensions.

Theme 2. Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation

Historical Background. Chronological Divisions in the History of English .

Old English Phonetics. Origin of Old English vowels. Origin of Old English consonants.

Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax. Morphology.

Origins of the English language. Commonly accepted traditional periodization. Early Old English and Anglo-Saxon. The introduction of Christianity. Old English dialects. Kentish, West Saxon, Mercian, Northumbrian.

Writings in Old English. Runic inscriptions. Old English manuscripts."Anglo-Saxon Chronicles", King Alfred's translations, "Pastoral Care", Aelfric's works, Wulfstan's homilies.. Old English poetry. "Beowulf". Old English alphabet and pronunciation.

Word stress: dynamic and fixed. Accentuation in polysyllabic words and compounds. The position of stress in the words with prefixes.

Old English vowels. Changes of stressed vowels. Independent changes. Fronting or palatalization of [α] and [α:]. Positional deviations or restrictions to this rule. Old English reflections of PG diphthongs. Assimilative vowel changes. Breaking and diphthongization. Palatal mutation. Appearance of new vowels, growth of new vowel interchanges and increased variability of the root-morphemes. Changes of the unstressed vowels. Old English vowel system.

Old English consonants. Treatment of fricatives. Hardening. Voicing and devoicing of fricatives. West Germanic germination of consonants. Palatalization of velar consonants in Old English. Loss of consonants in some positions. Metathesis. Old English consonant system.

Form-building. Parts of speech and grammatical categories. The Noun. Its grammatical categories. The use of cases. Morphological classification of nouns. Declensions. Weak and strong declensions. Root stems. Types of plural forms.

The pronoun. Personal pronouns. Their categories. Demonstrative pronouns. Declensions of the demonstrative pronouns *sē* and *þes*. Other classes of pronouns.

The adjectives. Grammatical categories. Weak and strong declension. Degrees of comparison. Positive, comparative, superlative degrees. Means of forming the degrees of comparison: suffixation, suffixation plus vowel interchange, suppletion.

Numerals. Cardinal and ordinal numerals. The verb. Grammatical categories of the finite verbs. Conjugation of verbs. Grammatical categories of the verbals. Participles. Morphological classifications of verbs. Strong verbs. The classes of strong verbs.

Weak verbs. The classes of weak verbs. Class 1: regular, irregular verbs. Preterit-present or past-present verbs. Anomalous verbs. Suppletive verbs. Syntax. Ways of expressing syntactical relations: agreement, government, joining.

The sentence. The simple sentence. The main parts, the secondary parts. Word order. Multiple negation. Compound and complex sentences. Connectives. Old English Vocabulary

Theme 3. Middle English period. Economic and social conditions in the 11th-12th c. Effect of the Scandinavian invasions. Effect of the Norman conquest.

Economic and social conditions. Period of established feudalism. Natural economy. Tools, local feuds, travel restrictions.

The Norman conquest. The battle of Hastings (1066). Effect of the Norman conquest on the linguistic situation. The origin of the Normans. Norman domination in Britain. The decline of the written form of English.

Theme 4. Evolution of the Grammatical System from 11th to 18th c. Morphology. Development of the English Vocabulary in Middle English. Middle English dialects. Early Middle English written records.

Late Middle English. Reestablishment of English as the language of state and literature. Dialects in Late Middle English. London dialect.

Early Middle English dialects. Southern (Kentish and South-Western), Central (West Midland and East Midland) and Northern. Extension of the English territory.

Early Middle English written records. Peterborough Chronicles.

Late Middle English. Reestablishment of English as the language of state and literature. Dialects in Late Middle English. London dialect. The inhabitants of London throughout its history. The Age of Chaucer.

Development of the capitalist mode of production. The end of the Hundred Year's War. The War of Roses. Progress of culture. Introduction of printing. W. Caxton and his spelling. Word stress. New accentual patterns. Stress in loan-words: recessive and rhythmic tendencies. Phonological function of stress: distinguishing a verb from a noun. Changes in unstressed vowels. The tendency towards phonetic reduction. Loss of unstressed vowels. The appearance of new unstressed vowels. Main trends in the changes of stressed vowels. Restrictions to the rules. Qualitative vowel changes. Development of monophthongs: [y] and [y:], [a:] and [ã] in Middle English dialects. Development of diphthongs: contraction to monophthongs. Middle English vowel system.

Tema 5. Development of the English Vocabulary in Early New English. Flourishing of literature in Early New English. Establishment of the Written Standard Expansion of English over the British Isles. Establishment of the Written Standard.

Growing of the Spoken Standard. Varieties of English in Britain. Geographical Expansion of English outside the British Isles. Spelling changes in Middle English. Rules of reading.

Growth of long monophthongs and diphthongs in Early New English due to the vocalization of consonants. Development of [r] and associated vowel changes. Quantitative vowel changes in Early New English. Evolution of consonants in Middle English and Early New English. Growth of sibilants and affricates from Old English palatal plosives. Appearance of sibilants and affricates due to the phonetic assimilation of loan-words in Early New English. English and Early New English. Loss of consonants. Development of the syntactic system in Middle English and Early New English. The Phrase. Noun, adjective and verb patterns. The simple sentence. Word order.

Expansion of English over the British Isles. Flourishing of literature in Early New English (Literary Renaissance). The age of Shakespeare. Establishment of the Written Standard. Normalising tendencies. Growing of the Spoken Standard. Varieties of English in Britain. Geographical Expansion of English outside the British Isles. Spelling changes in Middle English. Rules of reading.

Scandinavian influence. French influence. Borrowings from classical languages. Borrowings from contemporary languages in New English.

5. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

Курс по Истории английского языка ведется на русском языке в течение одного семестра. Освоение курса осуществляется на лекционных и практических занятиях с опорой на знание исторических изменений фонетического, лексического, грамматического строя английского языка, а также в процессе самостоятельной работы студентов с теоретической литературой и с практическими заданиями.

Практические занятия следуют за теоретическим знакомством студентов с изучаемой темой, закрепляя полученные знания в режиме практического анализа. Реализация компетентностного подхода предусматривает использование при проведении занятий активных и интерактивных форм в сочетании с внеаудиторной работой: информационные технологии, игровые технологии, дискуссионные технологии, технология обучения с использованием метода кейсов.

При изучении дисциплины «История английского языка» информационные технологии применяются в следующих случаях:

1. выступление на семинаре;
2. использование электронной образовательной среды университета;
3. использование информационно-справочного обеспечения, такого как: онлайн словари, справочники;
4. использование специализированных справочных систем (электронных учебников и справочников), коллекций иллюстраций и фотоизображений;
5. использование на занятиях электронных изданий (чтение лекций с использованием слайд-презентаций, электронного курса лекций, графических объектов, видео- аудио- материалов (через Интернет).

Таблица 5.1 Образовательные технологии при проведении лекций

	Тема лекции	Виды применяемых образовательных технологий
1	The subject of history of English. The aims of the course (theoretical and practical). Sources of language	Лекция-презентация, аудиовизуальная

	history. Inner and outer history of the language. Pre-Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation.	технология.
2	Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation Historical Background. Chronological Divisions in the History of English . Old English Phonetics. Origin of Old English vowels. Origin of Old English consonants. Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax. Morphology.	Лекция-презентация, аудиовизуальная технология.
3	Middle English period. Economic and social conditions in the 11 th -12 th c. Effect of the Scandinavian invasions. Effect of the Norman conquest.	Лекция-презентация, аудиовизуальная технология.
4	Theme 4. Evolution of the Grammatical System from 11 th to 18 th c. Morphology. Development of the English Vocabulary in Middle English. Middle English dialects. Early Middle English written records. Late Middle English. Reestablishment of English as the language of state and literature. Dialects in Late Middle English. London dialect.	Лекция-презентация, аудиовизуальная технология.
5	Development of the English Vocabulary in Early New English. Flourishing of literature in Early New English. Establishment of the Written Standard Expansion of English over the British Isles. Establishment of the Written Standard. Growing of the Spoken Standard. Varieties of English in Britain. Geographical Expansion of English outside the British Isles. Spelling changes in Middle English. Rules of reading.	Лекция-презентация, аудиовизуальная технология.

Таблица 5.2 Образовательные технологии при проведении практических занятий

	Тема лекции	Виды применяемых образовательных технологий
1	The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language. Pre-	Работа в микро-группах, дискуссии, мозговой штурм.

	Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation.	
2	<p>Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation</p> <p>Historical Background. Chronological Divisions in the History of English .</p> <p>Old English Phonetics. Origin of Old English vowels. Origin of Old English consonants.</p> <p>Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax. Morphology.</p>	Индивидуализированное обучение с групповым обсуждением итогов, работа в микро-группах
3	Middle English period. Economic and social conditions in the 11 th -12 th c. Effect of the Scandinavian invasions. Effect of the Norman conquest.	Индивидуализированное обучение с групповым обсуждением итогов, работа в микро-группах.
4	<p>Theme 4. Evolution of the Grammatical System from 11th to 18th c. Morphology. Development of the English Vocabulary in Middle English. Middle English dialects. Early Middle English written records.</p> <p>Late Middle English. Reestablishment of English as the language of state and literature. Dialects in Late Middle English. London dialect.</p>	Индивидуализированное обучение с групповым обсуждением итогов, работа в микро-группах.
5	<p>Development of the English Vocabulary in Early New English. Flourishing of literature in Early New English. Establishment of the Written Standard</p> <p>Expansion of English over the British Isles. Establishment of the Written Standard.</p> <p>Growing of the Spoken Standard. Varieties of English in Britain. Geographical Expansion of English outside the British Isles. Spelling changes in Middle English. Rules of reading.</p>	Индивидуализированное обучение с групповым обсуждением итогов, работа в микро-группах.

6. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ.

6.1 Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.

Самостоятельная работа по дисциплине «История английского языка» проводится параллельно с аудиторной работой и предполагает выполнение следующих видов заданий:

1. работу с рекомендованной литературой
2. подготовку к самостоятельным и контрольным работам
3. выполнение лексических упражнений
4. подготовку наглядных пособий и иллюстративного материала по теме
5. написание рефератов
6. работу с электронными пособиями
7. аналитические задания:

а) изучение и анализ научных статей, учебников и материалов по истории английского языка.

б) анализ древнеанглийских текстов разных жанров (официальные документы, публицистика, художественная литература, деловая переписка).

В процессе практических занятий у студентов должны сформироваться навыки использования лингвистической теории, достаточные для объяснения существенных черт и особенностей современного английского языка: это касается правил чтения, написания, основных черт грамматической структуры, а также специфических черт грамматического строя, имеющих исключения, наличия в языке иноязычной заимствованной лексики и т.п. В итоге работы по курсу «История английского языка» студент должен овладеть знаниями о предмете и объекте истории основного языка, как филологической дисциплины, о методах исследования и современных концепциях, материалом, необходимым для формирования его лингвистической компетенции.

6.2. План самостоятельной работы студентов

№ нед	Тема	Вид самостоятельной работы	Задание	Рекомендуемая литература	Количество часов
1	The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language. Pre-Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation	Подготовка к семинарским занятиям	Изучить представленный материал.	1, 2, 4	6

2	Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation. Тема 3. Origin of Old English vowels. Origin of Old English consonants Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax.	Подготовка к семинарским занятиям, выполнение упражнений.	Чтение, перевод, анализ текста “From the Alfredian Versions of Orosius’s World History; about 893 A.D.” “From the Anglo-Saxon chronicle”.	1,4	6
3	Middle English period. Economic and social conditions in the 11 th -12 th c. Effect of the Scandinavian invasions. The Norman conquest	Подготовка к семинарским занятиям, выполнение упражнений.	Чтение, перевод, анализ текста	1,2,3	6
4	Theme 4. Evolution of the Grammatical System from 11 th to 18 th c. Morphology. Development of the English Vocabulary in Middle English. Middle English dialects. Early Middle English written records. Late Middle English. Reestablishment of English as the language of state and literature. Dialects in Late Middle English. London dialect.	Подготовка к семинарским занятиям, выполнение упражнений	Чтение, перевод, анализ текста: Анализ текста “From Chancer’s Prologue to his “Canterbury Tales”; ab1384-1400”.	1,2, 4.	6

5	Development of the English Vocabulary in Early New English. Flourishing of literature in Early New English. Establishment of the Written Standard Expansion of English over the British Isles. Establishment of the Written Standard. Growing of the Spoken Standard. Varieties of English in Britain. Geographical Expansion of English outside the British Isles. Spelling changes in Middle English. Rules of reading.	Подготовка к семинарским занятиям, выполнение упражнений, сбор примеров из художественных произведений, анализ текстов	Чтение, перевод, анализ текста “From Hamlet, Act III, Scene II. The Performance”.	1, 2,4,5	6
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6.3. Методические указания по организации самостоятельной работы студентов

Самостоятельное изучение дисциплины «История английского языка» предусмотрено учебным планом направления подготовки. Самостоятельная работа студентов осуществляется при подготовке к практическим занятиям, а также при подготовке к текущим контролям, рубежным контролям и промежуточной аттестации. Важнейшей функцией самостоятельной работы является расширение и углубление изучаемого материала путем выполнения студентами самостоятельных работ по всем темам курса.

Самостоятельная работа требует самоорганизации, мотивации к познавательной деятельности, устойчивого внимания к исследуемому материалу. Работа с учебно-методической и научной литературой по темам учебного курса будет более плодотворной, если переход от одного вопроса к другому будет осуществляться только после качественного усвоения предыдущего. При изучении дополнительных литературных источников важно обращать внимание на трактовку основных понятий, методы и практические примеры, которые представлены для наиболее наглядной демонстрации решения основных задач учебного курса.

6.3.1. Рекомендации к составлению конспекта.

Внимательно прочитайте текст. Уточните в справочной литературе непонятные слова. При записи не забудьте вынести справочные данные на поля конспекта. Выделите главное, составьте план, представляющий собой перечень заголовков, подзаголовков, вопросов, последовательно раскрываемых затем в конспекте. Это первый элемент конспекта.

Вторым элементом конспекта являются тезисы. Тезис - это кратко сформулированное положение. Для лучшего усвоения и запоминания материала следует записывать тезисы своими словами. Тезисы, выдвигаемые в конспекте, нужно доказывать.

Поэтому третий элемент конспекта - основные доводы, доказывающие истинность рассматриваемого тезиса. В конспекте могут быть положения и примеры. Законспектируйте материал, четко следуя пунктам плана. При конспектировании старайтесь выразить мысль своими словами. Записи следует вести четко, ясно. Грамотно записывайте цитаты. Цитируя, учитывайте лаконичность, значимость мысли. При оформлении конспекта необходимо стремиться к емкости каждого предложения. Мысли автора книги следует излагать кратко, заботясь о стиле и выразительности написанного. Число дополнительных элементов конспекта должно быть логически обоснованным, записи должны распределяться в определенной последовательности, отвечающей логической структуре произведения. Для уточнения и дополнения необходимо

оставлять поля.

Конспектирование - наиболее сложный этап работы. Овладение навыками конспектирования требует от студента целеустремленности, повседневной самостоятельной работы. Конспект ускоряет повторение материала, экономит время при повторном, после определенного перерыва, обращении к уже знакомой работе. Учитывая индивидуальные особенности каждого студента, можно дать лишь некоторые, наиболее оправдавшие себя общие правила, с которыми преподаватель и обязан познакомить студентов:

1. Главное в конспекте не объем, а содержание. В нем должны быть отражены основные принципиальные положения источника, то новое, что внес его автор, основные методологические положения работы. Умение излагать мысли автора сжато, кратко и собственными словами приходит с опытом и знаниями. Но их накоплению помогает соблюдение одного важного правила - не торопиться записывать при первом же чтении, вносить в конспект лишь то, что стало ясным.
2. Форма ведения конспекта может быть самой разнообразной, она может изменяться, совершенствоваться. Но начинаться конспект всегда должен с указания полного наименования работы, фамилии автора, года и места издания; цитаты берутся в кавычки с обязательной ссылкой на страницу книги.
3. Конспект не должен быть «слепым», безликим, состоящим из сплошного текста. Особо важные места, яркие примеры выделяются цветным подчеркиванием, взятием в рамочку, оттенением, пометками на полях специальными знаками, чтобы можно было быстро найти нужное положение. Дополнительные материалы из других источников можно давать на полях, где записываются свои суждения, мысли, появившиеся уже после составления конспекта.

6.3.2.Рекомендации по подготовке к семинару.

Подготовка к семинару включает в себя повторение пройденного материала по вопросам предстоящего опроса (стилистический материал, конспект, глоссарий и т.д.). Помимо основного материала студент должен изучить дополнительную рекомендованную литературу и информацию по теме, в том числе с использованием Интернет-ресурсов, справочников. Ответ должен представлять собой развернутое, связанное, логически выстроенное сообщение.

7. МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО И ПРОМЕЖУТОЧНОГО КОНТРОЛЯ ЗНАНИЙ СТУДЕНТОВ

7.1 Примерные оценочные средства текущего контроля освоения дисциплины

Вопросы для проведения первого промежуточного контроля.

1. Speak on the system of vowels in the Proto-Germanic language:
 - a. Short monophthongs: i, e, a, o, u
 - b. Long monophthongs: i:, e:, a:, o:, u:
 - c. Diphthongs: ei, ai, eu, au, iu.
2. Describe the changes of Proto-Indo-European vowels in Old Germanic languages.
3. Explain vowels, Correspondence between Germanic words and words of other Indo-European languages.
4. Explain the Proto-Germanic Consonant shift. Grimm's law.
5. Explain consonant correspondences between Germanic words and words of other Indo-European languages.
6. Describe the Germanic ways of form building (inflections, sound interchange, suppletive way).

7. Speak on a) Iberian civilization (3000-2000 B.C.)
b) Celtic invasion (700– 100 B.C.)
c) Roman conquest (47 – 407 A.D.)
8. Point out Celtic elements in the following geographical names: Kilbride, Innisfail, London, Usk, Dunedin, Landaff, Inverness.
9. Point out Latin elements in the following geographical names: Lancaster, Winchester, Gloucester, Worcester, Warwick, Norwich, Lincoln, Portsmouth, Statfort, Fossway.
10. In what century did OE begin?
11. Was there written language in the 5th century?
12. When did writing appear in Britain?
13. What historical events influenced the development of the English language?
14. The migration of the Germanic tribes to Britain gave origin to the English language, didn't it?
15. How did the adoption of Christianity influence the English vocabulary and grammar?
16. How did the Scandinavian invasion influence the English vocabulary and grammar?
17. When did ME begin? What did the Norman conquest bring to the Britain?
18. When did NE begin? What did the unification of the country lead to and on what dialect was the national language based?
19. How far did the English language spread within the 15 – 17 – 18 centuries?

Вопросы для проведения второго промежуточного контроля.

1. Speak on King Alfred's role England's struggle. Explain the meaning of the words "Danelaw", "Danegeld".
2. Point out Scandinavian elements in the following geographical names: Grinsby, Derby, Langtoft, Cludesdate, Woodthorp, Troutbeck, Beckwith, Inverness, Caithness.
3. Do you remember the names: Canute, Edward the Confessor, Wiliam of Normandy, Harold Godwin?
4. Explain how the battle of Hastings (October 14.1066) influenced the development of the English language.
5. Describe the linguistic situation in England after the Norman Conquest. Speak on the role of French, Latin and English in the social life of the country.
6. Describe the restoration of the English language, basing on the following facts:
1363 – Parliament was opened by the king's chancellor with an addren in English;
1399 – King Henry IV used English in his speech when accepting the throne;
1404 – English diplomats refused to conduct negotiations with France in French.
7. What is known to you about ME written records (Peterborough Chronicle, Layamon's Brut, Havelok the Dane, King Horn, the London Proclamation of 1258, Evil Times of Edward II)?
8. Explain the origin of the following place-names: Britain, Scotland, Great Britain, Bretagne, England, Sussex, Essex, Middlesex, Wessex, Northumberland, Wales, Cornwall.
9. The OE language is often called Anglo-Saxon. Why is this term not fully justified?
10. Why can we regard the group of OE dialects as a single language despite their differences, which continued to grow later OE? What binds them together?
11. Did word stress in OE always fall on the first syllable? Recall some regular shifts of stress in word building and give similar examples from present-day English.
12. Explain why OE can be called a "Synthetic" or "inflected" language. What form-building means were used in OE?
13. Speak on the differences between the categories of case, number and gender in nouns, pronouns and adjectives.
14. Explain the difference between the grouping of nouns into declensions and the two declensions of adjectives.
15. Would it be corrected to say that the strong verbs formed their principal parts by means of root-vowel interchanges and the weak verbs employed suffixation as the only form-building means?

16. Find instances of “breaking” in the principal forms of strong and weak verbs.
17. Prove that the non-finite forms in OE had more nominal features than they have today.
18. Why does the OE vocabulary contain so few borrowings from the Celtic languages of Britain? Why do place-names constitute a substantial part of Celtic element?
19. How could the vowels in OE *talū*, *findan*, *hopa*, *stolen* ultimately develop into diphthongs, though originally they were short monophthongs (NE *tale*, *find*, *hope*, *stolen*)?
20. Account the interchange of vowels in NE *child* – *children*, *wild* – *wilderness*, *bewilder* (ME *bewildren*), *behind* – *hindrance*; in OE the root vowel in these words was [i].
21. Why does the letter *e* stand for [e] in *bed*, for [i:] in *he*, for nuclei [i] and [ε] of diphthongs in *here* and *there*?
22. Why does the letter *o* stand for [ɔ] in *not*, for [ou] in *bone*, [ʌ], in *front* and *some*, and for [ɔ:] when followed by *r*: *mort*, *port*?
23. Why does the letter *x* stand for [ks] and [gz] in following words: *oxen* – *axes* – *example*; *execute* – *executor* – *executive*; *exercise* – *examine* – *exact* – *exist*?
24. Account for the sound values of the letter *c* in the following words: [s] in NE *mercy*, *center*; [k] in *copper*, *class*; [ʃ] in *special*, *sufficient*?
25. Explain the origin of different sound values of the following digraphs: *ea* in *seat*, *dead*; *ie* in *chief*, *lie*; *ou* in *pound*, *soup*, *soul*, *rough*; *ow* in *sow* and *how*. Why do they indicate other sounds before *r*, e.g. *dear*, *pear*; *pier*, *bier*; *pour*, *sour*; *lower*, *power*?
26. Account for the mute letters in *late*, *sight*, *wrong*, *often*, *bomb*, *autumn*, *course*, *knowledge*, *honor*, *what*, *whole*, *guest*.
27. Which part of speech has lost the greatest number of grammatical categories? Which part of speech has acquired new categories?

7.2 Примерные темы рефератов:

1. Руническая письменность.
2. Романское завоевание Британии.
3. Поэтические памятники древнеанглийского языка.
4. Литературное творчество короля Альфреда Великого.
5. Латинские заимствования в английском языке периода М.Е.
6. Французские заимствования в английском языке периода М.Е.
7. Диалекты в древнеанглийском языке и литературные произведения на них.
8. Система склонения древнеанглийского языка.
9. Система спряжения древнеанглийского языка.
10. Распространение лондонского диалекта в XV в.
11. Грамматические особенности языка Дж. Чосера.
12. Грамматические особенности языка В. Шекспира
13. Фонетические изменения среднеанглийского периода.
14. Фонетические особенности литературного английского языка в США.
15. Английский литературный язык Австралии, Канады, Новой Зеландии.
16. Развито форм множественного числа в XV-XVI в.в.
17. Изменения в системе спряжения в среднеанглийский период.
18. Аблаут в древнегерманских языках.
19. Диалекты современного английского языка.

7.3 Примерные вопросы к зачету:

1. Pre-Germanic period. Germanic settlement of Britain. Beginning of England.
2. Old English dialects. Linguistic situation.
3. Runic inscriptions. Old English manuscripts.
4. Principal Old English written records.
5. Old English alphabet and pronunciation
6. Grimm's Law. Verner's Law. Voicing, devoicing, hardening in Old English
7. Origin of Old English vowels
8. Origin of Old English consonants
9. OE noun
10. OE pronoun
11. OE adjective
12. OE verb
13. OE syntax
14. Etymological survey of the Old English vocabulary
15. Word-formation in Old English
16. Economic and social conditions in the 11th-12th c.
17. Effect of the Scandinavian invasions
18. The Norman conquest
19. Effect of the Norman conquest on the linguistic situation
20. Early Middle English dialects. Extension of English territory
21. Early Middle English written records
22. The Great Vowel Shift. Some interpretations of the Great Vowel Shift.
23. Dialects in Late Middle English. The London dialect.
24. Written records in Late Middle English. The age of Chaucer.
25. Progress of culture. Introduction of printing.
26. Expansion of English over the British Isles
27. Flourishing of literature in Early New English
28. Establishment of the Written Standard
29. Vowel Changes in Middle English and Early New English
30. Evolution of consonants in Middle English and Early Middle English
31. ME noun
32. ME pronoun
33. ME adjective
34. ME verb
35. Development of the English Vocabulary from the 12th to 19th
36. Grammar changes in the New English.
37. Grammatical categories in NE
38. Development of diphthongs in NE
39. Geographical expansion of the English language from the 17th -19th c.
40. English outside Great Britain

8. Учебно-методическое и материально-техническое обеспечение дисциплины

8.1. Учебная литература:

1. Расторгуева Т.А. История английского языка/History of the English language/ Учебник- 2е издание., стер –М.: Астрель, АСТ,2003-348 с.
2. Резник Р.В., Сорокина Т.А., Резник И.В. A history of the English language. История.
3. Аракин В.Д. История английского языка. Учебное пособие 3-е изд., испр. - М.: Физматлит, 2011. – 304 с.

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8.2 Программное обеспечение

Университет обеспечен необходимым комплектом лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства. Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронной информационно-образовательной среде университета из любой точки, в которой имеется доступ к информационно-телекоммуникационной сети «Интернет» как на территории университета, так и вне ее.

Университет обеспечен следующим комплектом лицензионного программного обеспечения:

Лицензионное программное обеспечение, используемое в ИнГГУ

- Microsoft Windows 7
- Microsoft Office 2007
- Программный комплекс ММИС “Визуальная Студия Тестирования”
- Антивирусное ПО Eset Nod32
- Справочно-правовая система “Консультант”
- Справочно-правовая система “Гарант”

Наряду с традиционными изданиями студенты и сотрудники имеют возможность пользоваться электронными полнотекстовыми базами данных:

Название ресурса	Ссылка/доступ
Электронная библиотека онлайн «Единое окно к образовательным ресурсам»	http://window.edu.ru
«Образовательный ресурс России»	http://school-collection.edu.ru
Образовательная платформа «Юрайт»	https://urait.ru/
Научная электронная библиотека «Киберленинка»	https://cyberleninka.ru/
Федеральный образовательный портал: учреждения, программы, стандарты, ВУЗы, тесты ЕГЭ, ГИА	http://www.edu.ru –
Федеральный центр информационно-образовательных ресурсов (ФЦИОР)	http://fcior.edu.ru -
ЭБС "КОНСУЛЬТАНТ СТУДЕНТА". Электронная библиотека технического вуза	http://www.studentlibrary.ru -

Русская виртуальная библиотека	http://rvb.ru –
Издательство «Лань». Электронно-библиотечная система	http://e.lanbook.com -
Еженедельник науки и образования Юга России «Академия»	http://old.rsue.ru/Academy/Archives/Index.htm
Научная электронная библиотека «e-Library»	http://elibrary.ru/defaultx.asp -
Электронно-библиотечная система IPRbooks	http://www.iprbookshop.ru -
Электронно-справочная система документов в сфере образования «Информо»	http://www.informio.ru
Библиотека диссертаций по гуманитарным наукам	https://cheloveknauka.com/
Научная электронная библиотека	https://cyberleninka.ru/
Научная электронная библиотека	http://www.elibrary.ru/
Электронная библиотека диссертаций РГБ	http://diss.rsl.ru/
Информационно-правовая система «Консультант-плюс»	Сетевая версия, доступна со всех компьютеров в корпоративной сети ИнГГУ
Информационно-правовая система «Гарант»	Сетевая версия, доступна со всех компьютеров в корпоративной сети ИнГГУ
Электронно-библиотечная система «Юрайт»	https://www.biblio-online.ru

8.3 Материально-техническое обеспечение дисциплины «История английского языка»

Материально-техническая база университета позволяет обеспечивать качественное проведение теоретических и практических занятий по дисциплине «История английского языка». Занятия по дисциплине проводятся в специализированной аудитории (Учебная аудитория по адресу: РИ, г.Магас, ул. И.Б.Зязикова 7, Каб.425), обеспеченной следующим оборудованием:

Телевизор – 1 шт.: LED телевизор SAMSUNG UE40J5120AU, 40”, тюнер, HDMI, USB, пульт ДУ;

Ноутбук Acer Aspire V3-571/531, Windows 8 - 2.60 GHz - 4 GB - 39.6 cm (15.6")

- 1366 x 768 - Intel® - HD 4000 - Intel® Core™ i5-3230M; Проектор – 1 шт.: модель VIEW-SONIC PJD5153 (VS15872) Экран на треноге.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

Б1.В.ДВ.02.01 «ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА»

Направление подготовки:

45.03.01 филология

Профиль:

«Зарубежная филология. Английский язык и литература»

Квалификация выпускника:

бакалавр

Форма обучения:

очная

Магас, 2025г.

ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА

№ п/п	Контролируемые разделы дисциплины*	Код контроли- руемой компетен- ции	Наименование оценочного средства**
1	The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language.	УК-5, ПК-1	Устный опрос, реферат
2	Pre-Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation.	УК-5, ПК-1	Устный опрос, реферат, тест
3	Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation	УК-5, ПК-1	Устный опрос
4	Origin of Old English vowels. Origin of Old English consonants.	УК-5, ПК-1	Устный опрос, тест
5	Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax . Etymological survey of the Old English vocabulary. Word-formation in Old English	УК-5, ПК-1	Устный опрос, реферат
6	Middle English period. Economic and social conditions in the 11 th -12 th c. Effect of the Scandinavian invasions. The Norman conquest.	УК-5, ПК-1	Устный опрос, реферат
7	Dialects in Middle English. The London Dialect. Phonetic Changes in Middle and Early New English. The Great Vowel Shift.	УК-5, ПК-1	Устный опрос, тест
8	Evolution of the Grammatical System from 11 th to 18 th c. Morphology.	УК-5, ПК-1	Устный опрос, реферат
9	Development of the English Vocabulary in Middle English and Early New English. Flourishing of literature in Early New English. Establishment of the Written Standard	УК-5, ПК-1	Устный опрос, реферат

Вопросы к зачету

по дисциплине **История английского языка**

41. Pre-Germanic period. Germanic settlement of Britain. Beginning of England.
42. Old English dialects. Linguistic situation.
43. Runic inscriptions. Old English manuscripts.
44. Principal Old English written records.
45. Old English alphabet and pronunciation
46. Grimm's Law. Verner's Law. Voicing, devoicing, hardening in Old English
47. Origin of Old English vowels
48. Origin of Old English consonants
49. OE noun
50. OE pronoun
51. OE adjective
52. OE verb
53. OE syntax
54. Etymological survey of the Old English vocabulary
55. Word-formation in Old English
56. Economic and social conditions in the 11th-12th c.
57. Effect of the Scandinavian invasions
58. The Norman conquest
59. Effect of the Norman conquest on the linguistic situation
60. Early Middle English dialects. Extension of English territory
61. Early Middle English written records
62. The Great Vowel Shift. Some interpretations of the Great Vowel Shift.
63. Dialects in Late Middle English. The London dialect.
64. Written records in Late Middle English. The age of Chaucer.
65. Progress of culture. Introduction of printing.
66. Expansion of English over the British Isles
67. Flourishing of literature in Early New English
68. Establishment of the Written Standard
69. Vowel Changes in Middle English and Early New English
70. Evolution of consonants in Middle English and Early Middle English
71. ME noun
72. ME pronoun
73. ME adjective
74. ME verb
75. Development of the English Vocabulary from the 12th to 19th
76. Grammar changes in the New English.
77. Grammatical categories in NE
78. Development of diphthongs in NE
79. Geographical expansion of the English language from the 17th -19th c.
80. English outside Great Britain

Критерии оценки:

Оценка «зачтено» выставляется, если ответ логически и лексически грамотно изложенный, содержательный и аргументированный, подкрепленный знанием литературы и источников по теме задания; умение отвечать на дополнительно заданные вопросы; незначительное нарушение логики изложения материала, допущение не более одной ошибки в содержании задания, а также не более одной неточности при аргументации своей позиции; неполные или неточные ответы на дополнительно заданные вопросы; незначительное нарушение логики изложения материала. Оценка «зачтено» может выставляться по результатам текущего контроля осуществляемого в ходе семинарских/практических занятий на основе оценки активности работы студентов, их участия в дискуссиях и выступлений с докладами, а также по результатам оценки посещаемости студентами лекций и семинаров.

Оценка «не зачтено» выставляется, если в ответе допущено существенное нарушение логики изложения материала, допущение более двух ошибок в содержании задания, а также более двух неточностей при аргументации своей позиции, неправильные ответы на дополнительно заданные вопросы; существенное нарушение логики изложения материала, полное отсутствие логики изложения материала, постоянное использование разговорной лексики, допущение более трех ошибок в содержании задания, полное незнание литературы и источников по теме вопроса, отсутствие ответов на дополнительно заданные вопросы.

Тесты письменные и/или компьютерные
по дисциплине *История английского языка*

1. Банк тестов по разделам и темам:

Тема 1 The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language. Pre-Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation.

Test 1. Choose the right answer:

1. When did the Celts begin to settle in Britain?
a) in the 7th century BC b) in the 5th century BC c) in the 5th century AD
2. How long did the Roman occupation of Britain last?
a) nearly 400 years b) nearly 100 years c) nearly 40 years
3. How long did the period of Common Germanic last?
a) till the 5th century AD b) till the beginning of our era c) till the 2-3 centuries AD
4. Why were the 2-3 centuries a turning point of the history of the Germanic tribes and their dialect?
a) It was a period of “great migrations”
b) It was a period of earliest written records
c) It was a period of the consolidation of the dialects
5. Which of the following tribes belongs to East Germanic subgroup?
a) Angles b) Jutes c) Goths
6. Traditionally the history of the English language is divided into ... periods.
a) 3 b) 5 c) 7 d) 9
7. The shift of the Germanic consonants which made them differ from consonants in other Indo-European languages is called

- a) Great Vowel Shift
 - b) Grimm's Law
 - c) Boyle-Marriot's Law
 - d) fricative plosion
8. The language on the list which is not Germanic is
- a) Gothic b) Icelandic c) Gaelic d) Afrikaans
9. The Germanic language which is not spoken any longer is
- a) Frankish b) Faroese c) Frisian d) Flemish
10. The Germanic language which has borrowed a lot of words from Hebrew and Slavic languages is
- a) Frisian b) Flemish c) Yiddish d) Gothic

Test 2. Choose the right answer:

1. Kentish, West Saxon, Mercian and Northumbrian are ...
- a) Old Scandinavian dialects b) OE dialects c) Celtic dialects
2. What famous person's works is the first mention of the Germanic tribes found in?
- a) Pitheas b) Pliny the Elder c) Julius Caesar d) Constantine
3. How many subgroups are all Germanic languages traditionally divided into?
- a) 3 b) 2 c) 4 d) 5
4. Who were the earliest inhabitants of the British Isles?
- a) Iberians b) Teutons c) Alpines d) Celts
5. When did the Celts begin to settle in Britain?
- a) in the 7th century BC b) in the 5th century BC
 - c) in the 5th century AD d) in the 7th century AD
6. When did the Roman occupation begin?
- a) 55 B.C. b) 54 B.C. c) 53 B.C. d) 43 B.C.
7. How long did the Roman occupation of Britain last?
- a) nearly 400 years b) nearly 100 years c) nearly 40 years d) nearly 140

years

8. When did the Germanic invasion begin?

- a) in the 5th century AD b) in the 7th century AD
- c) in the 5th century BC d) in the 7th century B

9. Four principal dialects were spoken in Anglo-Saxon England:

- a) Welsh, Kymric, Manx and Celtic;
- b) Kentish, West Saxon, Mercian and Northumbrian;
- c) Kentish, West Saxon, Manx and Celtic;
- d) Mercian, Northumbrian, Gallo-Brittonic and Gaelic;

10. When was born Geoffrey Chaucer? 9. This European country was named after one of the Germanic tribes.

- a) France b) Italy c) Spain d) Portugal

Tema 2. Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation. Tema 3. Origin of Old English vowels. Origin of Old English consonants Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax.

Test 1. Choose the right answer:

1. How many runic inscriptions have been preserved?

- a) 2 b) ≈40 c) ≈10

2. What was the first alphabet the Germanic tribes used?

- a) runic b) Gothic c) Greek d) Latin

3. Who played a great role in the development and flourishing of learning and literature in the 9th century?

- a) King Alfred b) King Canute c) W. Shakespeare d) Chaucer

5. What time did the Old English period last?

- a) the 11th century
- b) the 10th century

c) the 9th century

d) the 12th century

6. What old legends is Beowulf based on?

a) tribal life of the Teutons

b) King Alfred

c) King Canute

d) Pope Gregory the Great

7. The runic alphabet avoided

a) straight lines

b) curved lines

c) short lines

d) long lines

8. The Germanic epic poem which was written in Old English is called

a) Song of Hildebrandt

b) Older Edda

c) Beowulf

d) Song of Hiawatha

9. Runes were not written on

a) paper b) wood c) stone d) bone

10. There were ... Anglo-Saxon kingdoms in Britain.

a) 3 b) 5 c) 7 d) 9

Test 2. Choose the right answer:

1. How many OE vowels could be found in unstressed syllables

a) 3 b) 4 c) 5

2. How were OE vowels contrasted through qualitative differences?

a) as long to short

b) as open to close

c) as stressed to unstressed

3. Which of OE consonants were velar?

a) k' k': b) t t: c) k k:

4. Typologically, Old English was a/an ... language.

a) root b) analytical c) synthetic d) artificial

5. Word stress in Old English was normally

a) on the prefix b) fixed c) free d) on the root syllable

6. The law that illustrates such changes in modern consonants as was — were, raise — rear, wife — wives is

a) 3rd Newton's Law

b) Grimm's Law

c) Verner's Law

d) Great Vowel Shift

7. The phonetic phenomenon that can be observed in the pairs of words such as sandian — sendan, namnian — nemnan is

a) a-mutation

b) o-mutation

c) u-mutation

d) i-mutation

8. The Letter ȝ in Old English corresponded to the sound

a) [dʒ] b) [z] c) [g] d) [ð]

9. The shift of the Germanic consonants which made them differ from consonants in other Indo-European languages is called

a) Great Vowel Shift

b) Grimm's Law

c) Boyle-Marriot's Law

d) fricative plosion

Test 3. Choose the right answer:

1. What words constitute the most ancient part of the OE vocabulary?

a) Common Indo-European words

b) Common Germanic words

c) Specific English words

2. How many cases did the OE noun have?

a) 2 b) 3 c) 4

3. How many nominal grammatical categories were there in OE?

a) 4 b) 5 c) 6

4. A way of word-building in which the word changes its paradigm without changing its initial form, a new word belongs to a different part of speech.

a) diphthongization b) gradation c) conversion

5. Development of the National literary English language refers to ...

a) Old English period

b) Middle English period

c) New English period

6. Old English had ... genders.

a) 2 b) 3 c) 4 d) 5

7. The verb system in Old English had ... verbals.

a) 2 b) 3 c) 4 d) 5

8. Old English noun had ... numbers.

a) 2 b) 3 c) 4 d) 5

9. Weak verbs in Old English used to fall into ... classes.

- a) 2 b) 3 c) 4 d) 5

10. This case never existed in Old English.

- a) Dative b) Instrumental c) Possessive d) Genitive

Tema 3. Middle English period. Economic and social conditions in the 11th-12th c. Effect of the Scandinavian invasions. The Norman conquest

Test 1. Choose the right answer:

1. When did Middle English period begin?

- a) in 1066 b) in 1200 c) in 1340 d) in 1475

2. What time did the development of the National literary English language refer to?

- a) Late Middle English period
b) Early Middle English period
c) Early New English period
d) Modern English period

3. Who played a great role in the development and flourishing of literature in the 14th century?

- a) Chaucer b) King Edward III c) King Henry IV d) William Caxton

4. What language was an official language of Great Britain in the Middle English period?

- a) French b) English c) Latin d) Scandinavian

5. What language was the language of church in Great Britain in the Middle English period?

- a) Latin b) French c) English d) Scandinavian

6. What is the date of introduction of printing in Britain?

- a) 1475 b) 1492 c) 1529 d) 1616

7. Who introduced printing in Britain?

- a) William Caxton
- b) Geoffrey Chaucer
- c) William Shakespeare
- d) Sir J A H Murray

8. What period did William Shakespeare work?

- a) New English period
- b) Early Middle English period
- c) Late Middle English period
- d) Modern English period

9. The Normans were originally from

- a) France b) Scandinavia c) Northern Ireland d) Iberian peninsula

10. According to its vocabulary English is partly a Germanic and partly a ... language.

- a) Celtic b) Romanic c) Slavonic d) Semitic

Theme 4. Middle English Period. Evolution of the Grammatical System from 11th to 18th c. Morphology. Development of the English Vocabulary in Middle English. Middle English dialects. Early Middle English written records. Late Middle English. Reestablishment of English as the language of state and literature. Dialects in Late Middle.

Test 1.

1. Who was the author of “Canterbury tales”?

- a) John Gower b) Geoffrey Chaucer c) John Wyclif

2. In the early Middle English the state language and the language of literature was

- a) English b) French c) Latin

3. How many dialect groups can be distinguished in Middle English period?

- a) 3 b) 5 c) 7

4. When was written the poem “The London Proclamation”

a) in 1066 b) in 1457 c) in 1258)

5. The author of the poem “Evil Times of Edward II” was ...

a) Layamon b) the monk Orm c) unknown

6. When was depopulated London?

a) During the “Black Death”

b) after the Scandinavian invasion

c) after the Norman Conquest.

7. What does the Great Vowel Shift mean?

a) It is the name given to series of changes of long vowels

b) It is the name given to series of changes of short vowels

c) It is the name given to series of changes of consonants

8. “Younger Edda” and “Older Edda” is a collection of ...

a) poems b) fairy-tales c) sagas d) religious hymns

Tema 5. Development of the English Vocabulary in Early New English. Flourishing of literature in Early New English. Establishment of the Written Standard Expansion of English over the British Isles. Establishment of the Written Standard. Growing of the Spoken Standard. Varieties of English in Britain. Geographical Expansion of English outside the British Isles. Spelling changes in Middle English. Rules of reading.

Choose the right answer:

1. What was the number of case-forms in Middle English and in New English:

a) there were two forms;

b) there were three forms;

c) there were four forms.

2. The adjective in Middle English had:

a) two grammatical phenomena (declension and the category number);

b) three grammatical phenomena (declension, the category of number and gender);

c) only one grammatical phenomenon (declension).

3. The formation of a new class of words – article was:

- a) in Old English;
- b) in Middle English;
- c) in New English.

4. The pronoun in Middle English had:

- a) the four-case system;
- b) the three-case system;
- c) the two-case system.

5. The number of verbals in Old English was:

- a) less than that in Middle and New English;
- b) more than that in Middle and New English;
- c) the same as in Middle and New English.

6. What a new verbal developed in Middle English:

- a) the Present Participle;
- b) the Gerund;
- c) the Infinitive.

7. In Middle English and New English there gradually developed:

- a) two more grammatical categories (order, voice);
- b) three more grammatical categories (order, voice and aspect);
- c) four more grammatical categories (order, voice, aspect, mood).

8. The main borrowings that we can single out in Old English were:

a) Latin borrowings: the first stratum of borrowings is mainly words connected with trade; the second stratum of borrowings is connected with building and architecture; the third stratum was composed of words borrowed after the introduction of the Christian religion. Celtic borrowings;

b) Latin borrowings: the first stratum of borrowings is connected with trade; the second stratum is connected with building and architecture; the third stratum is connected with the Christian religion;

c) a lot of Celtic borrowings and few words from Latin.

9. The main borrowings that we can single out in Middle English were:

- a) Latin and Celtic borrowings;
- b) Latin and Scandinavian borrowings;
- c) Scandinavian and French borrowings.

10. External means of enriching vocabulary in New English:

a) – Early New English borrowings (XV-XVII): Italian, Spanish and Portuguese words, and also Latin (the language of culture of the time: endings – ate, -ute, -ant, -ior, -al), American, French.– Late New English borrowings (XVIII-XX): German, French, Indian, Chinese, Arabic, Australian, Russian;

b) many words were borrowed from the Italian tongue (the epoch of Renaissance); due to relations with the people from different countries there are borrowings from German, Australian, Russian;

c) in New English there appeared words formed on the basis of Greek and Latin vocabulary.

Банк тестовых заданий.

The Old English period

Test 1. Complete the statement

- 1) The historical changes affect all the spheres of the language: grammar and vocabulary, phonetics and _____
- 2) One of the aims set before a student of the history of the English language is to speak of the characteristics of the language at the earlier stages of its _____
- 3) It is well known that the English language belongs to the _____ subdivision of the Indo-European family of languages.
- 4) The principal East Germanic language is _____ .
- 5) The Knowledge of Gothic we have now is almost wholly due to a translation of the _____ and other parts of the _____ made by _____.
- 6) The Scandinavian Languages fall into _____.
- 7) Among the more important monuments are the Elder or _____
- 8) West Germanic is divided into _____.
- 9) The English language belongs to the _____ Germanic group.
- 10) Since the sixteenth century High German has gradually established itself as the literary language of _____.

Test 2. Choose the right answer:

2. Kentish, West Saxon, Mercian and Northumbrian are ...
 - a) Old Scandinavian dialects b) OE dialects c) Celtic dialects
2. What famous person`s works is the first mention of the Germanic tribes found in?
 - a) Pitheas b) Pliny the Elder c) Julius Caesar d) Constantine
3. How many subgroups are all Germanic languages traditionally divided into?
 - a) 3 b) 2 c) 4 d) 5
3. Who were the earliest inhabitants of the British Isles?

a) Iberians b) Teutons c) Alpines d) Celts

4. When did the Celts begin to settle in Britain?

a) in the 7th century BC b) in the 5th century BC

c) in the 5th century AD d) in the 7th century AD

5. When did the Roman occupation begin?

a) 55 B.C. b) 54 B.C. c) 53 B.C. d) 43 B.C.

6. How long did the Roman occupation of Britain last?

a) nearly 400 years b) nearly 100 years c) nearly 40 years d) nearly 140 years

7. When did the Germanic invasion begin?

a) in the 5th century AD b) in the 7th century AD

c) in the 5th century BC d) in the 7th century B

8. Four principal dialects were spoken in Anglo-Saxon England:

a) Welsh, Kymric, Manx and Celtic;

b) Kentish, West Saxon, Mercian and Northumbrian;

c) Kentish, West Saxon, Manx and Celtic;

d) Mercian, Northumbrian, Gallo-Brittonic and Gaelic;

9. When was born Geoffrey Chaucer? 9. This European country was named after one of the Germanic tribes.

a) France b) Italy c) Spain d) Portugal

10. The inhabitants of this European country are called in English with the help of the same word that is used by another Germanic nation to name itself.

a) Germany

b) Sweden

c) Holland

d) Norway

Test 3. Is it true or false?

1. One of the main processes in the development of the Germanic mor-

phonological system was the Change in the word structure.

2. The common Indo-European notional word consisted of five elements.
3. Germanic languages belonged to the synthetic type of form-building.
4. The Germanic nouns didn't have a well-developed case system.
5. The means of form-building were the ending added to the root/stem of the noun.
6. The Germanic adjectives had two types of declension.
7. The Past Tense (or preterite) of strong verbs was formed with the help of Ablaut, qualitative or quantitative.
8. The Germanic verbs are divided into three principal groups.
9. Weak verbs expressed preterite with the help of the dental suffix -d/-t.
10. The Germanic verb did have a well-developed system of categories.
11. The Germanic verb had the category of tense (Past, Present and Future).
12. The people of the Germanic tribes were mostly literate.
13. The early runes were not written, but incised.
14. The earliest known runic alphabet had twenty-four letters arranged in a peculiar order.
15. Runes were used only for a century and in many lands.

Test 4. Multiple choice.

1. What are the aims of studying the history of a language?
 - a) to know the subject, to work with the text;
 - b) to know the subject, to speak of the characteristics of the language at the earlier stages of its development;
 - c) to speak of the characteristics of the language at the earlier stages of its development, to trace it from the Old English period up to modern times and to explain the principal features in the development of modern language historically.

2. What is meant by the outer history of a language?

a) the events in the life (history) of the people speaking this language, affecting the language, i.e. the history of the people reflected in their language;

b) the events in the life of the people speaking foreign languages, affecting another language;

c) the changes affecting all the spheres of the language: grammar and vocabulary, phonetics and spelling.

3. What is meant by the inner history of a language?

a) the events in the life of the people speaking this language, affecting the language;

b) the description of the changes in the language itself, its grammar, phonetics, vocabulary or spelling;

c) the description of the changes in the vocabulary.

4. What do we mean by the statement that two languages are “related”?

a) the common origin, the speech developed from the same source;

b) the same borrowings in both languages;

c) the degree of similarity of two languages.

5. What is called the pre-written period of Old English?

a) the 5th – 7th centuries are generally referred to as “the pre-written period” of the English language;

b) the beginning of the 8th century;

c) the 1st – 5th centuries are generally referred to as “the pre-written period” of the English language.

6. The origin of the Germanic alphabets.

a) We do not know exactly where and when runes were invented, they may have been invented by Goths on the Danube or beside the Vistula. There are obvious similarities with the Roman alphabet;

b) The runes were invented by the Romans in the 8th century;

- c) The runes were invented by the French in the 2nd century.
7. The earliest known runic alphabet had:
- a) twenty letters;
 - b) twenty-six letters;
 - c) twenty-four letters.
8. On archaeological grounds the earliest extant runes are dated to:
- a) the second century AD;
 - b) the sixth century AD;
 - c) the eighth century AD.
9. East Germanic group of dialects:
- a) Old Norwegian, Old Danish, Old Swedish, Old Icelandic;
 - b) Gothic, Vandalic, Burgundian;
 - c) the dialects of Angles, Saxons, Jutes, Frisians.
10. North Germanic group of dialects:
- a) Gothic, Vandalic, Burgundian;
 - b) Old Norwegian, Old Danish, Old Swedish, Old Icelandic;
 - c) the dialects of Angles, Saxons, Jutes, Frisians.

Test 5. Choose the right answer:

1. West Germanic group of dialects:
- a) the dialects of Angles, Saxons, Jutes, Frisians;
 - b) Old Norwegian, Old Danish, Old Swedish, Old Icelandic;
 - c) Gothic, Vandalic, Burgundian.
2. The principal East Germanic language is:
- a) Vandalic;
 - b) Burgundian;
 - c) Gothic.
3. The knowledge of Gothic we have now is almost wholly due to:

- a) Franks' casket;
- b) Luther's translation of the Bible;
- c) Ulfila's translation of the Gospels and other parts of the New Testament.

4. What is of chief interest to us as the group to which English belongs?

- a) West Germanic;
- b) East Germanic;
- c) North Germanic.

5. What language has gradually established itself as the literary language of Germany?

- a) High German;
- b) Low German or Plattdeutsch;
- c) Old Low Franconian with some mixture of Frisian and Saxon elements.

6. The North Germanic is found in:

- a) on a territory from the Vistula to the shores of the Black Sea;
- b) in Holland and in northern Belgium;
- c) in Scandinavia and Denmark.

7. Among the more important monuments of the early Scandinavian languages are:

- a) Luther's translation of the Bible;
- b) Ulfilas' translation of the Gospels and other parts of the New Testament;
- c) the Elder or Poetic Edda, a collection of poems, the younger or Prose Edda compiled by Snorri Sturluson, about forty sagas.

8. One of the most important common features of all Germanic languages is its strong dynamic stress falling on:

- a) the last root syllable;
- b) the first root syllable;

c) the second root syllable.

9. How many types of Ablaut are there in Germanic languages?

a) three types of Ablaut;

b) four types of Ablaut;

c) two types of Ablaut.

10. Ablaut was the most extensive and systematic in the conjugation of:

a) weak verbs;

b) modal verbs;

c) strong verbs.

Test 6. Choose the right answer

1. Another phenomenon common for all Germanic languages was the tendency of phonetic assimilation of the root vowel of the ending, the so-called Umlaut, or mutation. It happened under the influence of the sounds:

a) [i] or [j];

b) [e]/[a] or [e]/[o];

c) [u].

2. The First Consonant Shift (except some instances) was explained by:

a) the German linguist Jacob Grimm;

b) the Dutch linguist Karl Verner;

c) the English Linguist Henry Sweet.

3. Some instances of the First Consonant Shift were explained by:

a) the English Linguist Henry Sweet;

b) the Dutch linguist Karl Verner;

c) the German linguist Jacob Grimm.

4. The common Indo-European notional word consisted of:

a) three elements;

b) two elements;

c) four elements.

5. Germanic languages belonged to:

a) the analytical type of languages;

b) the synthetic type of form-building;

c) the analytical type of languages with some elements of the synthetic type of form-building.

6. The history of English language begins in:

a) the second century AD;

b) the fifth century AD;

c) the eleventh century AD.

7. Who first came to Britain?

a) the Angles, Saxons;

b) the Jutes, Frisians;

c) the Celts.

8. The Germanic tribes of Angles, Saxons, Jutes, Frisians stated their invasion of the British Isles:

a) before the Romans invaded it;

b) after the Romans invaded it;

c) together with the Romans.

9. A combination of the Latin alphabet with runes and some other innovations is called:

a) "British writing";

b) "Latin writing";

c) "insular writing".

10. Which Germanic tribe did not form a separate kingdom:

a) the Angles;

b) the Frisians;

c) the Saxons.

Test 7. Choose the right answer:

1. Among the principal Old English dialects the most important for us is:
 - a) the Wessex dialect;
 - b) the Northumbrian dialect;
 - c) the Mercian dialect.
2. These records – the Anglo-Saxon chronicle, the translation of a philosophical treatise Cura Pastoralis, King Alfred's Orosius – a book on history – belong to:
 - a) West Saxon;
 - b) Mercian;
 - c) Northumbrian.
3. The phonetics of the Old English period was characterized by a system of dynamic stress. The fixed stress fell:
 - a) on the first root syllable;
 - b) on the second root syllable;
 - c) on the last root syllable.
4. Which of the following modern sounds were non-existent in Old English:
 - a) [k], [g];
 - b) [ʃ], [ʒ], [tʃ], [dʒ];
 - c) [θ], [ð].
5. There was an exact parallelism of:
 - a) seven long and short monophthongs and two diphthongs;
 - b) six long and short monophthongs and two diphthongs;
 - c) five long and short monophthongs and two diphthongs.
6. The letter ȝ could denote:
 - a) two different sounds – [j], [g];
 - b) four different sounds – [j], [g], [ʏ], [h];

c) three different sounds – [j], [ɣ], [g].

7. Old English was:

- a) synthetic language;
- b) analytical language;
- c) partly synthetic with some analytical forms.

8. The Old English Vocabulary was composed of:

- a) mainly Latin words and very few native words;
- b) French borrowings (75%) and very few native words;
- c) native words and there were very few borrowings.

9. The Dominant position among the Old English Kingdoms in the 9th and 10th centuries had:

- a) Sussex and Essex;
- b) Wessex;
- c) Kent.

The Middle English and the New English periods.

Test 1. Complete the statement

1) The end of the Old English period and the beginning of Middle English is marked by two outstanding political events _____

2) King Alfred the Great was so powerful and successful in his struggle against the invaders that hostilities ceased for a time and a peace treaty was concluded_____

3) According to the Treaty of Wedmore the territory of the country was subdivided into_____

4) At the beginning of the 11th century, namely in the period between 1016 and 1042 the whole of England came under _____ rule.

5) The Scandinavian speech developed from the same source _____

6) The Norman Conquest began in _____

7) The Normans were by origin _____

- 8) The Norman Conquest had far-reaching consequences for the _____ and the _____
- 9) The 13th century witnessed the appearance of the first _____
- 10) The War of the Roses (1455 – 1485) was the most important event of the 15th century which marked the decay of _____

Test 2.

1. Is it true or false?
- 1) The introduction of printing was in 1477.
 - 2) Printing was invented in Germany by William Caxton.
 - 3) The first English printing office was founded in 1476 by Johann Gutenberg.
 - 4) William Caxton established a printing-press at Westminster.
 - 5) The English national language was formed on the basis of the London dialect.
 - 6) The 15th century is generally referred to as the time of the beginning of the English national language.
 - 7) The literary norm of the language was established in the 15th century.
 - 8) The English literary norm was formed only at the end of the 17th century, when there appeared the first scientific English dictionaries and the first scientific English Grammar.
 - 9) The penetration of the English language to other parts of the globe mainly began in the 16th century together with the expansion of British colonialism.
 - 10) The long reign of Elizabeth (1558 – 1603) was one of the most remarkable for the country, its progress in the discovery and colonizing field tremendous.

2. Match the kingdoms and their dialects.

- | | |
|----------------|---------------------|
| 1. Northumbria | a) the Kentish |
| 2. Mercia | b) the Wessex |
| 3. East Anglia | c) the Mercian |
| 4. Wessex | d) the Northumbrian |
| 5. Sussex | e) the Essex |
| 6. Essex | f) the East Anglian |
| 7. Kent | g) the Sussex |

3. Match the dialects and the Old English written records.

- | | |
|-----------------|--|
| 1. Northumbrian | a) translation of the Psalter |
| 2. Mercian | b) Franks' casket, Ruthwell cross, Caedmon's hymns |
| 3) Kentish | c) the Anglo-Saxon chronicle |
| 4) West Saxon | d) psalms |

4. True or False.

1. The strongest kingdom existing in Britain in Middle English period was the Wessex kingdom.

2. The Scandinavian invasion took place in 1066.

3. The Norman conquest had far-reaching consequences for the English people and the English language.

4. The 13th century witnessed the appearance of the first Parliament, or a council of barons.

Test 3. Complete the sentences.

1. The Dominant position among the Old English Kingdoms in the 9th and 10th centuries had:

- a) Sussex and Essex;
- b) Wessex;

c) Kent.

2. These records – the Anglo-Saxon chronicle, the translation of a philosophical treatise *Cura Pastoralis*, King Alfred's *Orosius* – a book on history – belong to:

a) West Saxon;

b) Mercian;

c) Northumbrian.

3. The phonetics of the Old English period was characterized by a system of dynamic stress. The fixed stress fell:

a) on the first root syllable;

b) on the second root syllable;

c) on the last root syllable.

4. Which of the following modern sounds were non-existent in Old English:

a) [k], [g];

b) [j], [ʒ], [tʃ], [dʒ];

c) [θ], [ð].

5. There was an exact parallelism of:

a) seven long and short monophthongs and two diphthongs;

b) six long and short monophthongs and two diphthongs;

c) five long and short monophthongs and two diphthongs.

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a) two different sounds – [j], [g];

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c) three different sounds – [j], [ɣ], [g].

7. Old English was:

a) synthetic language;

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c) partly synthetic with some analytical forms.

8. The Old English Vocabulary was composed of:
- a) mainly Latin words and very few native words;
 - b) French borrowings (75%) and very few native words;
 - c) native words and there were very few borrowings.
9. Among the principal Old English dialects the most important for us is:
- a) the Wessex dialect;
 - b) the Northumbrian dialect;
 - c) the Mercian dialect.

Test 4.

1. Match the foreign words in Modern English.

1. The Latin element a) government, parliament, peace, court, aggressor, apartment, garage, magazine, machine, aviation, social, soldier, jury, literature, pleasure, treasure.

2. The French element b) they, then, their, husband, fellow, knife, law, give, get, forgive, forget, take, sky, skin, skill, scare, score, bask, gate, game, kid, egg, flag, leg, Jefferson, Jonson, Whitly, Althorp, Lowestoft.

3. The Scandinavian element c)) apple, pear, plum, cheese, pepper, dish, kettle, street, wall, mill, tile, port, caster, altar, bishop, candle, church, devil, monk, nun, pope, psalm, antenna-antennae, aggravate, prosecute, reluctant, evident, superior, cordial.

2. Multiple choice.

1. After the death of Alfred the Great in 901 for a time, from 1017 till 1042 the throne was occupied by:

- a) Danish kings;
- b) French kings;
- c) Roman kings.

2. The end of the Old English period and the beginning of Middle English

is marked by:

- a) two outstanding political events (the Scandinavian invasion and the Norman conquest);
- b) one outstanding political event (the Scandinavian invasion);
- c) three outstanding political events (the Scandinavian invasion and the Norman conquest, and the German invasion).

3. The Middle English period (Middle English) is:

- a) 110-450;
- b) 450-1100;
- c) 1100-1500.

4. According to Henry Sweet Middle English is:

- a) the period of lost endings;
- b) the period of full endings;
- c) the period of leveled endings.

5. What kingdom could consequently withstand the Scandinavian invasion more successfully than any other?

- a) the Wessex kingdom;
- b) Mercia;
- c) Northumbria.

6. The English king who came to the throne was to be the last English king for more than three centuries:

- a) Edward the Confessor;
- b) Henry II;
- c) Henry IV.

7. What historical events affected the English language?

- a) the Norman conquest;
- b) the Scandinavian invasion and the Norman conquest;
- c) the Scandinavian invasion.

8. The English language emerged after the struggle, but it came in different position. Its vocabulary was enriched:

- a) by a great number of French words;
- b) by a great number of Scandinavian words;
- c) by a great number of Latin words.

9. There existed no political and social barriers between:

- a) the English and the French;
- b) the English and the Scandinavians;
- c) the English and the Romans.

10. There were no cultural barriers between:

- a) the English and the Scandinavians;
- b) the English and the Romans;
- c) the English and the French.

Test 5.

Choose the right answer:

1. Which of the following was of common origin with the English?

- a) the Scandinavians;
- b) the French;
- c) the Romans.

2. The Norman conquest had far-reaching consequences for:

- a) the French people and the French language;
- b) the European peoples and their culture;
- c) the English people and the English language.

3. We can speak about the English national language as a language understood and mainly used throughout the country:

- a) beginning with Late Middle English – Early New English;
- b) beginning with Early New English;
- c) beginning with Middle English.

4. The War of the Roses (1455-1485) was the most important event of the 15th century which marked the decay of feudalism and the birth of a new social order. It signified:

- a) the expansion of the English language;
- b) the appearance of a considerable number of printed books contributed to the normalization of spelling and grammar forms;
- c) the rise of an absolute monarchy in England and political centralisation and a linguistic centralization leading to a predominance of the national language over local dialects; the introduction of printing by William Caxton (1477).

5. The literary norm of the language was established:

- a) in the 14th century;
- b) in the 13th century;
- c) later in Early New English (15th – beginning of the 18th century).

6. The English literary norm was formed only at the end of:

- a) the 13th century;
- b) the 14th century;
- c) the 17th century.

7. The language that was used in England in Early New English is reflected in:

- a) the famous translation of the Bible called the King James Bible (published in 1611); in the first dictionary by Samuel Johnson and in the first scientific English grammar and the books by Shakespeare and etc.;
- b) in the translation of the Gospels and other parts of the New Testament made by Ulfilas;
- c) in the collection of poems (Prose Edda) compiled by Snorri Sturluson.

8. The first king after the conquest whose native tongue was English:

- a) King Henry III;

- b) King Henry IV;
- c) King Edward the Confessor.

9. All vowels in unstressed position underwent:

- a) a qualitative change and became the vowel of the type of [ə] or [e] unstressed;
- b) a quantitative change;
- c) qualitative and quantitative changes.

10. In Middle English new consonant sounds developed in native words:

- a) [k], [dʒ], [tʃ];
- b) [ʒ], [dʒ], [tʃ];
- c) [ʃ], [tʃ], [dʒ].

Test 6.

Choose the right answer:

1. All vowels under stress underwent certain changes:

- a) qualitative changes;
- b) qualitative and quantitative changes;
- c) quantitative changes (lengthening and shortening of vowels)

2. The phoneme denoted by the letters “g” (ʒ) or “c3” and which existed in four variants – [gʹ], [g], [j], [ɣ] had the following development:

a) [gʹ]>[ʒ] bridge

[j]>[i]

[ɣ]>[h]

[g]>[g];

c) [gʹ]>[ʒ]

[j], [ɣ] were vocalized

[g] remained unchanged.

b) [gʹ]>[dʒ]

[j], [ɣ] were vocalized

[g] remained unchanged;

3. The letter **f** had the following phonemes:

a) [f] – [v];

b) [θ] – [v];

c) [ð] – [v].

4. The letter **s** had the following phonemes:

a) [θ] – [z];

b) [s] – [z];

c) [ð] – [z].

5. The letter **þ** (ð) had the following phonemes:

a) [θ] – [ð];

b) [s] – [ð];

c) [z] – [ð].

6. New diphthongs appeared with the glide:

a) more close;

b) more open;

c) nucleus.

7. In Middle English there appeared:

a) two new diphthongs: [ai], [ei];

b) three new diphthongs: [ai], [ei], [au];

c) four new diphthongs: [ai], [ei], [au], [ou].

8. The sounds [æ] and [y] disappeared from the system of the language:

a) in the pre-historic period;

b) in the Old English period;

c) in the Middle English period.

9. There are no long diphthongs:

a) in the pre-written period;

b) in the Middle English period;

c) in the Old English period.

10. No parallelism exists between long and short monophthongs different

only in their quantity:

- a) in the Middle English period;
- b) in the Old English period;
- c) in the pre-written period.

Test 7.

Choose the right answer:

1. The quantity of the vowel depends upon its position in the word in Middle English: a, o, e – always long in an open syllable or before:
 - a) ld, mb, nd;
 - b) l, m, n;
 - c) d, b, d.
2. The changes that affected the vowel and the consonant system in New English were:
 - a) not very numerous;
 - b) great and numerous;
 - c) very few.
3. Disappearance of vowels in the unstressed position at the end of the word happened:
 - a) in Old English;
 - b) in New English;
 - c) in Middle English.
4. The Great Vowel Shift is:
 - a) changes of all short vowels;
 - b) disappearance of vowels in the unstressed position at the end of the word;
 - c) changes of all long vowels.
5. The Great Vowel Shift took place in:

- a) in the Old English period;
- b) in the Middle English period;
- c) in New English.

6. Changes of two short vowels: [a]>[æ] or [ɔ] and [u]>[ʌ] were:

- a) in Old English;
- b) in Middle English;
- c) in New English.

7. Voicing of consonants – Verner's Law in New English meant:

- a) the fricative consonants [s], [θ] and [f] were voiced after unstressed vowels or in the words having no sentence stress;
- b) the fricative consonants [s], [θ] and [f] were voiced after stressed vowels;
- c) the fricative consonants [s], [θ] and [f] were voiced in the intervocal position.

8. In Middle English the system of the declinable parts of speech underwent considerable simplification: reduction in the number of the declinable parts of speech. There were:

- a) five declinable parts of speech;
- b) four declinable parts of speech;
- c) three declinable parts of speech.

9. In Middle English there was reduction in the number of declensions:

- a) there were three principal types of declensions: a-stem, n-stem and root-stem declension, and also minor declensions – i-stem, u-stem and others;
- b) there were two principal types of declensions: a-stem, n-stem, and also minor declensions – i-stem, u-stem and others;
- c) three types (a-stem, n-stem, root-stem) are preserved, but the number of nouns belonging to the same declension in Old English and Middle English varies; the original a-stem declension grows in volume, acquiring new words from n-stem, root-stem declensions and also different groups of minor declensions

and also borrowed words.

10. There was reduction in the number of grammatical categories in Middle English (nouns):

- a) there was only one grammatical category;
- b) there were two grammatical categories;
- c) there were three grammatical categories.

Test 8.

Choose the right answer:

1. The history of the English language includes ... periods.

- a) five c) three
- b) two d) four

2. Old English period dates from the ... to the ... century.

- a) first – fifth c) seventh – eleventh
- b) fifth – eleventh d) eleventh – fifteenth

3. Old English belonged to the ... branch of Indo-European family of languages.

- a) Romanic c) Greek
- b) Celtic d) Germanic

4. Modern English belongs to the ... branch of Indo-European family of languages.

- a) Romanic c) Greek
- b) Celtic d) Germanic

5. Such phonetic phenomena as ... , ...,, resulted in forming diphthongs.

- a) i-mutation c) palatal mutation

b) breaking d) back mutation

6. In Middle English period all unstressed vowels

a) were lost c) were dropped

b) became the vowels d) became diphthongs

7. Old English ligature [æ] changed into:

a) ē c) a

b) ā d) e

8. The results of Great Vowel Shift was that long sound [i:] changed into

a) [e] c) [u:]

b) [ei] d) [ai]

9. The base for forming of the nation English language was dialect.

a) Northern c) West-Saxon

b) London d) Midland

10. English language is more ... centuries old.

a) twenty c) fifteen

b) ten d) twenty one

Test 9.

Choose the right answer:

1. The earliest inhabitants of Britain were

a) Iberians c) Celts

b) Germanic tribes d) Romans

2. The linguists call ... English period as a transitional period.

a) New c) Middle

b) Early New d) Old

3. Strong verbs of Old English period formed their main forms by means of

a) vowel gradation c) the compicator

b) the dental suffix d) the stem-forming suffix

4. The period from the 12-th till the 15-th century is called as a ... English period.

a) Old c) Middle

b) New d) Modern

5. The result of Great Vowel Shift was that long sound [a:] changed into

a) [e] c) [u:]

b) [ei] d) [ai]

6. The result of Great Vowel Shift was that long sound [e:] changed into

a) [i:] c) [u:]

b) [ei] d) [ai]

7. “The Canterbury Tales” by Chaucer was written in ... English language.

a) Old c) New

b) Middle d) Modern

8. The system of flexions was developed in ... English period.

a) Middle c) New

b) Old d) modern

9. The group of irregular verbs is the group of ... verbs of Old English language.

a) strong c) regular

b) weak d) preterit

10. Weak verbs of Old English period formed their main forms by means of

a) vowel gradation c) the complicator

b) the dental suffix d) the stem-forming suffix

Test 10.

Choose the right answer:

1. The linguists call ... English period as a transitional period.

a) New c) Middle

b) Early New d) Old

2. Modern English belongs to the ... branch of Indo-European family of languages.

a) Romanic c) Greek

b) Celtic d) Germanic

3. The group of irregular verbs is the group of ... verbs of Old English language.

a) strong c) regular

b) weak d) preterit

4. The period from the 12-th till the 15-th century is called as ... English period.

a) Old c) Middle

b) New d) Modern

5. The borrowings of Middle English period mainly include the borrowings from ... language.

- a) French c) Greek
- b) Latin d) Dutch
6. Old English alphabet consisted of
- a) Latin letters c) Latin and Celtic letters
- b) Germanic runes d) Latin letters and some Germanic runes
7. The base for forming of the nation English language was dialect.
- a) Nothern c) West-Saxon
- b) London d) Midland
8. The language of New English period is
- a) syntactical c) mixed
- b) analytical d) phonetic
9. Another name for nouns of Strong Declension was ... Declension.
- a) Vocalic system c) Consonant Stem
- b) Weak d) Root
10. Strong verbs of Old English period formed their main forms by means of
- a) vowel gradation c) the complicator
- b) the dental suffix d) the stem-forming suffix

Test 11.

Choose the right answer:

1. .Old English belonged to the ... branch of Indo-European family of languages.
- a) Romanic c) Greek

b) Celtic d) Germanic

2. The earliest inhabitants of Britain were

a) Romans c) Celts

b) Germanic tribes d) Iberians

3. The period till the ... century is called unwritten period.

a) fifth c) third

b) seventh d) eleventh

4. The borrowings of Old English period mainly include the borrowings from ... language.

a) French c) Greek

b) Latin d) Dutch

5. There were ... languages in Britain at the beginning of Middle English period.

a) two c) one

b) three d) four

6. Old English vowels were divided into vowels of ... and ... row.

a) back c) long

b) front d) short

7. The result of Great Vowel Shift was that long sound [o:] changed into

a) [i:] c) [u:]

b) [ei] d) [ai]

8. English language is more ... centuries old.

a) twenty c) fifteen

b) ten d) twenty one

9. The language of Old English period was

a) syntactical c) mixed

b) analytical d) phonetic

10. Weak verbs of Old English period formed their main forms by means of

a) vowel gradation c) the complicator

b) the stem-forming suffix d) the dental suffix

Критерии оценки:

Максимально возможное количество набранных баллов по тестам равняется 100 баллам. Каждое правильно выполненное задание оценивается в 10 баллов.

100-90 баллов – «отлично»

Оценка «отлично» выставляется, если студент выполнил работу без ошибок и недочетов, допустил не более одного недочета.

89-70 баллов – «хорошо»

Оценка «хорошо», если студент выполнил работу полностью, но допустил в ней не более одной негрубой ошибки и одного недочета, или не более двух недочетов.

69-50 баллов – «удовлетворительно»

Оценка «удовлетворительно», если студент правильно выполнил не менее половины работы или допустил не более двух грубых ошибок.

Менее 50 баллов – «неудовлетворительно»

Вопросы для коллоквиумов, собеседования.

Тема 1 The subject of history of English. The aims of the course (theoretical and practical). Sources of language history. Inner and outer history of the language.

1. What are the aims of studying of the history of the English language?
2. What is meant by the outer and inner history of the language?
3. Make a table showing the relationship of English to the other languages of Indo-European family. Show the position of English among allied Germanic languages.
4. What do we mean by the statement that two languages are “related” ? Explain the relations between English and French, English and Welsh, English and Danish.
5. What languages were spoken in the British Isles prior to the Germanic invasion?

Тема 2. Pre-Germanic period. Germanic settlement of Britain. Beginning of England. Old English dialects. Linguistic situation.

1. What is meant by a phonetic law?
2. Write down five illustrations of Grimm’s law and Verner’s law.
3. Did word stress in OE always fall on the first syllable?
4. Comment on the phonetic status of OE short diphthongs (give your reason why they should be treated as phonemes or as allophones).
5. Explain the term “mutation” and innumerate the changes referred to mutations in late PG and in Early OE. What do they all have in common?
6. Which word in each pair could go back to an OE prototype with palatal mutation and which is more likely to have descended from the OE word relating the original non-mutated vowel?
7. Why can the following of fricative consonants in Early OE be regarded as a sort of continuation of Verner’s law?

Тема 3. Runic inscriptions. Old English manuscripts. Principal Old English written records. Old English alphabet and pronunciation

1. What alphabets employed in the history of Germanic languages do you know? Speak on the origin and structure of Germanic alphabets.
2. What is called the pre-written and written Old English?
3. How many vowels and consonants were there in Old English?
4. How does the quality of the consonant depend on the position of the word in the text?
5. How many runic inscriptions have been preserved?
6. What was the first alphabet the Germanic tribes used?
7. Who played a great role in the development and flourishing of learning and literature in the 9th century?

Tema 4. Origin of Old English vowels. Origin of Old English consonants.

1. Did word stress in OE always fall on the first syllable?
2. Comment on the phonetic status of OE short diphthongs (give your reason why they should be treated as phonemes or as allophones).
3. Explain the term “mutation” and innumerate the changes referred to mutations in late PG and in Early OE. What do they all have in common?
4. Which word in each pair could go back to an OE prototype with palatal mutation and which is more likely to have descended from the OE word relating the original non-mutated vowel?
5. Why can the following of fricative consonants in Early OE be regarded as a sort of continuation of Verner’s law?

Tema 5. Old English Grammar. OE noun. OE pronoun. OE adjective. OE verb. OE syntax

Etymological survey of the Old English vocabulary. Word-formation in Old English

1. Explain why can be called a “synthetic” or “inflected” language. What form-building means were used in OE?
2. Speak on the differences between the categories of case, number and gender in nouns, pronouns and adjectives.
3. Would it be correct to say that the strong verbs formed their principal parts by means of root-vowel interchanges and the weak verbs employed suffixation as the only form-building means?
4. Explain the differences between the grouping of nouns into declensions and the two declensions of nouns.
5. What traces of palatal mutation can be found in the weak verbs?

Tema 6. Middle English period. Economic and social conditions in the 11th-12th c. Effect of the Scandinavian invasions. The Norman conquest.

1. What Early Middle English and Late Middle English written records do you know?
2. What historical conditions account for increased dialectal divergence in Early ME?
3. Describe the events of external history which favoured the growth of the national literary language.
4. Can the evolution of language be controlled by man? Recall the efforts made by men-of-letters in the “Normalisation period” to stop the changes and improve the language.

Tema 7. Phonetic Changes in Middle and Early New English

1. Explain why linguistic changes are usually slow and gradual.
2. At first glance the vocabulary of the language seems to change very rapidly,

as new words spring up all the time. Could the following words be regarded as absolutely new? (Note the meaning, component parts and word-building pattern): jet-plane (d. airplane), type. .script (d. manuscript), air-lift, baby-sitter, s.putnik, Soviet, safari, best-seller, cyclization, air-taxi, astrobiology, sunsuit, pepper.

3. In the 14th c. the following words were pronounced exactly as they are spelt, the Latin letters retaining their original sound values. Show the phonetic changes since the 14th c.: moon, fat, meet, rider, want, knee, first, part, for, often.

4. Point out some changes preceding the Great Vowel Shift which display the same directions of evolution.

5. Why does the letter e stand for e in bed, for [i:] in he, and for the [i] in here?

Тема 8. Evolution of the Grammatical System from 11th to 18th c. Morphology

1. Account for the present and past tense forms of the principal auxiliary verbs.
2. Account for the past tense forms of the following verbs: taught, sold, sought, fed, felt, caught.
3. Speak of the changes in the adjective paradigm in Middle English.
4. Which part of speech has lost the greatest number of grammatical categories?
5. What is the connection between the growth of articles, the history of pronouns and the decline of adjectival declensions?
6. Compare the historical productivity of different form-building means: synthetic (inflections, sound interchanges), analytical, suppletive.

Тема 9. Development of the English Vocabulary in Middle English and Early New English. Flourishing of literature in Early New English. Establishment of the Written

Standard

1. Speak on the ways of enriching the vocabulary of a language. Which of them were more important for the New English period.
2. What digraphs are used in New English? Give the examples and explain their pronunciation.
3. What form-building means are used in New English as compared to those in Old English?
4. What phonetic conditions affected the length of vowels in Early New English?
5. What changes did the unstressed vowels undergo in New English? How did it affect the grammatical endings?
6. Speak of the ways of enriching the vocabulary of a language. Which of them were more important for the New English period?

Критерии оценки:

Оценка «отлично» выставляется обучающемуся, если: он обнаруживает обнаружившему высокий, продвинутый уровень сформированности компетенций, если он глубоко и прочно усвоил программный материал курса, исчерпы-

вающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами и вопросами, причем не затрудняется с ответами при видоизменении заданий, правильно обосновывает принятые решения, владеет разносторонними навыками и приемами выполнения практических задач.

Оценка **«хорошо»** выставляется обучающемуся, если: он обнаруживает повышенный уровень сформированности компетенций, твердо знает материал курса, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения.

Оценка **«удовлетворительно»** выставляется обучающемуся, если: он обнаруживает пороговый уровень сформированности компетенций, имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических задач;

Оценка **«неудовлетворительно»** выставляется обучающемуся, если: он обнаруживает недостаточное освоения порогового уровня сформированности компетенций, не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями решает практические задачи или не справляется с ними самостоятельно.

Составитель _____ З.И.Мерешкова.
(подпись)

« ____ » _____ 2025 г.

Комплект заданий для контрольной работы

по дисциплине *История английского языка*

Вариант 1

20. Speak on the system of vowels in the Proto-Germanic language:
 - a. Short monophthongs: i, e, a, o, u
 - b. Long monophthongs: i:, e:, a:, o:, u:
 - c. Diphthongs: ei, ai, eu, au, iu.
21. Describe the changes of Proto-Indo-European vowels in Old Germanic languages.
22. Explain vowels, Correspondence between Germanic words and words of other Indo-European languages.
23. Explain the Proto-Germanic Consonant shift. Grimm's law.
24. Explain consonant correspondences between Germanic words and words of other Indo-European languages.
25. Describe the Germanic ways of form building (inflections, sound interchange, suppletive way).
26. Speak on a) Iberian civilization (3000-2000 B.C.)
 - b) Celtic invasion (700– 100 B.C.)
 - c) Roman conquest (47 – 407 A.D.)
27. Point out Celtic elements in the following geographical names: Kilbride, Innisfail, London, Usk, Dunedin, Llandaff, Inverness.
28. Point out Latin elements in the following geographical names: Lancaster, Winchester, Gloucester, Worcester, Warwick, Norwick, Lincoln, Portsmouth, Statfort, Fossway.
29. In what century did OE begin?
30. Was there written language in the 5th century?
31. When did writing appear in Britain?
32. What historical events influenced the development of the English language?
33. The migration of the Germanic tribes to Britain gave origin to the English language, didn't it?
34. How did the adoption of Christianity influence the English vocabulary and grammar?
35. How did the Scandinavian invasion influence the English vocabulary and grammar?
36. When did ME begin? What did the Norman conquest bring to the Britain?
37. When did NE begin? What did the unification of the country lead to and on what dialect was the national language based?

38. How far did the English language spread within the 15 – 17 – 18 centuries?

Вариант 2

28. Speak on King Alfred's role England's struggle. Explain the meaning of the words "Danelaw", "Danegeld".
29. Point out Scandinavian elements in the following geographical names: Grinsby, Derby, Langtoft, Cludesdate, Woodthorp, Troutbeck, Beckwith, Inverness, Caithness.
30. Do you remember the names: Canute, Edward the Confessor, Wiliam of Normandy, Harold Godwin?
31. Explain how the battle of Hastings (October 14.1066) influenced the development of the English language.
32. Describe the linguistic situation in England after the Norman Conquest. Speak on the role of French, Latin and English in the social life of the country.
33. Describe the restoration of the English language, basing on the following facts:
1363 – Parliament was opened by the king's chancellor with an addren in English;
1399 – King Henry IV used English in his speech when accepting the throne;
1404 – English diplomats refused to conduct negotiations with France in French.
34. What is known to you about ME written records (Peterborough Chronicle, Layamon's Brut, Havelok the Dane, King Horn, the London Proclamation of 1258, Evil Times of Edward II)?
35. Explain the origin of the following place-names: Britain, Scotland, Great Britain, Bretagne, England, Sussex, Essex, Middlesex, Wessex, Northumberland, Wales, Cornwall.
36. The OE language is often called Anglo-Saxon. Why is this term not fully justified?
37. Why can we regard the group of OE dialects as a single language despite their differences, which continued to grow later OE? What binds them together?
38. Did word stress in OE always fall on the first syllable? Recall some regular shifts of stress in word building and give similar examples from present-day English.
39. Explain why OE can be called a "Synthetic" or "inflected" language. What form-building means were used in OE?
40. Speak on the differences between the categories of case, number and gender in nouns, pronouns and adjectives.

41. Explain the difference between the grouping of nouns into declensions and the two declensions of adjectives.
42. Would it be corrected to say that the strong verbs formed their principal parts by means of root-vowel interchanges and the weak verbs employed suffixation as the only form-building means?
43. Find instances of “breaking” in the principal forms of strong and weak verbs.
44. Prove that the non-finite forms in OE had more nominal features than they have today.
45. Why does the OE vocabulary contain so few borrowings from the Celtic languages of Britain? Why do place-names constitute a substantial part of Celtic element?
46. How could the vowels in OE *talū*, *findan*, *hopa*, *stolen* ultimately develop into diphthongs, though originally they were short monophthongs (NE *tale*, *find*, *hope*, *stolen*)?
47. Account the interchange of vowels in NE *child* – *children*, *wild* – *wilderness*, *bewilder* (ME *bewildren*), *behind* – *hindrance*; in OE the root vowel in these words was [i].
48. Why does the letter *e* stand for [e] in *bed*, for [i:] in *he*, for nuclei [i] and [ɛ] of diphthongs in *here* and *there*?
49. Why does the letter *o* stand for [ɔ] in *not*, for [ou] in *bone*, [ʌ], in *front* and *some*, and for [ɔ:] when followed by *r*: *mort*, *port*?
50. Why does the letter *x* stand for [ks] and [gz] in following words: *oxen* – *axes* – *example*; *execute* – *executor* – *executive*; *exercise* – *examine* – *exact* – *exist*?
51. Account for the sound values of the letter *c* in the following words: [s] in NE *mercy*, *center*; [k] in *copper*, *class*; [ʃ] in *special*, *sufficient*?
52. Explain the origin of different sound values of the following digraphs: *ea* in *seat*, *dead*; *ie* in *chief*, *lie*; *ou* in *pound*, *soup*, *soul*, *rough*; *ow* in *sow* and *how*. Why do they indicate other sounds before *r*, e.g. *dear*, *pear*; *pier*, *bier*; *pour*, *sour*; *lower*, *power*?
53. Account for the mute letters in *late*, *sight*, *wrong*, *often*, *bomb*, *autumn*, *course*, *knowledge*, *honour*, *what*, *whole*, *guest*.
54. Which part of speech has lost the greatest number of grammatical categories? Which part of speech has acquired new categories?

Критерии оценки:

«Отлично»	Теоретическое содержание курса освоено полностью без пробелов, системно и глубоко, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные рабочей учебной программой учебные задания выполнены безупречно, качество их выполнения оценено числом баллов, близким к максимуму.
«Хорошо»	Теоретическое содержание курса освоено в целом без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, предусмотренные рабочей учебной программой учебные задания выполнены с отдельными неточностями, качество выполнения большинства заданий оценено числом баллов, близким к максимуму.
«Удовлетворительно»	Теоретическое содержание курса освоено большей частью, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных рабочей учебной программой учебных заданий выполнены, отдельные из выполненных заданий содержат ошибки.
«Неудовлетворительно»	Теоретическое содержание курса освоено частично, необходимые навыки работы не сформированы или сформированы отдельные из них, большинство предусмотренных рабочей учебной программой учебных заданий не выполнено либо выполнено с грубыми ошибками, качество их выполнения оценено числом баллов, близким к минимуму.

Составитель _____ 3.И.Мерешкова.
(подпись)

« ____ » _____ 2025 г.

Темы рефератов
по дисциплине *История английского языка*

1. Руническая письменность.
2. Романское завоевание Британии.
3. Поэтические памятники древнеанглийского языка.
4. Литературное творчество короля Альфреда Великого.
5. Латинские заимствования в английском языке периода М.Е.
6. Французские заимствования в английском языке периода М.Е.
7. Диалекты в древнеанглийском языке и литературные произведения на них.
8. Система склонения древнеанглийского языка.
9. Система спряжения древнеанглийского языка.
10. Распространение лондонского диалекта в XV в.
11. Грамматические особенности языка Дж. Чосера.
12. Грамматические особенности языка В. Шекспира
13. Фонетические изменения среднеанглийского периода.
14. Фонетические особенности литературного английского языка в США.
15. Английский литературный язык Австралии, Канады, Новой Зеландии.
16. Развито форм множественного числа в XV-XVI в.в.
17. Изменения в системе спряжения в среднеанглийский период.
18. Аблаут в древнегерманских языках.
19. Диалекты современного английского языка.

**Методические рекомендации по написанию, требования
к оформлению рефератов.**

Реферат (refero, лат. сообщаю) – краткое изложение в письменном виде содержания научных трудов по выбранной теме исследования. Это самостоятельная научно-исследовательская работа студента, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, делает выводы, обобщения. Выбор темы реферата осуществляется преподавателем в рамках изучаемой дисциплины исходя из интересов студентов. Прежде чем выбрать тему реферата, студенту необходимо выяснить свой интерес, определить, над какой проблемой он хотел бы поработать, более глубоко ее изучить. Цель реферата – приобретение студентами навыков самостоятельной работы по подбору,

изучению, анализу и обобщению литературных источников. Объем реферата составляет 7-15 страниц машинописного текста (в зависимости от требований преподавателя). По усмотрению преподавателя рефераты могут быть представлены на семинарах, научно-практических конференциях, а также использоваться как зачетные работы по пройденным темам.

Процесс выполнения реферата состоит из следующих этапов:

1. Подбор литературы по избранной теме и ознакомление с выбранными источниками.

2. Составление плана реферата.

3. Изучение отобранных литературных источников.

4. Написание текста реферата.

5. Оформление реферата.

Подбор литературы по избранной теме и ознакомление с выбранными источниками – это, прежде всего, самостоятельная работа студента, успех которой зависит от его инициативности и умения пользоваться каталогами, библиографическими справочниками и т.п. Следует подбирать литературу, освещающую как теоретическую, так и практическую стороны проблемы. Предварительное ознакомление с отобранной литературой необходимо для того, чтобы выяснить, насколько содержание той или иной книги или журнальной статьи соответствует избранной теме. Кроме того, предварительное ознакомление позволит получить полное представление о круге вопросов, охватываемых темой, и составить рабочий план реферата.

Изучение отобранных литературных источников

После того как составлен план реферата, следует приступить к детальному изучению отобранной литературы. При ее изучении, как правило, составляются конспекты. Характер конспектов определяется возможностью и формой использования изучаемого материала в будущей работе. Это могут быть выписки (цитаты), краткое изложение мыслей, фактов или характеристика прочитанного материала в виде подробного плана тех мест работы, которые могут потребоваться при написании текста реферата. Во всех случаях при конспекти-

ровании литературы необходимо записывать название источника, издательство и страницы, откуда заимствованы записи, чтобы в дальнейшем при написании работы иметь возможность делать ссылки на литературные источники. Большое значение имеет систематизация получаемых сведений по основным разделам реферата, предусмотренным в плане. Прочитав тот или иной источник, следует продумать то, в каком разделе могут быть использованы сведения из него. Подобная систематизация позволяет на основе последующего анализа отобранного материала более глубоко и всесторонне осветить основные вопросы изучаемой темы. Литературные источники по проблемам экономического анализа содержат много цифр, в них приводятся много аналитических таблиц, расчетов. Изучая литературу, студент ни в коем случае не должен опускать подобные материалы. Наоборот, лишь тщательно разобравшись в них, можно полностью уяснить себе тот или иной вопрос темы.

Написание текста реферата

Реферат пишется на основе тщательно проработанных литературных источников. Характеризуя содержание реферата, необходимо отметить следующее.

Во введении на одной странице должна быть показана цель написания реферата, указаны задачи, которые ставит перед собой студент. Кратко следует коснуться содержания отдельных разделов работы, охарактеризовать в общих чертах основные источники, которые нашли свое отражение в работе.

В текстовой части рассматриваются основные вопросы реферата. Основная часть может состоять из двух или более параграфов; в конце каждого параграфа делаются краткие выводы. Изложение материала должно быть последовательным и логичным. Оно также должно быть конкретным и полностью оправданным. При этом важно не просто переписывать первоисточники, а излагать основные позиции по рассматриваемым вопросам.

В заключении следует сделать общие выводы и кратко изложить изученные положения (представить содержание реферата в тезисной форме). После заключения необходимо привести список литературы.

Критерии оценки реферата:

- Соответствие содержания теме.
- Правильность и полнота использования источников.
- Соответствие оформления реферата стандартам.

Оценка 5 ставится, если выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.

Оценка 4 – основные требования к реферату и его защите выполнены, но при этом допущены недочёты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём реферата; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.

Оценка 3 – имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.

Оценка 2 – тема реферата не раскрыта, обнаруживается существенное непонимание проблемы.

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(подпись)

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