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ФИО: Смирнов Сергей Николаевич
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Ministry of Science and Higher Education of the Russian Federation
Tver State University

Approve:
Head of the educational programme

"30" 06 2023 г.

Work programme of the discipline (with abstract)
History of language
(English)

Training direction
45.03.02 LINGUISTICS

Training profile:

"Theory and Methodology of Teaching Foreign Languages and Cultures",
"Translation and Translation Studies"

For students
2nd year of full-time study

Contributor:
Senior lecturer S.A. Makarov

Tver, 2023

I. Annotation

Purpose and objectives of the discipline (module)

The aim of the discipline (module) is: to form and develop the following competences in students:

General Professional Competence -1.1 - ability to interpret basic phonetic, lexical, grammatical, word-formation phenomena, rules of orthography and punctuation, identify the regularity of functioning of the studied foreign language.

General Professional Competence -1.2 - Ability to navigate modern scientific paradigms, schools, concepts of linguistics.

General Professional Competence -1.3 - ability to compare and analyse linguistic phenomena, functional varieties of language.

General Professional Competence -1.4 - Ability to identify the role of ancient languages in shaping the modern system of a foreign language under study and the factors of language development

General Professional Competence -1.5 - ability to analyse the use of language in the text and in speech activities

The objectives of mastering the discipline: Having mastered the discipline, the student must: have an idea about the historical processes in the field of the English language and about the trends in its development; understand the significance of the relationship between the history of the people, its culture and the history of the language; know the basic terms of German philology and the history of the English language, the main historical processes in the field of English phonetics, grammar, vocabulary; be able to clearly state and argue their point of view, using the acquired conceptual apparatus; reconstruct a hypothetical form of the word; trace the phonetic and graphic development of the word from the Old English period to the modern; explain the gap (inconsistency) between the spelling and pronunciation of many modern English words; analyze the origin of modern noun and verb endings; identify the etymology of modern English words; apply their knowledge to explain the so-called "exceptions" in the system of modern English in the light of its historical development; extrapolate patterns of language development and predict its further development.

2. The place of discipline in the structure of the OOP

The discipline "History of Language (English)" is included in the variable part of the professional cycle. The discipline is based on the courses "Foreign language", "Practical course of the first foreign language", "Ancient languages and cultures", "Fundamentals of linguistics", "History and geography of the countries of the first foreign language". Auxiliary material is the data of other languages: Gothic, German, French, Latin.

Starting to study the discipline, the student must have an idea of modern English as a result of its centuries-old development; know the basic phonetic, grammatical, lexicological terms.

3. Volume of discipline:

3 credits, 108 academic hours, including contact classroom work: 36 hours (lectures 18 hours, practical classes 18 hours),
contact extracurricular work: control of independent work 27 hours,
independent work: 45 hours, including control 27.

4. Planned learning outcomes in the discipline, correlated with the planned results of mastering the educational programme

Planned results of mastering the educational programme (formed competencies)	Planned learning outcomes by discipline (or module)
General Professional Competence-1. The student is able to apply the system of linguistic knowledge of basic phonetic, lexical, grammatical, word-formation phenomena, orthography and punctuation, the regularities of the functioning of the studied foreign language and its functional varieties;	General Professional Competence-1.1. Interprets basic phonetic, lexical, grammatical, word-formation phenomena, rules of spelling and punctuation, identifies regularities in the functioning of the studied foreign language General Professional Competence-1.2. Orientates in modern scientific paradigms, schools, concepts of linguistics General Professional Competence-1.3 Compares and analyses linguistic phenomena, functional varieties of language General Professional Competence-1.4 Identify the role of ancient languages in shaping the modern system of a foreign language under study and the factors of language development General Professional Competence-1.5. Analyse the use of language in the text and in the speech process

6. Form of intermediate control - exam in semester 4

7. Language of instruction: English.

II. Content of the discipline, structured by topics (sections) indicating the number of academic hours and types of training sessions allocated to them

Curriculum - names of sections and topics	Total (hours)	Contact work (hours)					Independent work, including supervision (hours)
		Lectures		Seminars/. Practical exercises/. Laboratory work *(keep as many as necessary)*		Supervision of independent work (including coursework)	
		total	including practical training	total	including practical training		
1.Introduction to Germanic phi lology: general characteristics of Germanic languages (phonological system, structure, vocabulary). Germanic consonantism and vo- calism. First Germanic Sound Shift, Werner's Law, the law of rotacism, root stress. The role of the ablaut in the Germanic word formation and wordsmithing. Classes of strong verbs and weak verbs. Strong and weak declension of nouns.	18	4		2		3	12
2.Aims and objectives of the English language history course.	18	2		4		3	12

Periodisations in history of the English language. Old English phonetic structure. Old English vocalism compared to Gothic. Spontaneous and combinatory sound changes in the pre-written era. Old English language. Positional changes of consonant phonemes.							
3.Morphological classification of verbs in Old English. Strong and weak verbs, preterite-present verbs. The grammatical categories of verbs: voice, person, number, tense, mood.	12	2		2		3	8
4.Classification of Old English nouns. types of declension. Characteristics of paradigms. categories: gender, number, case. Old English personal and demonstrative pronouns. the developmental of the article from the demonstrative pronoun. Strong and weak declension of adjectives. comparison degrees.	12	2		2		3	8
5.Middle English phonetic system. Reduction of unstressed vowels. Quantitative and qualitative changes of vowels. The contraction of Old	12	2		2		3	8

English diphthongs.The formation of new diphthongs. The formation of new consonant phonemes. Simplification of consonants clusters vowels.							
6.Early New English phonetic changes. The Great Vowel Shift. Loss of reduced unstressed endings. Short vowels in Early New English. diphthongs. Vocalization of consonants and appearance of new long vowels, diphthongs and triphthongs. Simplification of consonant groups.	12	2		2		4	8
7. Breakdown of the strong verbs system. Unification of weak verbs to one type. Conjugation. The tenses of regular and irregular verbs. The development of analytical verb forms	12	2		2		4	8
8. The Noun in Early new English. Case and number of nouns. The transition to a two-case system The declension of personal pronouns.	12	2		2		4	8
Exam							
TOTAL	**108**	**18**		**18**		**27**	**72**

III. Educational technology

Syllabus - names of sections and topics *(in accordance with section II of the CPD)*	Type of activity	Educational technology
1. Introduction to Germanic phi lology: general characteristics Germanic languages (phonological system, structure, vocabulary). Features of Germanic languages. Germanic consonantalism and vocalism, first shift interruption of consonants (Grimm's law), Werner's law, the law of rhotacism, root stress. The role of the ablaut in Germanic word formation and word change. The classes of strong and weak verbs. Strong and the weak declension of nouns.	Lecture and practical exercise	1. lecture (traditional, problem-based, visualisation lecture) 2. Methods for creative group problem-solving 3. active listening 4. gaming technologies 5. Project technology
2. Aims and objectives of the English language history course. Periodisations of history English language. Old English phonetic structure. Old English vocalism compared to Gothic. Spontaneous and combinatorial changes in the pre-writing era. Old English language. Positional changes of consonant phonemes.	Lecture and practical exercise	1. lecture (traditional, problem-based, visualisation lecture) 2. Methods for creative group problem-solving 3. active listening 4. gaming technologies 5. Project technology
3. Morphological classification of verbs in Old English: strong verbs, weak verbs, preterite-present verbs. Grammatical categories of the verb: person, number, tense, mood.		1. lecture (traditional, problem-based, visualisation lecture) 2. Methods for creative group problem-solving 3. active listening 4. gaming technologies 5. Project technology
4. Classification of English nouns. types of declension. Characteristics of		1. lecture (traditional, problem-based, visualisation lecture) 2. Methods for creative group problem-solving

paradigms. categories: gender, number, case. Old English personal and demonstrative pronouns. Strong and weak declension of adjectives. Degrees of comparison.		3. active listening 4. gaming technologies 5. Project technology
5. Middle English phonetic system. Reduction of unstressed vowels. Quantitative and qualitative changes of vowels. The contraction of Old English diphthongs. The formation of new consonant phonemes and the formation of new diphthongs. The formation of new consonant phonemes. Simplification of initial groups of consonants.	Lecture and practical exercise	1. lecture (traditional, problem-based, visualisation lecture) 2. Methods for creative group problem-solving 3. active listening 4. gaming technologies 5. Project technology
6. Early English phonetic system. The loss of unstressed final vowels. The Great Vowel Shift. short vowels in Middle English. Diphthongs. Vocalisation of consonants and the emergence of new long vowels, diphthongs and triphthongs. Simplification of consonant groups.	Lecture and practical exercise	1. lecture (traditional, problem-based, visualisation lecture) 2. Methods for creative group problem-solving 3. active listening 4. gaming technologies 5. Project technology
7. Breaking down of the strong verb system. Unification of weak verb to one type Conjugation. The formation of modern regular and irregular verbs. The development of analytical forms.	Lecture and practical exercise	1. lecture (traditional, problem-based, visualisation lecture) 2. Methods of group creative problem solving 3. active listening 4. gaming technologies 5. Project technology
8.The Noun in Early New English. Case and number of nouns. The transition to a two-case system The declension of personal pronouns.	Lecture and practical exercise	1. lecture (traditional, problem-based, visualisation lecture) 2. Methods for creative group problem-solving 3. active listening 4. gaming technologies 5. Project technology

B The following educational technologies are used in the course of the discipline: traditional lecture, problem lecture, creative exercises, creating and solving game interactive tests, preparing written mini-studies research, use of Internet resources.

IV. Materials for current and interim assessments

1. **Sample test tasks to check the competence of competence General Professional Competence-1.1 (**ability to interpret basic phonetic, lexical, grammatical, word-formation phenomena, rules of orthography and punctuation, identify patterns of functioning of the studied foreign language) **and General Professional Competence-1.2** (ability to orient in modern scientific paradigms, schools, concepts of linguistics.

1. Define the class of the following Old English strong verbs. Give their basic forms.

aigan "OWE" – …; diups "DEEP" – …; badi "BED" – …; arms "ARM" – …; wōpjan "WEEP" – …; kusjan "KISS" – …; twai "TWO" – …; baug "BOWED" – …; halp "HELPED" – …; satjan "SET" – …; haldan "HOLD" – …; hailjan "HEAL" – …; hausjan "HEAR" – …; gruri "terror" – …; haiþi "waste, heath" – …; ains "ONE" – … .

2. Determine what phonetic phenomena can explain the diphthongs in the following Old English words.

ceap "CHEAP"; sceort "SHORT"; scearp "SHARP"; ceorfan "CARVE"; sceaft "SHAFT"; sceawian "SHOW"; ceald "COLD"; ȝe-sceap "SHAPE"; stream "STREAM"; ceorl "CHURL"; ceosan "CHOOSE".

Criteria of assessment:
1. The student does not know the material.
2. The student can participate in conversation, but at the same time uses extremely simplified lexico-grammatical structures to express ideas. Only able to use a limited vocabulary. Speech behavior is minimally acceptable.
3. The student demonstrates the ability to use the correct verb forms and tenses. Simple statements are grammatically correct, the volume of the statement meets the program requirements
4. The student answers the interlocutor's questions with pleasure, uses a variety of vocabulary, which creates the impression of a natural situation. Tries to eliminate the influence of the native language.
5. The student uses a wide range of vocabulary, overcomes lexical difficulties in expressing thoughts. Uses complex sentences. Speech behavior is communicatively and cognitively justified.

2. **Exercises to check the competence of General Professional Competence-1.3 (**ability to compare and analyse linguistic phenomena, functional varieties of language), **General Professional Competence-1.4** (ability to determine the role of ancient languages in the formation of the modern system of the studied foreign language and factors of language development) and **General Professional Competence-1.5** (ability to analyse the use of language means in the text and in the process of speech activity).

1. Give definitions of the terms "ablaut", "class exponent", "strong verbs", "weak verbs", "preterite-present verbs"

2. Prove that weak verbs became a productive means of formbuilding in ME.

3. Define the class of the OE strong verb and mention the exponent. Restore the missing OE forms.

drāf; scufon; eten; boren; dreaȝ; cearf; scrifon; borȝen; biden; ȝeaf; ȝalan; climban; spræc; funden; hæl; sturfon.

Criteria of assessment:

1. The student does not know the material.
2. The student does not have the skills to keep a discussion going due to numerous terminological errors.
3. The student is unable to confidently use terminology in a spontaneous statement, needs prior written preparation.
4. The student knows the terminological and subject apparatus, but has some inaccuracies in the discussion.
5. The student confidently uses terminology, is able to correctly use the conceptual apparatus in a spontaneous statement.

V. Training, methodological and information support for the discipline

a) Basic literature:

1. Leonova L.P., Makarov S.A. Early English Primer. Tver, 2013.
2. Makarov S.A. Old English is Fun. Tver, 2010. http://rgfhttp://rgf. tversu. ru/sites/default/files/doc-files/Old_English_is_Fun/sites/default/files/doc-files/Old_English_is_Fun. pdf.

b) Additional literature:

1. Ilyish B. History of the English Language. L., 1973.
2. Rastorguyeva T. A History of English. M., 1983
3. Arakin V.D. History of the English Language. M., 2003
4. Makarov. Old English is Fun. Textbook on the History of the English Language, 2011.
5. Khlebnikova I.B. Introduction to Germanic Philology and the History of the English Language. M., 1996.

3) List of resources on the Internet necessary to master the discipline

1. A CONCISE ANGLO-SAXON DICTIONARY http://www.gutenberg.org/files/31543/31543-h/files/dict_ac.html
2. An Anglo-Saxon Dictionary by Bosworth and Toller http://www.utexas.edu/cola/centers/lrc/books/asd/dict-I.html
3. Anglo-Saxon Dictionaries http://www.dmoz.org/Arts/Literature/World_Literature/British/Anglo-Saxon/Dictionaries/Saxon/Dictionaries/
4. Anglo-Saxon England A Guide to Online Resources http://www.the-orb.net/encyclop/early/pre1000/asindex.htmlorb.net/encyclop/early/pre1000/asindex.html
5. Anglo-Saxon Phrasebook http://74.125.77.132/search?q=cache:fkLLGf0lJrgJ:en.wikibooks.org/wiki/Old_English/Phrases+old+english+phrases&cd=1&hl=ru&ct=clnk&gl=ru

6. Anglo-Saxon Phrasebook http://74.125.77.132/search?q=cache:PJkxYdwRAX0J:web.me.com/robinlucas/robinlucas/Anglo_Saxon_Phrasebook.html+anglo-saxon+phrasebook&cd=2&hl=ru&ct=clnk&gl=rusaxon+phrasebook&cd=2&hl=ru&ct=clnk&gl=ru
7. Ða Engliscan Gesiðas http://www.tha-engliscan-gesithas.org.uk/readings/readings.htmlgesithas.org.uk/readings/readings.html
8. Englisc Onstigende Wordbōc http://wandership.ca/projects/eow/
9. Englisc Wicipǣdia http://ang.wikipedia.org/
10. Þikispell http://ang.wikipedia.org/wiki/Flocc:%C7%B7ikispell
11. Old English Wiki http://www.joshuamacy.com/cgi-bin/oewiki.pl?OldEnglish_Wikibin/oewiki.pl?OldEnglish_Wiki
12. Omniglot http://omniglot.com/writing/oldenglish.htm
13. Rune Meaning http://www.sunnyway.com/runes/meanings.html
14. The Anglo-Saxon Homepage http://www.wsu.edu:8080/~hanly/oe/503.html Write in Runes http://www.sunnyway.com/runes/write_in_runes.html

VI. Guidance materials for students in mastering the discipline

1. Recommended essay topics:

General characteristics of the Germanic languages.

Old English phonetic system.
Old English verb.
Old English noun.
Old English adjective.
Middle English phonetic system.
Early New English phonetic system.
The development of the verb system in Middle English and Early Modern English.

The development of the nominal system: noun, adjective, pronoun in the history of the English language.

The development of syntax in the history of the English language.

Etymological characteristics of the vocabulary of various periods of the history of the English language

The abstract consists of a review of the literature on the issue. The content of the paper is primarily determined by the topic. However, irrespective of the topic, there are a number of requirements that apply to all types of work. The general prerequisite is a clear understanding of the subject matter. For this reason, you should begin with an understanding of the material covered in the general English course. A thorough study of it will help to better guide the choice of the topic and facilitate the process of writing the paper itself. This will also allow you to manage the drafting of a preliminary plan.

There are four main steps in carrying out the work:

1) bibliography, i.e. the selection of literature on the topic of the study;
2) cataloguing, i.e. the accumulation and processing of linguistic material;
3) classification of material;
4) a coherent description of the material studied, i.e. the writing of the paper itself.

2. Exercise books:

1. Leonova L.P., Makarov S.A. Early English Primer. Tver, 2013.
2. Leonova L.P., Makarov S.A. History of the English Language. A Collection of Texts and Exercises. Tver, 2010.

Extracurricular independent work

Section (See Content of the discipline.)	**independent work**	
	Hours	**Types**
1-2	11	Reading textbook and additional literature. Drafting a text plan. Text outline. Extracts from the text. Working with lecture notes. Drawing up a plan and theses of the answer. Work with dictionaries and reference books. Working with Internet resources. Doing exercises. Drawing up diagrams, tables for systematization of educational material. Doing exercises.
3	6	Reading textbook and additional literature. Drafting a text plan. Text outline. Extracts from the text. Working with lecture notes. Drawing up a plan and theses of the answer. Work with dictionaries and reference books. Working with Internet resources. Doing exercises. Drawing up diagrams, tables for systematization of educational material. Doing exercises.
4	6	Reading textbook and additional literature. Drafting a text plan. Text outline. Extracts from the text. Working with lecture notes. Drawing up a plan and theses of the answer. Work with dictionaries and reference books. Working with Internet resources. Doing exercises. Drawing up diagrams, tables for systematization of educational material. Doing exercises.
5	6	Reading textbook and additional literature. Drafting a text plan. Text outline. Extracts from the text. Working with lecture notes. Drawing up a plan and theses of the answer. Work with dictionaries and reference books. Working with Internet resources. Doing exercises. Drawing up diagrams, tables for systematization of educational material. Doing exercises.
6	6	Reading textbook and additional literature. Drafting a text plan. Text outline. Extracts from the text. Working with lecture notes. Drawing up a plan and theses of the answer. Work with dictionaries and reference books. Working with Internet resources. Doing exercises. Drawing up diagrams, tables for systematization of educational material. Doing exercises.
7	5	Reading textbook and additional literature. Drafting a text plan. Text outline. Extracts from the text. Working with lecture notes. Drawing up a plan and theses of the answer. Work with dictionaries and reference books. Working with Internet resources. Doing exercises. Drawing up diagrams, tables for systematization of educational material. Doing exercises.
8	5	Reading textbook and additional literature. Drafting a text plan. Text outline. Extracts from the text. Working with lecture notes. Drawing

		up a plan and theses of the answer. Work with dictionaries and reference books. Working with Internet resources. Doing exercises. Drawing up diagrams, tables for systematization of educational material. Doing exercises.
Total:	45	

Checking tasks to verify that you have competencies: General Professional Competence-1.1; General Professional Competence-1.2; General Professional Competence-1.3; General Professional Competence-1.4; General Professional Competence-1.5.

1. Current monitoring of progress

Sample tasks in phonetics

1. Stress the following Old English words:
macian "MAKE"; ʒe-sceot "SHOT"; ʒearwe "armour"; ʒe-seon "SEE"; for-weorþan "perish"; hlaford "LORD"; freodom "FREEDOM"; freondlic "FRIENDLY"; Beowulf; wunden-stefna "ship"; un-ʒe-cnawen "UNKNOWN"; sunnan-dæʒ "SUNDAY"; beforan "BEFORE".

2. Write the following Old English words in two columns: with a mute spirant [f] and with a voiced [v]. Motivate your choice:
faran "FARE, go"; deaf "DEAF"; heafod "HEAD"; fīf "FIVE"; lufian "LOVE"; clif "CLIFF"; folc "FOLK"; seolfor "SILVER"; ofer "OVER"; fram "FROM"; drīfan "DRIVE"; steorfan "STARVE"; cnafa "KNAVE"; leaf "LEAF"; hlāford "LORD"; heofon "HEAVEN"; ful "FULL"; ceorfan "CARVE"; freo-dom "FREEDOM"; seofon "SEVEN"; læfan "LEAVE"; efne "EVEN"; næfre "NEVER"; freond "FRIEND".

3. Write the following Old English words in two columns, one with a mute sibilant [s] and one with a voiced sibilant [z]. Motivate your choice.
sand "SAND"; æsc "ASH"; bisiʒ "BUSY"; ceosan "CHOOSE"; sittan "SIT"; seon "SEE"; cyse "CHEESE"; mūs "MOUSE"; nosu "NOSE"; slæpan "SLEEP"; rīsan "RISE"; sæ "SEA"; wesan "BE"; settan "SET"; wyrsa "WORSE"; sinʒan "SING"; stān "STONE"; wīs "WISE"; wīsian "guide, show"; stræt "STREET"; wæs "WAS"; sunu "SON".

4. Write the following Old English words in two columns - with a silent sibilant [θ] and a voiced [ð]. Motivate your choice.
bræþ "BREATH"; brōþor "BROTHER"; eorþe "EARTH"; mūþ "MOUTH"; ōþer "OTHER"; þā "then"; sūþ "SOUTH"; hæþ "HEATH"; hæþen "HEATHEN"; þær "THERE"; deaþ "DEATH"; cweþan "say"; mōnaþ "MONTH"; baþian "BATHE"; morþor "MURDER"; wiþ "WITH"; weorþan "become".

5. Write the following Old English words in three columns: with a voiced back-tongued stop [g], with a voiced back-tongued spirant [ɣ] and with a palatal middle spirant [j]. Motivate your choice.
āʒan "OWE"; ʒān "GO"; fæʒer "FAIR"; cyninʒe "KING"; siʒe "victory"; drūʒoþ "DROUGHT"; Enʒle "ANGLES"; wyrþiʒ "WORTHY"; tweʒen "TWO"; lanʒ "LONG"; laʒu "LAW"; hefiʒ "HEAVY"; leoʒan "LIE; tell lies"; pleʒian "PLAY"; dryʒe "DRY"; dæʒ "DAY"; daʒas "DAYS";

brinʒan "BRING"; būʒan "BOW"; bodiʒan "BODY"; beorʒan "save, guard"; maniʒan "MANY"; fleoʒan "FLY"; fīf-tiʒ "FIFTY"; folʒian "FOLLOW"; ʒrētan "GREET"; hāliʒ "HOLY"; sinʒan "SING"; ʒōd "GOOD"; ʒif "IF"; ʒearwe "armour"; ʒār "spear"; ʒuma "man, groom".

6. Given the peculiarities of Old English pronunciation, write the following words using their transcriptions.

[keald]; [e:aɣan]; [weorðan]; [jievan]; [skeort]; [su:θ]; [küning]; [ke:ozan]; [græj]; [kiken]; [over]; [kün]; [düvan]; [a:skian]; [düzij]; [kweðan]; [θenkan]; [mæj].

7. Based on the spontaneous vowel matches in Gothic and Old English, tell which of the following word pairs is Gothic and which is Old English.

hāl - hails "WHOLE"; eac - auk "EKE, also"; leoʒan - liugan "LIE"; bær - bar "BORE"; stelan - stilan "STEAL"; hord - huzd "treasure"; haitan - hātan "command, name"; slæpan - slēpan "SLEEP"; kniu - cneo "KNEE"; daufs - deaf "DEAF"; māra - maiza "MORE"; dreoʒan - driugan "perform", fulfil"; qiþan - cweþan "say"; heafod - haubiþ "HEAD"; itan - etan "EAT".

Sample grammar exercises

1. The main forms of the Gothic strong verbs are given. Reconstruct the Old English forms corresponding to them. Specify which phonetic processes resulted in the obscuration of the ablaut.

Class 1: beitan "BITE" - bait - bitun - bitans; skeinan "SHINE" - skain - skinun - skinans.

Class 2: liugan "LIE, tell lies" - laug - lugun - lugans; biugan "BOW, bend" - baug - bugun - bugans.

Class 3: hilpan "HELP" - halp - hulpun - hulpans; rinnan "RUN" - rann - runnun - runnans.

Class 4: stilan "STEAL" - stal - stēlun - stulans; bairan "BEAR" - bar - bērun - baurans.

Class 5: itan "EAT" - at - ētun - itans; qiþan "say" - qaþ - qēþun - qiþans.

Class 6: sakan "argue" - sōk - sōkun - sakans.

Class 7: lētan "LET" - lailōt - lailōtun - lētans.

2. Identify the class of the following strong verbs in Old English. Give their basic forms.

drincan "DRINK"; drepan "strike, kill"; dreosan "fall"; rīdan "RIDE"; be-ʒinnan "BEGIN"; metan "METE, measure"; helan "conceal"; ʒrafan "dig"; hātan "name, command"; smītan "SMITE"; būʒan "BOW, bend"; ceorfan "CARVE".

3. One of the basic forms of an Old English strong verb is given. What is this form? From which verb is it formed? What class does it belong to? Give the missing basic forms.

drāf; scufon; eten; boren; dreaʒ; cearf; scrifon; borʒen; biden; ʒeaf; ʒalan; climban; spræc; funden; hæl; sturfon.

4. Explain the difference between the root vowels of the following Old English weak verbs and the noun bases (nominative or subjective) from which they are formed.

tellan "TELL" - talu "TALE"; fēdan "FEED" - fōda "FOOD"; blēdan "BLEED" - blōd "BLOOD"; fyllan "FILL" - ful "FULL"; hælan "HEAL" - hāl "WHOLE".

5. Define the class of the following Old English weak verbs; form the form-we past tense and Particle II.

fiscian "FISH"; ʒrētan "GREET"; wundrian "WONDER"; cennan "know'; baþian "BATHE"; cyssan "KISS"; lōcian "LOOK"; mētan "MEET"; ʒrāpian "GROPE"; habban "HAVE"; hopian "HOPE".

6. Declare the following Old English masculine nouns with the base in 'a'.

beard "BEARD"; bāt "BOAT"; scyld "SHIELD"; ȝod "GOD"; eorl "EARL"; cyninȝ "KING"; strēām "STREAM".

2. Sample model tests

Test topic "Old English phonetic changes"

1. Write out the pair of vowel changes which illustrate the process of breaking:

A: *æ > ea B: *e > eo C: *e > eo *o > eo *æ > ea * a > ea

2. Restore the OE word and mention the process. Give the form under the asterisk: Gt hausjan || OE*...> OE ...
3. Transcribe the following OE words:

nosu, ofer, la u, eorþe, earfe, cynin .

Test topic "Old English verb"

1. Write out the series of Ablaut which pertains to class 1 of OE strong verbs:

A: ī - ā - u - u
B: ī - a - i - i
C: i - ā - i - i
D: ī - ā - i - i

2. Define the class of OE strong verb and mention the exponent. Restore the missing OE forms and the corresponding Gothic Ablaut. Give the forms under the asterisk (where necessary) and mention the phonetic process in pre-written OE:

OE healp

3. Define the class of the OE weak verb and restore the missing forms: OE macod

Test topic "Phonetic processes in English in diachrony"

Restore the ME word and trace the OE word down to NE phonetically and graphically:

OE macian > ME ... > NE MAKE
OE cniht > ME ... > NE KNIGHT

Final practical task

Conducting a summative study on the Middle English Verb (in comparison with OE and NE)

In modern education, the main task of the teacher is to create the conditions for the student to become an active participant in the process of professional development, which implies organising productive interaction in the classroom; organisation of students' independent extracurricular work; making the whole learning process exploratory and creative.

In accordance with these principles, ***a final practical assignment*** has been developed for students who have mastered the Language History course, which makes it possible to assess the level of certain competences.

The final practical assignment is completed by the students themselves.

Independent work in this case refers to the planned work of students carried out under the instructions and methodological guidance of the teacher, but without the teacher's direct participation outside the classroom. This final assignment involves active individual and group activities aimed at the creative application of the learnt material.

Assignment for students:

Middle English Verb
(in comparison with OE and NE Verb)

1. Study:
Ilyish B.A: §§ 373-383 (ME); §§ 570-584 (NE); revise OE verb.
Rastorguyeva T.A.: §§ 475-486 (ME); revise OE verb.

2. Do the following assignments:
a) Illustrate (by examples from Chaucer) the process of **reduction** (and even **loss**) **of endings** in the ME verb system;
b) Illustrate grammatical **homonymy** and **synonymy** in the ME verb system (Chau-cer);
c) Find out the origin of NE **regular** and **irregular** verbs;
d) Prove that weak verbs have become a productive means of form-building in ME. (Give examples from Chaucer.)

Guidelines (for mini-analysis)

Pick out from Chaucer's text *inflected* verb-forms (do not forget to mention the number of the line it occurs in).
Group native verbs into several columns according to principal forms (+ pre-sentential plural).
Trace ME endings back to OE and compare them.
Make conclusions about the reduction and loss of endings.
Find in these columns: (a) *different forms with the same ending*; (b) *the same forms with different endings*. What are both types of endings called?

Time to prepare the project: 2 weeks

Recommended literature and electronic resources:

Ilyish B.A: §§ 373-383 (ME); §§ 570-584 (NE); revise OE verb.
Rastorguyeva T.A.: §§ 475-486 (ME); revise OE verb.

VII. Logistical support

Training room, computer lab, LMS and Teams platforms