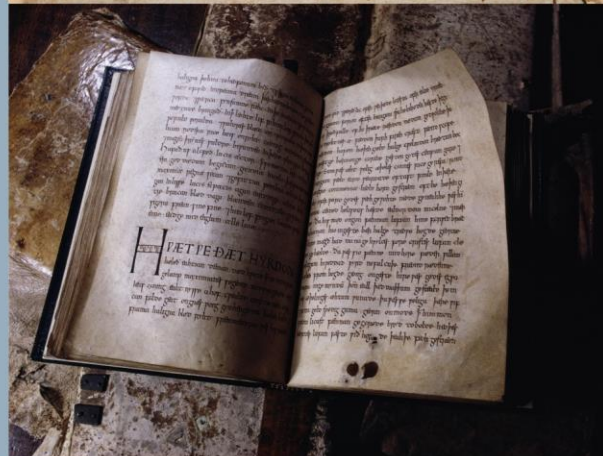
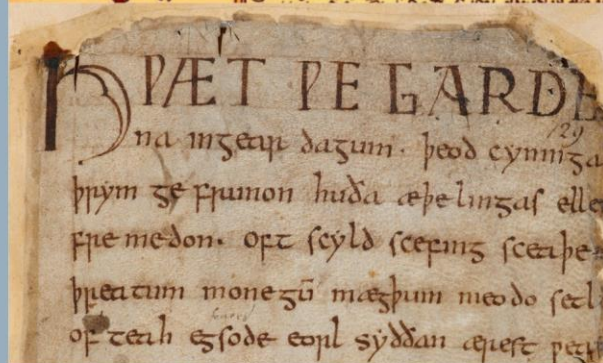


ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА

ƿ	ʀ	þ	ƿ	ƿ	ʀ	ʀ	ʀ	ʀ	ʀ	ʀ
feoh	ur	ðorn	os	rad	cen	gifu	wynn	hægl		
'riches'	'bison'	'thorn'	a god	'riding'	'torch'	'gift'	'joy'	'hail'		
F	U	TH	O	R	C	G	W	H		

ƿ	ʀ	þ	ƿ	ƿ	ʀ	ʀ	ʀ	ʀ	ʀ	ʀ
nied	is	gear	coh	peorth	colhx	sigel	tiw	beorc	cah	
'need'	'ice'	'year'	'yew'	'chessman'	'reed'	'sun'	a god	'birch'	'horse'	
N	I	GH	Z	P	X	S	T	B	E	

ƿ	ʀ	þ	ƿ	ƿ	ʀ	ʀ	ʀ	ʀ	ʀ	ʀ
mann	lagu	ing	oeðl	dæg	ac	æsc	yr	car	?	
'man'	'water'	a god	'homeland'	'day'	'oak'	'ash'	'yew bow'	'earth'	?	
M	L	NG	D	?	A	Æ	Y	EA	K	



Министерство науки и высшего образования РФ
ФГБОУ ВО «Нижневартовский государственный университет»

ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА

Рабочая тетрадь

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Нижневартовск
НВГУ
2021

ББК 81.432.1-21
УДК 811.111
И 90

Печатается по решению
Ученого совета ФГБОУ ВО «Нижевартовский государственный университет»
протокол № 1 от 26 января 2021 г.

Рецензент: доктор филологических наук, ФГБОУ ВО «Пермский национальный
исследовательский политехнический университет» *Л.В. Кушнина*

И 90 **История английского языка:** рабочая тетрадь / сост. Н.М. Перельгут.
Нижевартовск: НВГУ, 2021., 2021. 50 с.

ISBN 978-5-00047-594-2

Рабочая тетрадь по курсу «История английского языка» содержит практические задания по основным синхронным срезам (начиная с древнеанглийского периода и заканчивая ранненовоанглийским периодом) и диахроническим изменениям, происшедшим в языке на разных его уровнях: фонетическом, морфологическом, лексическом и, отчасти, синтаксическом. В рабочей тетради, помимо практических заданий, связанных с темами курса, содержатся ссылки на лекционный материал ведущих специалистов в области истории английского языка, размещенный в интернете, а также Приложение с классификацией звуков, списком ключевых событий и характеристик истории английского языка, тестовыми заданиями для проверки усвоения обучающимися материалов курса.

Рабочая тетрадь адресована студентам иноязычных лингвистических направлений образования, слушателям программ профессиональной переподготовки, равно как и всем интересующимся английским языком.

Материалы могут использоваться для разных режимов аудиторной работы под руководством преподавателя, а также во время самостоятельной работы студентов с дальнейшей проверкой в аудитории.

ББК 81.432.1-21



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ISBN 978-5-00047-594-2

ISBN 978-5-00047-594-2



9 785000 475942

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THE HISTORY OF ENGLISH: PRACTICAL ASSIGNMENTS

PART 1. INTRODUCTION.

Subject 1.1. History of English as branch of Linguistics. Factors of the language development. Mechanism of language change.



Assignment 1.1.

The factors that can influence the language development. Divide them into two groups: language contacts, invasions, economic events, cultural events, semantic variation, sound alterations, formal variation, people migration, stylistic connotations, syntactic distribution.

External (extralinguistic)	Internal (linguistic)

Subject 1.2. English among other languages. Modern West and North Germanic languages.



Assignment 1.2.

Point out the West Germanic and North Germanic languages: English, Icelandic, German, Norwegian, Netherlandish (Dutch, Flemish), Danish, Swedish, Afrikaans, Yiddish, Frisian, Faroese. Name the countries where they are spoken and the nations speaking the language. Use the map to show the countries.

West Germanic	The country	The nation	North Germanic	The country	The nation

Subject 1.3. Periodization of the English Language History.



Assignment 1.3. Flipped class model.

Listen to the lecture HIS101 – From IE to OE (IE – Indo-European, OE – Old English) by professor Jürgen Hendke, The Virtual Linguistics Campus, at https://www.youtube.com/watch?v=DlercYYY_VA&list=RDCMUCaMпов1PPVXGcKYgwHjXB3g&index=1

After listening to the lecture explain the similarity of the words in English and in some other Indo-European Languages:

two – два, ten – десять, pool – болото, heart – cordis (Latin), guest – hostis (Latin)



Assignment 1.4. Flipped class model.

Listen to the lecture HIS110 – The History of English – An Overview (5 periods) by professor Jürgen Hendke, The Virtual Linguistics Campus, at <https://www.youtube.com/watch?v=Oz8tEPXI25A&list=RDCMUCaMпов1PPVXGcKYgwHjXB3g&index=2>

In this short E-Lecture, which addresses undergraduate students of English and linguistics, Prof. Handke provides an overview of the most important cultural and linguistic aspects that affected the development of the English language through time. This includes examples spoken in original pronunciation of each period.

What periods in the EL History does the author speak about?

Subject 1.3.1. The Prehistory English. The Roman Conquest of the British Isles (43 AD – 410 AD).

Assignment 1.5.

On the map of Britain point out the place names with morphemes *-chester*, *-cester*, *-caster*. What do these geographic names testify to? Where are these towns situated?

Part 2. Old English Period.

Subject 2.1. Old English and its historical background. Old English (tribal) dialects.

Germanic settlement on the British Isles



West Germanic tribes settled a number of Kingdoms: There were *seven* major Anglo-Saxon kingdoms in Britain at that time. They were:

Tribes	Kingdoms
West Saxons	Wessex (the most powerful)
East Saxons	Essex
South Saxons	Sussex
Angles	Mercia
	East Anglia
	Northumbria
Jutes	Kent

Note: Natives – Britons moved to Wales, and Picts, Gaels moved to Scotland.



Assignment 2.1.

Look at the map above and put down the tribal dialects spoken in the kingdoms.

Kingdoms	OE Dialects
Wessex (West Saxons) Essex (East Saxons) Sussex (South Saxons)	
Mercia (Angles) East Anglia (Angles)	
Northumbria (Angles)	
Kent (Jutes)	

Subject 2.1.1. Old English alphabet and pronunciation. Runes.

Assignment 2.2.

What alphabets were used in OE writing? What Runes were borrowed in the OE alphabet?

Anglo-Saxon (insular) Runic Alphabet

ƿ	ᚋ	ᚏ	ᚦ	ᚱ	ᚦ	ᚨ	ᚨ	
feoh - f "wealth"	ur - u "cattle"	þorn - þ "thorn"	os - o "mouth"	rad - r "ride"	cen - c "torch"	Ʒiefu - Ʒ "gift"	Ʒynn - Ʒ "joy"	hæƷl - h "hall"
ᚋ	ᚎ	ᚇ	ᚈ	ᚇ	ᚹ	ᚺ	ᚻ	
nyd - n "need"	is - i "ice"	Ʒear - Ʒ "year"	eoh - eo "yew"	Ʒeorð - Ʒ "game"	eolƷecƷ - x "elk-sedge"	ƷiƷel - s "sun"	tyr - t "Tyr"	beorc - b "birch"
ᚘ	ᚙ	᚛	᚜	᚝	᚞	᚟	ᚠ	
eoh - e "horse"	man - m "man"	lagu - l "lake"	ing - ŋ "Ing"	œðel - œ "estate"	dæƷ - d "day"	ac - a "oak"	æsc - æ "ash"	
ᚡ	ᚢ	ᚣ	ᚤ	ᚥ	ᚦ	ᚧ	ᚨ	
yr - y "bow"	ear - ea "earth"	lar - la "serpent"	kalc - k "chalice"	kalc - kk "chalice"	gar - g "spear"	cƷeorð - cƷ "fire"	stan - st "stone"	

Assignment 2.3.

Compare the NE and OE alphabets. What letters are missing in the OE alphabet? Why? What sounds didn't exist in OE?

NE	OE
a	Æ æ, ā, ā
b	b
c	c [k], [k']
d	d
e	e, ē
f	f [f], [v]
g	Ʒ [g], [ɣ], [j]
h	h
i	i, ī

NE	OE
j	-
k	-
l	l
m	m
n	n
o	o, ō
p	p
q	-
r	r

NE	OE
s	s [s], [z],
t	t
u	u, ū
v	-
w	w
x	-
y	y [y]
z	-
-	ð, þ,

Assignment 2.4.



a) Listen to the OE text “Othere’s account of his voyage around the North Cape” at

<https://www.youtube.com/watch?v=Oz8tEPXI25A&list=RDCMUCaMпов1PPVXGcKYgwHjXB3g&index=2>

You can hear some extract in the original Anglo-Saxon. Obviously, nowadays, Anglo-Saxon is a foreign language even to native English speakers. You can hear a few lines of this extract in the original Anglo-Saxon.

b) Learn the rules of reading and read the words from the Old English text:

æ - ƿæt, cwæð, hwænne

s - Īsaac, his, Ʒesēon

y - ƿystrodon, clypode

Ʒ - ēaƷan, ƿinƷ, Ʒesēon, dāƷe

ƿ - ƿystrodon

h - his, hē, mihte

ð - cwæð, cweðan

c - cin, ic, cyne; boc, clypode

f - fæder, hlāford

c) Read the words and comment on the way the letter ‘Ʒ’ (yogh [youg]) was pronounced in the OE period:

Ʒe-, dāƷ, dāƷe, daƷas, daƷum, Ʒear, Ʒesēon;

d) Define the sound values of the letters *f*, *ð*, *s* and comment on the way they were pronounced in the following OE words: *heofon*, *faran*, *Ʒe-faran*, *hæfde*, *ofer*, (NE heaven, fare, had, over); *ƿæt*, *swīƷe* (NE that, very); *sāde*, *āses*, *wēste* (NE said, for his, waste = uninhabited).

Assignment 2.5.

Analyse the Runes used on the British Isles and do the tasks.

WRITE YOUR NAME IN RUNES

THIS BOOK BELONGS TO

Before you can fill this in you need to know a little about Anglo-Saxon writing. They used letters called *Runes*. You can see them below. Underneath are the letters we use today. Now you can work out how to write in runes:

F	U	TH	O	R	K	G	W	H	N	I	J	H	P	X	S	T	B	E	NG	M	L	D	Æ	A	Æ	Y	EA
ᚠ	ᚢ	ᚦ	ᚩ	ᚱ	ᚳ	ᚷ	ᚹ	ᚻ	ᚾ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ	ᚰ

How can you tell that the runes were often carved – on wood, stone or ivory?



Sometimes they thought runes were like magic. This ring has these letters on it in runes:

ærkriuftkriurithonglæstæpontol

Nobody knows what this means.

You could make up some magic words of your own and write them in runes.

This scene is carved on ivory. There are some runes in a box at the top. Can you work out what they say? What does the picture show?



Answer:

The runes say 'magi'. The picture shows the Three Kings.

Subject 2.2. Old English Grammar. Nominal System.



Assignment 2.6. Flipped class model.

Listen to the lecture HIS122 - OE Morphology

[The Virtual Linguistics Campus at https://www.youtube.com/watch?v=T_yEa7tIbGA](https://www.youtube.com/watch?v=T_yEa7tIbGA)

This E-Lecture by Prof. Handke is part of the BA class “History of English”. It discusses the main principles of inflection in OE including a brief mention of the major morphological changes that affected the English language during that period.

After listening to the lecture, point out the most important features of the OE morphology that differ it from that of Present-Day English.

Assignment 2.7.



a) Listen to the fragment from the OE text “Ohthere’s account...” written in the West Saxon dialect at

<https://www.youtube.com/watch?v=Oz8tEPXI25A&list=RDCMUCaMpov1PPVXGcKYgwHjXB3g&index=2>

b) Read the text and the NE translation. Study the model of the analysis and the commentary.

OH THERE’S ACCOUNT OF HIS VOYAGE AROUND THE NORTH CAPE

first section originally edited and translated by Grant Chevallier; edition and translation revised by Murray McGillivray

From King Alfred’s translation of the WORLD HISTORY by Orosius (9th cen.)

Ōhthere sǣde his hlāforde, Ælfrēde cyninge, þæt hē ealra Norðmonna norþmest būde. He cwæp þæt he bude on þǣm lande norþweardum wiþ þā Westsǣ. He sǣde þēah þæt þæt land sīe swīþe lang norþ þonan; Ac hit is eal wēste, būton on fēawum stōwum stycemǣlum wīciap Finnas, on huntōþe on wintra, and on sumera on fiscaþe be þære sǣ.

c) Point out the nominal parts of speech. Analyse their forms.

Word as used in the Text	Analysis, notes	Corresponding NE word	Translation
Ōhthere [ˈo:txere]	n. prop., Nom. sg.; S		Ohthere
sǣde	v., also sǣzde, 3 rd p. sg., Past Indef. of sǣczan, w. III; P	SAY	said
his	pron. pers. Gen. of hē, 3 rd p. sg, M. (or poss. pron. his)	HIS	to his

hlāforde	n., Dat. sg. of hlāford, Masc. -a	LORD	lord
Ælfrēde	n., prop., Dat. sg.; Masc.	ALFRED	Alfred
cyninge	n., Dat. sg. of cyning, M. -a	KING	King
þæt	conj.	THAT	that
hē	pron., 3 rd p. sg. Nom.; S	HE	he
ealra	pron. indef. Gen. pl of eal	ALL	of all
Norðmonna	n., Gen. pl. of Norðmann, M. root-stem	NORTHMAN	the Northmen (Scandinavians or Norwegians)
norþmest	adv.	NORTHERNMOST	to the North
būde	v., 3 rd p. sg., Past Indef. or Sunj. of būan, anom. v.; P	rel. TO BE	lived (had lived)
cwæþ	v., 3 rd p. sg., Past Indef. of cweðan, str., Cl. 5; P	obs. QUOTH	said
on	prep.	ON	on
þæm	pron. dem., Dat. sg, Neut. of sē, sēo, þæt	THAT	the
lande	n., Dat. sg. of land, Neut. -a	LAND	land
norþweardum	adj., Dat. sg. N of norðweard	NORTHWARDS	to the North
wiþ	prep.	WITH	of
þā	pron. dem., Acc. sg. of sēo, Fem.	THAT	that (the)
Westsæ	n., prop., Acc. of Westsæ, sæ, Fem. i-stem	WEST SEA	Atlantic Ocean
þēah	conj.	THOUGH	also
þæt	pron. dem., Nom. sg, Neut.	THAT	that
land	n., Nom. sg, Neut.-a, S	LAND	land
sīe	v., sg. Pres. Subj. of bēon; link verb	BE	is
swīþe	adv.	–	very
lang	adj., Nom. sg. Neut. str. decl.; P	LONG	long
norþ	adv.	NORTH	North
þonan	adv.	THENCE	from there (northward along the Western Sea (i.e. the sea to the west of Norway))
ac	conj.	–	but
hit	pron. pers., 3 rd p. sg, Nom. Neut.; S	IT	it
is	v, 3 rd p. sg., Pres. Ind. of bēon; link verb	IS	is
eal	pron. indef., Nom. sg.	ALL	all
wēste	adj., Nom. sg. Neut. str. decl.	– (WASTE)	uninhabited
būton	conj	BUT	but
fēawum	adj, Dat. pl. of fēaw, str. decl.	FEW	few
stōwum	n, Dat. pl. of stōw, Fem. -wō	STOW	places
stycce-mælum	adv.	rel. to STOCK and MEAL	here and there

wīcīaǰ	v, 3 rd p. pl., Pres. Ind. of wīcian; w. II; P	–	live
Finnas	n, Nom. pl. of Finn, Masc.-a; S		(the) Finns
huntoðe	n, Dat. sg. of huntoð, Masc.-a	rel. to HUNT	hunting
wintra	n, Dat. sg. of winter, Masc.-u	WINTER	winter
and	conj	AND	and
sumera	n., Dat. sg. of sumor/er, Masc.-u	SUMMER	summer
fiscaþe	n., Dat. sg. of fiscoð/að, Masc.-a	rel. to FISH	fishing
be	prep.	BY	by
þære	pron. dem., Dat. sg, Fem. of sē, sēo, þæt	THAT	that
sæ	n., Dat. sg. of sǣ, Fem.-i	SEA	sea

NOTE: ABBRIVIATIONS

S – subject

P – predicate / predicative

Nom., Dat., Acc. – Nominative, Dative, Accusative cases

Masc., Fem., Neut. – Masculine, Feminine, Neuter gender

w. – weak (verb)

str. – strong (verb) or strong declension

decl. – declension

Subject 2.3. Old English Grammar. The Verb.

Assignment 2.8.

Read the above text and analyse the verbs. What categories did the OE verbs have judging by the text analysis?

Assignment 2.9.

a) You can listen to/read the OE text, the poem in the original Anglo-Saxon (Old English). Battle of Maldon (991) at

<https://www.youtube.com/watch?v=e874lIJK818>

“Battle of Maldon” (?AD 1000)

Battle of Maldon has been called the greatest battle poem in English. It is an Old English (Anglo-Saxon) poem by an unknown poet. It describes a battle between the English and Viking warriors from Denmark in AD 991 at Maldon in Essex on the River Blackwater, then called the River Pantan.

The Danish invaders are on the island of Northey at the mouth of the river waiting for the tide to go out. Byrhtnoth, the earl of Essex, is at the head of the English warriors on the mainland. A messenger from the Danes offers peace if they pay a sum of money. Byrhtnoth, however, rejects the offer. Then the tide begins to go out and Byrhtnoth, far too confident, is tricked into letting the enemy cross to the mainland.

Old English (Anglo-Saxon)

Wōdon þa wælwulfas, for wætere ne murnon,
wīcinga werod west ofer Pantan,
ofer scīr wæter scyldas wēgon.
lidmen tō lande linde bæron.
þær ongēan gramum gearowe stōdon
Byrhtnoð mid beornum; hē mid bordum hēt
wyrcaþ þone wīhagan, and þæt werod healdan
fæste wið feondum. þā wæs feohte nēh,
tīr æt getohte. Wæs sēo tīd cumen.
þæt pær fæge men feallan sceoldon.
þær wearð hrēam āhafen; hremmas wundon,
earn æses georn; wæs on eorþan cyrm.
Hī lēton þā of folman fēolhearde speru,
grimme gegrundene gāras flēogan...

Did you find the poem too violent?

b) Read a modern English verse translation. Then look at the first part again in the original Anglo-Saxon.

The wolves of war advanced, the viking troop,
Unmoved by water, westward over Pante,
Over the gleaming water bore their shields.
The seamen brought their linden-shields to land.
There Byrhtnoth and his warriors stood ready
To meet their enemies. He told his troops
To make a shield-wall and to hold it fast
Against their foes. So battle with its glory
Drew near. The time had come for fated men
To perish in that place. A cry went up.
The ravens wheeled above, the fateful eagle
Keen for his carrion. On earth was uproar.
They let the file-hard spears fly from their fists,
Grimly-ground darts; and bows were busy too.

Byrhtnoth dies and many of his men run away. A brave few continue the fight until they too are defeated. The second half of the poem is a powerful expression of their loyalty and determination to avenge their leader's death.

c) Point out the nouns, verbs and other parts of speech. Analyse the phonetic events (breaking, diphthongization, palatal mutation).

Subject 2.4. Old English form-building means (word-change).



Assignment 2.10.

Give examples of different *form-building* (word-change) means in OE. Use the above texts.

Affixation		Sound interchange	Suppletion
Prefixation	Suffixation		

Subject 2.5. Old English Vocabulary. Word-building means.



Assignment 2.11.

Read the OE words that follow and decide what means of word-building are used: *zōdnis* (NE good-ness); *zrædiȝ* (NE greed-y); *forzietan* (un-riht n, adj) (NE forget, 'wrong, lit. 'not right'); *hāmcyme*, *cīldzeonȝ* (NE home-coming, young as a child); *wīdsæ* (lit. 'wide sea', ocean); *midniht*, *sunnandæy* (NE midnight, Sunday); *wīsdom*, *frēondlēas* (NE wisdom, friendliness).

Derivation (affixation)		Word-composition	Word-composition + suffixation
Prefixation	Suffixation		



Assignment 2.12. Flipped class model.

Listen to the lecture HIS123 - OE Syntax

The Virtual Linguistics Campus at

<https://www.youtube.com/watch?v=Un2uBX8ayUI>

This E-Lecture discusses the main patterns of OE syntax, word order, and head-modifier patterns using numerous examples. A short discussion of case syncretism and its consequences for the syntactic development of OE is included.

After listening to the lecture say how OE word order, phrase and sentence structure differ from those in Present-Day English.

NOTE: spelling and phonetic symbols that you may need while doing the assignments: æ, ǣ, ð, θ, ȝ, dȝ, ē, ō, ū, [ʒ], [dʒ], [tʃ], [ʃ] [ɛ] [ə], [ŋ].

PART 3. MIDDLE ENGLISH PERIOD.

Subject 3.1. Middle English spelling and phonetic changes: vowel and consonant changes.

Assignment 3.1.

What regional dialects are distinguished in ME? What new consonant sounds developed in this period?



Assignment 3.2. Flipped class model.

Listen to the lecture PHY117 – The Great Vowel Shift (GVS) Prof. Handke at <https://www.youtube.com/watch?v=zyhZ8NQOZeo&list=RDCMUCaMпов1PPVXGcKYgwHjXB3g&index=4> (The Virtual Linguistics Campus)

This E-Lecture discusses the central principles and stages of the Great Vowel Shift, the chain shift that has influenced the English language until the present day. Using the potential of the ActivBoard, Jürgen Handke, discusses each individual stage of the GVS in detail, produces examples where necessary and includes phonological and more general explanations for this influential sound shift.

What phonetic changes are discussed in the lecture? Give examples of the qualitative changes in vowels (reduction of vowels in the unstressed position) and quantitative changes (the Great vowel shift – GVS).

Assignment 3.3.



a) Listen to the ME text – an abstract from Jeffrey Chaucer’s poem “The *Canterbury Tales*”. Make good reading of it. Comment on the rules of reading, spelling, ME vowels and consonants.

Prologue to

“THE CANTERBURY TALES”

by Geoffrey Chaucer (1343-1400),
(the opening stanzas)

ME text	Translation in NE
(1) Whan that Aprille with his shoures soote [xwan 'θat ap'rille 'wiθ his 'ju:res 'so:te]	When April with his sweet showers
(2) the droghte of March hath perced to the roote, [θə 'druxt of 'mɑ:tʃ hɑθ 'pɜ:səd 'to: θə 'ro:tə]	The draught of March has pierced to the root, And bathed every vein in such liquor,
(3) And bathed every veyne in swich licour, [and 'ba:ðəd 'evri 'vein in 'switʃ li'ku:r]	Of which (whose) virtue (power) engendered is the flower;
(4) Of which vertu engendred is the flour; [of 'xwitʃ ver'tju: en'dʒendrəd 'is ðə 'flu:r]	

<p>(5) Whan Zephirus eek with his swete breeth [xwan 'zefi'rus ε:k 'wiθ his 'swe:tə 'brɛ:θ]</p> <p>(6) Inspired hath in every holt and 17alat [in'spirəd 'hɑθ in 'evri 'hɔ:lt and 'hɛ:θ]</p> <p>(7) The tender croppes, and the younge sonne [θə 'tendrə 'kroppəs 'and θə 'juŋgə 'sunnə]</p> <p>(8) Hath in the Ram his halve cours y-ronne, [hɑθ 'in θə ram his 'halvə 'kurs i-'runnə]</p>	<p>When Zephyr also with his sweet breath Inspired has into every holt and heath The tender crops, and the young sun Has in the Ram half his course run (has passed half of its way in the constellation of Ram).</p>
<p>(9) And smalle foweles maken melodye, [and 'smalə 'fu:ləs 'ma:kən 'melo'diə]</p> <p>(10) That slegen al the night with open ye – [θat 'slɛ:pən 'al θə 'nix't wiθ 'o:pən 'i:ɛ]</p> <p>(11) So priketh hem nature in here corages – [so: 'prikəθ 'hem na'tju:r in 'her ku'radʒəs]</p> <p>(12) Thanne longen folk to goon on pilgrimages, [θan 'lɔŋgən 'folk to: 'go:n on 'pilgri'madʒəs]</p>	<p>And small birds sing (lit. fowls make melody) That sleep all the night with open eyes (i.e. do not sleep) – So raises nature their spirit (lit. pricks their courage) – Then folks long to go on pilgrimages,</p>
<p>(13) And palmeres for seken straunge strondes, [and 'palmrəs 'for to: 'se:kən 'straundʒe 'strondəs]</p> <p>(14) To ferne halwes, couthe in sondry londes... [to: 'fernə 'hɑ:lwəs 'ku:ð in 'sundri 'lɔ:ndəs]</p>	<p>And palmers – to seek strange strands, To ancient saints known in different lands...</p>

b) What is the origin of the Modern English consonant phonemes [ʃ],[tʃ], [dʒ] in native words?

c) Explain the development of the NE 'child' from OE 'cild'.

Subject 3.2. ME vocabulary changes.



Assignment 3.4.

a) Point out native (the original Germanic) words and borrowings among the following words, pose your arguments: *read, reading, re-read, readable; bear, bearer, unbearable; circumstance, circumstantial, circumstantiality.*

b) Find in the above text examples of major ME word-building means.

Derivation (affixation)		Word-composition	Conversion
Prefixation	Suffixation		

c) One way of identifying words with French origin is by pronouncing them. They are often musical and lilt because of their softer endings, for example "...teur"; "...ment"; "...f" or "...ual/uel". Give examples in Present-Day English containing these suffixes.

Subject 3.3. Grammatical Changes in the Middle and Early New English Periods: Nominal and Verbal systems.



Assignment 3.5.

- Read the ME text – an extract from Chaucer’s poem “The Canterbury Tales”. Comment on the grammar forms of nouns, adjectives and pronouns. Point out analytic forms of the verbs.
- Give examples from the ME text to illustrate different form-building means.

Synthetic means			Analytic means
Affixation (suffixation)	Sound interchange	Suppletion	

- Explain the form-building pattern in NE in singular and plural forms: *tooth – teeth, foot – feet, mouse – mice*.

Assignment 3.6.

Study the model of analysis and the commentary to the ME text.

Lines 1-4

Whan that Aprille with his shoures soote
 The droghte of March hath perced to the roote,
 And bathed every veyne in swich licour,
 Of which vertu engendred is the flour...

Word as used in the Text	Analysis, notes	OE or foreign prototype	Corresponding NE word, Translation
whan that	conj.	OE hwænne, pron., inter., pæt pron., conj.	When, that, ‘when’
Aprille	n., prop.	O Fr avrill, L., aprilis	April
with	prep.	OE wip prep.	With
his	pron., poss.	OE his pron., pers., M., Gen. (or Poss.) c.	His
shoures	n., comm., count., pl.	OE scūr, M.-a, F.-ō	Shower
soote	Adj. pl.	OE swōte / swēte	Sweet
the	Def. art.	OE sē, sēo, pæt, dem. pron.	The
droghte	n. comm., count., sg.,	OE drūzoð	Drought
of	Prep.	OE of	Of
March	n., prop.	O Fr mars, dial. march, L martius	March

hath perced	Pres. Perf. of percent, 3d pers., sg.	OE habban O Fr percier	Have, Pierce
roote	n., comm., count., sg.	O Scand rôt	Root
and	conj.	OE and	And
bathed	Pres. Perf. (hath bathed) of bathen, v., w., Cl. II	OE baðian v., w., II	Bathe
veyne	n., comm., count., sg.	O Fr veine	Vein
swich	Pron., indef.	OE swilc	Such
licour	n., comm., count., sg.	O Fr licur, L liquor	Liquor
vertu	n., comm., count., sg.	O Fr vertu	Virtue (force)
flour	n., comm., count., sg.	O Fr flour	Flower (blossoming)

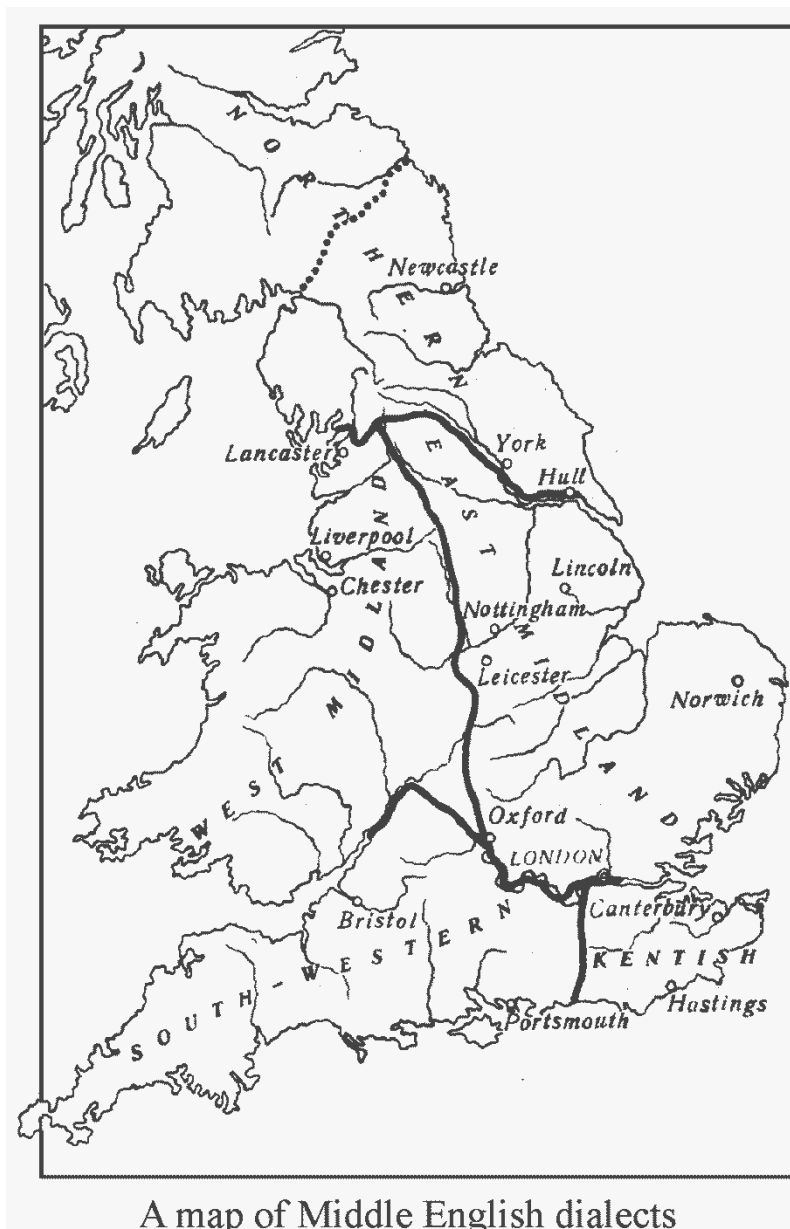
NOTE: spelling and phonetic symbols that you may need while doing some assignments: æ, ā, ð, θ, ʒ, dʒ, ē, ō, ū, [ʒ], [dʒ], [tʃ], [ʃ] [ɛ] [ə], [ŋ].

PART 4. EARLY-NEW ENGLISH PERIOD.

Тема 4.1. The rise of the London Dialect as the basis for the formation of the National Literary Language (Standard English).

Assignment 4.1.

What regional ME dialects served as the basis for the formation of Standard English?
See the map of the ME dialects.



A map of Middle English dialects

Тема 4.2. *The Formation of the National Literary Language (Standard English). The Period of Normalization.*

Assignment 4.2.

a) Read about prescriptive tradition or normalizing tendencies in the 17-18th centuries in phonetics, lexis and grammar.

A prescriptive tradition aimed to do three things:

- (1) to codify the principles of the language and reduce it to rule;
- (2) to settle disputed points;
- (3) to point out common errors or what were supposed to be errors.

What rules or “prescriptions” are observed in Present-Day English?

Grammar		Lexis
Morphology	Syntax	
<i>had rather vs. had better</i>	“double negation” is forbidden	The distinction between <i>lie</i> and <i>lay</i>
<i>shall vs. will</i>	the use of auxiliary <i>do</i> to build negative and interrogative sentences	<i>different from</i> (not <i>different than</i>)
degrees of comparison in adjectives (the use of <i>more</i> and <i>most</i>)	word order was regulated	objections to <i>foreign borrowings</i>
the use of “ <i>were</i> ” in the subjunctive mood	the use of relative pronouns “ <i>which</i> ” and “ <i>that</i> ”	“ <i>flat</i> ” adverbs / adjectives – <i>fast, dark, quick, etc.</i>

Assignment 4.3.

Read the Early New English text, Extracts (1) and (2). Compare them with the Old and Middle English Texts. What text features testify that the English language usage has not been brought to norm yet? See if the usage conforms to the “corrections” mentioned above.



Rewrite Extract (2) using modern English spelling and grammar.

Early New English Text

Fifteenth-century prose

Le Morte d'Arthur by Sir Thomas Malory

Although Sir Thomas Malory (?1405-1471) had become a Member of Parliament in 1445, he was a man of violent temperament and was later charged with many crimes including theft and attempted murder. In 1468 he was put in prison for taking part in a military revolt.

Between 1468 and 1470, in prison, Malory wrote *Le Morte D'Arthur*, a prose collection of versions of the legends of King Arthur, translated from the French.

In Extract 1 the heroic warrior, King Arthur, has been in France, in a half-hearted attempt to punish his friend Sir Launcelot for being the lover of his wife (Queen Guinevere). Hearing that his bastard son, Mordred, has seized his kingdom in his absence, Arthur returns but is attacked by Mordred's soldiers on landing in England. Sir Gawain, Arthur's nephew, is killed. Before the final battle, King Arthur has a dream.

Read Extract (1) and compare it with the OE and ME texts. Pay attention to spelling, phonetics, grammar and vocabulary.

So uppon Trynyte Sunday at nyght kynge Arthure dremed a wondirfull dreme, and in hys dreme hym seined that he saw upon a chafflet a chayre, and the chayre was faste to a whele, and there-uppon sate kynge Arthure in the rychest clothe of golde that might be made. And the kynge thought there was undir hym, farre from hym, an hydeous depe blak watir, and therein was all maner of serpentis and wormes and wylde bestis fowle and orryble. And suddeynly the kynge thought that the whyle turned up-so-downe, and he felle amonge the serpentis, and every beste toke hym by a lymme. And than the kynge cryed as he lay in hys bed,

'Helpe! helpe!'

And than knyghtes, squyars and yomen awaked the kynge, and than he was so amased that he wyste nat where he was. And than so he awaked untylle hit was nyghe day, and than he felle on slumberynge agayne, nat slepynge nor thorowly wakyng. So the is kyng semed verryly that there cam sir Gawayne unto hym with a numbir of fayre ladyes wyth hym.

Here is the same passage with Modern spelling and punctuation added:

So upon Trinity Sunday at night King Arthur dreamed a wonderful dream, and in his dream him seemed that he saw upon a chafflet a chair, and the chair was fast to a wheel, and thereupon sat King Arthur in the richest cloth of gold that might be made. And the King thought there was under him, far from him, an hideous deep black water, and therein was all manner of serpents, and worms, and wild beasts, foul and horrible. And suddenly the King thought that the wheel turned upside down, and he fell among the serpents, and every beast took him by a limb. And then the King cried as he lay in his bed.

'Help, help!'

And then knights, squires, and yeomen awaked the King, and then he was so amazed that he wist not where he was. And then so he awaked until it was nigh day, and then he fell on slumbering again, not sleeping nor thoroughly waking. So

the King seemed verily that there came Sir Gawain unto him with a number of fair ladies with him.

Notes: *Trinity Sunday*: the eighth Sunday after Easter; the Sunday after Christ had appeared to his disciples

Him seemed: it seemed to him

chafflet: wooden platform (*archaic*)

fast: firmly fixed

yeomen: men who owned the land they farm

wist: knew (*archaic*)

awaked: lay awake

nigh: nearly (*poetic*)

the King seemed verily: it really seemed to the king (*verily* = *archaic*)

Read Extract (2). “Sir Gawain, accompanied by the ladies he fought over when he was alive, has come to warn the king”.

Than sir Gawayne and all the ladyes vanysshed, and anone the kynge called 23ala hys knyghtes, squyars, and yomen, and charged them wyghtly to fecche hys noble lordis and wyse bysshoppis unto hym. And whan they were com the kynge tolde hem of hys avision, that sir Gawayne had tolde hym and warned hym that and he fought on the morn, he sholde be slayne.

Notes: *anone*: soon (*archaic*); *wyghtly*: quickly (*archaic*); *avision*: dream (*archaic*); *slayne*: killed

Rewrite the passage using modern English spelling and punctuation, ‘translating’ into modern English any phrases you wish.

Adapted from: Gower R. *From Past to Present*. An Anthology of British and American Literature (with Tapes and tapescripts). London: Longman, 1996. Pp. 18, 22, 27-28.



Assignment 4.4. Flipped class model.

Listen to the lecture “Discover the History of English” and point out 4 or 5 the most amazing facts about the English vocabulary. Discover the History of English (the evolution of the vocabulary). Learn English with Gill (engVid) at <http://www.engvid.com/discover-the-hi...>

Did you know that the English word “human” has a Latin origin? And did you know that the word “people” actually comes from French? Today, hundreds of millions of people speak English either as their first or second language. But hundreds of years ago, the English language that we know today did not exist. It has been evolving through the centuries and continues to do so now. This lesson teaches

you the history of invasions, migrations, and other influences that have helped to shape English as we know it. You will also discover English words that have origins in Latin, French, and other languages. Don't miss this fascinating lesson!

Assignment 4.5.



SHAKESPEARE: ORIGINAL PRONUNCIATION

[OpenLearn from The Open University](#)

An introduction by David and Ben Crystal to the 'Original Pronunciation' production of Shakespeare and what they reveal about the history of the English language.

The Open University is the world's leading provider of flexible, high-quality online degrees and distance learning, serving students across the globe with highly respected degree qualifications, and the triple-accredited MBA. The OU teaches through its own unique method of distance learning, called 'supported open learning' and you do not need any formal qualifications to study with us, just commitment and a desire to find out what you are capable of.

Transcript link – <http://www.open.edu/openlearn/history...>

NOTE: spelling and phonetic symbols that you may need while doing some assignments: æ, ǣ, ð, θ, ʒ, dʒ, ē, ō, ū, [ʒ], [dʒ], [tʃ], [ʃ] [ɛ] [ə], [ŋ].

PART 5. REVISION.**Assignment 5.1.**

Listen to the lecture “History of English in 10 minutes” at OpenLearn from The Open University. Take a look at the history of the English language at <https://www.youtube.com/watch?v=H3r9bOkYW9s>. What would you include into the lecture?

**Assignment 5.2. Summing up tables.**

Fill in the table (5.2 A or 5.2 B) to revise the most important events in the history of English. The timeline from the Appendix may be of some use.

5.2A. Summing up table: Old and Middle English Periods

Characteristics		Old English	Middle English
Dates (periodization)		<ul style="list-style-type: none"> • Prewritten OE (449 A.D. - 8th cen.) • Late OE (8th cen. - 1066) 	<ul style="list-style-type: none"> • Early ME (Anglo-Norman, 1066 – 12th cen.) • Classical ME (12th cen. – 1500)
Main historic events and dates			
Kingdoms			
Main Dialects			
Phonetic system*	Alphabets		
	Vowels		
	Consonants		
Grammatical system	Main parts of speech and their morphological categories		
	Noun		
	Verb		
	Adjective		
	Pronoun		
	Other parts of speech		
	Form-building means		
Lexis	Word- building means		
	Etymological layers of the vocabulary		
	Stylistic layers of the vocabulary		

Note: Fill in the table as soon as you have covered the period (choose either pattern 1a or 1b).

* (asterisk) means that the task is optional

NOTE: spelling and phonetic symbols that you may need while filling in the table: æ, ā, ð, θ, ʒ, dʒ, ē, ō, ū, [ʒ], [dʒ], [tʃ], [ʃ] [ɛ] [ə], [ŋ].

5.2B. Summing up table: Old and Middle English Periods

Dates	Events of External History		Linguistic changes						
	Main historic events and persons	Kingdoms	Dialects	Phonetic system*		Grammatical system		Lexis	
				Vowels	Consonants	Main parts of speech and their morphological categories	Form-building means	Word- building means	Etymological and stylistic layers of the vocabulary
OE									
ME									

Note: Fill in the table as soon as you have covered the period (choose either pattern 1a or 1b).

* (asterisk) means that the task is optional

NOTE: spelling and phonetic symbols that you may need while filling in the table: æ, ā, ð, θ, ʒ, dʒ, ē, ō, ū, [ʒ], [dʒ], [tʃ], [ʃ] [ɛ] [ə], [ŋ].

Assignment 5.3. Peer review.

Evaluate the table of your partner using the criteria that follow.

CRITERIA FOR THE PEER REVIEW OF THE PARTNER'S TABLE

КРИТЕРИИ	Да / Частично / Нет	Комментарий к таблице _____ (ФИО, № группы)
Как вы считаете, отражает ли предложенная таблица существенные аспекты эволюции языка и позволяет ли понять их лучше? Обоснуйте ваше мнение.		
Обеспечивает раздел по фонетике описание особенностей алфавитов и фонетических систем в древнеанглийский (ДА) и среднеанглийский (СА) периоды?		
<p>Можно ли сказать, что таблица позволяет увидеть основные изменения и тенденции развития в:</p> <ul style="list-style-type: none"> • именной системе (формы и категории существительного и прилагательного, способы формоизменения)? • глагольной системе (морфологические классы глаголов, их категории, способы формоизменения)? • лексической системе (состав лексики, способы словообразования)? • стилистической системе? 		
<p>Достаточно примеров, иллюстрирующих <i>основные</i> изменения, которые важны для понимания современного состояния английского языка, при описании:</p> <ul style="list-style-type: none"> • фонетической системы? • грамматических категорий? • способов формоизменения? • способов словообразования? 		
<ul style="list-style-type: none"> • Какой вариант таблицы (А или В) Вам представляется более удобным для сопоставления и анализа? 		

<ul style="list-style-type: none">• Может ли данная таблица помочь в обобщении материала и выполнении тестового задания?		
Напишите общий краткий комментарий по таблице: понятность, логичность, корректность, полнота информации, наличие показательных примеров. Если необходимо, сформулируйте вопросы к автору работы. Каким бы баллом Вы оценили таблицу: макс. - 12, мин. - 8		

NOTE: при ответах «частично» или «нет», постарайтесь в комментарии обосновать своё мнение.

Помогло ли Вам взаимное рецензирование лучше понять материал и некоторые черты современного английского языка? Да/нет (нужное подчеркнуть)

Рецензент (reviewer): _____ (ФИО, № группы)



Assignment 5.4.

Listen to the History of the English Language from the British Council (1943) at <https://www.youtube.com/watch?v=fJiHmR85cU>

What sounds different to you?

The British Council Film Collection is an archive of more than 120 short documentary films made by the British Council during the 1940s designed to show the world how Britain lived, worked and played.

Preserved by the BFI National Film Archive and digitised by means of a generous donation by Google, the films are now yours to view, to download and to play with for the first time.

History of the English Language acts as an excellent layman's introduction to the origins of one of the most common languages on the planet, demonstrating how dialect changes over time, and presenting England as being multicultural right down to its roots.

This is a comprehensive introduction to the English language. Through its depiction of English as a worldwide language, it clearly promotes not only Britain's power in the world, but also its multiculturalism. The foreign language in the titles is apparently Indonesian, so one must assume that this was shown there. This might explain the simple illustrations of each word or people mentioned in the film.

Germany is included in this origins story, although, having been made during wartime, it is not as heavily featured as it would in an unbiased edition. Whilst the war is not openly discussed, one excerpt is especially telling: the narrator states "The German language also produced words associated with war, such as plunder", along with the image of a uniformed man fiddling with coins in a chest. As the image transitions into a cartoon, the insignia on his shoulder goes from a double-V shape to a Nazi swastika.

Also, Shakespeare's King Richard II, Act 2 scene 1 is quoted, which talks of England as a paradise, protected against war by God and nature. Finally, Winston Churchill is featured towards the end, talking about England's tolerance, lack of greed, and hinting at its multiculturalism.

As propaganda goes, it's subtle for its time, yet clearly evident today.

APPENDIX

1) Classification of sounds.

Vowels and Diphthongs

Vowels are mainly classified by the position of the tongue in the mouth: its height (high, mid high, mid low, and low) and which part of the tongue is used to form the vowels (front, central or back). Vowels can also be rounded; but unless rounding is specified it may be assumed that front vowels are unrounded. Back vowels are rounded. Length is indicated by a colon (:) following the equivalent short vowel; vowels and diphthongs are short unless they have this colon. Diphthongs are made up of two vowel sounds (or according to some views of a vowel and a glide).

i	front high vowel
y	front high vowel with rounding
e	mid high front vowel
œ	mid high front vowel with rounding
ɛ	mid low front vowel
æ	low front vowel ('ash')
a	low front vowel, but slightly further back than æ
ə	mid central vowel ('schwa')
u	high back vowel with rounding
ʊ	mid high vowel slightly further forward than <i>u</i> with rounding
o	mid high back vowel with rounding
ɔ	mid low back vowel with rounding
ʌ	mid low back vowel slightly further forward than ɔ
ɑ	low back vowel with rounding
ɒ	low back vowel slightly further forward than ɑ

Consonants

Consonants are formed through blocking or constricting the passage of air through the mouth and are classified mainly through the place of articulation and the level of blockage or constriction. Consonants can be voiced or unvoiced.

Stops with total blockage of the air stream

b	voiced labial
p	unvoiced labial
d	voiced alveolar
t	unvoiced alveolar

Affricates with complete blockage leading to constriction in the place of articulation

- ɖʒ voiced palato-alveolar
tʃ unvoiced palato-alveolar

Fricatives with constriction at the place of articulation

- v voiced labiodental
f unvoiced labiodental
z voiced alveolar
s unvoiced alveolar
ʒ voiced palato-alveolar ('yogh' [yoʊg])
ʃ unvoiced palato-alveolar
j voiced palatal
ç unvoiced palatal
χ unvoiced velar
ɣ voiced velar
h unvoiced glottal

Nasals

- m voiced labial
n voiced alveolar
ŋ voiced velar

Liquids

- l voiced alveolar
r voiced alveolar trill

Adapted from: Blake A. A History of English. London: MacMillan Press Ltd., 1996. Pp. 350-352.

NOTE: The names of some characters in OE and ME:

ash - Æ æ, a conventional name for the OE grapheme (letter) Æ æ [æ].

Eth - θ or ð, the name of the character (ð) in the OE alphabet that represented [θ] or [ð]. Also spelt edh.

wyn - þ [win] (plural wynns) or wyn [win] (plural wyns) or wen [wen] (plural wens); the name of the character þ in the runic alphabet. It was incorporated into the Latin alphabet to represent [w] during OE times. Old English rune: a runic letter used in Old and early Middle English, representing a "w" sound. Old English wyn "joy." Runes were named using words beginning with their sound.

yogh [youg] (plural yoghs) **ȝ**, letter of Middle English: a letter **ȝ** used in Middle English, usually represented in modern English as "gh" or "y". The conventional name for the ME letter **ȝ**.

thorn - the name of the character “**þ**” in the runic alphabet; it represented the sounds [ð] and [θ] and was used in written English during OE and ME times. Thorn (**þ**) Thorn is in many ways the counterpart to eth. The letter originated from the rune Þ in the Elder Futhork and was called *thorn* in the Anglo-Saxon and thorn or thurs in the Scandinavian rune poems. It is similar in appearance to the archaic Greek letter sho (**ϥ**), although the two are historically unrelated. It is pronounced as either a voiceless dental fricative [θ] or the voiced counterpart of it [ð].

schwa [ə], a vowel pronounced with the tongue in a “neutral” position. [ə] is a central vowel.

2) Key Events in the History of the English Language

Timelines of Old English, Middle English, and Modern English

Date	Events
The Prehistory of English	
43 AD	The Romans invade Britain, beginning 400 years of control over much of the island.
	The Great Consonant Shift (Grimm's Law) in Germanic languages
Early 5th century	With the collapse of the empire, Romans withdraw from Britain. Britons are attacked by the Picts and by Scots from Ireland. Angles, Saxons, and other German settlers arrive in Britain to assist the Britons and claim territory.
500-1100: The Old English (or Anglo-Saxon) Period / Prewritten OE (449 A.D.– 8th cen.) The period of "full inflections"	
410	The first Germanic tribes arrive in Britain.
5th -6th centuries	Germanic peoples (Angles, Saxons, Jutes, Frisians) speaking West Germanic dialects settle most of Britain. Celts retreat to distant areas of Britain: Ireland, Scotland, Wales.
	Latin borrowings in Germanic dialects through Romanized Celts.
	The Celtic influence on Germanic dialects survives for the most part only in place names – London, Dover, Avon, York.
Late 6th century	The introduction of Christianity. The appearance of monasteries, centers of learning. Latin borrowings of religious character. Latin speakers begin referring to the country as <i>Anglia</i> and later as <i>Englaland</i> .
7th century	Rise of the Saxon kingdom of <i>Wessex</i> ; the Saxon kingdoms of <i>Essex</i> and <i>Middlesex</i> ; the Angle kingdoms of <i>Mercia</i> , <i>East Anglia</i> , and <i>Northumbria</i> , <i>Kent</i> .
673	Birth of Bede the Venerable, the monk who composed (in Latin) <i>The Ecclesiastical History of the English People</i> (c. 731), a key source of information about Anglo Saxon settlement.
Late (Written) OE (8th cen. – 1066)	
700	Approximate date of the earliest manuscript records of Old English.
Late 8th - Mid 9th century	Scandinavians begin to settle in Britain and Ireland; Danes settle in parts of Ireland.
	Danes raid England, occupy Northumbria, and establish a kingdom at York. Danish begins to influence English.
Late 9th century	King Alfred the Great (Alfred of Wessex) leads the Anglo-Saxons to victory over the Vikings, translates Latin works into English and establishes the writing of prose in English. He uses the English language to foster a sense of national identity. England is divided into a kingdom ruled by the Anglo-Saxons (under Alfred) and another ruled by the Scandinavians.

10th century	English and Danes mix fairly peacefully, and many Scandinavian (or Old Norse) loanwords enter the language with <i>th</i> , <i>sk</i> , etc., including such common words as <i>sister</i> , <i>wish</i> , <i>skin</i> , <i>kill</i> , and <i>die</i> .
1000	Approximate date of the only surviving manuscript of the Old English epic poem <i>Beowulf</i> , composed by an anonymous poet between the 8 th century and the early 11 th century.
Early 11th century	Danes attack England, and the English king (Ethelred the Unready) escapes to Normandy. <i>The Battle of Maldon</i> becomes the subject of one of the few surviving poems in Old English. The Danish king (Canute) rules over England and encourages the growth of Anglo-Saxon culture and literature.
Mid 11th century	Edward the Confessor, King of England who was raised in Normandy, names William, Duke of Normandy, as his heir.
1066	The Norman Invasion: King Harold is killed at the Battle of Hastings, and William of Normandy is crowned King of England. Over succeeding decades, Norman French becomes the language of the courts and of the upper classes; English remains the language of the majority. Latin is used in churches and schools. For the next century, English, for all practical purposes, is no longer a written language.
1100-1500: The Middle English Period (the period of “leveled inflections”)	
The period of leveled inflections	The Middle English period saw the breakdown of the inflectional system of Old English and the expansion of vocabulary with many borrowings from French and Latin.
1150	Approximate date of the earliest surviving texts in Middle English.
1171	Henry II declares himself overlord of Ireland, introducing <i>Norman French and English</i> to the country. About this time the University of Oxford is founded.
1204	King John loses control of the Duchy of Normandy and other French lands; England is now the only home of the <i>Norman French/English</i> .
1209	The University of Cambridge is formed by scholars from Oxford.
1215	King John signs the Magna Carta (“Great Charter”), a critical document in the long historical process leading to the rule of constitutional law in the English-speaking world.
Late 13th century	Under Edward I, royal authority is consolidated in England and Wales. English becomes the <i>dominant language</i> of all classes.
Mid to late 14th century	The Hundred Years War between England and France leads to the loss of almost all of England’s French possessions. The Black Death kills roughly one-third of England’s population. Geoffrey Chaucer composes <i>The Canterbury Tales</i> in Middle English. English becomes the <i>official language</i> of the law courts and replaces Latin as the medium of instruction at most schools. John

	Wycliffe's English translation of the Latin Bible is published. The <i>Great Vowel Shift</i> begins, marking the loss of the so-called "pure" vowel sounds (which are still found in many continental languages) and the loss of the phonetic pairings of most long and short vowel sounds.
1362	The Statute of Pleading makes English the official language in England. <i>Parliament</i> is opened with its first speech delivered in English.
1399	At his coronation, King Henry IV becomes the first English monarch to deliver a speech in English.
Late 15th century (1476)	<i>William Caxton</i> brings to Westminster (from the Rhineland) the first <i>printing press</i> and publishes Chaucer's <i>The Canterbury Tales</i> . Literacy rates increase significantly, and printers <i>begin</i> to standardize English spelling. The monk Galfridus Grammaticus (also known as Geoffrey the Grammarian) publishes <i>Thesaurus Linguae Romanae et Britannicae</i> , the first English-to-Latin wordbook.
1500 to the Present: The New English Period (the period of "lost inflections")	
Early New Period (1476-1660)	During the period of Modern English, British exploration, colonization, and overseas trade hastened the acquisition of loanwords from countless other languages and fostered the development of new varieties of English (World English), each with its own nuances of vocabulary, grammar, and pronunciation. Since the middle of the 20 th century, the expansion of North American business and media around the world has led to the emergence of Global English as a lingua franca.
Late New English (1660 to the late 17th /early 18th century).	
Present-Day English (PDE) – after WWII (or since 1800)	
Early 16th century	The first English settlements are made in <i>North America</i> . William Tyndale's English <i>translation of the Bible</i> is published. Many Greek and Latin borrowings enter English.
1586	The first grammar of English—William Bullokar's <i>Pamphlet for Grammar</i> —is published.
1588	Elizabeth I begins her 45-year reign as queen of England. The British defeat the Spanish Armada, boosting national pride and enhancing the legend of Queen Elizabeth.
1589	<i>The Art of English Poesie</i> (attributed to George Puttenham) is published.
1590-1611	<i>William Shakespeare</i> writes his <i>Sonnets</i> and the majority of his

	plays.
1600	The East India Company is chartered to promote trade with Asia, eventually leading to the establishment of the British Raj in India.
1604	Robert Cawdrey's <i>Table Alphabeticall</i> , the first English dictionary, is published.
1607	The first permanent English settlement in America is established at Jamestown, Virginia.
1611	The Authorized Version of the English Bible (the "King James" Bible) is published, greatly influencing the development of the written language.
1622	<i>Weekly News</i> , the first English newspaper, is published in London
1623	The First Folio edition of Shakespeare's plays is published.
1662	The Royal Society of London appoints a committee to consider ways of "improving" English as a language of science. <i>The period of Normalization</i> begins.
1666	The Great Fire of London destroys most of the City of London inside the old Roman City Wall.
1667	John Milton publishes his epic poem <i>Paradise Lost</i> .
1670	The Hudson's Bay Company is chartered for promoting trade and settlement in Canada.
Normalizing efforts	
1697	In his <i>Essay Upon Projects</i> , Daniel Defoe calls for the creation of an <i>Academy of 36 "gentlemen" to dictate English usage</i> .
1702	<i>The Daily Courant</i> , the first regular daily newspaper in English, is published in London.
1712	Anglo-Irish satirist and cleric <i>Jonathan Swift</i> proposes the creation of an English Academy <i>to regulate English usage and "ascertain" the language</i> .
1719	Daniel Defoe publishes <i>Robinson Crusoe</i> , considered by some to be the first modern English novel. The writer participate in the reform of the language.
1721	Nathaniel Bailey publishes his <i>Universal Etymological Dictionary of the English Language</i> , a pioneer study in English lexicography: the first to feature current usage, etymology, syllabification, clarifying quotations, illustrations, and indications of pronunciation.
1715	Elisabeth Elstob publishes the first grammar of <i>Old English</i> .
1755	Samuel Johnson publishes his two-volume <i>Dictionary of the English Language</i> .
1760-1795	This period marks the rise of the <i>English grammarians</i> (Joseph Priestly, Robert Lowth, James Buchanan, John Ash, Thomas Sheridan, George Campbell, William Ward, and Lindley Murray), whose <i>rule books</i> , primarily based on <i>prescriptive</i> notions of grammar, become increasingly popular.

1762	Robert Lowth publishes his <i>Short Introduction to English Grammar</i> .
1776	George Campbell publishes <i>The Philosophy of Rhetoric</i> .
1783	Noah Webster publishes his <i>American Spelling Book</i> .
1785	<i>The Daily Universal Register</i> (renamed <i>The Times</i> in 1788) begins publication in London.
1788	The English first settle in Australia, near present-day Sydney.
1789	Noah Webster publishes <i>Dissertations on the English Language</i> , which advocates an American standard of usage.
1791	<i>The Observer</i> , the oldest national Sunday newspaper in Britain, begins publication.
Early 19th century	<i>Grimm's Law</i> (discovered by Friedrich von Schlegel and Rasmus Rask, later elaborated by <i>Jacob Grimm</i>) identifies relationships between <i>certain consonants in Germanic languages</i> (including English) and <i>their originals in Indo-European</i> . The formulation of Grimm's Law marks a <i>major advance in the development of linguistics</i> as a scholarly field of study.
1806	The British occupy Cape Colony in South Africa.
1810	William Hazlitt publishes <i>A New and Improved Grammar of the English Language</i> .
1816	John Pickering compiles the first dictionary of Americanisms.
1828	Noah Webster publishes his <i>American Dictionary of the English Language</i> . Richard Whateley publishes <i>Elements of Rhetoric</i> .
1842	The London <i>Philological Society</i> is founded.
1873	At the meeting of the Philological Society <i>Henry Sweet</i> offers three major periods in the history of English: Old, Middle and Modern. OE – the period of <i>full inflections</i> (<i>nama, gifan, caru</i>) (8 cen. - 1066), ME – <i>levelled inflections</i> (<i>naame, given, caare</i>) (1066-1500), Mod.E – <i>lost inflections</i> (<i>naam, giv, caar</i>) (since 1500)
Mid 19th century	A standard variety of <i>American English</i> develops. English is established in Australia, South Africa, India, and other British colonial outposts.
1879	James A.H. Murray begins editing the <i>Philological Society's New English Dictionary on Historical Principles</i> (later renamed the <i>Oxford English Dictionary</i>).
1852	The first edition of <i>Roget's Thesaurus</i> is published.
1879	James A.H. Murray begins editing the Philological Society's <i>New English Dictionary on Historical Principles</i> (later renamed the <i>Oxford English Dictionary</i>).

For Inquiring minds!

More events in Present-Day English that influence the English Language development as a “lingua franca”

1844	The telegraph is invented by Samuel Morse, inaugurating the development of rapid communication, a major influence on the growth and spread of English.
1876	Alexander Graham Bell invents the <i>telephone</i> , thus modernizing private communication.
1884/1885	Mark Twain's novel <i>The Adventures of Huckleberry Finn</i> introduces a <i>colloquial prose style</i> that significantly influences the writing of fiction in the U.S.
1906	Henry and Francis Fowler publish the first edition of <i>The King's English</i> .
1919	H.L. Mencken publishes the first edition of <i>The American Language</i> , a pioneer study in the history of a major national version of English.
1927	The first “speaking motion picture”, <i>The Jazz Singer</i> , is released.
1928	<i>The Oxford English Dictionary</i> is published.
1922	The British Broadcasting Company (later renamed the British Broadcasting Corporation, or BBC) is established.
1925	<i>The New Yorker</i> magazine is founded by Harold Ross and Jane Grant.
1925	George P. Krapp publishes his two-volume <i>The English Language in America</i> , the first comprehensive and scholarly treatment of the subject.
1936	The first <i>television</i> service is established by the BBC.
1945	World War II ends. The Allied victory contributes to the growth of English as a lingua franca.
1950	Kenneth Burke publishes <i>A Rhetoric of Motives</i> .
1950s	The number of speakers using English as a second language exceeds the number of native speakers.
1957	Noam Chomsky publishes <i>Syntactic Structures</i> , a key document in the study of generative and transformational grammar.
1961	<i>Webster's Third New International Dictionary</i> is published.
1967	Henry Kucera and Nelson Francis publish <i>Computational Analysis of Present-Day American English</i> , a landmark in modern <i>corpus linguistics</i> .
1969	Canada officially becomes bilingual (French and English). The first major English dictionary to use <i>corpus linguistics</i> — <i>The American Heritage Dictionary of the English Language</i> —is published.
1972	<i>A Grammar of Contemporary English</i> (by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik) is published. The first call on a personal cell phone is made.

	<i>The first email is sent.</i>
1978	<i>The Linguistic Atlas of England</i> is published.
1981	The first issue of the journal <i>World Englishes</i> is published.
1985	<i>A Comprehensive Grammar of the English Language</i> is published by Longman. The first edition of M.A.K. Halliday's <i>An Introduction to Functional Grammar</i> is published.
1988	The <i>Internet</i> (under development for more than 20 years) is opened to commercial interests.
1989	The second edition of <i>The Oxford English Dictionary</i> is published.
1993	Mosaic, the web browser credited with popularizing the World Wide Web, is released. (<i>Netscape Navigator</i> becomes available in 1994, <i>Yahoo!</i> in 1995, and <i>Google</i> in 1998.)
1994	<i>Text messaging</i> is introduced, and the first modern blogs go online.
1995	David Crystal publishes <i>The Cambridge Encyclopedia of the English Language</i> .
1997	The first social networking site (SixDegrees.com) is launched. (Friendster is introduced in 2002, and both MySpace and Facebook begin operating in 2004.)
2000	The Oxford English Dictionary <i>Online</i> (OED Online) is made available to subscribers.
2001	Wikipedia is a free online encyclopedia, created and edited by volunteers around the world and hosted by the Wikimedia Foundation. Wikipedia was launched on January 15, 2001, by Jimmy Wales and Larry Sanger; Sanger coined its name as a portmanteau of “wiki” and “encyclopedia”. Now available in 319 languages.
2002	Rodney Huddleston and Geoffrey K. Pullum publish <i>The Cambridge Grammar of the English Language</i> . Tom McArthur publishes <i>The Oxford Guide to World English</i> .
2006	Twitter, a social networking and microblogging service, is created by Jack Dorsey.
2009	The two-volume <i>Historical Thesaurus of the Oxford English Dictionary</i> is published by Oxford University Press.

Adapted from: Nordquist, Richard. (2021, February 16). Key Events in the History of the English Language. Retrieved from <https://www.thoughtco.com/events-history-of-the-english-language-1692746>

3) Practice Test

Предмет(ы) оценивания	Объект(ы) оценивания	Показатели оценки	Критерии оценки
Знание исторических этапов развития английского языка (на всех уровнях)	Ответы на вопросы по основным разделам дисциплины (с учетом исторических изменений в английском языке (OE and ME periods))	Умения правильно выбрать ответ из предложенных вариантов в соответствии с изменениями и причинами, вызвавшими эти изменения	Знания основных этапов развития английского языка, изменений в его структуре (на всех уровнях – фонетическом, морфологическом, лексическом и стилистическом)
<p>Условия выполнения задания</p> <p>1. Максимальное время выполнения задания: 90 мин.</p> <p>2. Вы можете воспользоваться <i>сводными таблицами</i>, обобщающими основные параметры развития.</p>			

Пояснительная записка

Тест состоит из **четырёх** разделов и затрагивает как общетеоретические вопросы относительно сущности эволюции языка, так и вопросы его внешней и внутренней истории, включая вопросы формирования национального литературного английского языка. Задания охватывают древне-, средне- и ранне-новоанглийский периоды. **Раздел I** касается проблем эволюции языка, её причин, а также генеалогической классификации языков и места английского языка в языковой семье; **Раздел II** содержит вопросы, затрагивающие исторические условия существования языка в упомянутые периоды; **Разделы III и IV** охватывают проблемы внутренней истории языка – диахронические изменения на разных уровнях: фонетическом, морфологическом, лексическом и стилистическом.

In Sections I, II, III, IV choose the word(s), phrase(s) or sentence(s) which you think is/are correct, or match the correct variants.

Section I. Concept of Linguistic Change. Place of English Among Other Languages.

1. The description of language at a certain stage of its development and its comparison with other stages (previous and/or posterior) is called

- a) synchronic
- b) chronological
- c) diachronic

2. Factors relevant to language evolution are

- a) degradation
- b) external
- c) accidental fluctuations
- d) extralinguistic
- e) internal

3. Modern West Germanic languages are

- a) Danish
- b) Yiddish
- c) Afrikaans
- d) English
- e) Netherlandish
- f) Swedish

4. The changes of Proto-Indo European (**PIE**) consonants [p], [t], [k], [s] into Proto-Germanic (**PG**) [v], [d], [g], [z] is known as

- a) Grimm's Law
- b) Voicing of Fricatives
- c) Verner's Law
- d) the First Consonant shift

5. A specifically Germanic innovation in verbs are

- a) PG strong verbs
- b) PG weak verbs
- c) verbs with the dental suffix [ð] for the Past tense and Participle II

Section II. Old English (OE), Middle English (ME) and Early New English (Early NE) Historical Background.

6. The Roman occupation of Britain lasted nearly

- a) 400 years
- b) 300 years
- c) from 55 BC to 410 AD

7. The Germanic invaders came to the British Isles from

- a) the territory of modern Netherlands
- b) the Southern coast of the Baltic Sea
- c) the territory of southern Denmark
- d) the territory of modern France

8. The first Germanic invaders to settle in Britain were

- a) Danes
- c) Saxons
- d) Angles

9. The Old English Dialects were

- a) Scottish
- b) Kentish
- c) West Saxon
- d) Midland
- e) Northumbrian
- f) Mercian

10. “Danelaw” was

- a) an independent territory
- b) a territory of England under Danish control
- c) a territory of England under the leadership of Wessex
- d) a territory of England under Norman control

11. England became a bi-lingual country

- a) in the 9th century
- b) as a result of the Roman Conquest
- c) due to the Scandinavian invasion
- d) in the 11th century
- e) after the Norman Conquest

12. Under the Norman rule the language in England was

- a) Anglo-Saxon
- b) Anglo-Norman
- c) Anglo-French

13. English was restored as an official language of the country

- a) in the 15th c. AD
- b) in the 14th c. AD
- c) in the 16th c. AD
- d) in 1475

14. The “Elizabethan age”, associated with many of the great classical works, is known as

- a) the age of Ben Johnson
- b) the “age of Shakespeare”
- c) the age of Literary Renaissance
- d) the age of Chaucer

15. The rise of the English national language and literary standards were favoured by

- a) French influence
- b) foreign contacts
- c) the progress of culture
- d) the unification of the country

Section III. Evolution of Grammar. OE, ME and Early NE grammar systems: nominal and verbal morphological categories.

16. The parts of speech which didn't exist in OE were

- a) the noun
- b) the relative pronoun
- c) the adjective
- d) the numeral
- e) the gerund
- f) the article

17. The form-building means employed in OE were

- a) suppletion
- b) analytical means
- c) sound interchange
- d) suffixation
- e) prefixation

18. The grammatical categories of the OE noun were

- a) the category of definiteness/ indefiniteness
- b) the category of case
- c) the category of degrees of comparison
- d) the category of number
- e) the category of person
- f) the category of gender

19. The case system in Nouns in ME was reduced to

- a) nominative
- b) dative
- c) common
- d) objective
- e) genitive

20. The definite article became a short unaccented form-word in

- a) 14th century
- b) 15th century
- c) 16th century
- d) in late ME

21. The OE finite verb was characterized by the morphological categories of

- a) case
- b) number
- c) phase (time-relation)
- d) person

- e) mood
- f) tense

22. The form-building means employed in ME were

- a) prefixation
- b) sound interchanges
- c) suffixation
- d) analytical means
- e) suppletion

23. The non-finite forms of the verb that existed in OE were

- a) participle I
- b) gerund
- c) participle II
- d) infinitive

24. The non-finite forms of verbs in OE had

- a) double nature
- b) nominal morphological categories
- c) adjectival features
- d) verbal morphological categories

25. The Gerund can be traced back to

- a) the Infinitive
- b) the OE verbal noun in *-ung* and *-ing*
- c) OE Participle I in *-inde*, *-ende*, *-ande*, and *-ingē*
- d) the OE adjective

Section IV. Evolution of Lexis: OE, ME and Early NE vocabulary.

26. The correct chronological order of the borrowing process in English is

- a) Norman French
- b) Scandinavian
- c) Latin (Roman Conquest)
- d) Celtic
- e) Renaissance period and later (Parisian French, Latin, Greek, Italian, German, Dutch etc.)
- f) Latin (spread of Christianity)

27. The following words are Latin borrowings of the first group

- a) bourgeois
- b) cup
- c) episode
- d) parliament
- e) wall

- 28.** The Latin borrowings of the second layer denote concepts and objects connected with
- a) family relations
 - b) the spread of Christianity
 - c) religion
 - d) arts
- 29.** Words with the letter combination “*th*” in the initial position originate from
- a) French
 - b) Scandinavian
 - c) Greek
- 30.** Celtic borrowings in English are connected with
- a) common nouns
 - b) scientific words
 - c) religious words
 - d) place-names
- 31.** The following words are Scandinavian borrowings in English
- a) sky
 - b) school
 - c) skill
 - d) skin
 - e) science
- 32.** The Native vocabulary in Old English was made up of
- a) Latin words
 - b) common Indo-European words
 - c) Celtic words
 - d) specifically English
 - e) common Germanic
- 33.** The following words are Norman French borrowings
- a) iron
 - b) court
 - c) king
 - d) guitar
 - e) judge
- 34.** Word-building means employed in OE were
- a) derivation
 - b) conversion
 - c) affixation
 - d) suppletion
 - e) word-composition

- 35.** Latin and French borrowings in English at the age of Renaissance are referred to as
- a) Native
 - b) Franco-Latin
 - c) Classical element

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Учебное издание

ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА

Рабочая тетрадь

Составитель Н.М. Перельгут

ISBN 978-5-00047-594-2



9 785000 475942

Редактор: Перельгут Н.М.

Технический редактор: Д.В. Вилявин

Обложка: Д.В. Вилявин

Дата принятия: 30.03.2021

Дата подписания к использованию: 13.04.2021

Гарнитура Times New Roman. Усл. печ. листов 1,67

Электронное издание. Объем 3,85 МБ. Заказ 2186

Издательство НВГУ

628615, Тюменская область, г. Нижневартовск, ул. Маршала Жукова, 4

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