**ПЛАНЫ СЕМИНАРСКИХ ЗАНЯТИЙ**

**QUESTIONS AND ASSIGNMENTS FOR SEMINARS**

**Seminar 1.Germanic languages.Early history of Britain.**

*Questions and assignments:*

1. Name the closest linguistic relations of English. Speak on the classification of old and modern Germanic languages.

2. Analyse the shifting of word stress in word-building and form-building and point out words which can illustrate the original Germanic way of word accentuation*.:read, reading, re-read, readable; bear , bearer , unbearable; satisfy, satisfaction, unsatisfactory.*

3. Explain the sound correspondence in the following parallels from Germanic and non-Germanic languages:

|  |  |
| --- | --- |
| *R боль* | *OE balu ‘mischief’* |
| *R соль* | *G Salz 'salt'* |
| *L gena* | *OE cin [kin] (NE chin)* |
| *L pecus* | *Gtfaihu OE fech (NE fee)* |
| *R нагой* | *NE naked G nackt* |
| *R приятель* | *NEfriend* |
| *R дерево* | *Gttriu NE tree* |
| *L domare* | *NE tame* |

4. Classify the following Mod. E verbs into the descendants of the strong verbs and the weak verbs: *sing, live, rise, look, answer, speak, run, shake, warn*.

5. What languages were spoken on the British Isles prior to the Germanic invasion? Which of their descendants have survived today? Give the classification of this group of languages.

6. What historical events account for the influence of Latin on OE?

7*.* Describe the linguistic situation on the British Isles after the Germanic invasion.

*Text for analysis: “Ohthere’s and Wulfstan’s Story”:*

Ohthere **sǽdeþæt** sīo **scīr** hātte Halgoland þe hē on būde. He cwæđ þæt nān **man** ne būde benorđan him. Þonne is ān **port** on sūđeweardum þæm **lande**, þone man hǽt Sciringes heal. Þyder he cwæđ þæt man **mihte geseglian** on **ānum** mōnđe, **gyf** man on niht wicode, and **ælce** dæge hæfde ambyrne wind; and ealle đa hwīle hē sceal seglian be lande, and on þæt stēorbord him biđ ǽrest Īraland, and þonne đā igland þe synd betux Īralande and þissum lande.

*(Words in bold type are for phonetic analyses).*

*Литература:*

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**Seminar 2.Old English phonetics.**

*Questions and assignments:*

1. Did word stress in OE always fall on the first syllable? Recall some regular shifts of stress in word-building and give similar examples fron present-day English.
2. Account for the difference between the vowels in OE*þǽt, eal, monn*, all going back to PG words with [a] (Gt*: þata , manna, alls*). Account for the interchange of vowels in OE *dǽģe - dagas* (NE *day* – Dat. SgandNom. Pl.);*bǽđ - bađian* (NE *bath,bathe*).
3. Explain the term “mutation” and innumeratr the changes referred to the mutations in Late PG and in Early OE. What do they all have in common?
4. Define the sound values of the letters *f, đ, s* and comment on the system of OE consonant phonemes: OE heofon, faran, ge-faran, hǽfde, offrung, ofer (NE *heaven, fare, had, offering, over*); ođđe, ođer, Norđ, đanne (‘*or’, other, North, then*); sæ, wisse, cēosan, cēas *(NE sea, ‘knew’, choose, chose)*.
5. What consonant and vowel changes are illustrated by the following pairs of words:

|  |  |
| --- | --- |
| *Gtmaiza* | *- ОЕ māra (NE more)* |
| *Gtkunþian* | *- ОEcyđan ('inform')* |
| *Gtdauþs* | *- OE dēad (NE dead)* |
| *Gtsaljan* | *- OE sellan (NE sell)* |
| *OEþyncan* | *- OE þūhte (NE think.-thought)* |
| *OEmæġden* | *- mǽden(NE maiden)* |
| *Gtkinnus* | *- OEcinn (NS chin)* |
| *OHG isarn* | *- OEīren (NE iron)* |
| *Gthausjan* | *- OEhīeren (NE hear)* |
| *O.Scand. skaft* | *- OE sceaft (NE shaft)* |

*Text for analysis: “CuraPastoralis”*

Ælfred**kyning**hāteđ**grētan**Wærfeđ**biscep** his **wordumluflīce**ond**freondlīce**ondđecỳđanhāteđætmē com swīđe oft on **gemynd**, **hwelce**wiotanīuwǽrongiondAngelcynnǽgđergēgodcundrahādagēworulgcundra; ondhūgesæliglīca**tīda**đāwǽrongiondAngelcynn; … (But now there are very few learned men in England).

*(Words in bold type are for phonetic analysis).*

*Литература:*

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**Seminar 3.Old English grammar.**

*Questions and assignments:*

1.Explain why OE can be called a “synthetic” or “inflected” language. What form-building means were used in OE?

1. Why are noun declensions in OE referred to as “stems”? Point out relics of the stem-suffixes in the forms of nouns.
2. Explain the difference between the grouping of nouns into declensions and the two declensions of adjectives.Which forms of adjectives, weak or strong, should be used in the following contexts? Fill in the blanks with the appropriate endings: *and Þā Þone hālğ\_\_ mann atuğon ūt of his hūse ‘*and they drove that holy man out of his house*’; ic eom gōd\_\_ hierde* ‘I am a good shepherd’.
3. Prove that suppletion is an ancient way of form-building that can be traced to PIE.
4. Build the principal forms of the verbs *drīfan*(str.1)*, weorpan*(str.3)*, forlēosan*(str.2) and explain the interchange of vowels and consonants (NE *drive, ‘throw”, lose*). Speak on the classification of strong verbs.
5. What traces of palatal mutation can be found in weak verbs? Speak on the classification if weak verbs.

##### *Text for analysis: “Beowulf” (837-841. 863-868)*

837-841: þāwæs onmorgen, **mīne**gefrǽge,

ymbđā gif-heallegūđ-rinc**monig**;

fērdonfolc-toganfeorranondnēa(ha)n

geond**wīd**-**wegas**wundorscēawian,

lāþeslastas.

863-368: Nē**hīe**hūru wine-drihtenwihtnēlōgon,

**glædne**Hrōđgar, ac þætwæs**gōd**cyning.

Hwīllumheaþo-rōfehleapanlēton,

On geflitfaranfealwe**mēaras**,

đǽr him fold-wegasfægere**þūhton**,

cystum**cūđe**; **hwīllum**cyningesþegn,

gumagilp-hlæden, giddagemyndig.

*(Words in bold type are for phonetic analysis).*

*Литература:*

1. Иванова И.П., Чахоян Л.П., История английского языка. Учебник. Хрестоматия. Словарь. – СПб., 1998.
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**Seminar 4.Old English, Middle English and New English Lexis.**

*Questions and assignments:*

1. Why does the OE vocabulary contain so few borrowings from the Celtic languages of Britain? Why do place-names constitute a substantial part of Celtic element?
2. From lists of Latin loan-words in OE speculate on the kind of contacts the English had with Rome at different historical periods.
3. What historical conditions account for increased dialectal divergence in Early Middle English?
4. Compare on the position of the Old Scandinavian and Anglo-Norman in Early Middle English (comment on the geographical, social and linguistic differences).
5. Describe the events of external and internal history which favoured the growth of the national literary language.
6. Speak about varieties of English in Britain in 19th-21th c..

*Text for analysis: ”The vision of Piers Plowman”:*

In a **sommersesonwhan** soft **was the sonne**,

I shope me in **shroudes** as I shepe were,

In habite as an heremitevnholy of workes,

Went **wyde** in this world **wondres**to here.

Ac on a May mornynge on Maluerne**hulles**,

Me byfel a ferly of fairy, me **thoughte**;

I was very forwandred and went me to reste

Vnder a brodebankebi a bornes side,

And as I lay and lened and loked in the **wateres,**

I slombred in a **sleping** it sweyued so merye.

*(Words in bold type are for phonetic analysis).*

*Литература:*

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**Seminar 5.Middle English and New English phonetics.**

*Questions and assignments:*

1. Prove, by instances of phonetic changes, that ME was divided into a number of dialects.
2. Point out some changes preceding the Great Vowel Shift which display the same directio of evolution.
3. How could the vowels in OE *talu, findan* ultimately develop into diphthongs, though originally they were short monophthongs (NE tale, find).
4. Account for the vowel interchanges in NE*child-children, wild-wilderness, bewilder; behind-hindrance.*
5. What is meant by “discrepancy” between pronunciation and spelling in Mod. E? Give examples of phonetic and conventional spelling. Prove that the written form of the word usually lags behind its spoken form and indicates its earlier pronunciation.
6. Recall the development of [y] and [y:] and explain the differences in pronunciation and spelling of *merry, hill, busy, buy, evil, bury* (all descending from OE words with short [y]) and *sleeve, fist, mice, sundry* (descending from OE words with long [y:]).
7. \*Reconstruct the phonetic changes so as to prove that the words have descended from a single root: *listen* and *loud*, *deep* and *depth*, *husband* and *house*, *foul* and *filth, long* and *length*, *sheep* and *shepherd*, *tell, tale* and *talk,thief* and *theft, person* and *parson.*
8. \*Account for the mute letters in *late, sight, wrong, often, bomb, autumn, course, knowledge, honour, what, whole, guest, pneumonia, psalm.*

*Text for analysis: “The prologue”(“Canterbury Tales”)*

Whan that Aprille with his **shoures**sote

The **droghte**of Marche hath **perced** to the rote

And bathed every veyne in **swich**licour,

Of which **vertu**engendred is the **flour**;

WhanZephirus eek with his swete**breet**h

**Inspired** hath in every holt and heeth

The **tendre**croppes, and the **yonge**sonne

Hath in the Ram his halfecours y-ronne,

And **smalle**fowlesmakenmelodye.

That slepen al the night with open ye,

(So priketh hem nature in hircourages):

Than llingen folk to **goon** on pilgrimages

And palmers for to sekenstraungestrondes

To fernehalwes, couthe in sondrylondes;…

*(Words in bold type are for phonetic analysis).*

*Литература:*

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**Seminar 6.Middle English grammar.**

*Questions and assignments:*

1. Describe the sources of the modern pl. Forms of nouns and the spread of the ending –(e)s.
2. What is the connection between the growth of articles, the history of pronouns and the decline of adjectival declensions.
3. Make a list of verb inflections in Mod. E and trace their origin (show their grammatical and dialectal sources).
4. Why would it be incorrect to apply the terms”strong” and “weak” to Mod. E standard and non-standard verbs?

*Text for analysis: “A Treatise for Astrolabe”*

**Litel**Lowis my sone, I have percievedwel by **certeyne**evidences thynabilite to **lerne** sciences **touchinge**noumbres and proportiouns; and as wel I considere I thy **bisy**preyere in special to lerne the Tretise of the Astrolabe. Than, fir as mechel as a phillosophreseith, “he **wrappeth** him in his **frend**, that condescendeth to the **rightful**preyers of his frend”’ ther-for have I **geven** thee a suffisauntAstrolabie as for **oure**orizonte, compowned**after** the latitude of Oxenford; up-on which by mediacion of this liteltretise, I purpose to teche thee a certain nombre of conclusions apertening to the same instrument.

*(Words in bold type are for phonetic analysis).*

*Литература:*

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**Seminar 7.New English grammar.**

*Questions and assignments:*

1.Trace the history of the pronouns *she, they, their, him, you, its.*

2. Point out the traces of OE pret.-pres. verbs in modern modal verbs.

3.Have all the phrases consisting of *have* plus Part.II,  *be* plus Part.II, *shall/willplusInf*become grammatical forms? Describe their histories asm instances of splitting.

4. Use the following quotations to describe the history of the Cont. forms:

It was not for nothing that my nose *fell a-bleeding* on Black Monday (Shakespeare)

The clock struck ten while the tranks *were carrying* down (J.Austin, late 18th c.)

5.What developments in English syntax can be illustrated by the following quotations:

“Madam, my interpreter , what *says she*? Where upon *do you look*?”

“ Not from the stars *do I* my judgement*pluck*. And yet *me thinks* I have astronomy...”

“How *likes you* this play, my lord?”( Shakespeare).

*Text for analysis:W. Shakespeare, Sonnet 2.*

*When* forty winters *shall besiege* thy brow,

And dig *deep trenches* in thy *beauty’s* field,

*thy* youth’s *proud livery*, so gaz’d on *now*,

*Will be* a tatler’d weed, of small worth held.

Then *being ask’d* where all thy beauty lies,

Where all the treasure of thy lusty daus

To say, within thineown deep-sunkeneyes,

were an all-eating shame, and *thriftless*praise

*How*  much more praise *deserv’d* thy beauty’s use,

If *thou couldst*answer |’This*fair child* of *mine*

*Shall sum my* count, and *make* my old excuse”,

Proving his beauty by *siccession*thine!

This *were* to be new made when thou art *old*,

And see thy *blood warm* when thou *fell’st*it cold

Suuply a historical explanation for the underlined words: probable origin, spelling, prinunciation, grammatical forms and their meanings.

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