**Приложение 1 к РПД Германские языки**

**45.06.01 Языкознание и литературоведение**

**Направленность (профиль) – Германские языки**

**Форма обучения – заочная**

**Год набора – 2020**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)**

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| --- | --- | --- |
| 1. | Кафедра | Иностранных языков |
| 2. | Направление подготовки | 45.06.01 Языкознание и литературоведение |
| 3. | Направленность (профиль) | Германские языки |
| 4. | Дисциплина (модуль) | Германские языки |
| 5. | Форма обучения | заочная |
| 6. | Год набора | 2020 |

* + - 1. **Методические рекомендации**
  1. **Методические рекомендации по организации работы студентов во время проведения лекционных занятий**

Приступая к изучению дисциплины, студенту необходимо внимательно ознакомиться с тематическим планом занятий, списком рекомендованной литературы. Следует уяснить последовательность выполнения индивидуальных учебных заданий. Самостоятельная работа студента предполагает работу с научной и учебной литературой, умение готовить фонетический, морфологический и синтаксический анализы древне- и среднеанглийских текстов. Уровень и глубина усвоения дисциплины зависят от активной и систематической работы на лекциях, изучения рекомендованной литературы, выполнения контрольных письменных заданий.

При изучении дисциплины студенты выполняют следующие задания:

- изучают рекомендованную литературу;

- выполняют задания, предусмотренные для самостоятельной работы.

Основными видами аудиторной работы студентов являются лекции и практические занятия.

В ходе лекций преподаватель излагает и разъясняет основные, наиболее сложные понятия темы, а также связанные с ней теоретические и практические проблемы, дает рекомендации на практическое занятие и указания на самостоятельную работу. В ходе лекционных занятий студенту необходимо вести конспектирование учебного материала.

Практические занятия завершают изучение наиболее важных тем учебной дисциплины. Они служат для закрепления изученного материала, развития умений и навыков подготовки докладов, сообщений, приобретения опыта устных публичных выступлений, ведения дискуссии, аргументации и защиты выдвигаемых положений, а также для контроля преподавателем степени подготовленности студентов по изучаемой дисциплине.

Стремитесь посещать все лекции, вести конспекты, сделайте себе копию презентации, используемой лектором, но помните, что конспекты лекций необходимо дорабатывать самостоятельно, пользуясь рекомендованной литературой и интернет-источниками. Это позволит вам упрочить и расширить свои знания, уверенно отвечать на семинарах. За доработку конспектов лекций вы также получаете баллы.

* 1. **Методические рекомендации по подготовке к семинарским (практическим) занятиям**

На практических занятиях проводится фонетический анализ выделенных слов текста, что означает, что студент должен дать объяснения фонетическим изменениям в данном слове на всех этапах (древне-, средне- и новоанглийском), отраженных в таблицах, размешенных в учебнике «История языка» Т.А. Расторгуевой.

Проводится морфологический анализ всех слов отрывка, по схеме: часть речи, класс, начальная форма, неизменяемые категории (тип, класс, склонение, т.п.), изменяемые категории (число, лицо, род, падеж, т.п.). Морфологический анализ проводится в соответствии с состоянием морфологии языка на анализируемом этапе.

Проводится синтаксический анализ предложений отрывка.

Такой анализ текста предлагается студентам и на экзамене. Экзаменационный билет включает практический вопрос: фонетический, морфологический и синтаксический анализ, а также теоретический вопрос из списка вопросов для экзамена.

* 1. **Методические рекомендации по подготовке к сдаче зачета**

Зачет проводится в устной форме по билетам (перечень вопросов к зачету см. ниже). Преподаватель имеет право выставить отметку за зачет по результатам работы студента в течение семестра и выполнения им в качестве самостоятельной работы специальных заданий, докладов, сообщений.

Знания студентов на экзамене оцениваются по двухбалльной системе в соответствии со следующими требованиями:

- отметка “зачтено” ставится, когда студент уверенно знает предмет, рекомендованную литературу, грамотно излагает основные вопросы, отвечает на дополнительные вопросы, подтверждает излагаемые теоретические положения примерами;

- отметка “не зачтено” ставится, когда студент не усвоил содержание предмета, слабо знает обязательную литературу.

* 1. **Методические рекомендации по подготовке к сдаче экзамена**

Экзамен по дисциплине сдается на основе билетов, включающих текст древнеанглийского или среднеанглийского периода, которые были подробно рассмотрены на семинарских занятиях и теоретический вопрос на английском языке. Имеет смысл воспользоваться конспектами лекций и материалами по подготовке к семинарам. Предложение необходимо прочитать в соответствии с правилами чтения соответствующего периода, перевести и провести фонетический анализ указанных слов и морфологический анализ всех слов отрывка (предложения).

Подготовку по теоретическим вопросам предлагается проводить также по указанной основной и дополнительной литературе.

**2. Планы практических занятий**

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

*Questions and assignments:*

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

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

3. Speak on the PIE and PG sound correspondances (vowel changes and consonant changes). 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* | *Gt faihu OE fech (NE fee)* |
| *R нагой* | *NE naked G nackt* |
| *R приятель* | *NE friend* |
| *R дерево* | *Gt triu 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*.

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

Ohthere **sǽde** **þæt** 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**.

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

*Литература:*

1. [1, с. С. 7-18];
2. [2, c. 24-48];
3. [3, c. 21-33];
4. [4, c.127-164].

**Seminar 2. Early history of Britain.**

1. 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.

2. Speak on the Germanic invasion of Britain. Describe the events and the linguistic situation on the British Isles after the Germanic invasion (English dialects of the 5th c., the character of the English language in OE).

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

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

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:*

1. [1, c.7-180];
2. [2, c. 55-74];
3. [3, c. 35-41];
4. [4, c.165-199].

**Seminar 3. Old English phonetics. Vowels.**

*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. Speak on the splitting of PG [a] and [a:] in OE and breaking and diphtongisation in Wessex dialect in OE. 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. Sg and Nom. Pl.); *bǽđ - bađian* (NE *bath,bathe*).
3. Explain the term “mutation” and innumerate the changes referred to the mutations in Late PG and in Early OE. Speak on i-umlaut and velar umlaut in OE. Give examples of vowel interchages in the roots of related words in modern English that are results of i-umlaut.

*Text for analysis: “Cura Pastoralis”*

Ælfred **kyning** hāteđ **grētan** Wærfeđ **biscep** **his wordum** **luflīce** ond **freondlīce** **ond** đe cỳđan hāte đæt **mē** com swīđe oft on **gemynd**, **hwelce** wiotan īu wǽron giond Angel**cynn** ǽgđer gē godcundra hāda gē woruldcundra; ond **hū** gesæliglīca **tīda** đā **wǽron** giond Angelcynn; … (But now there are very few learned men in England). (

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

*Литература:*

1. [1, c.46-96];
2. [2, c. 74-90];
3. [3, c. 47-60];
4. [4, c.233-242].

**Seminar 4. Old English phonetics. Consonants.**

*Questions and assignments:*

1. Speak on the processes of voicing and devoicing of fricatives in OE and the phenomenon of hardening. 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)*.
2. What consonant and vowel changes are illustrated by the following pairs of words:

|  |  |
| --- | --- |
| *Gt maiza* | *- ОЕ māra (NE more)* |
| *Gt kunþian* | *- ОE cyđan ('inform')* |
| *Gt dauþs* | *- OE dēad (NE dead)* |
| *Gt saljan* | *- OE sellan (NE sell)* |
| *OE þyncan* | *- OE þūhte (NE think.-thought)* |
| *OE mæġden* | *- mǽden (NE maiden)* |
| *Gt kinnus* | *- OE cinn (NS chin)* |
| *OHG isarn* | *- OE īren (NE iron)* |
| *Gt hausjan* | *- OE hīeren (NE hear)* |
|  |  |

*Text for analysis: “Cura Pastoralis”*

And **ǣlc man** đe **wisdom lufađ**, byđ ȝesǣliȝ, and sē ⁭⁭đe nāđor nele ne **leornian** ne **tǣcan**, **ȝyf** he **mæȝ**, þonne ācolađ his andȝyt **fram** **đǣre** **hālȝan** lāra, and hē ȝewit swā **lytlum** and lytlum fram **gode**. Hwanon sceoldon **cuman** **wīse** lārēowas on godes folce, būton hī on juȝođe leornion? (Ælfric’s Grammar. Introduction)

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

*Литература:*

1. [1, c.46-96];
2. [2, c. 74-90];
3. [3, c. 47-60];
4. [4, c.233-242].

**Seminar 5. 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?
2. Why are noun declensions in OE referred to as “stems”? Point out relics of the stem-suffixes in the forms of nouns.
3. 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’.
4. Prove that suppletion is an ancient way of form-building that can be traced to PIE.
5. 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.
6. 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: þā wæs on morgen, **mīne** ȝefrǣȝe,

ymb đā ȝif-healle gūđ-rinc **moniȝ**;

fērdon folc-toȝan feorran ond nēa(ha)n

geond **wīd**-**weȝas** **wundor** scēawian,

lāþes lastas.

863-368: Nē **hīe** hūru wine-drihten wiht nē lōȝon,

**glædne** Hrōđgar, ac þæt **wæs** **gōd** cyning.

Hwīllum heaþo-rōfe **hleapan** lēton,

On ȝeflit faran fealwe **mēaras**,

đǽr him fold-weȝas fæȝere **þūhton**,

cystum **cūđe**; **hwīllum** cyninges þeȝn,

guma ȝilp-hlæden, ȝidda ȝemyndiȝ.

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

*Литература:*

1. [1, c.98-211];
2. [2, c. 92-129];
3. [3, c. 64-117];
4. [4, c.268-354].

**Seminar 6. Colloquium.**

*Text for analysis: “The old English Gospels”. Read and translate.*

1. And eft **æfter** daȝum **hē** ēode into Cafarnaum, and hit **wæs** **ȝe-hyred** þæt hē wæs on **hūse**.
2. And maneȝa toȝædere **cōmon and hē** tō hēom **spræc**.
3. And hī cōmon **ānne laman** tō him **berende**, þonne fēower **men** bǣron.
4. And þā hī nē **mihton** hine inbringan for þǣre maniȝu hī **openodon** þone **hrōf** þār sē hǣlend wæs; and hī þā in-asendan þæt bed þē sē **lama** on **læȝ**.
5. Sōđlice đā sē **hǣlend** ȝeseah heora **ȝelēafan**, hē cwæđ to þām laman; **Sunu**, þē synt þīne **synna forȝyfene**.
6. Þār **wǣron sume** of đām **bōcerum** sittende, and on heora **heortum** þencende.
7. Hwī **spycđ** þes þus, hē dyseȝađ; **hwā mæȝ** **synna** forȝyfan būton god āna.
8. Þā sē hǣlend þæt on his **gāste** oncnēow. Þæt hī swā betwux him **þōhton**, hē cwæđ tō him; **hwī** đence ȝē þās đing on ēowrum **heortan**?
9. Hwæđer is eđre tō secgenne tō þām **laman,** þē synd đine **synna forȝyfene**, hwæđer þē cweđan; **āris,** nim đīn bed ond **gā.**
10. Þæt ȝē sōđlīce witon þæt mannes **sunu** hæfđ anweald on eorđan **synna** tō **forȝyfanne**, **hē** cwæđ tō þām laman.
11. Þē ic **secge**: **āris,** nim þīn bed, and **gā** tō þīnum **hūse.**
12. And hē **sōna āras**, and be-foran him **eallum** ēode; swā þæt ealle **wundredon a**nd þūs cwǣden; **nǣfre** wē ǣr þyllic nē ȝesāwon.
13. Eft **hē ūt** eode tō đǣre **sǣ,** and **eall** sēo meniȝēo him tō com and hē hī **lǣrde.**
14. And þā hē forđ ēōde hē ȝe-seah Leuin Alphei sittende æt **his** cēp-setle, and hē cwæđ **tō** him: **folȝa** **mē,** þā **āras** hē and folȝode him.

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

**Seminar 7. 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 **sommer seson whan** soft **was the sonne**,

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

In habite as an heremite vnholy 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 brode banke bi 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:*

1. [2, c. 131-147, 296-328];
2. [3, c. 119-129, 191-216, 271-299];
3. [4, c.357-385].

**Seminar 8. Middle English and New English phonetics.**

*Questions and assignments:*

1. Speak on the qualitative changes in monophthongs in EME. Prove, by instances of phonetic changes, that ME was divided into a number of dialects.
2. 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:]).
3. Speak on the Great Vowel Shift. Point out some changes preceding the Great Vowel Shift which display the same direction of evolution.
4. How could the vowels in OE *talu, findan* ultimately develop into diphthongs, though originally they were short monophthongs (NE tale, find). Account for the vowel interchanges in NE *child-children, wild-wilderness, bewilder; behind-hindrance.*

*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**;

Whan Zephirus 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 **halfe cours** y-**ronne**,

And **smalle** **fowles maken** melodye.

That **slepen al the night** with **open ye,**

(So priketh hem **nature** in hir courages):

Than longen folk to **goon** on pilgrimages

And **palmers** for to seken straunge strondes

To ferne halwes, couthe in **sondry londes**;…

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

*Литература:*

1. [1, c.46-96];
2. [2, c. 188-218];
3. [3, c. 141-156, 232-252];
4. [4, c.243-258].

**Seminar 9. Middle English and New English rules of reading.**

1. 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.
2. \*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.*
3. \*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”)*

And **specially**, from every **shires** ende

Of Engelond, to Canterbure they wende,

The holy blissful **martir** for to seke,

That hem hath holpen, whan that they were seke

Bifel that, in that **seson** on a **day**,

In **South**werk at the Tabard as I **lay**

Redy to wenden on my pilgrimage

To Caunterbury with ful devout **corage**,

At **night was come** in-to that hostelrye

Wel **nyne** and twenty in a companye,

Of **sondry** folk, by aventure y-falle

In **felawshipe**, and pilgrims were they alle,

That toward Caunterbury **wolden ryde**;

The **chambers** and the stables weren **wyde,**

And wel we weren esed ate beste

And shortly, **whan** the sonne was to reste,

So hadde I spoken with hem everichon,

That I was of hir felowshipe anon,

And made forward erly for to ryse,

To take our way ther as I yow devyse.

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

*Литература:*

1. [1, c.46-96];
2. [2, c. 188-218];
3. [3, c. 141-156, 232-252];
4. [4, c.243-258].

**Seminar 10. Colloquium.**

**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/willplus Inf* 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

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

*Литература:*

1. [1, c.133-211];
2. [2, c. 220-294];
3. [3, c. 157-189, 257-269];
4. [4, c.268-354].