

Modern English : 1500 to the Present

Modern English begins in the middle of the 15th century, when Franco-Norman and Anglo-Saxon coalesced to form today's English. Modern English can be divided into three periods:

1. **Early Modern English** : 1500 to 1750
2. **Late Modern English** : 1750–1800 to the 20th Century
3. **Contemporary English** : the 20th Century

Early Modern English

The period known as Early Modern English began just prior to the Renaissance, a time of unprecedented, intense excitement that included a fascination with Italy, new inventions, the discovery of America, etc. While it was a prosperous era for the aristocracy and the middle class, the peasants generally lived in squalor and knew nothing of Renaissance splendours. The English language attained its definitive structure in the 16th century, when spelling began to be standardized and grammar acquired the characteristics known today. At the end of the first period, which corresponds to the Renaissance movement, pronunciation transformed itself: for example, *to meet*, once pronounced [met], evolved into [mi:t].

The Contribution of Latin and Scientific Words

Vocabulary once again borrowed heavily from Greek and Latin, often through French. For example, with *real* and *royal* came the Latinism *regal*. The great authors wrote in English (this was the Shakespearean era), but scientific writings were always in Latin. This is why English drew from **Latin** and **Greek**: *maternity, esteem, education, atmosphere, skeleton, catastrophe, drama, scheme, genius, vacuum, anonymous, celebrate, and confiscate* are but a few examples. Others include *absurdity, adapt, agile, alienate, anachronism, appropriate, assassinate, atmosphere, autograph, benefit, capsule, catastrophe, chaos, climax, conspicuous, contradictory, crisis, criterion, critic, disability, disrespect, emphasis, encyclopaedia, enthusiasm, epilepsy, eradicate, exact, excavate, excursion, exist, expectation, expensive, explain, external, extinguish, fact, glottis, habitual, halo, harass, idiosyncrasy, immaturity, impersonal, inclemency, jocular, larynx, lexicon, lunar, monopoly, monosyllable, necessitate, obstruction, pancreas, parenthesis, pathetic, pneumonia, relaxation, relevant, scheme, soda, species, system, temperature, tendon, thermometer, tibia, transcribe, ulna, utopian, vacuum, and virus*.

Many words borrowed from Latin first went through French, but as usual it is not always easy to tell which ones. Meanwhile, new complications arose in spelling, leading to some disharmony between pronunciations and written forms, a characteristic as striking in French as in English.

Some English scholars very attached to Latin etymology managed to impose Latinate forms. For example, *debt* (F *dette*) and *doubt* (F *doute*) acquired a written [b] as a reminder of the Latin *debitum* and *dubium*. A -g was added to *reign* because of the Latin *regnum*, and an -s to *island* because of *insula*. But in the latter case, *island* did not come from the Latin *insula* but from the Old English *iegland*. There was also the addition of numerous **Latin prefixes and suffixes**:

- Prefixes: a- (amoral), ab-, ac-, ad-, ante-, anti-, co-, com-, con-, de-, di-, dis-, e- (eject), em-, en-, ex-, it-, im-, in-, ir-, ob-, op-, per-, pre-, pro-, re-, sub-, super-.
- Suffixes: -age, -al, -ance, -ant, -ar, -ate, -ence, -ent, -ible, -ic, -id, -ile, -ion, -ite, -ity, -ive, -or, -ous, -tion and nouns like -a (data), -is (crisis), -ude (decrepitude), -um (datum), and -y (contingency).

It is noteworthy that Latinate words had a higher status than Anglo-Saxon or Germanic words, especially during the Renaissance, when professional vocabulary (medicine, botany, law, etc.) entered English in full force directly from Latin or through French. Thus, Latinate words became indicators of a good English education and, consequently, of the speaker's social status. For example, it can be shown how words of Latin (or French) origin have acquired a higher social cachet than Germanic ones. Today's English has many such doublets: *amiable/ friendly, lachrymose/ weeping, library/ book store, city/ town, journey/ trip, couch/ bed, cuisine/ kitchen, pork/ pig, mutton/ sheep*, etc.

The English humanists also borrowed from **Greek**, either directly or through Latin. Many scholars knew Greek and promoted its study. They directly introduced words such as *criterion*, *acoustic*, *idiosyncrasy*, *pathos*, *topic*, *acoustic*, *anonymous*, *chorus*, *crisis*, *critic*, *cylinder*, *dogma*, *drama*, *enigma*, *isthmus*, *larynx*, *nectar*, *site*, and *theory*. Moreover, Renaissance English fostered the use of compound words taken from Greek, such as *anthropology*, *archaeology*, *biography*, *cacophony*, *geography*, *hydrography*, and *physiology*. This way of enriching the lexicon would become very much in vogue in the 18th and 19th centuries—not to mention the 20th.

On the other hand, during the Renaissance many Latin or Greek words were considered pompous. Called *inkhorn terms*, they seem to have been most popular in university circles. With this fashion, however, came a growing resistance to borrowings often considered pointless. Some writers who used inkhorn terms were criticized for being boring and unintelligible, and even pedantic. Terms that the local populations would find hard to understand or use were called **hard words**. Some scholars, such as George Pettie (1548–1589), spoke of "the barbarousness of our tongue," while Sir Thomas Wilson denounced "these scholars who Latinize to the point that the man in the street wonders what they are saying." Later on, English protestants would refer to Latin as a *Popish language* in the belief that it had been created to keep the common people in ignorance and uphold the power of the clergy. Moreover, changes were underway as the 17th century drew to a close: in 1687 Newton wrote his *Principia Mathematica* in Latin, but in 1704 published his *Opticks* in English.

The Contribution of Modern Languages

Throughout the 17th century, English continued to borrow **French words**, notably through the English aristocracy and middle class. Examples include *aide-de-camp*, *belles-lettres*, *burlesque*, *cabaret*, *canaille*, *champagne*, *chef-d'oeuvre*, *commandant*, *compote*, *cortège*, *contretemps*, *crayon*, *démarche*, *dishabille*, *double entente*, *envoy* (from *envoyer*), *façade*, *faux pas*, *group*, *liaison*, *muslin* (from *mousseline*), *penchant*, *pis-aller*, *repartee*, *reverie*, *suite*, and *tableau*.

As elsewhere in Europe, the Renaissance also brought a contingent of **Italian words**. Thanks to its economic riches, military strength, technological and scientific advances, and cultural supremacy, Italy dominated almost every field of endeavour. So it is no surprise that many in England were fascinated by this country and gave in to a vogue of Italomania that is still evident in the English language today. Between 1500 and 1650, English borrowed heavily from Italian: *artisan*, *bandit*, *battalion*, *bankrupt*, *belvedere*, *cav a lier*, *cornice*, *madon n a*, *opera*, *partisan*, *pedant*, *populace*, *balloon*, *carnival*, *caprice*, *gazette*, *disgrace*, *mustachio*, *tarot*, etc.

Although Queen Elizabeth I and her advisors took great pains to foster anti-Hispanic sentiment, many English people also spoke Spanish, especially since the marriage of Mary Tudor, daughter of Catherine of Aragon, with Philip II of Spain. But it was not until the mid-17th century that **Spanish terms** entered the English vocabulary through French: *sherry*, *cargo*, *infant*, *renegade*, *creole*, *toreador*, *armada*, *escalade*, *grenade*, etc. Some words were borrowed from the Spanish Americas: *ananas*, *banana*, *cannibal*, *mosquito*, *potato*, etc.

English continued to borrow from **Dutch** (*brandy*, *yacht*, *smack* [fishing boat], *filibuster*, *wagon*, *frolic*, *snip*, *sputter*, etc.), **Arabic** (*alchemy*, *admiral*, *alembic*, *azimuth*, *cotton*, *elixir*, *alcohol*, *algebra*, *apricot*, *hashish*, *arsenal*, etc.), the **languages of India** (*curry*, *pariah*, *nabob*, *arsenic*, *check*, *chess*, *lilac*, etc.), **Persian** (*bazaar*, *dervish*, *shah*, etc.), and **Turkish** (*caviar*, *coffee*, *dolman*, *horde*, *janissary*).

During the 16th and 17th centuries, English took *canoe*, *lama*, *manioc*, *tobacco*, *chocolate*, *condor*, *tomato*, *moccasin*, *sachem*, *squaw*, and others. from **aboriginal languages**.

English Transformed

These contributions show without a doubt that the English lexicon was undergoing quite a transformation with the introduction of foreign terms. English was even forsaking its Germanic heritage of short words in favour of long words passed down by Latin and Greek, and even French (or Franco-Norman). Moreover, this was a fashion followed by most English writers—Chaucer in the

14th century, Sidney, Spenser, Shakespeare, and Bacon in the 16th, and Ben Jonson and Milton in the 17th. If some in England reacted "badly" to the intrusion of foreign words—especially Latin and Greek ones—others believed the English language had also grown richer with thousands of new words, and that it had acquired a remarkable lexical flexibility. It is easy to understand the reaction of someone like Edmund Spenser (1552–1599) at the influx of these foreign terms into English. Writing to the poet Gabriel Harvey (1550–1631), he lamented that they had made the English language a gibberish and a mishmash of all other languages. This flood of new words from approximately fifty different languages must have made a similar impression on many in England. Still, the majority of loan words came from Latin, Greek, French, Italian, and Spanish, giving the language of this "northern country" a curious and unique "Mediterranean flavour."

It is also around this time that concerns were raised about spelling. The introduction in 1476 of the printing press by William Caxton played a role in standardizing spelling. There were two opposing camps—"revolutionaries" and "reformers." The former wanted to completely overhaul the writing system, while the latter merely wanted to tidy up the spelling. The reformers won, which left English spelling in a rather complex state. In the mid-17th century, a major campaign was waged aimed at founding an English Academy modelled after the French *Académie française* (1635) and the Italian Accademia della Crusca (1582). The proponents of the idea wanted to set out and impose a series of norms that would stabilize the English language. But despite the support of such famous writers as Dryden, Defoe, and Swift, nothing came of the idea. A certain standardization did occur during the next period, but attempts at reform would remain half-hearted until the arrival of lexicographer Noah Webster (1758–1843). In 1828, Webster published his *American Dictionary of the English Language*, which included distinctive new American spellings. Webster's fame does not rest solely on his impressive body of work—he was the first to see the necessity of distinguishing American usage from its British model. As for grammar, despite numerous attempts since the 16th century.

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

Plan

1. The Noun.
2. The pronoun.
3. The adjective.
4. The verb: simplifying changes.
5. The verb: growth of new forms.
6. Syntax.

Morphology

The Noun. Decay of noun declensions in Middle English. Development of the grammatical categories of the noun: gender, case, number.

The pronoun. Personal and possessive pronouns. Replacement of *hēo*, *hīe* and *þū*. The reduction of pronoun paradigm. Demonstrative pronouns. Development of articles. Other classes of pronouns.

The adjective. Decay of declensions and grammatical categories. Degrees of comparison: the growth of analytical forms.

The verb. Simplifying changes in verb conjugation. Verbals: the Infinitive, the Participle, development of the Gerund. Strong verbs. Weak verbs. Minor groups of verbs.

Growth of new forms. The Future tense. New forms of the Subjunctive Mood. Interrogative and negative forms with *do* (*do*-periphrasis).

Development of new grammatical categories. Passive Voice and the category of Voice. Perfect forms and the category of Time-Correlation. Continuous forms and the category of Aspect. Development of verbal grammatical categories.

Syntax

The simple sentence. Stabilization and fixation of the word order. Growth of predicative constructions (Complex Object, Complex Subject, Absolute constructions, Gerundial complexes, for-phrase with the Infinitive).

Compound and complex sentences.

Causes of grammatical changes.

Development of the English Vocabulary in Middle English and Early New English

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

РАЗДЕЛ 4. Словарь терминов (глоссарий)

В данном разделе термины учебной дисциплины должны быть сгруппированы по алфавиту и темам учебного курса.

Ablaut – independent vowel changes series, used as form-building and word-building means, Indo-European ablaut is inherited by the Germanic languages as means of building forms of strong verbs, preterite-present verbs and word-derivation means. Qualitative ablaut in IE languages is based on e~o interchange, while Germanic ablaut

is based on e/i~a interchange. Quantitative ablaut is the interchange of short and long vowels, i.e. o~ō, a~ā, e~ē in IE, a~ō in Germanic.

Palatal mutation (umlaut) – a type of assimilative changes in the root vowel under the influence of the vowel –i- in the suffix. The vowel in the root becomes narrower and fronter as the organs of speech are prepared for the articulation of –i-. When the conditions are eliminated the allophones phonologize – new phonemes appear. This phenomenon fixes the difference in the root vowel in many relative words: blood - bleed, man - men, tell – tale, talk, etc.

Preterite-present verbs expressed not an action, but an attitude to an action. They built their forms of the Present tense with the help of ablaut, the Past forms – adding the dental suffix; most of them had no verbal forms; conjugation in the Present tense is based on the pattern of conjugation in the Past tense in strong verbs.

Strong verbs – verbs that build the forms of Preterite and Past Participle with the help of ablaut. Classes 1-5 build their forms of Preterite and Participle II on the pattern of qualitative ablaut, Class 6 - on the pattern of quantitative ablaut, Class 7 is the class of reduplication – the root morpheme is doubled in Preterite and in Participle II forms.

Weak verbs- that built their past forms adding the dental suffix. In Old English there are three classes of weak verbs, differing in the way the dental suffix is added: Class 1 –between the root and the dental suffix there is the thematic vowel –i-, which causes palatal mutation of the root vowel, Class II includes verbs with the thematic vowel – o-, Class III is athematic, the dental suffix is added directly to the root. This is a declining class including only three verbs.

РАЗДЕЛ 5. Практикум по решению задач (практических ситуаций) по темам лекций (одна из составляющих частей итоговой государственной аттестации).

Данный раздел должен включать в себя:

- примеры решения задач (практических ситуаций) по темам, на которые предложены аналогичные задания в экзаменационных (зачетных) билетах;
- тексты задач (практических ситуаций) для самостоятельного решения при подготовке к итоговой аттестации (не более 2-х).

Примеры фонетического и морфологического анализа предложения.:

Ohthere sǣde his hlāforde Ælfrēde cyninge þæt he ēalra Norðmanna norpmest būde.

MODEL OF PHONETIC ANALYSIS

Word from the text	Analysis	Related words in Germanic languages	Translation
s`æde	[s] – voiceless initially [æ:] – lengthening of [æ] due to the loss of [g]: sǣgde < secgan [æ:] ⇒ [e:] in ME ⇒ [e] in ENE	OE sǣgde	said
ealva	[ea] – breaking of [æ] before l + consonant [æ] – from PG [a] [ea] ⇒ [a] in ME. , ⇒ [o:] before -ll in ENE	Gt. alls	all
ðeah	[eɑ:] – development of PG [au] [ea:] ⇒ [ei] before [h] in East Midlands; superseded by þōh O.Sc. ⇒ though [u] appears before [χ] in ME final [χ] was lost in ENE	Gt. þauh	though
stycce	[y] – palatal mutation of [u] under the influence of [i], later reduced to [e]	OHG stukki	rel. to stock
fiscap	[f] ⇐ PG [p] – under the Grimm's law [sc] ⇒ [ʃ] – development of sibilants and affricates from palatal velar consonants in EME	R. пескарь	rel. to fish

MODEL OF MORPHOLOGICAL ANALYSIS

Word from the text	Analysis	Related words in Germanic languages	Translation Or NE equivalent
Ohthere [o' :xtxere]	Noun, proper name, Nom.,Sg.; subject;		Ohthere
sæde	Weak verb, class 3, (also sægde), secgan, Preterite predicate;	say	Said
His	Personal pronoun hē, 3d person, Sg., Masc., Gen.;	his	To his
Hlāforde	Noun, Masc., a-stem, hlāford , Dat., Sg.;	lord	Lord
Ælfrede	Noun, proper name,Dat., Sg.;	Alfred	Alfred
Cyninge	Noun, Masc., a-stem, cyning; Dat., Sg.;	king	King
Ðæt	Conjunction	that	That
He	Pers. Pronoun,, he, 3d person, Sg., Masc.,Nom.; subject;	he	He
Ealra	Def. Pronoun eal, Gen., Pl.	all	(of) all

Norð manna	Noun, Masc., root decl., Nor mann; Gen., Pl.;	Northman	Northmen (Scandinavians)
norpmest	Adverb	norpmost	To the North
bude	Irr. Verb buan; Preterite or Subjunctive;	rel. to to be	lived (or had lived)

Пример этимологического анализа слов в предложении:

Etymology: All words belong to the Germanic group of IE. They have parallels in non-Germanic languages

OE sǣde, secgan NE say – Lith sakyt;

OE his, hē NE he -R сей

OE cyning NE king – L. Genus

OE Norðmanna, man NE man – Sankr. manu

OE būde, buan, beon NE be –R быть

Purely Germanic: land, swiþe

Purely English: hlāford, Ælfrēde

Примерные задания на экзамене:

1. The Scandinavian invasion. Its impact on the English language.
2. *Translate and give grammatical and lexical analysis of the following text:*
“And eft æfter dagum hē ēode into Cafarnaum, and hit wæs **ge-hyred** þæt hē wæs on **hūse**.”

The words in bold type are for phonetic analysis.

1. The Germanic ablaut system. Strong verbs in OE.
2. *Translate and give grammatical and lexical analysis of the following text:*
“And shortly, whan the **sonne** was to reste,

So hadde I spoken with hem everichon,

That I was of hir felawshipe anon,

And made forward **erly** for to ryse,

To take our way ther as I yow devyse”.

The words in bold type are for phonetic analysis.

Literature

Rastorgueva T.A. A History of English. M.,1983; M.,2005. - p.1149-188

Ilyish B. History of the English language. Л. 1972. – p 134-160.

Reznik R.V., Sorokina T.S., Reznik I.V. A History of the English Language. M., 2001. – p. 48-77.

Аракин В.Д. История английского языка. М., 1985. – с. 103-110, 177-186.

Иванова И.П., Чахоян Л.П., Беляева Т.М. История английского языка. СПб., 1998. с. 19-22, 28-31, 35-39.

Смирницкий А.И. Лекции по истории английского языка (средний и новый период). М., 1998. – 14-51, 140-153.