

MINISTRY OF EDUCATION AND SCIENCE of UKRAINE

O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV

Methodical recommendations

“FORMATIVE AND SUMMATIVE ASSESSMENT”

for practical classes and organizing independent work
on an academic discipline

“A HISTORY OF THE ENGLISH LANGUAGE”

for full-time students first (bachelor's) level of higher education specialty B11
Philology – Germanic Languages and Literatures (translation included), first
language – English



Kharkiv
O. M. Beketov NUUE
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INTRODUCTION

These methodological recommendations have been developed for students of philological specialties at the first (bachelor's) level of higher education in the context of studying the academic discipline "History of the English Language." The publication is designed to ensure the formation and objective assessment of learning outcomes through a comprehensive system of ongoing and summative evaluation.

Structurally, the recommendations constitute an integrated set of test tasks and analytical exercises that enable systematic monitoring of students' mastery of the course material at various stages of the educational process. The ongoing tests focus on developing students' ability to interpret linguistic phenomena in a diachronic dimension and to apply historical and linguistic knowledge within the broader context of cultural, historical, and sociolinguistic transformations.

The summative assessment tasks are designed to verify the development of integrated competencies, including students' ability to synthesize theoretical principles, provide reasoned justification for their conclusions, and critically reflect on patterns of language evolution.

The methodological framework of the materials has been structured in accordance with the principles of the competency-based paradigm and the communicative-activity approach, which create conditions for active cognitive engagement through mechanisms such as testing, self-assessment, peer discussion of results, and reflective consideration of one's own academic progress.

NOTES FOR THE INSTRUCTOR

General Guidelines

The present collection of evaluative instruments is designed to support both formative and summative assessment throughout the course *A History of the English Language*. The materials may be used in full or selectively, depending on the course's pace and the instructor's assessment strategy.

All closed-format tasks (matching, multiple choice, classification) are intended for individual written work under supervised conditions. Open-ended analytical tasks are suitable for either supervised written work or group discussion, at the instructor's discretion.

Recommended conditions for test administration:

TEST TYPE	FORMAT	RECOMMENDED CONDITIONS
Tests 1–14	<i>Formative</i>	In-class, individual, closed-book
Module Tests 1–3	<i>Summative</i>	In-class, individual, closed-book
Final Test, Part I	<i>Summative</i>	In-class, individual, closed-book
Final Test, Part II	<i>Summative</i>	In-class, open to lecture notes only

Scoring guidelines for closed-format tasks:

- Each correctly matched or selected item scores 1 point.
- Partially correct answers (e.g., selecting 3 out of 4 correct options in multiple-select tasks) score 0 points unless otherwise specified.
- Spelling errors in copied answers should be penalised only if they obscure the intended response.

Scoring rubric for open-ended and analytical tasks:

The following rubric applies to Test 13b (toponym analysis, 10 points) and Final Test Part II (sound and spelling changes, 5 points):

Test 13b. Toponym Analysis (2 points per question):

SCORE	DESCRIPTOR
2	The response accurately identifies the required linguistic or cultural phenomenon, supports it with relevant evidence, and demonstrates critical engagement with the material.
1	The response is partially correct or lacks a sufficient supporting argument; the phenomenon is identified but not adequately explained.
0	The response is incorrect, irrelevant, or absent.

Final Test Part II. Historical Sound and Spelling Changes (1 point per word form explained):

SCORE	DESCRIPTOR
1	The student correctly identifies and names the relevant phonological or orthographic process (e.g., Great Vowel Shift, vocalization, simplification of consonant clusters) and applies it accurately to the given form.
0.5	The process is identified, but the explanation is incomplete or imprecise.
0	The response is incorrect or absent.

Self-assessment and peer review:

Instructors are encouraged to use Tests 1–7 as self-assessment tools: students may be asked to mark their own work against the answer key following completion, promoting metacognitive awareness of their progress. Module Tests are better suited to peer review activities, where students exchange papers and apply the scoring rubric under the instructor’s guidance.

Recommended assessment schedule:

WEEK	INSTRUMENT	TYPE
2	Test 1–2	<i>Formative</i>
4	Test 3–4	<i>Formative</i>
6	Test 5–6	<i>Formative</i>
8	Module Test 1	<i>Summative</i>
10	Test 7–9	<i>Formative</i>
12	Test 10–12	<i>Formative</i>
14	Test 13–14	<i>Formative</i>
15	Module Tests 2–3	<i>Summative</i>
16	Final Test	<i>Summative</i>

TEST 1

The Genetic Blueprint of the English Language. Family Tree Theory

a) Match the definitions in 1–15 with a correct option from the box. Some options can be used more than once. Three options you do not need to use. Copy the answers from the box on your answer sheets. There is an example (0) at the beginning.

North Germanic	West Germanic	East Germanic
Proto-Germanic	Proto-Indo-European ✓	Finno-Ugric
Samoyedic	Uralic	Indo-Iranian
Italic	Celtic	Slavic
Kurgan hypothesis	Anatolian hypothesis	Franz Bopp
August Schleicher	centum languages	satem languages

No	Definition of the phenomenon	Option
0	The hypothetical common ancestor that links <i>English, Greek, Sanskrit, Latin</i> , and other languages into a single genealogical family	<i>Proto-Indo-European</i>
1	The branch of Germanic that includes <i>Danish, Swedish, Norwegian</i> , and <i>Icelandic</i>	
2	The branch of Indo-European that embraces <i>English, German, Dutch, Afrikaans, Yiddish</i> , and the <i>Frisian</i> languages	
3	The branch of Germanic, now entirely extinct, once represented by the 4th-century <i>Wulfilan Bible</i> translation and last attested around the 8th–9th centuries CE	
4	The intermediate ancestor of all Germanic languages, which generated a distinctive vocabulary covering animals, body parts, plants, warfare, and everyday verbs not found in earlier Indo-European	
5	The Uralic subgroup that encompasses <i>Finnish, Estonian, Hungarian</i> , and several endangered minority languages, such as <i>Karelian</i> and <i>Livonian</i>	
6	The Uralic branch spoken across the Arctic territories, whose members include <i>Nenets, Selkup, Enets</i> , and <i>Nganasan</i>	
7	The distinct language family spread across northern Eurasia from Scandinavia to western Siberia, exhibiting vowel harmony and the absence of grammatical gender	
8	The Indo-European branch that divides into an Indic group (<i>Hindi, Bengali</i>) and an Iranian group (<i>Persian, Kurdish, Ossetic</i>)	

9	The Indo-European branch whose descendants are the Romance languages, including <i>French, Spanish, Italian, Romanian, and Portuguese</i>	
10	The theory placing the original Proto-Indo-European speakers on the Pontic-Caspian steppe between 4000 and 2500 BCE	
11	The hypothesis that locates the Indo-European homeland in present-day Turkey, dating its spread to approximately 7000–6000 BCE	
12	The scholar who introduced the genealogical tree model for representing language relationships and attempted the first reconstruction of Proto-Indo-European	
13	The founder of comparative linguistics, who systematically compared <i>Sanskrit, Greek, Latin, Persian</i> , and Germanic languages in his <i>Comparative Grammar</i> (1833–1852)	
14	The western cluster of Indo-European languages, including Germanic, <i>Italic</i> , <i>Greek</i> , and <i>Celtic</i> , in which original palatal <i>k-sounds</i> merged with plain <i>k-sounds</i>	
15	The eastern Indo-European languages, typical of the Balto-Slavic and Indo-Iranian subfamilies, in which original palatal <i>k-sounds</i> shifted into hissing <i>s-like sounds</i>	

Score: 15 points | Time: 12 minutes

b) Sort each language into the correct Indo-European branch.

Proto-Indo-European

Germanic

Romance

Slavic

Celtic

Hellenic

Welsh

Afrikaans

Romanian

Bulgarian

Modern Greek

Breton

Yiddish

Catalan

Ukrainian

Icelandic

Germanic

Romance

Slavic

Celtic

Hellenic

Figure. 1 – *Language Tree Elements.*

c) Look at the runic letters. Identify their names and meaning as in the example.

Elder Futhark — 24 runes (hover for name)

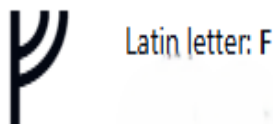
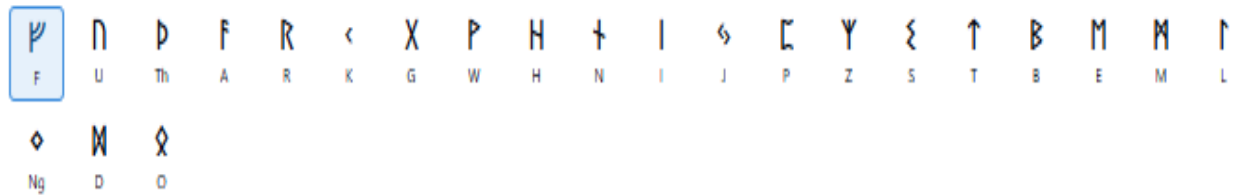


Figure 2 – Futhork.

e.g., Raidno = journey, riding; Tiwaz = victory, the god Tyr; Mannaz = human, mankind; Thurisaz = giant, thorn; Fehu = cattle, wealth; Berkano = birch tree, birth.

d) Rank the events on the historical timeline from the earliest to the latest.

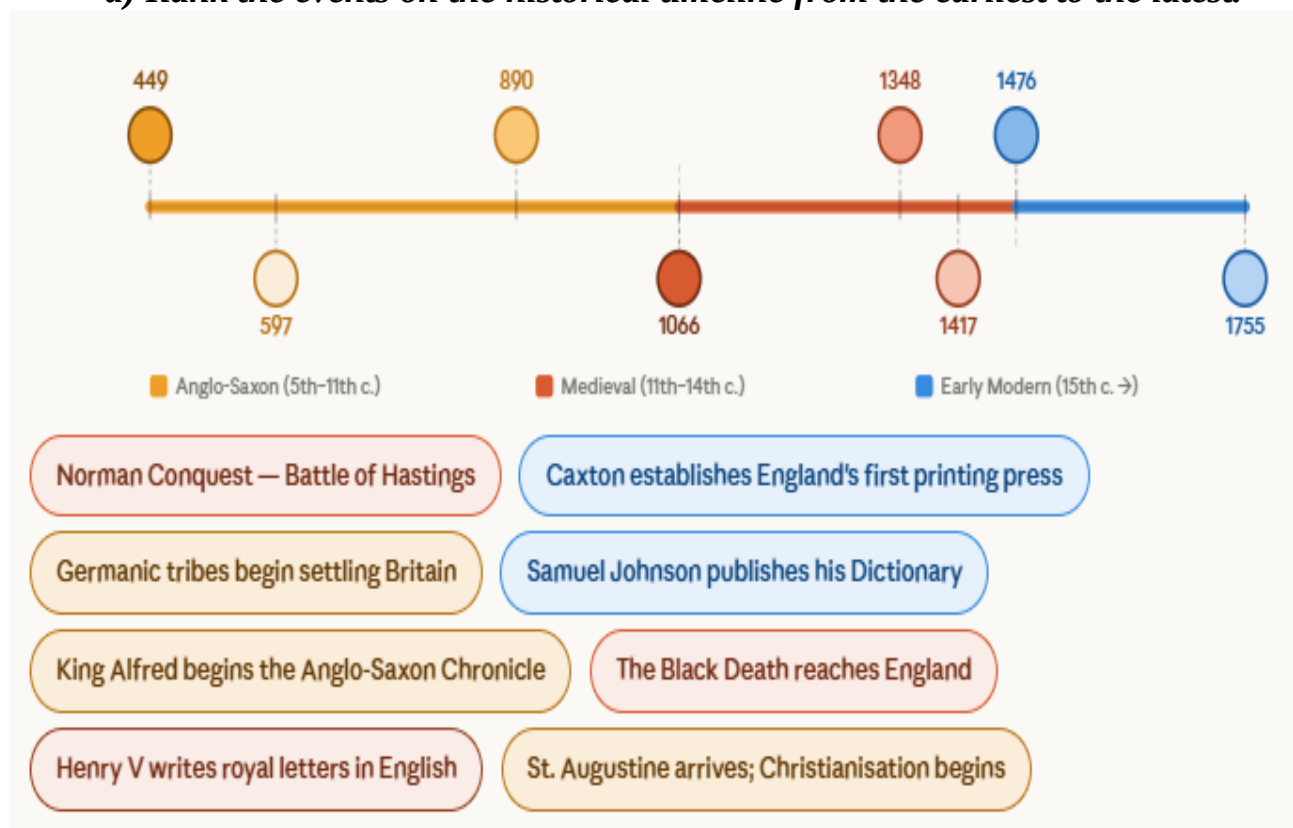


Figure 3 – The Historical Timeline.

TEST 2

The Genesis of English: Peoples, Languages, and Scripts in Early Britain

Match the definitions in 1–15 with the correct option from the box. Several options can be used more than once. There are options that you do not need to use. Copy the answers from the box onto your answer sheets. There is an example (0) at the beginning.

Brythonic	Goidelic	Celtic
Latin	Scandinavian	Northumbrian
West Saxon ✓	Mercian	Elder Futhark
Anglo-Saxon Futhorc	Christianisation	Danelaw
Germanic	Greek	Norman
Kentish	Iberian	Runic

No	Definition of the phenomenon	Option
0	The dialect that served as the language of royal administration and record-keeping under King Alfred the Great	<i>West Saxon</i>
1	The language family whose imprint is most clearly preserved in English river names such as <i>Avon, Severn, Thames, Trent, and Derwent</i>	
2	The <i>P-Celtic</i> branch of Celtic speech that developed across southern Britain and later evolved into <i>Welsh, Cornish, and Breton</i>	
3	The <i>Q-Celtic</i> branch of Celtic speech, rooted in Ireland, that spread to Scotland and gave rise to <i>Irish</i> and <i>Scottish Gaelic</i>	
4	The region of eastern and northeastern England governed under Danish political and legal principles following the Viking conquest	
5	The Old English dialect regarded as the true linguistic ancestor of Modern English, despite being overshadowed in surviving written records	
6	The oldest Germanic runic alphabet, consisting of 24 signs, whose origins are most firmly rooted in Scandinavia	
7	The runic writing system, adapted to meet the specific phonological demands of Old English, expanded to 28–33 symbols and used from the 5th to the 11th century	
8	The historical process identified as the primary channel through which the Latin script was adopted to represent Germanic languages in writing	

9	The ancient language from which words such as <i>church</i> , <i>bishop</i> , <i>eucharist</i> , and <i>presbyter</i> ultimately derive, having reached English indirectly through Latin	
10	The linguistic origin of place name suffixes such as <i>-by</i> , <i>-thorp</i> , <i>-thwaite</i> , and <i>-beck</i> , found clustered across northern and eastern England	
11	The Old English dialect in which the oldest surviving English manuscript, dated to approximately 700 AD, was written	
12	The language from which early English borrowed trade and agricultural vocabulary, such as <i>wine</i> , <i>pepper</i> , <i>cheese</i> , and <i>plant</i> during the period of Roman occupation	
13	The writing tradition characterized exclusively by straight lines, a formal feature dictated by the practice of carving into hard surfaces such as wood and metal	
14	The broader language family shared by both Old English and Old Norse, which allowed a degree of mutual intelligibility between Anglo-Saxon and Viking speakers	
15	The branch of Celtic speech whose original speakers were gradually pushed westward into Wales, Cornwall, and Brittany following the Anglo-Saxon migrations into Britain	

Score: 15 points | Time: 12 minutes

TEST 3

Proto-Germanic and Old-English Sound System and Spelling

a) Match the definitions in 1-15 with a correct option from the box. Four of the options can be used more than once. There are three options that you do not need to use. Copy the answers from the box on your answer sheets. There is an example (0) at the beginning.

unstressed vowels	Grimm's Law ✓	voicing of fricatives
rhotacism	gemination	breaking
palatal (front) mutation	Verner's Law	Grimm's Law, act 1
progressive assimilation	stressed vowels	palatalization
nasal consonants	f, þ, s	b, p, h

No	Definition of the phenomenon	Option
0	IE voiceless stops → G. voiceless fricatives	<i>Grimm's Law, act 1</i>
1	The change of IE consonants consisting of three acts which took place simultaneously	
2	This sound change explains the fact why some IE voiceless stops were voiced after unstressed vowels instead of becoming PG voiceless fricatives	
3	They underwent a gradual process of shortening and slurring until many were lost	
4	Doubling of every consonant but [r] between a short vowel and sound [j]	
5	Development of sound [z]	
6	Changing of vowel [a] into a diphthong [ea] before [h, r, l] + some other consonant	
7	A kind of regressive assimilation caused by palatal sounds [i], [j]	
8	The change of sounds [f, þ, s] between two vowels or a vowel and a voiced consonant	
9	The change of velar consonants before (sometimes after) front vowels	
10	The linguistic phenomenon that can account for the existing of the two forms of the verb to be in the Past Simple: <i>was, were</i>	
11	The sound change that can explain the distinguishing between different parts of speech in modern English: to <i>fill</i> – <i>full</i> , to <i>feed</i> – <i>food</i> , <i>deep</i> – <i>depth</i>	
12	The sound change that can explain the difference between the singular and plural forms in modern <i>leaf</i> – <i>leaves</i> , <i>calf</i> – <i>calves</i>	

13	They were lost in the position between a short vowel and a voiceless fricative (later the vowel was lengthened)	
14	These consonants could denote two sounds in OE, depending on their position in the word	
15	This sound change accounts for the difference in reading letter <i>c</i> in the basic forms of the OE verb <i>curan</i> [ˈkuran] and <i>cēosan</i> [ˈtʃe:ozan] (Infinitive “to choose”)	

Score: 15 points | Time: 12 minutes

b) Test yourself:

1. How many vowel monophthongs were there in OE?
2. What happened to IE vowels o and a in Germanic languages?
3. What kind of linguistic phenomenon is palatal (front) mutation?
4. Why did each of the fricative consonants *f*, *s*, *þ* denote two sounds in OE?
5. What kind of phenomenon is rhotacism?
6. Which acts did the Grimm’s Law consist of?
7. Which sounds caused the doubling of consonants in Anglo-Saxon dialects?
8. What did K. Verner pay attention to when he explained some exceptions to the Consonant Shift?
9. How did sibilants and affricates develop in the OE period?
10. What happened to nasal consonants before fricatives in Anglo-Saxon dialects?
11. What kind of phenomenon is breaking?
12. How did unstressed vowels change in OE?

c) Match each OE form to its Modern English equivalent.

cyninȝ · mōdor · dæȝ · fisc · hūs · ēaȝe

Anglo-Saxon manuscript script — c. 700–1000 CE

OE cyninȝ

OE mōdor

OE dæȝ

OE fisc

OE hūs

OE ēaȝe

king

fish

day

eye

mother

house

Figure 4 – Old English Word Stock.

d) *Grimm's Law describes consonant shifts from PIE to Proto-Germanic. Match each Latin word to its English descendant.*

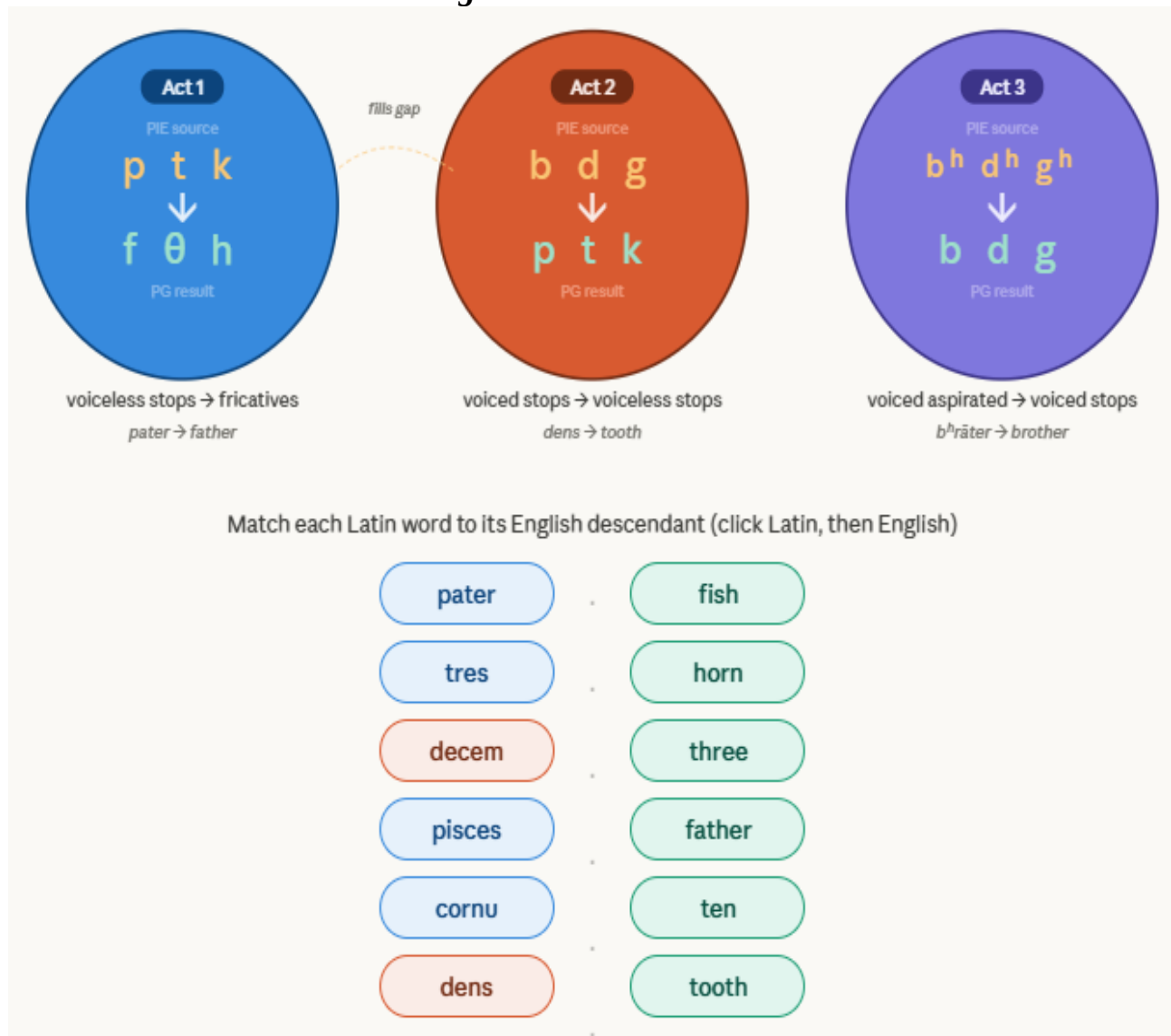


Figure 5 – *Three Acts of Grimm's Law.*

TEST 4

The Middle English Era: A Language Under Siege

a) Match the definitions in 1–15 with the correct option from the box. Several options can be used more than once. There are options that you do not need to use. Copy the answers from the box onto your answer sheets. There is an example (0) at the beginning.

Norman French	Latin	Anglo-Saxon
Digraph	Black Death	Danelaw
Hundred Years' War	Henry V	William the Conqueror
Feudal	Witan ✓	Heptarchy
Middle English	Lancastrian	Kentish
Marcher	Signet Office	Palatine

№	Definition of the phenomenon	Option
0	The advisory council to the Anglo-Saxon king, whose composition and agenda were controlled by the monarch himself	<i>Witan</i>
1	The language that served the nobility and royal court following the conquest of 1066, displacing English from positions of power and prestige	
2	A pair of letters used together to represent a single sound, eight of which were introduced into English spelling after the Norman Conquest	
3	The system of governance William introduced after 1066, replacing the loose earldom structure with a hierarchical arrangement under direct royal supervision	
4	The epidemic of 1348–1350 that killed between one-third and one-half of England's population, enabling class mobility and raising the status of the English in previously exclusive spheres	
5	The monarch who began writing official letters and battlefield dispatches in English after his 1417 campaign, effectively elevating English to the status of an official written language	
6	The series of border jurisdictions anchored at Hereford, Shrewsbury, and Chester, established by William to secure the Anglo-Welsh frontier	
7	The language that continued to serve the Church and its ceremonies throughout the medieval period, appearing in official documents alongside French	
8	The extended military conflict between England and France, spanning 1337 to 1453, which accelerated the revival of English and reduced the prestige of French	

9	The type of earl who wielded something close to royal authority within frontier territories yet remained firmly answerable to the crown	
10	The administrative department through which Henry V channelled the bulk of his private correspondence in English between 1417 and his death in 1422	
11	The period of English that begins with the Norman Conquest of 1066, characterized by the wholesale reshaping of vocabulary, the loss of inflectional endings, and intense French influence	
12	The thematic domain from which French borrowings such as <i>pork</i> , <i>beef</i> , <i>mutton</i> , <i>feast</i> , <i>dinner</i> , and <i>supper</i> were drawn, while the corresponding animal names remained Germanic	
13	The language from which words such as judge, crime, prison, sentence, noble, and baron entered English following the reorganization of governance after 1066	
14	The monarchy associated with the pivotal political shift that gave formal institutional backing to English as an official written medium in the early fifteenth century	
15	The regional dialect of French transplanted to England after 1066, which gradually diverged from <i>Parisian French</i> and eventually declined as a living language by the 14th century, leaving a deep imprint on English vocabulary	

Score: 15 points | Time: 12 minutes

b) After 1066, Anglo-Saxons raised animals, whereas Normans ate meat. As a result, animal names remained Anglo-Saxon in origin, whereas the names of meat dishes were derived from Norman French. Put the words in the relevant columns.



Anglo-Saxon peasant
tended: cow · pig · sheep

1066

⇒

Norman
Conquest



Norman lord at table
ate: beef · pork · mutton

pig pork cow beef sheep mutton king noble smith tailor

Anglo-Saxon (animal / field)

Norman French (table / court)

Figure 6 – *The Norman Influence on Anglo-Saxon Vocabulary.*

TEST 5

The Middle English Sound and Spelling Changes

a) Match the definitions 1-15 with the correct options from the box. Some of the options can be used more than once. There are options that you do not need to use. There is an example (0) at the beginning.

<i>æ, ȝ</i> ✓	homorganic consonants	Latin
spelling change(s)	q, v	[j, w]
OE. diphthongs	French	vocalization
qualitative changes	unstressed vowels	simplification
quantitative changes	stressed vowels	[r, w]
ow, ou	Scandinavian	qu, oo

№	Definition of the phenomenon	Option
0	These letters went out of use in the ME period	<i>æ, ȝ</i>
1	These changes affect the length of the vowels, making them longer or shorter, thus influencing the rhythm of the English language	
2	As a result of this phenomenon, new diphthongs developed in ME.	
3	A linguistic phenomenon that can account for OE. <i>hrof</i> , <i>hlaf</i> – ME. <i>roof</i> , <i>lof</i> .	
4	These sounds were leveled and reduced to a sound of the [ə] type, written <i>e</i>	
5	This is a linguistic phenomenon that can explain the lengthening of vowels in ME. words <i>child</i> , <i>tale</i> , <i>hund</i> , <i>maken</i>	
6	These consonant sounds vocalized in the ME. period	
7	These sound clusters are formed at the same place with the same organs of speech	
8	The language that influenced English most in the ME. period	
9	This is a linguistic phenomenon due to which six OE. vowels changed radically	
10	These OE. sounds became monophthongs as early as the 11th century, in most cases having lost their second elements	
11	This is a linguistic change due to which OE. <i>sunu</i> [ˈsʊnu] → ME. <i>son</i> [ˈsʊnə]	
12	These changes altered the nature of sounds turning one sound into another	

13	These digraphs were introduced in ME. to denote long vowel [u:]	
14	Words borrowed from this language, though numerous in the ME. period, can not be divided into semantic groups	
15	Due to these changes OE. <i>cwēn</i> > ME. <i>queen</i>	

Score: 15 points | Time: 12 minutes

b) Test yourself:

1. Which OE letters went out of use in the ME period?
2. Which consonant was lost at the beginning of words?
3. Which phenomenon brought about the appearance of new ME diphthongs?
4. What happened to most unstressed vowels in the ME period?
5. What kind of changes are qualitative changes of vowels?
6. How did short vowels in open stressed syllables of disyllabic words change?
7. What happened to short vowels before homorganic consonants?
8. What was done to make reading of words with many vertical strokes less difficult?
9. How did OE diphthongs change in the ME period?
10. Which vowels developed differently in various dialects?
11. How did fricative consonant sound [ɣ] develop in ME.?
12. Which consonants are called homorganic?

TEST 6

The Modern Era and the Creation of Linguistic Identity

Match the definitions in 1–15 with the correct option from the box. Several options can be used more than once. There are options that you do not need to use. Copy the answers from the box onto your answer sheets. There is an example (0) at the beginning.

Samuel Johnson	Printing press	Codification
William Shakespeare	Robert Cawdrey	Prescriptive
Descriptive	Elaboration	Selection
Robert Lowth	Latin	Caxton
Implementation ✓	Noah Webster	King James Bible
Corpus linguistics	Jonathan Swift	John Walker

№	Definition of the phenomenon	Option
0	The stage of standardization concerned with securing widespread acceptance of a chosen variety by restricting competing forms in formal contexts and building user loyalty	<i>Implementation</i>
1	The technological innovation of 1476 that substantially reduced the cost of books, distributed consistent written texts, and intensified the drive toward spelling standardization	
2	The first stage of standardization, in which an existing variety is chosen as the foundation, typically the speech of the most powerful or socially prestigious group	
3	The author of <i>A Dictionary of the English Language</i> (1755), which brought lasting consistency to spelling and definitions and dominated English usage for decades	
4	The approach to grammar that prescribes how the language <i>ought to be used</i> , establishing fixed rules such as the prohibition on split infinitives	
5	The writer credited with introducing approximately 1,700 new words into English, among them <i>eyeball</i> , <i>fashionable</i> , and <i>lonely</i> , through his literary works	
6	The approach to grammar that describes how language <i>is actually used</i> by real speakers and writers, embraced by modern linguistics from the twentieth century onward	
7	The stage of standardization concerned with ironing out internal inconsistencies within a chosen variety and establishing recognized norms for grammar and vocabulary	

8	The author of the first English dictionary, <i>A Table Alphabetical</i> (1604), which pinned down approximately 2,500 so-called “hard words”	
9	The language from which English drew heavily during the Renaissance to fill lexical gaps left by the lack of vocabulary for sophisticated classical and theological concepts	
10	The grammarian whose <i>Short Introduction to English Grammar</i> (1762) defined fixed rules still debated today, including the prohibition on split infinitives	
11	The religious text of 1611, whose vocabulary, syntax, and rhythms, familiar to all social classes through weekly church attendance, accelerated the standardization of English	
12	The stage of standardization concerned with ensuring the emerging standard can meet a full range of functional demands, including the development of specialized professional vocabulary	
13	The lexicographer who standardized American English in 1828 by establishing distinctively American spelling conventions, such as <i>color</i> and <i>center</i>	
14	The compiler of <i>A Critical Pronouncing Dictionary</i> (1791), who fixed his attention above all on the speech of Londoners as the model for the rest of the country	
15	The same lexicographer whose 1755 dictionary not only standardized spelling but also illustrated word meanings with over 114,000 literary quotations, setting a new benchmark for dictionary-making	

Score: 15 points | Time: 12 minutes

TEST 7

Early New English Sound and Spelling Changes

a) Match the definitions in 1-15 with a correct option from the box. Two of the options can be used more than once. There are seven options that you do not need to use. There is an example (0) at the beginning.

s, l, f ✓	ff	palatalization
homorganic consonants	[ɔi, əv]	latinization
gn, ng, wr	sibilants and affricates	hr, hn, hl
combinative changes	Great Vowel Shift	[ei, ai]
quantitative changes	oa, ea	delabialization
ou, ow	weakly stressed	gh
long vowels	short vowels	

№	Definition of the phenomenon	Option
0	These consonants began to be <i>doubled</i> at the end of words by analogy	s, l, f
1	This digraph began to denote sound [f] at the end of words in ENE, though previously, in ME, it was pronounced as [χ]	
2	These ME. diphthongs remained unchanged in the ENE. period	
3	This linguistic phenomenon describes the radical change of <i>long vowels</i> , which was reflected <i>only</i> in pronunciation	
4	As a result of this linguistic process, a new vowel sound [ə:] developed	
5	These consonant combinations were simplified <i>only</i> in pronunciation in the ENE. period	
6	These sounds changed qualitatively in the ENE. period, as a result, four new <i>diphthongs</i> and two <i>long</i> sounds developed	
7	These digraphs were introduced in the ENE. period to denote two <i>long</i> more <i>open</i> ME. sounds	
8	These sounds were developed as a result of the combination of dental consonants and sound [j]	
9	These words and syllables were voiced in the ENE. period	
10	This linguistic process can account for the contemporary names of some letters in the English alphabet (e.g., a, k, o, u)	
11	A linguistic process due to which ME. <i>sune</i> ['svnə] → ENE. <i>son</i> ['sʌn]; ME. <i>blood</i> [blɔ:d] → ENE. <i>blood</i> [blʌd]	
12	This linguistic process describes modification of vowels under the influence of consonants	

13	Due to which ENE. spelling change do we have b in ModE. <i>doubt</i> , h in ModE. <i>scholar</i> ?	
14	In most cases these ME. diphthongs <i>levelled</i> both in spelling and pronunciation in the ENE. period	
15	As a result of this linguistic process, vowel [a > a:] ENE. <i>palm</i> , <i>grasp</i> , <i>grass</i>	

Score: 15 points | Time: 12 minutes

b) Test Yourself:

1. What new two-letter combinations representing vowel sounds were added to the writing system?
2. For what reason did the Great Vowel Shift widen the gap between how English words are written and how they are pronounced?
3. Which clusters of consonants underwent simplification?
4. Through what processes did the new hissing and affricate sounds emerge?
5. What type of sound changes are classified as combinative, and what defines them?
6. What was the fate of the Middle English diphthong [av] in Early New English?
7. In what direction did the vowel [a] shift when it appeared before voiceless fricatives?
8. Which vowels of Middle English lost their rounded quality during the delabialization process?
9. What occurred to word endings that followed syllables containing short vowels?
10. In what way did the pronunciation of the liquid consonant [r] evolve during the Early New English period?
11. Which diphthongs inherited from Middle English survived into Early New English without any modification?
12. Under what phonetic conditions did fricatives acquire voicing in Early New English?

TEST 8

The Formation and Diachronic Modification of English Grammatical Patterns

Match the definitions in 1–15 with the correct option from the box. Some of the options can be used more than once. There are options that you do not need to use. Copy the answers from the box onto your answer sheets. There is an example (0) at the beginning.

Ablaut	Weak verbs	Strong verbs
Preterite-present	Syncretism	Suppletion
Middle English	Grammaticalization	Dual number
Synthetic ✓	Analytic	Gerund
A-stem	N-stem	Suppletive
Open class	Closed class	Early New English

№	Definition of the phenomenon	Option
0	The grammatical structure of Old English, in which core concepts were conveyed through modifications to word forms rather than through word order	<i>Synthetic</i>
1	The word class to which nouns, verbs, adjectives, and adverbs belong, characterized by the ability to systematically expand with new terms such as <i>covidiot</i> , <i>greenwashing</i> , and <i>maskne</i>	
2	The grammatical category that distinguished exactly two referents from more than two, preserved in Old English pronoun forms such as <i>wit</i> (“we two”) and <i>ȝit</i> (“you two”), before disappearing entirely in the Middle English period	
3	The Old English strong declension noun class, the most prevalent for masculine nouns, whose plural ending <i>-as</i> eventually generalized across the language to become the dominant Modern English pluralization strategy	
4	The Old English weak declension noun class, whose characteristic <i>-n-</i> suffix survives in Modern English irregular plurals such as <i>oxen</i> and <i>children</i>	
5	The phenomenon in which different grammatical categories share identical surface forms, reducing the theoretical sixty-form Old English adjective paradigm to approximately eleven distinct endings in practice	
6	The grammatical mechanism by which the Old English verb <i>āzan</i> produced both the Modern English verb <i>owe</i> and the modal verb <i>ought</i> from different parts of its original paradigm	
7	The class of Old English verbs that formed past tense and participles through vowel alternation, organized into seven classes according to their characteristic patterns of root vowel change	

8	The class of Old English verbs that formed their past tense through the addition of a dental suffix (-d/-t), representing an open category into which newly borrowed words were regularly absorbed	
9	The group of Old English verbs whose present-tense forms derived from original past-tense forms, giving rise to Modern English modal auxiliaries such as <i>can</i> , <i>may</i> , <i>shall</i> , <i>must</i> , and <i>ought</i>	
10	The grammatical structure that English progressively shifted toward during the Middle English period, replacing inflectional endings with fixed word order and auxiliary verbs to express grammatical relationships such as <i>tense</i> , <i>mood</i> , and <i>case</i>	
11	The process through which the Old English demonstrative pronoun <i>sē</i> gradually lost its emphatic force and developed into the Modern English definite article <i>the</i>	
12	The non-finite verb form that emerged in Middle English by blending nominal and verbal characteristics, remaining rare in Chaucer's writing, with only around six unambiguous instances identified throughout his entire body of work	
13	The mechanism of verb formation in which entirely separate roots supply different parts of a single paradigm, illustrated by Modern English <i>be</i> , drawing its forms from three distinct roots: <i>wes-</i> , <i>es-</i> , and <i>be-</i>	
14	The period in which grammatical gender disappeared entirely from English nouns, the four-case structure broke down to a subject/object distinction, and plural formation regularized around the -s suffix	
15	The systematic pattern of root vowel alternation inherited from Proto-Indo-European, preserved in Modern English in verb series such as <i>sing–sang–sung</i> and <i>drive–drove–driven</i> , and forming the structural basis of the Old English strong verb system	

Score: 15 points | Time: 12 minutes

TEST 9

HISTORICAL GRAMMAR: Noun and Adjective

Match the options in 1 – 12 with the columns Only Noun (A), Only Adjective (B), Both(C), Neither (D). Put your answer – A, B, C, D – on your answer sheets. There is an example (0) at the beginning.

	The following characteristics are TRUE in the historical development of this (these) part(s) of speech	Only Noun A	Only Adjective B	Both C	Neither D
0	Degrees of comparison as the most stable category		√		
1	The category of declension				
2	Endings for the comparative and superlative degrees				
3	Four cases in feminine				
4	Three minor declensions				
5	The category of number				
6	One weak declension				
7	The category of person				
8	Four strong declensions				
9	Logical, natural category of gender				
10	The category of definiteness / indefiniteness				
11	Number as the most stable category				
12	Stem-building suffix				

Score: 12 points | Time: 5 minutes

TEST 10

HISTORICAL GRAMMAR: Pronoun, Adverb, Numeral, Article

Match the options in 1 – 20 with the columns PRO (A), ADV (B), NUM (C), ART (D), None (E). Choose ONE correct option for each question and put your answer – A, B, C, D, E – on your answer sheet. There is an example (0) at the beginning.

	This part of speech ...	PRO A	ADV B	NUM C	ART D	None E
0	... has degrees of comparison as the most stable category		√			
1	... possessed the category of declension					
2	... comes back to the OE demonstrative pronoun masculine singular					
3	... used endings for the comparative and superlative degrees					
4	... still falls into cardinal and ordinal					
5	... has the category of number					
6	... developed from an OE numeral					
7	... is characterized by the great number of suppletive forms					
8	... possessed the category of order in OE					
9	... distinguishes the category of person					
10	... can be primary and derived					
11	... had the following suffixes in the OE were <i>-tīne / -tīene</i>					
12	... distinguished four cases in feminine					
13	... is closely connected with the category of definiteness / indefiniteness in the OE adjective					
14	... is most frequently derived from adjectives					
15	... first developed in the ME period					

16	...has preserved dual number in the OE period					
17	... had only the first three words declined in the early OE period					
18	... developed only in the NE period					
19	... still uses some loan plural forms					
20	... has still distinguished only one category					

Score: 20 points | Time: 10 minutes

TEST 11
HISTORICAL GRAMMAR: the Verb

You are going to read part of the statements (1–12). Finish the statements giving short answers (not more than six words) on your answer sheets. There is an example (0) at the beginning.

	Statements	Answer
0	The OE. verb had the following tense forms	<i>Present, Past (Preterite)</i>
1	The OE. verb had the following conjugations	
2	The mixed verbs in OE. combined the characteristics of	
3	The following non-finite forms of the verb existed in the OE. and ME. periods:	
4	OE. verbs <i>Ʒan</i> and <i>dōn</i> belonged to the group of ... verbs.	
5	OE. weak verbs had the following basic forms:	
6	A new non-finite form of the verb developed in the ENE. period –	
7	According to the pattern of gradation, OE. strong verbs were divided into ... classes.	
8	The analytical category of order in the verb developed in the ... period.	
9	A distinctive feature of the weak verbs in OE. was	
10	Dative infinitive in the OE. period possessed the following characteristic features:	
11	The opposition Passive – Non-Passive developed on the basis of the following OE. word combination(s):	
12	In the ENE. period the Infinitive developed the following analytical forms:	

Score: 12 points | Time: 10 minutes

TEST 12

The Syntactic Architecture of English Across Time

Match the definitions in 1–15 with the correct option from the box. Some of the options can be used more than once. There are options that you do not need to use. Copy the answers from the box onto your answer sheets. There is an example (0) at the beginning.

Do-support	Macro-syntax ✓	Micro-syntax
Parataxis	Hypotaxis	Multiple negation
Inversion	Impersonal construction	Gerund
Subjunctive	Nominative structure	Old English
Middle English	Early Modern English	Do-support
Framing	Existential there	Analytical

#	Definition of Phenomenon	Option
0	The syntactic level that manages the hierarchical arrangement of clauses, assigns discourse roles such as topicality and informational emphasis, and exhibits notable uniformity across languages	Macro-syntax
1	The syntactic level that addresses the foundational processes of fusing individual vocabulary items into phrasal units, varying from language to language according to grammar-specific norms	
2	The Old English word-order pattern in which the subject opens the sentence, a number of elements follow, and the predicate closes the clause, as in <i>Hē ealra Norþmonna norþmest būde</i>	
3	The coordination of clauses through simple juxtaposition or additive connectors rather than through explicit subordinating conjunctions, characteristic of early oral Old English	
4	The subordination of clauses through explicit conjunctions creating hierarchical sentence structures, which became necessary as English developed into a written language	
5	The Old English and early Middle English construction in which verbs were used with dative complements and no nominative subject, surviving in Shakespeare's <i>methinks</i> and <i>me seems</i>	
6	The grammatical mood characterized by the absence of person-specific inflection, used to convey volition, desire, and hypothetical states, visible in Chaucer's <i>wiste I sholde you nat greve</i>	
7	The period in which the four-case system collapsed into essentially two cases, grammatical gender disappeared from nouns, and prepositions assumed the functions formerly marked by inflectional endings	

8	The non-finite verb form that emerged from verbal nouns gradually acquiring verbal properties such as taking objects and adverbial modifiers, settling into a hybrid category between noun and verb, still rare in Chaucer, with only around six unambiguous instances	
9	The syntactic pattern common in Old English and persisting into Shakespeare's time, in which more than one negative marker appears within the same clause, as in <i>he ne mihte nān þinz zesēon</i>	
10	The structural innovation by which placing the verb before the subject became the standard pattern in interrogative constructions, typically affecting only the auxiliary, while the lexical verb remained in place	
11	The development in which the nominative subject became obligatory in all clauses, replacing older impersonal constructions with personal pronoun subjects and expanding the use of the placeholder pronoun <i>it</i>	
12	The mechanism introduced to maintain fixed word order while preserving synthetic verb forms, restricting the auxiliaries <i>do</i> , <i>does</i> , and <i>did</i> to interrogation, negation, and emphasis	
13	The structural innovation exemplified by <i>There's a man there</i> and <i>There exists a solution</i> , in which a placeholder element opens the clause without referring to any actual location	
14	The grammatical system that came to characterize Modern English syntax, relying on word order, prepositions, and auxiliary words rather than inflectional endings to convey grammatical relationships	
15	The same auxiliary mechanism that, beyond its interrogative and negative functions, also served as an emphatic device in affirmative clauses, as in Shakespeare's <i>I do believe it</i> , and gradually became restricted to its modern grammatically conditioned uses by the close of the Early Modern English period	

Score: 15 points | Time: 12 minutes

TEST 13

Shaping English: Historical Impacts and Regional Variation

a) Match the definitions in 1–15 with the correct option from the box. Some of the options can be used more than once. There are options that you do not need to use. Copy the answers from the box onto your answer sheets. There is an example (0) at the beginning.

Cockney	Geordie	Scouse
Yorkshire	Estuary English	Scottish English
Received Pronunciation ✓	East Midlands	Semantic shift
Etymological doublet	Conversion	Rhyming slang
Brummie	Northern Irish	

№	Definition of phenomenon	Option
0	The prestige variety of British English associated with the royal family, used in BBC programming and World Service broadcasts, also known as <i>Queen's English</i>	<i>Received Pronunciation</i>
1	The internal word-formation mechanism dominant in Modern English, in which words develop new grammatical roles without any formal modification, as when book shifts from noun to verb	
2	The Middle English dialect spoken in the geographic triangle between London, Oxford, and Cambridge, whose centrality, literary prestige through Chaucer, and proximity to the capital laid the foundations for Standard English	
3	A pair of words sharing a common etymological ancestor yet entering English via different routes and at different times, ultimately developing distinct meanings, such as <i>dike</i> and <i>ditch</i>	
4	The variety of English spoken in Ulster, shaped by the 17th-century Scots-Irish plantation, characterized by sentence-final <i>so</i> used for emphasis and a distinctive intonation pattern rising sharply at the end of statements	
5	The process by which a word retains its form but gradually acquires a different meaning over time, as when <i>silly</i> shifted from its original sense of " <i>blessed and happy</i> " to its modern meaning of " <i>foolish</i> "	
6	The London working-class sociolect traditionally associated with the East End, characterized by <i>th-fronting</i> (<i>think</i> → <i>fink</i>), glottal stops, and a distinctive vocabulary system built on phonetic substitution	

7	The vocabulary formation system closely associated with the London East End dialect, in which a phrase rhyming with the target word substitutes for it, as in <i>apples and pears</i> for <i>stairs</i> or <i>dog and bone</i> for <i>phone</i>	
8	The dialect of Liverpool, shaped primarily by Irish Famine immigration, characterized by systematic softening of velar stops and shared syntactic constructions with Celtic languages	
9	The dialect spoken in Newcastle, shaped by over a thousand years of cultural influences including Anglo-Saxon, Viking, and industrial heritage, preserving Old Norse words such as <i>bairn</i> , <i>gan</i> , and <i>yem</i>	
10	The southern English accent occupying a middle ground between Received Pronunciation and Cockney, geographically centered on the Thames Estuary region and featuring <i>l-vocalization</i> and <i>t-glottalization</i>	
11	The dialect of Birmingham and the West Midlands, evolved from ancient Mercian English, characterized by adding <i>[k]</i> to words ending in <i>-ing</i> and a rising tone at the end of statements	
12	The dialect retaining strong rhoticity, a voiceless velar fricative <i>[χ]</i> as in <i>loch</i> , and vocabulary layers from Gaelic, Norse, and European contact, spoken along a spectrum from traditional Scots to Standard English	
13	The northern English dialect preserving Anglo-Scandinavian heritage, retaining Old Norse terms such as <i>beck</i> and <i>gill</i> , characterized by contracted definite articles (<i>t'pub</i>) and absence of vowel extension in <i>bath-class words</i>	

Score: 13 points | Time: 12 minutes

b) Place-name study and the comparison of languages in contact.

The toponym of Welsh origin <i>“Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogoch”</i> renders in English as: <i>“St Mary’s Church in the hollow of the white hazel near a rapid whirlpool and the church of St Tysilio by the red cave.”</i>

1. As a single compound word, this toponym encodes rich geographical and religious content. Identify at least two semantic fields it contains and consider what these reveal about the principles of early place-name formation (2 points).

2. Divide the English translation into its separate descriptive parts, such as geographical features, religious references, colour terms, and similar categories, and explain how each of these elements adds to the overall sense of place conveyed by the name (2 points).

3. English toponymy characteristically retains linguistic strata derived from Celtic, Old English, Old Norse, and Latin sources. Drawing on the provided translation as a point of reference, determine which semantic components of the Welsh name find their counterparts in the established inventory of English place-name elements, such as ecclesiastical, topographical, or hydrological designations, and substantiate each identified correspondence with one attested English toponymic parallel (2 points).

4. The toponym incorporates the formative element *Llan-*, a Welsh lexical unit denoting “church enclosure,” which occurs with considerable frequency in Welsh toponymic tradition yet remains unattested in the English place-name stock. What conclusions may be drawn from this absence regarding the character and extent of Celtic substratal influence on English toponymic formation? Ground your response in your knowledge of the Celtic linguistic elements and their documented impact on the development of English (2 points).

5. The place name was deliberately lengthened in the nineteenth century as a means of attracting public attention. What does this conscious intervention tell us about the roles that place names can play beyond their purely linguistic function? Can you identify a comparable case in the history of English where language was used in a similarly non-linguistic or socially motivated way? (2 points).



Figure 7 – *Modern Welsh Toponymy.*

Score: 10 points | Time: 30 minutes

TEST 14

English as a Common Tongue: Historical Competitors and Contemporary Diversities

Match the definitions in 1–15 with the correct option from the box. Some of the options can be used more than once. There are options that you do not need to use. Copy the answers from the box onto your answer sheets. There is an example (0) at the beginning.

Inner Circle	Outer Circle	Expanding Circle
Australian English	New Zealand English	Indian English
American English	Canadian English	Braj Kachru
Hinglish	Ugandan English	British English
<i>Lingua franca</i> ✓	Nigerian English	Loyalists
Silicon Valley	Lord Macaulay	Globish

№	Definition of phenomenon	Option
0	A language used as a common medium of communication between speakers whose native languages differ, a role held at various points in history by Greek, Latin, Arabic, French, and German	<i>Lingua franca</i>
1	The linguist who developed the framework of inner, outer, and expanding circles to describe the global spread and diversification of English across different types of communities	
2	The category in Kachru's model comprising nations where English is the native language, conventionally regarded as norm-providing countries whose varieties serve as benchmarks for grammar, phonology, and lexis	
3	The category in Kachru's model comprising countries where English serves as a second language in official or institutional roles, developing its own varieties, as in India, Nigeria, and the Philippines	
4	The category in Kachru's model comprising nations where English is taught as a foreign language and relies on Inner Circle norms, including China, Japan, and most of Europe	
5	The variety of English whose vocabulary expanded through contact with Native American languages, producing terms such as <i>moose</i> , <i>raccoon</i> , <i>tomahawk</i> , <i>canoe</i> , and <i>wigwam</i> , as well as frontier expressions like <i>backwoodsman</i> and <i>prairie</i>	
6	The variety of English characterized by systematic word-shortening followed by <i>-ie</i> or <i>-o</i> suffixes, producing forms such as <i>brekkie</i> , <i>arvo</i> , <i>servo</i> , and <i>pollies</i> , alongside vowel shifts in words like <i>mate</i>	

7	The variety of English that developed primarily from southeastern English dialects with Scottish and Irish elements, shaped by <i>Māori</i> cultural contact and featuring borrowed terms such as <i>whānau</i> , <i>marae</i> , and <i>hui</i>	
8	The code-mixed speech blending Hindi and English, representing one of the most widely spoken contact varieties emerging from colonial and post-colonial language contact in South Asia	
9	The figure who championed English-medium education in India in the 1830s, backing Western educational frameworks and positioning English as the chief language of state bureaucracy, thereby shaping South Asian linguistic development	
10	The distinctive variety of English spoken throughout Uganda, also known as <i>Uglish</i> , whose grammar and phonological patterns are strongly influenced by the country's highly diverse indigenous language landscape	
11	The variety of English that developed over roughly two centuries through five waves of immigration, with the most significant influence coming from settlers fleeing the American Revolution from the Mid-Atlantic colonies	
12	The geographic and institutional center responsible for establishing English as the core language of the digital age, through technology giants such as <i>Microsoft</i> , <i>Google</i> , and <i>Apple</i>	
13	The variety of English used in spoken and written communication throughout the United Kingdom, derived from West Germanic Anglo-Frisian dialects and evolving alongside Celtic languages that nonetheless left minimal structural influence	
14	The variety of English introduced into state-run education by the East India Company in the 1830s, gaining official administrative status in 1835, and supplanting Persian across one of the world's most linguistically diverse territories	
15	The simplified, globally oriented form of English promoted by <i>Jean-Paul Nerrière</i> , drawing on a restricted core vocabulary of approximately 1,500 words and designed to maximize cross-cultural intelligibility among non-native speakers rather than to replicate any native variety	

Score: 15 points | Time: 12 minutes

MODULE TEST 1
Historical Component

Name: _____ Date: _____ Score: _____/37

Pre-Roman & Celtic *before 55 BCE*

1. *What was the most ancient population on the territory of **the British Isles**?*

- a) The Celts
- b) The Iberians
- c) The Romans
- d) The Angles

2. *Two things **ALL** Indo-European languages have in common (select two):*

- a) Common wordstock
- b) The way they form the future tense
- c) They are inflectional in structure with gender, tense, voice, case, number, mood
- d) The distinctive stress accent
- e) The formation of the past tense

3. *The two **DEAD** branches of the Indo-European family are (select 2):*

- a) Celtic
- b) Hellenic
- c) Hittite
- d) Germanic
- e) Balto-Slavic
- f) Albanian
- g) Tocharian

Roman Britain *55 BCE – 410 CE*

4. *Roman invasion of Britain under **Julius Caesar** took place in:*

- a) 55 BCE
- b) 50 BCE
- c) 68 BCE
- d) 43 BCE

5. *The **Roman** withdrawal from Britain took place in:*

- a) 449 CE
- b) 436 CE
- c) 410 CE
- d) 450 CE

6. Which words entered English from **Latin** during the Roman occupation? Select three:

- a) street (strata)
- b) wine (vinum)
- c) cheese (caseus)
- d) king
- e) shield
- f) pepper (piper)

7. How did Latin **affect** English? Choose the correct answers (select three):

- a) It spurred English to use prefixes, suffixes, and compounds
- b) It boosted the transformation of English into an analytical language
- c) Roman missionaries offered significant influence
- d) It brought words dealing with food, agriculture, and war
- e) It offered new words of titles and nobility

Old English 449 – 1066 CE

8. The **Anglo-Saxon** settlement of Britain began in:

- a) 445 CE
- b) 449 CE
- c) 456 CE
- d) 460 CE

9. The Venerable Bede published '*The Ecclesiastical History of the English People*' in:

- a) 731 CE
- b) 742 CE
- c) 738 CE
- d) 725 CE

10. Alfred became **King of Wessex** in:

- a) 845
- b) 860
- c) 871
- d) 878

11. Four things that separate **Germanic languages** from other Indo-European languages (select four):

- a) Grimm's Law (First Consonant Shift)
- b) Germanic strong/weak verb system
- c) Germanic strong/weak adjective system
- d) Fixed initial stress accent

- e) The Great Vowel Shift
- f) Qualitative vowel changes
- g) Quantitative vowel changes

12. *The four major **Old English dialects** were (select four):*

- a) West Saxon
- b) Mercian
- c) Northumbrian
- d) Kentish
- e) Cornish
- f) Cumbrian

13. *How many classes did Old English **strong verbs** distinguish?*

- a) 5
- b) 3
- c) 6
- d) 7
- e) 4
- f) 8

14. *The four cases **Old English nouns** were inflected for (select four):*

- a) Nominative
- b) Genitive
- c) Dative
- d) Accusative
- e) Instrumental
- f) Vocative

15. *Match each word group to its language of **origin**:*

skin, husband, reindeer → _____

bard, clan, loch → _____

shore, trade, clock → _____

testament, temporal, apocalypse → _____

Middle English 1066 – 15th century

16. *FIND THE ODD ONE OUT: which of the following **was NOT** an effect of the Norman Conquest of 1066?*

- a) Changes in the spelling system
- b) Levelling of Old English dialects
- c) The shift of seven long vowels (Great Vowel Shift)
- d) Loss of West Saxon supremacy and shift of cultural centre to London

17. During the **Middle English** period, many words were borrowed from which two languages?

- a) Celtic and Old Norse
- b) Urdu and Iroquoian
- c) Latin and French
- d) Greek and Hebrew

18. The **Black Death** killed approximately one-third of the British population in:

- a) 1340–45
- b) 1350–55
- c) 1349–50
- d) 1345–48

19. **Wyclif** published his English translation of the Bible in:

- a) 1275
- b) 1375
- c) 1384
- d) 1390

20. Chaucer began '**The Canterbury Tales**' in:

- a) 1392
- b) 1387–88
- c) 1360
- d) 1385

21. English replaced Latin as the **medium of instruction** in schools in approximately:

- a) 1348
- b) 1452
- c) c. 1390
- d) 1362

22. Main **changes** from Old English to Middle English verbs (select three):

- a) Strong verbs began adopting weak (dental suffix) past tense forms
- b) The dual number was lost
- c) Person endings were levelled and reduced
- d) Modal verbs (preterite-present) became defective auxiliaries
- e) Latin verb conjugations were adopted wholesale
- f) The subjunctive disappeared entirely

23. Match each word group to its language of **origin**:

attorney, court, butcher → _____

wallet, boy, kidney → _____

24. The **Great Vowel Shift** started in approximately:

- a) c. 1450
- b) c. 1400
- c) c. 1300
- d) c. 1500

25. Who was the **first printer** to stabilize written English spelling?

- a) Johannes Gutenberg
- b) William Caxton
- c) Robert Cawdrey
- d) William Tyndale

26. William Tyndale translated the '**New Testament**' in:

- a) 1500
- b) 1510
- c) 1525
- d) 1535

27. William **Shakespeare** was born in:

- a) 1564
- b) 1610
- c) 1616
- d) 1558

28. Two of the following are **NOT** Shakespeare's works, which are they? (select two):

- a) Hamlet
- b) King Lear
- c) The Faerie Queene
- d) Taming of the Shrew
- e) Volpone
- f) Much Ado about Nothing

29. Match each word group to its language of **origin**:

cigar, mosquito, tornado, cockroach → _____

carnival, umbrella, piano, opera → _____

mango, marmalade, veranda → _____

favourite, police, soup, engage → _____

30. Published in 1604, the **first monolingual English dictionary** was:

- a) Nathaniel Bailey's *Universal Etymological Dictionary*
- b) Samuel Johnson's *Dictionary of the English Language*
- c) Robert Cawdrey's *Table Alphabeticall*
- d) Noah Webster's *American Dictionary*

31. Which Anglo-Irish writer proposed the creation of an **English Academy**?

- a) Jonathan Swift
- b) Samuel Johnson
- c) Oliver Goldsmith
- d) Joseph Addison

32. The first daily English-language newspaper, **the Daily Courant**, was first published in:

- a) 1702
- b) 1707
- c) 1525
- d) 1695

33. Noah Webster published his **American dictionary** in:

- a) 1818
- b) 1820
- c) 1828
- d) 1835

34. The **British Broadcasting Corporation** was founded in:

- a) 1887
- b) 1922
- c) 1920
- d) 1927

35. Three main causes that **boost** language change (select three):

- a) Natural phonological change
- b) Alliteration
- c) Military conflicts
- d) Reduction of unstressed syllables
- e) Geographic division / isolation
- f) Contact with other languages

36. In what ways does language **grow and decay**?

- a) Through its syntactic forms only

- b) Through the bulk of verbs only
- c) Through pronunciation, grammar, and vocabulary
- d) Through simplification of the spelling system only

37. *Four languages English **most often came into contact with** (select four):*

- a) Albanian
- b) Latin
- c) Old Church Slavonic
- d) Old Norse / Scandinavian
- e) Celtic
- f) Lithuanian
- g) French

Score: 37 points | Time: 25 minutes

MODULE TEST 2
Phonological Component

Choose the best option (A, B, C or D) for each question (1-24).

Name: _____ Date: _____ Score: _____/24

1. **ME. period** in the history of English is considered to be the period of
 - a) full endings
 - b) levelled endings
 - c) lost endings
 - d) false endings
2. Modern English vowel interchange in to **feed-food**, **long –length**, to **fill–full** results from
 - a) breaking
 - b) Great Vowel Shift
 - c) palatal mutation
 - d) doubling / gemination
3. New sounds [**tʃ**, **dʒ**, **ʃ**] in the OE. period developed as a result of
 - a) doubling
 - b) voicing
 - c) mutation
 - d) palatalization
4. In the **OE. period**, the vowels were
 - a) bifunctional
 - b) monofunctional
 - c) multifunctional
 - d) not functional
5. **Voicing of consonants** in the ENE. period took place
 - a) between two vowels
 - b) between two consonants
 - c) in stressed syllables
 - d) in weakly stressed syllables
6. **Verner's Law** explains the exceptions to
 - a) the Great Vowel Shift
 - b) Grimm's Law, Act I
 - c) Grimm's Law, Act II
 - d) Grimm's Law, Act III
7. New long vowels developed in the ENE. period as a result of **EVERY** process mentioned below **EXCEPT**:
 - a) development of ME diphthongs
 - b) combinative changes with **r**
 - c) Great Vowel Shift
 - d) introduction of new digraphs **oa**, **ea**
8. Act I of the Grimm's Law **DID NOT** take place after
 - a) **s**
 - b) **l**
 - c) **r**
 - d) **h**
9. Vowels in the process of the history of the English language **changed**
 - a) according to the Grimm's Law
 - c) according to the Great Vowel Shift

b) qualitatively, quantitatively, combinatively d) according to the Verner's Law

10. Choose the phenomenon that explains the development of sounds [s > z > r]:

- a) palatalization c) rhotacism
- b) palatal mutation d) gemination

11. A linguistic phenomenon due to which OE. *sum* [sum] > ME. *some* ['sumə] > E. *some* [səm] is referred to as:

- a) Great Vowel Shift c) palatal mutation
- b) combinative changes d) delabialization

12. Which phenomenon explains the fact that Goth. *taljan*, *saljan* became OE. *tellan*, *sellan* (E. *tell*, *sell*):

- a) rhotacism c) palatalization
- b) doubling d) breaking

13. **Loss of endings** in the English language is the result of

- a) main phonetic tendency c) gemination
- b) palatalization d) palatal mutation

14. In the ENE. period the changes of long vowels, such as [ɔ: > əv], [a: > eɪ], [e: > i:], resulted from

- a) breaking c) delabialization
- b) doubling d) Great Vowel Shift

15. New sibilants and affricates [ʃ, dʒ, ʒ, ʒ] in the ENE. period developed from

- a) the process of palatalization c) spelling changes
- b) combinations of dental consonants and [j] d) old sibilants and affricates

16. The development of **new diphthongs** in the 17th century is partially the result of

- a) breaking c) introduction of new digraphs
- b) palatal mutation d) combinative changes with [r]

17. A linguistic phenomenon which can explain the difference between singular and plural forms of modern English *wife* – *wives*, *half* – *halves* is called:

- a) gemination c) voicing
- b) palatalization d) breaking

18. **New diphthongs** in the ME. period developed as a result of

- a) vocalization c) Great Vowel Shift
- b) breaking d) combinative changes

19. A linguistic phenomenon that can account for OE. *hlud*, *hrefn* > ME. *loud*, *raven* is called:

- a) palatalization
- b) gemination
- c) simplification
- d) rhotacism

20. Which ME. diphthong **remained unchanged** in the ENE. period?

- a) [ei]
- b) [ɔi]
- c) [av]
- d) [ev]

21. These changes **modified** the nature of the sound turning one vowel into another:

- a) spelling changes
- b) combinative changes
- c) quantitative changes
- d) qualitative changes

22. Which of the following consonant combinations **were simplified** in pronunciation in the ENE. period:

- a) *hr*, *hn*
- b) *gn*, *ng*
- c) *gh*, *ph*
- d) *ld*, *nd*

23. **Short vowels** in the ME. period became **longer** in the following positions:

- a) after *mb*, *nd*, *ld*
- b) after *s*
- c) before *mb*, *nd*, *ld*
- d) before fricatives

24. The following **digraphs** were introduced in the ENE. period to denote long more open ME. sounds:

- a) *oa*, *ea*
- b) *ai*, *ay*
- c) *ou*, *ow*
- d) *ee*, *oo*

Score: 24 points | Time: 20 minutes

MODULE TEST 3

Grammatical Component

Choose ONE best answer (A, B, C or D) for each question (1-24):

Name: _____ Date: _____ Score: _____/24

1. **OE. period** in the history of English is considered to be the period of
 - a) full endings
 - b) levelled endings
 - c) lost endings
 - d) false endings
2. **OE. adjectives** had the following number of categories:
 - a) three
 - b) four
 - c) five
 - d) six
3. The number of **basic forms** in OE. **weak** verbs was:
 - a) two
 - b) three
 - c) four
 - d) five
4. The analytical category of **ASPECT** developed in the
 - a) PG. period
 - b) NE. period
 - c) ME. period
 - d) OE. period
5. An **OE. sentence** could easily do without
 - a) both the subject and the predicate
 - b) neither the subject nor the predicate
 - c) the subject
 - d) the predicate
6. The number of **non-finite forms** of the verb in the OE. and ME. periods was
 - a) five
 - b) four
 - c) three
 - d) two
7. Choose **ONE** part of speech that had five cases in the OE period:
 - a) noun;
 - b) adverb
 - c) adjective
 - d) personal pronoun
8. Which of the following categories led to the development of the **definite article**?
 - a) strong adjective declension
 - b) strong noun declension
 - c) weak adjective declension
 - d) weak noun declension
9. The **most stable category** of the noun proved to be the category of
 - a) case
 - b) number
 - c) declension
 - d) gender
10. Names of **small children and cubs** in OE. belonged to
 - a) **a-stem** declension
 - b) **r-stem** declension
 - c) **es-stem** declension
 - d) **n-stem** declension

11. When did the article come to be used as an **independent unit**?

- a) in the OE. period
b) in the ME. period
c) in the NE. period.
d) in PG. period

12. In ME. the following cases of the noun **fell** together:

- a) Nom, Gen, Acc c) Nom, Dat, Acc
b) Nom, Dat, Gen d) Gen, Acc, Dat

13. Which part of speech in the OE. period possessed the **dual number**:

- a) the noun
b) the adjective
c) the pronoun
d) the adverb

14. What was the number of **MINOR** declensions in the OE. noun?

- a) two c) four
b) three d) eight

15. The **weak declension** of the adjective was used when the noun it modified was

- a) monosyllabic
b) disyllabic
c) definite
d) indefinite

16. OE. **WEAK verbs** formed their Past Tense and Past Participle with the help of

- a) a dental suffix
b) a stem-building suffix
c) a change of the root vowel
d) a palatal mutation

17. The following personal pronouns were **borrowed** from Scandinavian:

- a) you, she b) we, us c) him, her d) them, they

18. The OE. noun had all the following declensions **EXCEPT**:

- a) vowel
b) mixed
c) consonant
d) minor

19. The part of speech that possessed the category of **DEFINITENESS** in the OE. period was

- a) the noun b) the pronoun c) the adjective d) the verb

20. Nouns denoting **FAMILY RELATIVES** in the OE. period belonged to

- a) ***a-stem*** declension
b) ***es-stem*** declension
c) ***n-stem*** declension
d) ***r-stem*** declension

21. OE. personal pronouns were characterized by everything of the following **EXCEPT**:

- a) the degrees of comparison
b) logical category of gender
c) numerous suppletive forms
d) singular, plural, dual numbers

22. The **suffixes** for the OE. numerals from 13 to 19 were:

- a) **-tīne, -tīene**
- b) **-ta, þa**
- c) **-or, -ost**
- d) **-tiȝ, -ti**

23. A **new part of speech** developed in the ME. period:

- a) the adverb
- b) the gerund
- c) the article
- d) the numeral

24. This **declension** has proved to be the most important in the history of the English language:

- a) **r-stem** declension
- b) **a-stem** declension
- c) **n-stem** declension
- d) **es-stem** declension

Score: 24 points | Time: 20 minutes

FINAL TEST

Name: _____ Date: _____ Score: _____/24

Part 1. Choose **ONE** best answer (A, B, C or D) for each question (1–30).

1. The **OE period** is considered to be the period of
a) full endings b) levelled endings c) lost endings d) false endings
2. The **Old Germanic verb** was classified according to the way it formed its
a) infinitive b) present tense c) past tense d) participle
3. The **OE adjective** had the following number of declensions:
a) two b) three c) four d) five
4. The **Chancery Standard** developed primarily on the basis of the
a) Northumbrian dialect c) Kentish dialect
b) London dialect d) West Saxon dialect
5. The Modern English vowel **alternation** in **foot** – **feet** results from
a) breaking b) palatal mutation
c) the Great Vowel Shift d) rhotacism
6. The process by which **[k]** and **[g]** developed into **[tʃ]** and **[dʒ]** before front vowels in OE is called
a) rhotacism c) gemination
b) palatalization d) breaking
7. OE consonants that **changed their voicing** depending on position were called
a) monofunctional c) bifunctional
b) multifunctional d) positional
8. **Grimm's Law** describes a systematic shift of
a) vowels in stressed syllables c) consonants across Germanic languages
b) word-final endings d) diphthongs into monophthongs
9. The number of **finite forms** of the OE verb was
a) two b) three c) four d) five
10. Which part of speech **retained the instrumental case** longest in OE?
a) noun b) pronoun c) adjective d) verb
11. The **weakening** and **loss** of unstressed vowels in endings was primarily caused by

- a) the fixed stress on the root syllable c) contact with Latin
b) Scandinavian influence d) the Great Vowel Shift

12. *In the OE period the most numerous **borrowings** came from*

- a) French b) Latin c) Scandinavian d) Celtic

13. *The grammatical category that **disappeared** most completely from the English noun system was*

- a) number b) case c) gender d) definiteness

14. *Which law explains the correspondence between Latin *p* and English *f* in such pairs as Latin **pater** – English **father**, Latin **piscis** – English **fish**, Latin **pedem** – English **foot**?*

- a) Grimm's Law c) Verner's Law
b) The Great Vowel Shift d) Rhotacism

15. *Which OE noun stem class primarily included names of **family relationships**?*

- a) a-stem b) r-stem c) n-stem d) (e)s-stem

16. *In which period did the English pronoun system acquire the third-person plural forms **they**, **their**, **them**?*

- a) OE period b) ME period c) ENE period d) PG period

17. *Which phenomenon explains the alternation between **was** and **were** in Modern English?*

- a) palatalization b) gemination c) Verner's Law d) rhotacism

18. *The rise of periphrastic **do** as an auxiliary verb occurred mainly in the*

- a) OE period b) ME period c) ENE period d) PG period

19. *Which noun cases **merged** first in the transition from OE to ME?*

- a) Nominative and Accusative c) Genitive and Dative
b) Dative and Accusative d) Nominative and Genitive

20. *The shift of ME **[i:]** to ModE **[aɪ]** as in **time** is the result of*

- a) breaking c) palatal mutation
b) the Great Vowel Shift d) gemination

21. *The spread of the **-s** plural ending to most English nouns occurred during the*

- a) OE period b) ME period c) ENE period d) PG period

22. *Which part of speech in OE had both **strong** and **weak forms** conditioned by syntactic context?*

a) noun b) pronoun c) adjective d) adverb

23. The **OE weak verb** formed its past tense by means of

- a) vowel gradation c) a dental suffix
b) reduplication d) prefixation

24. Which of the following is an example of a **strong verb** in OE?

- a) lufian b) hieran c) singan d) macian

25. The introduction of printing in England by **Caxton** took place in

- a) 1066 b) 1362 c) 1476 d) 1564

26. The term “**Great Vowel Shift**” was coined by

- a) Jacob Grimm c) Karl Verner
b) Otto Jespersen d) Henry Sweet

27. **Scandinavian** influence on English was strongest in the

- a) Southern dialects c) East Midland and Northern dialects
b) West Saxon dialect d) Kentish dialect

28. The OE **prefix** *ze-* attached to past participles eventually

- a) became the suffix *-ed* c) was lost entirely
b) developed into *y-/i-* in ME d) shifted to a preposition

29. Which of the following best describes an **n-stem** noun in OE?

- a) a strong masculine noun c) a weak noun with *-an* endings
b) a neuter noun with *-es* genitive d) an indeclinable noun

30. The **standardisation** of English spelling was largely completed during the

- a) ME period b) OE period c) ENE period d) 18th–19th centuries

Score: 30 points | Time: 25 minutes

Part II. 1. Explain the historical sound and spelling changes in the following words:

OE. pund > ME. pound > E. pound

OE. macian > ME. maken > E. make

OE. cnēo > ME. knee > E. knee

2. Show and explain the possible development of the following OE. words:

OE. earm

OE. tīma

Score: 5 points | Time allotted: 20 min.

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з навчальної дисципліни

«ІСТОРІЯ АНГЛІЙСЬКОЇ МОВИ»

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