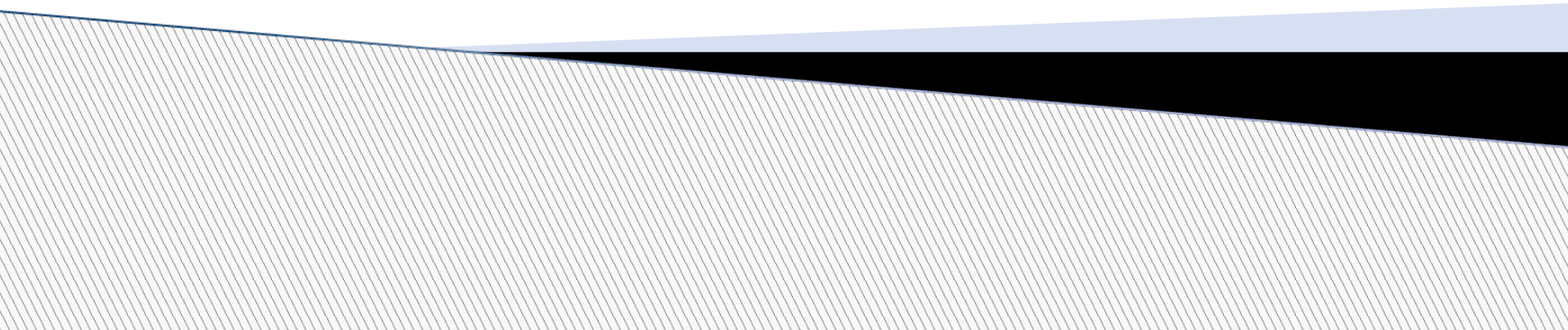
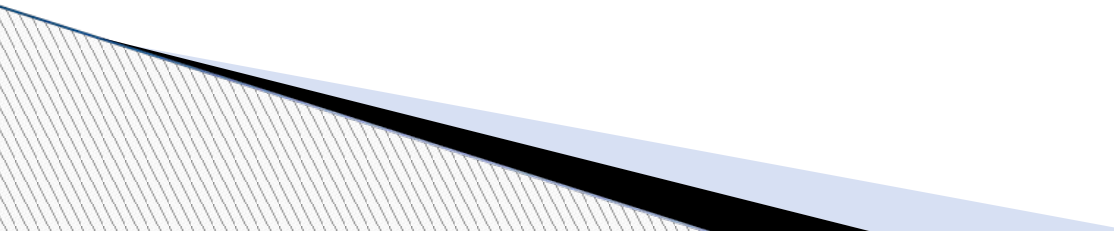


# Early New English

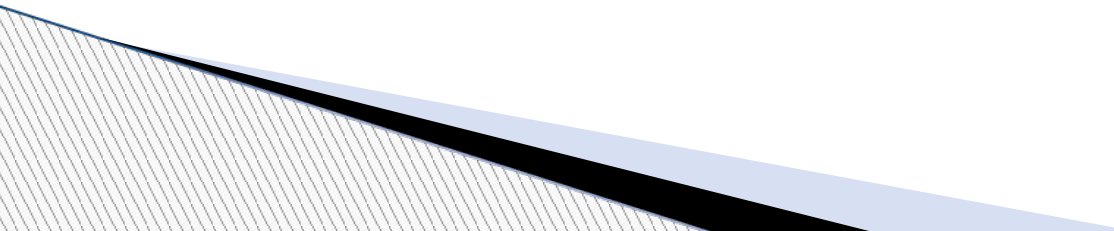
Lecture 7



# Early New English (1500 – 1700)

- ▣ **the printing press,**
  - ▣ the rapid **spread of popular education,**
  - ▣ the increased communication and **means of communication,**
  - ▣ the **growth of specialized knowledge,**
  - ▣ the emergence of various forms of **self-consciousness about language.**
- 

# Problems modern languages had

- recognition in the fields where Latin had for centuries been supreme;
  - the establishment of a more uniform orthography;
  - the enrichment of the vocabulary.
- 

# Orthography

- ✓ insertion of letters by analogy:
  - ✓ debt from Lat. *Debitum*,
  - ✓ *gh* in *delight*, *tight* as in light, night;
- ✓ new systems to deal with this “spelling chaos”.

# New Spelling systems suggested

- **John Cheke:**

doubling long vowels – *taak, maad* for *take, made*,

discarding final -e – *giv, belev*, always;

using *i* for *y* – *mighti, dai* etc.

- **William Bullokar:**

invents few special characters; uses accents, apostrophes, and numerous hooks above and below the letters.

# Orthography

- ▣ **the fixation of English spelling:**  
Dr. Johnson, 1755;
- ▣ **though our spelling in its modern form had been practically established by about 1650.**

# Phonetic Changes

- considerable changes;
- short vowels vs. long vowels;
- loss of the **schwa** sound, though in spelling the letter might be preserved (*kept* (ME *kepte*), *crossed*);
- loss of syllables: chapter (ME *chapiter*), ME, ENE colonel;
- **!!!** The alphabetic reading of the letter r [er] began to be pronounced as [ar].

# Long Vowels: Great Vowel Shift

- change of quality;
- all long vowels in native as well as borrowed words were affected.



# Great Vowel Shift

- [i:] > [ai] *time, like, rise, side;*
- [e:] > [i:] *meet, see, keen, deep;* in borrowed words *chief receive, seize;*
- [a:] > [ei] *take, make, name, grave, pave, sane;*
- [u:] > [aʊ] *house, mouse, out, noun, down, how.*

# Great Vowel Shift

- the influence of r (succeeding):
  - are > [eir] *fare*;
  - ear > [ier] *fear*;
  - eer > [ier] *steer*,
  - ire* > [aier] *tire*;
  - or > [o:r] *boar etc.*

# Short vowels

- ✓ ME [a] in closed syllables > EME [æ] (*that; man; hat*);
- ✓ ME [a] could be lengthened before some consonant clusters and turned into [a:]:
  - a + th (*father, rather, bath*);
  - a + ss (*pass, class*),
  - a + st (*cast, last*),
  - a + sk (*ask, mask*);
  - a + sp (*clasp, gasp*)

# Other sound changes

- e+r combination – [a:] (*either reflected in spelling* (ME *sterre* – NE *star* or not (Derby, Berkley, Berkshire, Hertford);
- a+l > [ɔ:] (*all, call*);
- in *ir, ur, er* [r] was vocalized, lengthening the previous vowels > [ɜ:]: *sir; burst; herd*;
- [u:] was shortened and turned into [ʊ] before *k, d, t*: *book, good, foot*.

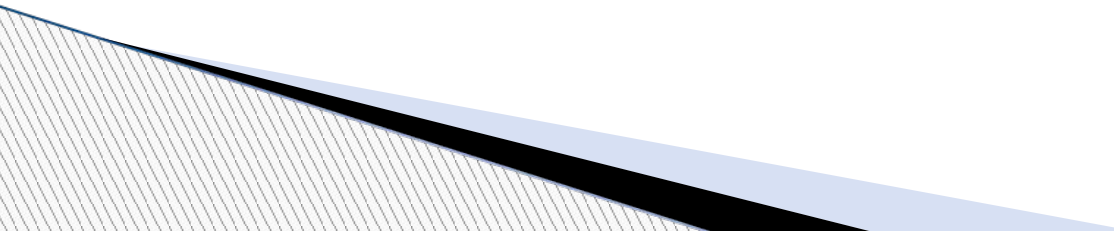
# Consonants

- loss of consonants in certain positions:  
*(talk, walk, palm, calm, should);*  
*b (lamb, climb),*  
*n (autumn),*  
*t (castle),*  
*k (muscle);*  
*initial k (knee, know),*  
*w before r (write).*

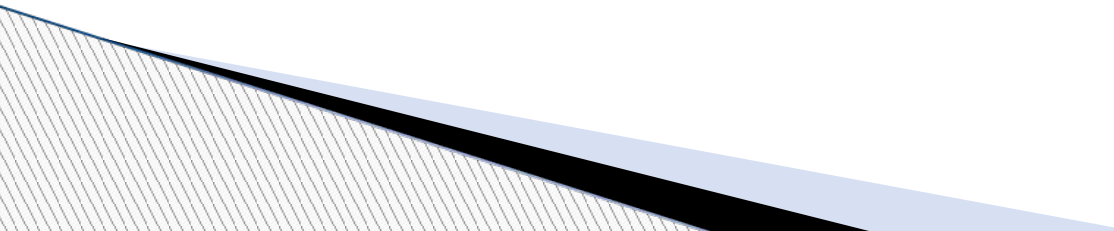
# Consonants

- voicing of fricatives: *possess, exhibit, of; that.*
- **sibilants:** [sj, tj] > [ʃ] *Asia, Russia, motion;*  
[zj] > [ʒ] *division, treasure;*  
[tj] > [tʃ] *question, fortune;*  
[dj] > [dʒ] *soldier, procedure.*

# ***Morphology***

- great variation;
  - is marked more by the survival of certain forms and usages that have since disappeared;
  - few fundamental developments.
- 

# Nouns

- no gender;
  - 
  - the opposition of nominative and genitive;
  - the uniform plural –s (along with geese, datum – data etc.).
- 



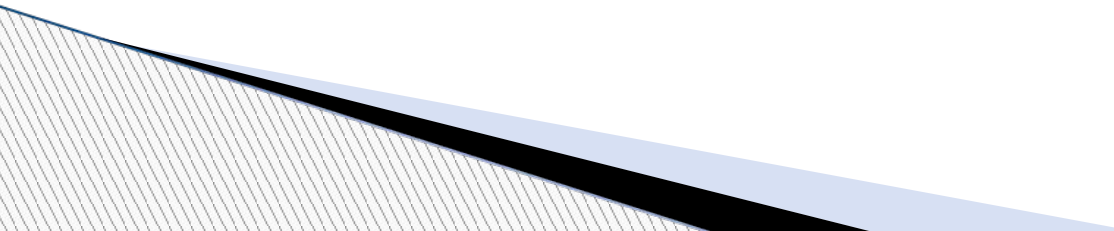
# The Possessive (Genetive)

- apostrophe at the end of the 17<sup>th</sup> c., regular at the end of the 18<sup>th</sup> c.);
- use of of-construction (in Shakespeare - the pangs *of despised love*, the *law's* delay (Hamlet);
- group possessive: *the Duke of Gloucester's niece*.

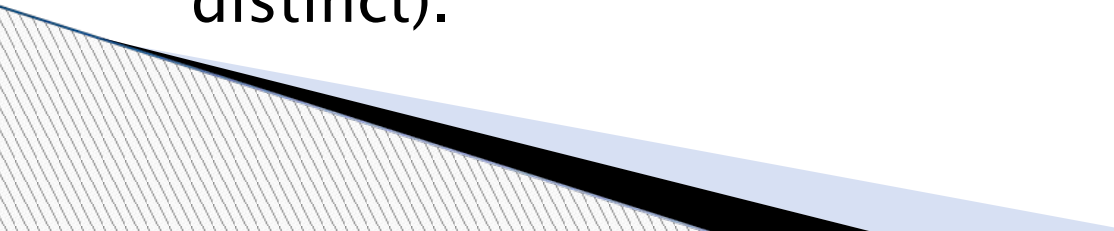
# Pronouns

- ✓ three groups of changes in personal pronouns:
  - the disuse of *thou, thy, thee*;
  - the substitution of *ye* for *you* as a nominative case;
  - and the introduction of *its* as the possessive of *it*;
- ✓ the use of the relative *who* (instead of universal *that* and *which*);
- ✓ possessive: no agreement, variant forms *my/mine, thy/thine* (vowel vs. consonants distinction, absolute uses).

# *Adjective*

- no agreement with the noun;
  - loss of mutation in many cases;
  - differentiation of meaning for elder/older, further/farther;
  - analytical formations and synthetic means are still interchangeable: most sharp and violentest (from Shakespeare);
  - use of double comparatives and superlatives (more wider).
- 

# Verb

- specialization in meaning of the categories formed in ME;
  - simplification of the verbal paradigm;
  - -eth 3<sup>rd</sup> person sing. is replaced by -s (has – hath, thinketh – thinks);
  - strong and weak verbs classification turns into regular vs. irregular distinction;
  - modal verbs (former preterite-present) – defective, no longer autonomous;
  - non-finite forms develop a set of verbal categories;
  - finite verbs categories: tense, voice, time correlation (perfect), mood, aspect (number and person are less distinct).
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# Vocabulary in EME

- healthy desire for improvement;
- borrowing vs. derivation problem;
- borrowings of two kinds: Lat. -us – English -ous  
conspicuous vs. conspicuous (changed) or climax (no changes);
- native innovations – *gloomy, merriment* (from Spenser).
- **Need for dictionaries:** *Universal Etymological English Dictionary* (1721, by Nathaniel Bailey), *Dictionary of the English Language* (1755, Samuel Johnson).

# The literary process

- Thomas More (Utopia);
  - Francis Bacon (*Novum Organum*);
  - William Tyndale' Bible translation;
  - King Jame's Bible;
  - William Shakespeare.
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