

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ДЕНСАУЛЫҚ САҚТАУ МИНИСТРЛІГІ
МИНИСТЕРСТВО ЗДРАВООХРАНЕНИЯ РЕСПУБЛИКИ КАЗАХСТАН**

**ҚОСТАНАЙ МЕДИЦИНАЛЫҚ КОЛЛЕДЖІ
КОСТАНАЙСКИЙ МЕДИЦИНСКИЙ КОЛЛЕДЖ**

“АҒЫЛШЫН ТІЛІ ҚОСТАНАЙ ҚАЛАСЫНДА”

“ENGLISH AROUND THE CITY OF KOSTANAY”



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Content

1. Origins of the English language
 - a) Old English
 - b) Middle English
 - c) Modern English
2. Reasons to learn English
3. The role of the English language in Kazakhstan

The origins of the English Language

The history of English is conventionally, if perhaps too neatly, divided into three periods usually called Old English (or Anglo-Saxon), Middle English, and Modern English. The earliest period begins with the migration of certain Germanic tribes from the continent to Britain in the fifth century A.D., though no records of their language survive from before the seventh century, and it continues until the end of the eleventh century or a bit later. By that time Latin, Old Norse (the language of the Viking invaders), and especially the Anglo-Norman French of the dominant class after the Norman Conquest in 1066 had begun to have a substantial impact on the lexicon, and the well-developed inflectional system that typifies the grammar of Old English had begun to break down.

The following brief sample of Old English prose illustrates several of the significant ways in which change has so transformed English that we must look carefully to find points of resemblance between the language of the tenth century and our own. It is taken from Aelfric's "Homily on St. Gregory the Great" and concerns the famous story of how that pope came to send missionaries to convert the Anglo-Saxons to Christianity after seeing Anglo-Saxon boys for sale as slaves in Rome:

Eft he axode, hu ðære ðeode nama wære þe hi of comon. Him wæs geandwyrd, þæt hi Angle genemnode wæron. Þa cwæð he, "Rihtlice hi sind Angle gehatene, for ðan ðe hi engla wlite habbað, and swilcum gedafenað þæt hi on heofonum engla geferan beon."

A few of these words will be recognized as identical in spelling with their modern equivalents—*he, of, him, for, and, on*—and the resemblance of a few others to familiar words may be guessed—*nama* to *name*, *comon* to *come*, *wære* to *were*, *wæs* to *was*—but only those who have made a special study of Old

English will be able to read the passage with understanding. The sense of it is as follows:

Again he [St. Gregory] asked what might be the name of the people from which they came. It was answered to him that they were named Angles. Then he said, "Rightly are they called Angles because they have the beauty of angels, and it is fitting that such as they should be angels' companions in heaven."

Some of the words in the original have survived in altered form, including *axode* (*asked*), *hu* (*how*), *rihtlice* (*rightly*), *engla* (*angels*), *habbað* (*have*), *swilcum* (*such*), *heofonum* (*heaven*), and *beon* (*be*). Others, however, have vanished from our lexicon, mostly without a trace, including several that were quite common words in Old English: *eft* "again," *ðeode* "people, nation," *cwæð* "said, spoke," *gehatene* "called, named," *wlite* "appearance, beauty," and *geferan* "companions." Recognition of some words is naturally hindered by the presence of two special characters, þ, called "thorn," and ð, called "edh," which served in Old English to represent the sounds now spelled with *th*.

Other points worth noting include the fact that the pronoun system did not yet, in the late tenth century, include the third person plural forms beginning with *th-*: *hi* appears where we would use *they*. Several aspects of word order will also strike the reader as oddly unlike ours. Subject and verb are inverted after an adverb—*þa cwæð he* "Then said he"—a phenomenon not unknown in Modern English but now restricted to a few adverbs such as *never* and requiring the presence of an auxiliary verb like *do* or *have*. In subordinate clauses the main verb must be last, and so an object or a preposition may precede it in a way no longer natural: *þe hi of comon* "which they from came," *for ðan ðe hi engla wlite habbað* "because they angels' beauty have."

Perhaps the most distinctive difference between Old and Modern English reflected in Aelfric's sentences is the elaborate system of inflections, of which we now have only remnants. Nouns, adjectives, and even the definite article are inflected for gender, case, and number: *ðære ðeode* "(of) the people" is feminine,

genitive, and singular, *Angle* "Angles" is masculine, accusative, and plural, and *swilcum* "such" is masculine, dative, and plural. The system of inflections for verbs was also more elaborate than ours: for example, *habbað* "have" ends with the *-að* suffix characteristic of plural present indicative verbs. In addition, there were two imperative forms, four subjunctive forms (two for the present tense and two for the preterit, or past, tense), and several others which we no longer have. Even where Modern English retains a particular category of inflection, the form has often changed. Old English present participles ended in *-ende* not *-ing*, and past participles bore a prefix *ge-* (*asgeandwyrð* "answered" above).

The period of Middle English extends roughly from the twelfth century through the fifteenth. The influence of French (and Latin, often by way of French) upon the lexicon continued throughout this period, the loss of some inflections and the reduction of others (often to a final unstressed vowel spelled *-e*) accelerated, and many changes took place within the phonological and grammatical systems of the language. A typical prose passage, especially one from the later part of the period, will not have such a foreign look to us as Aelfric's prose has; but it will not be mistaken for contemporary writing either. The following brief passage is drawn from a work of the late fourteenth century called *Mandeville's Travels*. It is fiction in the guise of travel literature, and, though it purports to be from the pen of an English knight, it was originally written in French and later translated into Latin and English. In this extract Mandeville describes the land of Bactria, apparently not an altogether inviting place, as it is inhabited by "full yuele [evil] folk and full cruell."

In þat lond ben trees þat beren wolle, as þogh it were of scheep; whereof men maken clothes, and all þing þat may ben made of wolle. In þat contree ben many ipotaynes, þat dwellen som tyme in the water, and somtyme on the lond: and þei ben half man and half hors, as I haue seyð before; and þei eten men, whan þei may take hem. And þere ben ryueres and watres þat ben fulle byttere, þree sithes more þan is the water of the see. In þat contré ben many griffounes, more plentee

þan in ony other contree. Sum men seyn þat þei han the body vpward as an egle, and benethe as a lyoun: and treuly þei seyn soth þat þei ben of þat schapp. But o griffoun hath the body more gret, and is more strong, þanne eight lyouns, of suche lyouns as ben o this half; and more gret and strongere þan an hundred egles, suche as we han amonges vs. For o griffoun þere wil bere fleyng to his nest a gret hors, 3if he may fynde him at the poynt, or two oxen 3oked togidere, as þei gon at the plowgh.

The spelling is often peculiar by modern standards and even inconsistent within these few sentences (*contré* and *contree*, *o* [*griffoun*] and *a* [*gret hors*], *þanne* and *þan*, for example). Moreover, in the original text, there is in addition to thorn another old character ȝ, called "yogh," to make difficulty. It can represent several sounds but here may be thought of as equivalent to *y*. Even the older spellings (including those where *u* stands for *v* or vice versa) are recognizable, however, and there are only a few words like *ipotaynes* "hippopotamuses" and *sithes* "times" that have dropped out of the language altogether.

We may notice a few words and phrases that have meanings no longer common such as *byttre* "salty," *o this half* "on this side of the world," and *at the poynt* "to hand," and the effect of the centuries-long dominance of French on the vocabulary is evident in many familiar words which could not have occurred in Aelfric's writing even if his subject had allowed them, words like *contree*, *ryueres*, *plentee*, *egle*, and *lyoun*.

In general word order is now very close to that of our time, though we notice constructions like *hath the body more gret* and *three sithes more þan is the water of the see*. We also notice that present tense verbs still receive a plural inflection as in *beren*, *dwellen*, *han*, and *ben* and that while nominative *þei* has replaced Aelfric's *hi* in the third person plural, the form for objects is still *hem*.

All the same, the number of inflections for nouns, adjectives, and verbs has been greatly reduced, and in most respects Mandeville is closer to Modern than to Old English.

The period of Modern English extends from the sixteenth century to our own day. The early part of this period saw the completion of a revolution in the phonology of English that had begun in late Middle English and that effectively redistributed the occurrence of the vowel phonemes to something approximating their present pattern. (Mandeville's English would have sounded even less familiar to us than it looks.)

Other important early developments include the stabilizing effect on spelling of the printing press and the beginning of the direct influence of Latin and, to a lesser extent, Greek on the lexicon. Later, as English came into contact with other cultures around the world and distinctive dialects of English developed in the many areas which Britain had colonized, numerous other languages made small but interesting contributions to our word-stock.

The historical aspect of English really encompasses more than the three stages of development just under consideration. English has what might be called a prehistory as well. As we have seen, our language did not simply spring into existence; it was brought from the Continent by Germanic tribes who had no form of writing and hence left no records. Philologists know that they must have spoken a dialect of a language that can be called West Germanic and that other dialects of this unknown language must have included the ancestors of such languages as German, Dutch, Low German, and Frisian. They know this because of certain systematic similarities which these languages share with each other but do not share with, say, Danish. However, they have had somehow to reconstruct what that language was like in its lexicon, phonology, grammar, and semantics as best they can through sophisticated techniques of comparison developed chiefly during the last century.

Similarly, because ancient and modern languages like Old Norse and Gothic or Icelandic and Norwegian have points in common with Old English and Old High German or Dutch and English that they do not share with French or Russian, it is clear that there was an earlier unrecorded language that can be called simply

Germanic and that must be reconstructed in the same way. Still earlier, Germanic was just a dialect (the ancestors of Greek, Latin, and Sanskrit were three other such dialects) of a language conventionally designated Indo-European, and thus English is just one relatively young member of an ancient family of languages whose descendants cover a fair portion of the globe.

Reasons to Learn English

There are many reasons to learn English, but because it is one of the most difficult languages to learn it is important to focus on exactly why it is you want to learn English. Here we will look at ten great reasons why English is so important. Post this list somewhere you can see it and it will motivate you to keep going even when you are tired of trying to figure out which witch is which!

1. English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate.

2. Why learn English when it is so difficult? Well, knowing English will make you bilingual and more employable in every country in the world.

3. Despite China, the United States is still a leader in technical innovation and economic development. English is used in the United States and in each of these fields.

4. English is commonly spoken throughout much of the world due to Great Britain's expansion during the colonial age. People in Australia, New Zealand, Canada, parts of Africa, India, and many smaller island nations speak English. English is the commonly adopted second language in Germany, Norway, Sweden, Denmark and the Netherlands. Speaking English opens these countries and cultures up to you.

5. Another reason why English is so important is that it is the language of science. To excel in science you need to know English.
6. English is based on an alphabet and, compared to Chinese, it can be learned fairly quickly.
7. English is also the language of the Film Industry and English means you no longer have to rely on subtitles.
8. In the United States, speaking English immediately opens up opportunities regardless of your ethnicity, color, or background.
9. Learn English and you can then teach your children English -- or if they are already learning, you can now communicate with them in English.
10. English speakers in the United States earn more money than non-English speakers. Learning English will open your job prospects and increase your standard of living.

The role of the English language in Kazakhstan

As Kazakhstan is on a way of active integration to the world community a special value is given to English language, the language of the international cooperation. President of Republic of Kazakhstan pays a great attention to education and especially to vital importance for the acquisition of English language in his annual messages to the people of Kazakhstan. Teaching English in Kazakhstan requires high-quality instruction, culturally appropriate lessons, a creative imagination and an adventuresome and flexible spirit

English is the international language all over the world. And there are several results of it. The first is that English is the language of international air traffic control, and is currently developing its role in international maritime, policing, and emergency services. The second is that English is the chief language of international business and academic conferences, and the leading language of international tourism. And finally is that it is the main language of popular music, advertising, satellite broadcasting, home computers, and video games. I think English plays an important role in our life not only because that it helps to communicate with people from other countries but also because it helps to know more about other cultures, traditions and habits. As Kazakhstan is on a way of active integration to the world community a special value is given to English language, the language of the international cooperation. President of Republic of Kazakhstan pays a great attention to education and especially to vital importance for the acquisition of English language in his annual messages to the people of Kazakhstan. A new project called "Trinity of Languages", with an ultimate view to making the country trilingual in the state language of Kazakh, in Russian, "the language of inter-ethnic communication," and in English, "the language of successful integration into the global economy" was proposed by the President.[1] In this regard the director of the Center for the Study of Central Asia and Kazakhstan, the University of Seattle (USA) William Fierman told a very

interesting point of view. He said "In my opinion, this idea is correct, and it will contribute to the development of the country. The English language began to occupy an important position very quickly in Kazakhstan and this is a very good trend." [2] To begin with it is necessary to go back to history. In the Soviet education system teaching of foreign languages was one of its weak places. The reason was simple and clear: for the overwhelming majority of the Soviet citizens, except diplomats, scouts and representatives of two-three more rare specialties, foreign language skills were almost unnecessary. To have a trip abroad was something like flight to Mars. In the first years after collapse of the USSR in the Post-Soviet countries interest to foreign languages led by English has naturally raised. English became some kind of «a window on the West», and the desire of many young people to master it as soon as possible, likely, was in many respects similar to aspiration of their grandmothers and grandfathers in youth to seize Russian that meant some kind of «an exit in the big world. The next years this new relation to English became stronger and stronger. Kazakhstan is developing foreign relations which are primarily based on economic and political security. Kazakhstan is a member of the United Nations, Organization for Security and Co-operation in Europe (which it chaired in 2010), North Atlantic Cooperation Council, Commonwealth of Independent States, the Shanghai Cooperation Organization, and NATO's Partnership for Peace program. Kazakhstan established a customs union with Russia and Belarus. It will be transformed into the Common Economic Space in 2012. Kazakhstan established the Eurasian Economic Community with Kyrgyzstan and Tajikistan.

Many educational institutions which offer excellent programmes for teaching English gradually appeared in Kazakhstan. Now it is a number of prestigious higher educational institutions like Kazakh British technical University, Kazakh American University, Suleyman Demirel University and Nazarbayev University which has opened recently. In the sphere of secondary education it is the Kazakh -Turkish lyceums opened by Kazakh-Turkish educational fund

(KATEV). Knowledge of English, in fact, opens a window to a large global world with the huge flow of information and innovation. Mastering a foreign language makes it possible to study abroad in the best universities of the world and creates the opportunity for practical experience in the leading countries of the world. Knowledge of English is a requirement for networking and doing business. Every year a number of foreign firms and companies are opening in Kazakhstan. Accordingly, we need employees who speak English competently, who is able not only to read a business letter, but for conversation and negotiations. The requirements in terms of knowledge of the English are tightening. Now the basic knowledge and skills are not enough. It is preferred for people to master a "strong language" in a specific area of industry, business or science. In order to develop our specialists' English we should take into consideration that it is necessary to improve the quality of textbooks and teaching materials in English for primary schools, secondary general education and higher education. It is necessary for teachers to use up to date methods of teaching the languages and attract foreign scholars who are successful in this sphere. And also it's important to ensure equitable access to a full education in English to different categories of students and thus contribute to the preparation of highly qualified individuals who are ready to actively participate in social, economic and political life.