

Essentials of Early English Study Plan

(A) A suggested **study-plan** for the book, including follow-up activities

[NOTE: Please make this downloadable, in PDF format.]

Many students and their teachers will have their own ideas about how to use this book. However, for those of you working on your own, a few ideas are offered here. Please note: this is not a comprehensive study-plan for the whole book. It is designed to get folk started on a course in Early English.

(1) Begin by reading Chapters 1 and (if needed) 2. Make notes on these chapters, paying special attention to the words in **bold**. You might find it helpful to put these words on file-cards or a small notebook; these words are going to appear again later in the book.

(2) Acquire a small blank notebook to help you build up your vocabulary, and make a list of the words you have met

(3) It is recommended that students begin with Old English (hence OE), since this is the basis for all future study; it is for that reason that a full(ish) outline of such an introductory programme is given here. Once you have been through these sessions on OE, I suggest you organise your work into parallel sets of sessions on ME and EModE.

(4) Here is a suite of four sessions on OE, which can be used as a model for sessions on ME and EModE.

Introduction to OE: Session I

1. Read *Essentials of Early English* (hence EEE), pp. 46-47 (section 3.1). Then read through the parts marked with bold arrows (-> ...<-) in section 3.2.

Essentials of Early English Study Plan

2. Now look at an OE text. I suggest looking at Text A.1, and attempting to read it aloud! Then, using the translation given, see if you can recognise any of the OE words.

3. Now look at the following important grammatical categories, with reference to the OE Noun Phrase: CASE; AGREEMENT; NUMBER; GENDER. If you are still uncertain about these terms, see EEE pp.50-52, arrowed sections only.

4. Now look, briefly, at the OE Verb Phrase (EEE pp.55-57, arrowed sections only).

5. Now read through EEE pp.60-61 (arrowed section). Then look at this simple sentence and see if you can work out its phrase structure (i.e. Subjects, Objects, Predicators, Adverbials/Noun Phrases, Verb Phrases, Prepositional Phrases). See EEE pp.60-61.

Se engel bindeþ þone hlāford mid rāpum.

6. Now look at the following *paradigms*:

- Two nouns (**stān** and **nama**), EEE pp.67-68
- Determiners and pronouns, EEE pp.70-72

We were introduced to the verbs **bindan** and **lufian**, and we now know where to find their *paradigms* (EEE pp.75, 76-7).

7. *Follow-up*. Now re-read Text A.1 in EEE. Using the translation given, try to work out the phrase-structure of the passage, make a list of the words in the passage in your vocabulary book, and check them in the Glossary.

It will also be useful to *learn* the following paradigms in EEE:

Essentials of Early English Study Plan

- (a) **stān** and **nama** (EEE, pp.68-69)
- (b) The personal pronouns (p.70-71)
- (c) The determiner **se** etc. (pp.72)

Introduction to Old English: Session II

1. Run over Text A.I in EEE.
2. Check you know the following *paradigms*:
 - (a) **stān** and **nama** (EEE, pp.68-69)
 - (b) The personal pronouns (p.70-71)
 - (c) The determiner **se** etc. (pp.72)
3. Remind yourself of the important notions CASE, AGREEMENT, NUMBER and GENDER, with reference to the Noun Phrase.
4. Practise substituting pronouns for nouns in our "test" sentence:

Se engel bindeþ þone hlāford mid rāpum.

5. Now have another look at the Simple Verb Phrase (EEE pp. 55-57). Review the notions AGREEMENT, NUMBER and PERSON, as applied to the Verb Phrase, and check over notions of TENSE and MOOD. Note in particular the categories *present* and *preterite*.
6. Look again at the paradigms for a typical *strong* verb (**bindan**, EEE p.75) and a typical *weak* verb (**lufian**, EEE p.78). Check that you know what the terms "strong" and "weak" mean when they are applied to verbs.
7. Now read through part of Text A.2 ("Abraham and Isaac"). Can you see any word-order patterns in this text

Essentials of Early English Study Plan

which differ from those characteristic of Present-Day English?

8. *Follow-up*

(a) Finish reading through Text A.2. Using the translation given, try to work out the phrase-structure of the passage. Make a list of the new words you encounter in your vocabulary book, for future reference.

(b) Revise last week's paradigms (**stān** and **nama**), personal pronouns, the determiner **se**.

(c) Learn the following paradigms: the present indicative and the preterite indicative of **bindan**, **lufian**.

(d) Try translating the following expressions into Old English:

I love you.

She binds him.

We bound them.

Introduction to Old English: Session III

1. Check over the follow-up activities from the previous session.

2. Revise the Verb Phrase (EEE pp. 55-57). Review once more the notions AGREEMENT, NUMBER, PERSON, TENSE and MOOD. Remind yourself about the categories *present* and *preterite*.

3. Look again at the paradigms for the typical strong verb (**bindan**, EEE p.75) and the typical weak verb (**lufian**, EEE p.76).

4. Now look at the following test sentences, and work out their phrase structure:

Isaac bær þone wudu tō þære stowe.

Se wisa wer timbrode his hūs ofer stān.

Þā hie þā dūne gesāwon, þā bundon hie þā weras.

5. It is now time to meet some new verb-paradigms: the weak verb **fremman** (EEE p.76) and the verb "to be" (EEE pp.77). You should also look *briefly* at some new noun-paradigms: the General Feminine Declension (EEE p.67), the General Neuter Declension (EEE p.68) and the irregular declensions (EEE pp.69-70).

6. You should also revise some other things you met in previous sessions: the determiner and pronominal systems, and the General Masculine and *-an* declensions of the noun.

7. *Follow-up*

(a) Read once more through Text A(2). Using the translation given, try to work out the phrase-structure of the passage. Make a list of any new words you encounter in a small notebook or in a file for future reference.

(b) Revise the paradigms already covered.

(c) Learn the following paradigms: the present indicative and the preterite indicative of **fremman**, the verb "to be".

(d) Try translating the following expressions into Old English:

My name is Beowulf.

We came to that place.

The men loved their lords.

Introduction to Old English: Session IV

1. Read through Text A.3 (from *The Anglo-Saxon Chronicle*). As you do so, try to recall some of the things encountered in previous sessions: the determiner and pronominal systems.

2. Revise the paradigms covered in previous weeks.

