Self-Testing Exercises

These additional exercises correspond to the "Exercise" boxes in the textbook.

1 Studying the History of English

Self-Testing Exercise SE-1.1   Morphological and Semantic Concepts

Analyze the following words into *prefix* (P), *suffix* (S), and *root* (R).

EXAMPLE: retroactive – *retro* (P) + *act* (R) + *ive* (S)
undernourished – *under* (R) + *nourish* (R) + *ed* (S)

a.   well-being _____

b.   unimaginable _____

c.   unhealthiest _____

d.   illegality _____

e.   forty-ninth _____

Self-Testing Exercise SE-1.2   Periods of English

Answer the following questions based on the biblical translations of Matthew 13: 24–30 given on pages 11–12 of the text. You may need to work backwards through the passages in order to interpret some of the Old English words.

1.   a.   How many ways is the word for 'heaven' spelled in the four passages? _____

b.   What do you notice about the spelling of the central vowels of 'heaven' and the central consonant? Do you think that the changes in spelling represent changes in pronunciation?

_____

_____

_____

    c.   Which spelling seems closest to our modern pronunciation? _____

2. List two phrases from each of the passages in which the use of prepositions changes from era to era.

_____

_____

_____

3. Which periods display the least consistency in spelling? Give examples.

_____

_____

_____

Self-Testing Exercise SE-1.4   The Nature of Linguistic Change

1. There are questionable assumptions underlying theories of language origins such as the bow-wow and ta-ra-ra-boom-de-ay theories? What are three of them?

_____

_____

_____

_____

_____

_____

2. Watch the following video entitled "How did language begin?" produced by Arika Okrent: https://www.youtube.com/watch?v=GvRtlH-3Asc
On the basis of the video, answer the following questions:

    a.   Why is it so difficult to discover how language originated?

_____

_____

_____

b. What factors would appear to be necessary for the development of language?

_____

_____

_____

Self-Testing Exercise SE-1.5   Attitudes Toward Linguistic Change

Find an example in a current book, magazine, or newspaper or on the Internet which embodies one of the attitudes toward language change discussed in Chapter 1. Describe the attitude expressed.

_____

_____

_____

_____

Self-Testing Exercise SE-1.6   *Oxford English Dictionary*

In order to familiarize yourself with the *Oxford English Dictionary*, answer the following questions. If you are using the online version of the dictionary, you will want to consult 'Help with using the OED Online' (http://www.oed.com/help). The print version has a preface entitled 'General Explanation' which can direct you through the information presented in each entry.

1. When did the word *cram* start to be used in the sense of 'to study for a test'? Can you explain the order in which the meanings of this word are given (hint: if you're using the OED Online, click on the 'date chart').

   _____

   _____

   _____

2. The meaning of *snob* seems to undergo a reversal in meaning from 'A person belonging to the ordinary or lower classes of society; one having no pretensions to rank or gentility' to 'One who despises those who are considered inferior in rank, attainment, or taste'. What is the step in the shift from one meaning to the other?

   _____

   _____

   _____

2 The Sounds and Sound Change in English

Self-Testing Exercise SE-2.1   Consonants

1. Give the phonetic symbol for the following articulatory descriptions.

    a.   alveolar lateral   [_____]

    b.   voiced velar stop   [_____]

    d.   voiceless interdental [_____]
         fricative

    d.   voiced alveolar stop [_____]

2. Give the articulatory descriptions of the following phonetic symbols.

    a.   [x] _____

    b.   [ŋ] _____

    c.   [č] _____

    d.   [ɾ] _____

3. Write the phonetic symbol for the **initial** consonant sound of the following.

    a.   chiropractor   [_____]

    b.   xylophone   [_____]

    c.   knight   [_____]

    d.   universe   [_____]

    e.   germane   [_____]

    f.   genre   [_____]

4. Write the phonetic symbol for the **final** consonant sound of the following.

    a.   schlock   [_____]

    b.   seed   [_____]

    c. seep   [_____]

    d. seethe   [_____]

    e. firm   [_____]

    f. rough   [_____]

5. Write the phonetic symbol for the **medial** consonant sound of the following.

    a. toga   [_____]

    b. gunner   [_____]

    c. washing   [_____]

    d. patches   [_____]

    e. woolen   [_____]

Self-Testing Exercise SE-2.2   Vowels and Transcriptions of Words

1. Give the phonetic symbol for the following articulatory descriptions of vowels.

    a. mid-front tense   [_____]

    b. high back lax   [_____]

    c. mid-central   [_____]

2. Give the articulatory descriptions of the following phonetic symbols of vowels.

    a. [ɔ] _____

    b. [i] _____

    c. [ʏ] _____

3. Give the English words indicated by the following phonetic transcriptions.

    a. [θɑt]   _____

    b. [sɪksti] _____

    c. [mɛs̆] _____

    d. [beɪž] _____

    e. [čɪt] _____

    f. [ɪgzækt] _____

    g. [weɪl] _____

    h. [joʊk] _____

4. Give complete transcriptions of the following words.

    a. bladder _____

    b. sacrilegious _____

    c. bound _____

    d. accumulate _____

    e. thistle _____

    f. habitual _____

    g. halve _____

    h. deciduous _____

    i. cookie _____

    j. gigantic _____

    k. kooky _____

    l. alligator _____

    m. Toronto _____

    n. authoritarian _____

    o. exile _____

    p. jewelry _____

Self-Testing Exercise SE-2.3   Stress

Indicate the primary stress in the following words.

a. timelessness _____

b. timekeeper _____

c. numerology _____

d. décor _____

e. decorate _____

f. decorative _____

g. sensible _____

h. insensible _____

Self-Testing Exercise SE-2.4   Mechanisms of Phonological Change

1. Give complete phonetic descriptions of the following symbols; then name the sound change.

a. [d] > [ð] _____
    _____

b. [u] > [ʊ] _____
    _____

c. [ɔ] > [o] _____
    _____

d. [ɑ] > [æ] _____
    _____

e. [s] > [r] _____
    _____

2. Say each of the following words and observe the way(s) in which the spelling and the pronunciation differ. Disparities of this sort are often the result of sound change. Name the sound change or changes in each case.

a. impossible (from *in* + *possible*) _____
    _____

b.   hamster _____

_____

c.   lamb _____

_____

d.   cute (from *acute*) _____

_____

e.   gnarl _____

_____

3.   Compare the older and newer forms and determine the sound change(s) undergone by each word:

a.   OE behæs, ModE behest _____

_____

b.   ME forloren, ModE forlorn _____

_____

c.   OE betsta, ME beste _____

_____

Self-Testing Exercise SE-2.5   Writing Systems

Describe the difference between syllabic and alphabetic writing.

_____

_____

_____

3 Causes and Mechanisms of Language Change

The dropping of *h* is a wide-spread phenomenon in English. *H*-dropping includes both the omission of *h-* in word-initial position before a vowel plus its insertion word initially before a vowel in words which etymologically do not contain *h-,* as in *'ermits* (*hermits*) or *haverage* (*average*). This feature is found in many British dialects (such as Cockney) as well as other dialects of English world-wide. It was already well-advanced in the late eighteenth century. We have evidence of this from 'linguistic self-help' manuals at that time instructing people on the proper use of 'h'.

Read this quotation from Charles Dickens's *David Copperfield* (1850) in which Uriah Heep is responding to a question from David (Aitchison 2013: 178):

> 'I suppose you are quite a great lawyer?' I said, after looking at him for some time.
> 'Me, Master Copperfield?' said Uriah. 'Oh, no! I'm a very umble person.'
> It was no fancy of mine about his hands, I observed; for he frequently ground the palms against each other as if to squeeze them dry and warm, besides often wiping them, in a stealthy way, on his pocket-handkerchief.
> 'I am well aware that I am the umblest person going,' said Uriah Heep, modestly; 'let the other be where he may. My mother is likewise a very umble person. We live in a numble abode, Master Copperfield, but have much to be thankful for. My father's former calling was umble.'
>
> (http://www.gutenberg.org/files/766/766-h/766-h.htm)

Discuss whether *h*-dropping is a 'change from above' or 'change from below'.

_____

_____

_____

_____

_____

Identify and briefly describe the processes of change exemplified by each set:

A	*orientate* (from *orientation*) *hawk* (from *hawker*) *sedate* (from *sedation*)	B	OE *glīd/glād* ModE *glide/glided* OE *helpe/healp* ModE *help/helped*
C	OE *hengestes* (genitive) ModE *of the horse* OE *hengeste* (dative) ModE *to the horse* OE *singe* 'I sing, am singing, will sing' ModE *I sing, I am singing, I will sing*	D	*hemlock* (from OE *hemlic*) *woodchuck* (from Cree *wuchak*) *ten-gallon hat* (*gallon* is from Spanish *galón* 'braid')

E	OE *him* (dative), *hine* (accusative)
	ModE *him* (dative and accusative)
	OE *ic* 'I', *wit* 'we two', *we* 'we all' vs. ModE *I*, *we*

A. _____

_____

B. _____

_____

C. _____

_____

D. _____

_____

E. _____

_____

Self-Testing Exercise SE-3.3   Mechanisms of Semantic Change

When unsure of particular meanings, use the *OED* or another etymological dictionary.

1. Give the means by which the following euphemisms are formed.

   a. *owie* 'small injury' _____

   b. *throne* 'toilet' _____

   c. *HIV* (the virus) _____

   d. *AIDS* (the syndrome) _____

2. Indicate whether the following are the result of social borrowing from above or from below and why.

   a. *asylum* 'safe place' _____

   b. *Grit* 'Liberal' _____

   c. *Tory* 'Conservative' _____

4 The Indo-European Language Family and Proto-Indo-European

Self-Testing Exercise SE-4.2   The Indo-European Language Family

1. What do the terms *centum* and *satem* refer to, and how are they used in historical linguistics?

   _____

   _____

   _____

   _____

   _____

2. Name two non-Indo-European language families of Europe. Give two members of each family. Name the non-Indo-European isolate of Europe.

   _____

   _____

   _____

   _____

   _____

Self-Testing Exercise SE-4.3   Proto-Language and Reconstruction

Examine the list of cognates for 'butter' given in Figure 4.2 (from Buck 1988) and answer the following questions.

1. Which language families have words for 'butter' beginning with *b*–?_____

   _____

2. Look up the word *smear* in the OED. What was its original meaning? When did this meaning die out? When did it acquire its current meaning? Which branch of Germanic continues to use this word as the regular word for 'butter'. Is it found outside Germanic? _____

   _____

3. Based on what Buck says, would you reconstruct the word to Proto-Indo-European? Did they have butter? _____

   _____

Self-Testing Exercise SE-4.4   PIE Linguistic Features

What does it mean to say an accent system is free or floating? Explain in relation to PIE.

_____

_____

_____

_____

_____

5 Germanic and the Development of Old English

1. a. Give the dates of the oldest written records for the following.

   Common Germanic _____

   Old Icelandic _____

   Old Saxon _____

   Old High German _____

   Gothic _____

   Old English _____

   b. Identify the three alphabets used for these early writings.

   _____

   _____

   _____

   _____

   _____

2. List the cognates in the first five versions of the Lord's Prayer (given in Chapter 5) for the following words. Don't worry about inflectional endings; cognates may not occur in all the languages in all instances.

	Lat.	Go.	OHG	OE	ME
a. in	_____	_____	_____	_____	_____
b. loaf	_____	_____	_____	_____	_____
c. bread	_____	_____	_____	_____	_____
d. earth	_____	_____	_____	_____	_____
e. loose	_____	_____	_____	_____	_____

3. What important feature of the lexicon distinguishes Germanic?

_____

_____

_____

_____

_____

Self-Testing Exercise SE-5.3   Germanic: Grimm's Law

For each of the following, indicate the probable Germanic or IE form of the missing consonant, either initial, medial, or final. A ModE cognate is given for reference.

PIE	Grmc.	ModE
a. *peig- 'hostile'	*___i___ɑlɑ	fickle
b. *___ɑst- 'solid'	*fɑstuz	steadfast, fasten
c. *pek- 'to pluck the hair, comb'	*___e___tɑn	fight
d. *___end- 'protruding point'	*pɑnnjɑ	(cattle) pen
e. *bhɑd- 'good'	*___ɑ___izō	better
f. *gʷet- 'to speak'	*___i___ɑn	bequeath

Self-Testing Exercise SE-5.5 Germanic: Grimm's Law and Vowel Changes

For each of the following, indicate the probable Germanic or PIE form as indicated. Assume the operation of Grimm's Law and vowel changes. There are *no* examples of Verner's Law.

PIE	Gmc.
a. _____	*hʷes- 'wheeze'
b. *kerdhā- 'herd'	_____
c. *dhreibh- 'drive'	_____
d. *dɑnk- 'to bite'	_____

_____

6 The Words and Sounds of Old English

Match the following definitions with the terms below.

A. calques	C. doublets	E. loanwords
B. hybrids	D. semantic loans	

1. Words which have the same origin but different routes of transmission and which are both present in a language: _____

2. Words borrowed from another language: _____

3. Words which translate foreign words (part-by-part): _____

4. Words whose meanings have been changed under the influence of cognates in another language: _____

5. Words in which native and borrowed elements are combined: _____

For each of the Old English words in the following list give its part of speech. Then identify which is a literal compound, an amalgamated compound, a kenning, or a derived form; which component parts are affixes or roots; and which roots are nouns, verbs, adjectives, or adverbs. (A dictionary should not be necessary for this exercise.)

1. *sweotollīc* 'clear, plain' ('evident-ly'):

    _____

    _____

2. *unbegrīpenlīc* 'incomprehensible' ('ungraspable'):

    _____

    _____

3. *bencswēg* 'conviviality' ('bench-noise'):

    _____

    _____

4. *ēhtere* 'persecutor' ('chase-r'):

_____

_____

Supply the correct phonetic symbol for the underlined consonants of the following OE words.

1. *hwēol* 'wheel'   [_____]

2. *neah* 'near'   [_____]

3. *riht* 'right'   [_____]

4. *pyngan* 'to prick'   [_____]

5. *rǣcing* 'reaching'   [_____]

6. *cīdan* 'to chide'   [_____]

7. *brōc* 'breech'   [_____]

8. *coren* 'chosen'   [_____]

9. *hlēor* 'cheek'   [_____]

10. *scippan* 'to form, create' [_____]

11. *wrixendlīce* 'in turn'   [_____]

12. *hrycg-bān* 'back-bone'   [_____]

For each Proto-Germanic form, give the written form in Old English and name the sound change between that derives OE from PGrmc.

PROTO-GERMANIC	OLD ENGLISH	SOUND CHANGE
a. *tōðiz 'teeth'	_____	_____
b. *sunjo 'sin'	_____	_____
c. *tūnjan 'to annoy'	_____	_____
d. *frammjan 'to perform'	_____	_____

Indicate the primary stress of the following Old English words. Derived and compounded forms are indicated.

1.   ge-endian 'to finish'

2.   be-cuman 'to arrive'

3.   bēon 'to be'

4.   drȳ-man 'sorcerer'

5.   collen-ferhð 'bold'

6.   ceaster 'city'

7.   lange 'long'

8.   langian 'to long (for)'

9.   innoð 'inwards'

10. for-wyrd 'ruin'

11. for-wiernan 'to refuse'

7 The Grammar of Old English

Self-Testing Exercise SE-7.1 Pronouns

1. Give the person, number, case, and gender of the following Old English pronouns:

	person	number	case	gender
a. *gē*	_____	_____	_____	_____
b. *hēo*	_____	_____	_____	_____
c. *hira*	_____	_____	_____	_____
d. *mīn*	_____	_____	_____	_____

2. Give the Old English pronoun for each of the following descriptions:

   a. third-person masculine dative singular _____

   b. third-person neuter accusative plural _____

   c. second-person instrumental dual _____

   d. first-person dative plural _____

3. a. What is the difference between the masculine and feminine forms of the interrogative pronoun?

   _____

   _____

   b. Which Old English form gives Modern English the interrogative *why*? Give both the OE form and its description.

   _____

   _____

   c. What changes occurred in the masculine/feminine nominative interrogative forms between Old English and Modern English?

   _____

   _____

d. Modern English uses the interrogative forms for relative pronouns as well. What form or forms did Old English use for the relative pronoun?

_____

_____

Self-Testing Exercise SE-7.2   Nouns

1. What is a characteristic feature of the root-consonant stem class of OE nouns? Are there examples of this feature in Modern English? Give three examples.

_____

_____

_____

2. Explain the Modern English plural form *children*.

_____

_____

_____

3. What useful generalizations about all OE noun classes can be an aid to learning their inflections?

_____

_____

_____

Self-Testing Exercise SE-7.3   Demonstratives

1. Give the number, gender, and case for the following OE demonstratives. Indicate duplicate possibilities.

	number	**gender**	**case**
a. *þȳ*	_____	_____	_____
b. *þissa*	_____	_____	_____
c. *þāra*	_____	_____	_____
d. *þes*	_____	_____	_____
e. *þis*	_____	_____	_____
f. *sēo*	_____	_____	_____

2. Give the OE demonstrative pronoun for the following:

   a. masculine genitive singular of *this* _____

   b. masculine genitive singular of *that* _____

   c. feminine genitive singular of *this* _____

   d. neuter dative singular of *that* _____

Self-Testing Exercise SE-7.4   Adjectives and Adverbs

1. Give two examples of suppletion in adjectives inflected for degree. Supply the Old English with their ModE equivalents.

   a. _____

   _____

   _____

   b. _____

   _____

   _____

2. Describe the two ways that adverbs were formed in Old English and the way they formed comparatives and superlatives.

   _____

   _____

   _____

   _____

Self-Testing Exercise SE-7.5   Agreement and Case Usage

1. What two methods does Modern English rely on for grammatical information in place of inflectional agreement?

   _____

   _____

   _____

2. Decline the following *a*-stem noun and accompanying modifier:

his stranga earm (masc.) 'his strong arm'

sg. nom. _____

acc. _____

gen. _____

dat. _____

inst. _____

pl. nom. _____

acc. _____

gen. _____

dat. _____

inst. _____

Self-Testing Exercise SE-7.6   Verbs

1. Name the principal parts of verbs in both Modern and Old English, and give one example of each.

_____

_____

_____

2. Listing the principal parts, give two examples of OE suppletive verbs.

a. _____

_____

b. _____

_____

3. Name and describe the grammatical moods of Old English verbs.

_____

_____

_____

_____

4. What are preterit–present verbs? Give two examples.

_____

_____

_____

_____

8 The Rise of Middle English: Words and Sounds

Self-Testing Exercise SE-8.1   External History

Briefly explain the linguistic significance of each of the following.

1. King John _____

    _____

2. the 'Black Death' _____

    _____

    _____

3. the Peasants' Revolt _____

    _____

    _____

4. Eleanor of Provence _____

    _____

    _____

Self-Testing Exercise SE-8.2   Word Stock of Middle English

In the following passage from Chaucer's *Canterbury Tales*, identify the French and Latin borrowings:

> Bifil that in that seson on a day, [19]
> In southwerk at the tabard as I lay [20]
> Redy to wenden on my pilgrimage [21]
> To caunterbury with ful devout corage, [22]
> At nyght was come into that hostelrye [23]
> Wel nyne and twenty in a compaignye, [24]
> Of sondry folk, by aventure yfalle [25]
> In felaweshipe, and pilgrimes were they alle, [26]
> That toward caunterbury wolden ryde. [21]
> The chambres and the stables weren wyde, [28]
> And wel we weren esed atte beste. [29]
> And shortly, whan the sonne was to reste, [30]
> So hadde I spoken with hem everichon [31]
> That I was of hir felaweshipe anon, [32]
> And made forward erly for to ryse, [33]
> To take oure wey ther as I yow devyse. [34]

But nathelees, whil I have tyme and space, [35]
Er that I ferther in this tale pace, [36]
Me thynketh it acordaunt to resoun [37]
To telle yow al the condicioun [38]
Of ech of hem, so as it semed me, [39]
And whiche they weren, and of what degree, [40]
And eek in what array that they were inne; [41]

(Source of text: http://quod.lib.umich.edu/c/cme/CT/1:1.1?rgn=div2;view=fulltext)

Self-Testing Exercise SE-8.3   Orthography

Indicate the probable Middle English spelling of the underlined letter or letters in the following Old English words. Then supply a probable Modern English reflex (word).

1. ecg   _____   _____

2. hwæl   _____   _____

3. ʒieldan   _____   _____

4. ēce   _____   _____

Self-Testing Exercise SE-8.4   Consonant Changes

Identify the consonant change in each of the following OE/ME pairs. ModE glosses are given as an aid.

EXAMPLE:
OE þȳmel   **ME** thimbel   insertion of [b] between [m] and [l]   **ModE** thimble
(Note that þ > th is merely an orthographic change)

OE	ME	Sound Change	ModE
1. bacan	bāke	_____	bake
2. þunor	thunder	_____	thunder
3. hwilc	which	_____	which
4. neahgebur	neighebor	_____	neighbor

Self-Testing Exercise SE-8.5 Transcription

Give phonetic transcriptions of the following ME words. The ModE word is given for reference. Remember that *ee* = long e, *oo* = long o, *ou* = long u (or a diphthong).

1. ȝeer   _____ 'year'

2. mood   _____ 'mood'

3. brode*   _____ 'broad'

4. breeth   _____ 'breath'

5. deuout   _____ 'devout'

6. knowe(n)   _____ 'know'

7. Engelond   _____ 'England'

8. vntrewe   _____ 'untrue'

9. yonge**   _____ 'young'

10. legg   _____ 'ledge'

*   The final *–e* in this word is scribal (not pronounced), indicating a preceding long vowel or diphthong.
**   The *o* represents an original *u*.

Self-Testing Exercise SE-8.6   Vowel and Consonant Changes

Name the vowel changes represented by the following words and show the change in phonetic symbols. Ignore orthographic changes.

EXAMPLE:
OE scamu   **ME** shāme   [ɑ] > [ā] lengthening in an open syllable
                                  [ʊ] > [ə] reduction in an unstressed syllable

	OE	**ME**	**Changes**
1.	þūresdæg	thursday	a. _____
			b. _____
			c. _____
2.	clām	clōm	_____

3. haga   hawe   a.   _____

                                               b.   _____

4. dēad   dēd   _____

9 The Grammar of Middle English and Rise of a Written Standard

1. In the following table, for the declension of the adjective *glad*, write **S** before the OE form that developed by sound change into the ME form; write **A** when the change occurred through analogy; and write **S/A** if both processes were involved. (Do not worry about the change in the root vowel from *æ* to *a*, which is the result of a prehistoric vowel change.)

		OE	**ME**
a.	**strong**	NEUT.	
	sg. nom.	_____ glæd	glad
	acc.	_____ glæd	
	gen.	_____ glades*	
	dat.	_____ gladum	
	inst.	_____ glade	
	pl. nom./acc.	_____ gladu	glade
	gen.	_____ glædra	
	dat.	_____ gladum	

		OE	**ME**
b.	**weak**	NEUT.	
	sg. nom.	_____ glade	glade
	acc.	_____ glade	
	gen./dat.	_____ gladan	
	pl. nom./acc.	_____ gladan	glade
	gen.	_____ glædra	
	(alt. gen.	_____ gladena)	
	dat.	_____ gladum	

* The change from *æ* to *a* represents a sound change that took place in West Sason; it need not concern you.

2. Using the following vocabulary, write the early and late Middle English variants for the given phrases.

> ***the*** 'the'
> ***gren*** 'green'
> ***wōd(e)*** 'wood/forest' (masc.)

a. **Early**

nom. _____ green woods _____ the green woods

acc. _____ green woods _____ the green woods

gen. _____ green woods' _____ the green woods'

dat. _____ green woods _____ the green woods

b. **Late**

nom. _____ green woods _____ the green woods

acc. _____ green woods _____ the green woods

gen. _____ green woods' _____ the green woods'

dat. _____ green woods _____ the green woods

Self-Testing Exercise SE-9.2   Pronominal Forms

Supply the correct Middle English equivalent for each underlined Modern English pronoun in the following passages. Specify the person, case, number, and gender (for third-person pronouns) of each selection. Note the period and region of each passage.

1. From *King Horn*, ll. 473–7 (from Rawson 1886/1901:20–1)
   – *c.* 1260 SE

   Rymenhild, þat swete þing,

   Wakede of *her* [1] swoӡning.
           swoon

   'Horn,' quaþ *she* [2], 'vel sone
             soon (immediately)

   þat schal beon idone:

You (sg.) [3] schalt beo dubbed kniʒt,

    a. _____

    b. _____

    c. _____

2. From Dan Michel's _Ayenbite of Inwyt_ (from Mossé 1952:221)
   – _c._ 1340 Kent

Nou _I_ [1] wille þet _you (pl.)_ [2] y-wyte
Now I wish that you might know

Hou _it_ [3] is y-went
How it happened

þet þis boc is y-write
That this book is written

Mid Engliss of Kent.
With English of Kent

    a. _____

    b. _____

    c. _____

Self-Testing Exercise SE-9.4   Syntax and Word Order

What is the change in each of the following from Old English through Middle English (and on to Modern English)?

1. imperative sentences _____

_____

_____

2. sentence negation _____

_____

_____

3. perfect periphrase _____

   _____

   _____

4. passive periphrase _____

   _____

   _____

10 The Words, Sounds, and Inflections of Early Modern English

Self-Testing Exercise SE-10.1   The Great Vowel Shift

For the following Modern English words, indicate the Middle English pronunciation of the stressed long vowel. Use phonetic symbols.

1. bear   [_____]

2. soon   [_____]

3. try   [_____]

4. stream   [_____]

5. mode   [_____]

6. cage   [_____]

Self-Testing Exercise SE-10.2   EModE Vowels

1. Account for the pronunciation of *ton*. Why isn't it [tɑn] or [tɔn]?
    _____
    _____
    _____

2. Why doesn't *mute* rhyme with *moot*?
    _____
    _____
    _____

Self-Testing Exercise SE-10.3   EModE and ModE Pronunciation

1. Using phonetic symbols, show how the current spelling of the following words reveals the history of their pronunciations. Then write the ModE pronunciation followed by the ME pronunciation.

EXAMPLE:	**ModE**	**ME**
cough [ɑ, ɔ] < [ɔ̄] < [oʊ], [f] < [x]	[kɔf] or [kɑf]	[koʊx]
	ModE	**ME**
a. might _____	[_____]	[_____]
b. rung _____	[_____]	[_____]

2. Given the following ME words, show their pronunciations in phonetic symbols in both ME and ModE, and then write the ModE words.

	ME transcription	ModE transcription	ModE word
a. bustele(n) 'to thrash about'	[_____]	[_____]	_____
b. blithe 'happy'	[_____]	[_____]	_____
c. shoo	[_____]	[_____]	_____
d. clene	[_____]	[_____]	_____

3. Give the variant pronunciations of the following words and provide an historical explanation:

a. roof _____

b. almond_____

c. Beatty _____

d. clerk _____

e. Tuesday_____

f. tear _____

Self-Testing Exercise SE-10.4   Renaissance Respelling

Look up the following words in the *OED* or in a dictionary with etymologies. Explain their spellings and pronunciations.

1. asthma

_____
_____
_____

2. salmon

_____
_____
_____

3. myrrh

_____

_____

_____

Self-Testing Exercise SE-10.5   EModE Nominal and Pronominal Forms

1. Which of the second-person pronoun forms are nominative, and which objective?

_____

_____

_____

2. What is the difference between the following underlined usages and their ModE versions?

a. But, <u>you</u> must know, your Father lost a Father (Shakespeare, *Hamlet*).

_____

_____

_____

b. Yes, you have seen Cassio and <u>she</u> together (Shakespeare, *Othello*).

_____

_____

_____

c. Oh, the dog is <u>me</u>, and I am myself (Shakespeare, *The Two Gentleman of Verona*).

_____

_____

_____

3. In the following passage from Shakespeare's *As you like it* (I, ii, 1–15), Celia is speaking to her cousin and friend, Rosalind. Celia's father has banished Rosalind's father but allowed Rosalind to remain as a companion to Celia. Both Celia and Rosalind are daughters of dukes.

CELIA. I pray thee, Rosalind, sweet my coz, be merry.
ROSALIND. Dear Celia, I show more mirth than I am mistress of; and would you
   yet I were merrier? Unless you could teach me to forget a banished father, you
   must not learn me how to remember any extraordinary pleasure.

CELIA. Herein I see thou lov'st me not with the full weight that I love thee. If my uncle, thy banished father, had banished thy uncle, the Duke my father, so thou hadst been still with me, I could have taught my love to take thy father for mine; so wouldst thou, if the truth of thy love to me were so righteously temper'd as mine is to thee.

ROSALIND. Well, I will forget the condition of my estate, to rejoice in yours.

CELIA. You know my father hath no child but I, nor none is like to have; and, truly, when he dies thou shalt be his heir; for what he hath taken away from thy father perforce, I will render thee again in affection. By mine honour, I will; and when I break that oath, let me turn monster; therefore, my sweet Rose, my dear Rose, be merry.

(Source of text: http://www.gutenberg.org/cache/epub/1121/pg1121.html)

On the basis of the relationship between them, including the events that have transpired, explain the use of *you* and *thou* in this passage.

_____

_____

_____

_____

_____

_____

Self-Testing Exercise SE-10.6   EModE Verbal Forms

Identify the following forms and explain their place in the history of English.

1. swelled, swole, swollen

_____

_____

_____

2. forlorn, lovelorn

_____

_____

_____

11 Early Modern English Verbal Constructions and Eighteenth-Century Prescriptivism

Self-Testing Exercise SE-11.1   EModE Syntax

For each of the following, identify the verbal forms and constructions which differ from those of Modern English and explain their significance for the history of English.

1. Stand not amaz'd: the prince will doom thee death . . . (Shakespeare, *Romeo and Juliet*).
    _____
    _____

2. I do repent me that I put it to you (Shakespeare, *Othello*).
    _____
    _____

3. I killed the slave that was a-hanging thee (Shakespeare, *King Lear*).
    _____
    _____

4. all debts are cleared between you and I (Shakespeare, *Merchant of Venice*).
    _____
    _____

5. An honour in him which buys out his fault (Shakespeare, *Timon of Athens*).
    _____
    _____

6. Forgive me this my virtue (Shakespeare, *Hamlet*)
    _____
    _____

7. on the sweet spoyle of beautie they did pray (Spenser, *Sonnets*)
    _____
    _____

8. Hear'st thou the news abroad, who are arrived? (Shakespeare, *King John*)
    _____
    _____

Self-Testing Exercise SE-11.2   Eighteenth-Century Prescriptivism

Discuss the importance of language and class to the historical development of English.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Self-Testing Exercise SE-11.3   Eighteenth-Century Prescriptive Rules

1. Decide whether the following contains any violations of prescriptive rules based on
    <u>A</u>uthority, <u>E</u>tymology, <u>R</u>eason, or <u>L</u>atin Grammar. State the violation and write the relevant
    letter or letters next to it. If you decide there is no violation, write N for <u>N</u>one.

    Nor that is not the lark, whose notes do beat
    The vaulty heaven so high above our heads   (*Romeo and Juliet*, III, v, 21–2)

    _____

2. Using your general knowledge about 'standard' usage in Modern English, try to correct these
    sentences following a prescriptive rationale.

    a. A majority of votes are all you need to be elected.

        _____

        _____

    b. He thought that I was her.

        _____

        _____

    c. Everybody in the class handed their papers in on time.

        _____

        _____

d.   The bread was raising slowly.

_____

_____

In a short essay, analyze the attitude towards usage expressed by Daniel Defoe in his 1697 *Essay upon Projects*, in which he discusses the formation and undertakings of a language academy:

That a society be erected by the king himself, if his Majesty thought fit, and composed of none but persons of the first figure in learning; and it were to be wished our gentry were so much lovers of learning that birth might always be joined with capacity.

The work of this society should be to encourage polite learning, to polish and refine the English tongue, and advance the so much neglected faculty of correct language, to establish purity and propriety of style, and to purge it from all the irregular additions that ignorance and affectation have introduced; and all those innovations in speech, if I may call them such, which some dogmatic writers have the confidence to foster upon their native language, as if their authority were sufficient to make their own fancy legitimate.

By such a society I daresay the true glory of our English style would appear; and among all the learned part of the world be esteemed, as it really is, the noblest and most comprehensive of all the vulgar languages in the world.

Into this society should be admitted none but persons eminent for learning, and yet none, or but very few, whose business or trade was learning. For I may be allowed, I suppose, to say we have seen many great scholars mere learned men, and graduates in the last degree of study, whose English has been far from polite, full of stiffness and affectation, hard words, and long unusual coupling of syllables and sentences, which sound harsh and untuneable to the ear, and shock the reader both in expression and understanding.

In short, there should be room in this society for neither clergyman, physician, nor lawyer. Not that I would put an affront upon the learning of any of those honourable employments, much less upon their persons. But if I do think that their several professions do naturally and severally prescribe habits of speech to them peculiar to their practice, and prejudicial to the study I speak of, I believe I do them no wrong. Nor do I deny but there may be, and now are, among some of all those professions men of style and language, great masters of English, whom few men will undertake to correct; and where such do at any time appear, their extraordinary merit should find them a place in this society; but it should be rare, and upon very extraordinary occasions that such be admitted.

I would therefore have this society wholly composed of gentlemen; whereof twelve to be of the nobility, if possible, and twelve private gentlemen, and a class of twelve to be left open for mere merit, let it be found in who or what sort it would, which should lie as the crown of their study, who have done something eminent to deserve it. The voice of this society should be sufficient authority for the usage of words, and sufficient also to expose the innovations of other men's fancies; they should preside with a sort of judicature over the learning of the age, and have liberty to correct and censure the exorbitance of writers, especially of translators. The reputation of this society would be enough to make them the allowed judges of style and language, and no author would have the impudence to coin without their authority. Custom, which is now our best authority for words, would always

have its original here, and not be allowed without it. There should be no more occasion to search for derivations and constructions, and 'twould be as criminal then to coin words as money.

The exercises of this society would be lectures on the English tongue, essays on the nature, original, usage, authorities, and differences of words, or the propriety, parity, and cadence of style, and of the politeness and manner in writing; reflections upon irregular usages, and corrections of erroneous customs in words; and, in short, everything that would appear necessary to the bringing our English tongue to a due perfection, and our gentlemen to a capacity of writing like themselves; to banish pride and pedantry, and silence the impudence and impertinence of young authors, whose ambition is to be known, though it be by their folly.

12 Modern English

In each of the following sentences identify the grammatical feature(s) which have developed since Early Modern English.

1. The details dealt with by him showed considerable ingenuity.

    _____

    _____

2. They heard about his plan and drew the conclusion from its complexity that he was highly skilled.

    _____

    _____

3. If he was willing, they would take him back.

    _____

    _____

4. After being rehired, he was made future projects group leader.

    _____

    _____

Using the *OED*, look up the following words and determine their histories. Give the year of first attestation; then, using the derived-from symbol (<), show transmission history from original languages; then give the etymological meaning. Finally, state which of these words are probably learned borrowings.

1. chassis _____

    _____

    _____

2. dope _____

    _____

    _____

3. kung fu _____

_____

_____

4. lager _____

_____

_____

5. larva _____

_____

_____

6. mediocre _____

_____

_____

7. toboggan _____

_____

_____

Self-Testing Exercise SE-12.3   Neologisms

Name and describe the process(es) of word formation for the following words.

1. DVD _____

_____

2. walkie-talkie _____

_____

3. narc _____

_____

4. canary _____

_____

5. GATT _____

_____

6. blog _____

_____

7. to gift _____

_____

8. nonstick _____

_____

9. vegeburger _____

_____

10. sci fi _____

_____

Self-Testing Exercise SE-12.3   Grammatical Changes in Progress

Name and describe the grammatical feature(s) in each sentence which seem to represent a 'change in progress'. Say whether you consider the forms 'correct' or 'incorrect'

1. His mother was not so happy.

_____

_____

2. She shrunk away from me in fear.

_____

_____

3. You have to file the report by midnight.

   _____

   _____

4. I have never been more sure.

   _____

   _____

5. The dog was laying on the carpet.

   _____

   _____

6. Susan and me and sometimes also Mom, we play cards every afternoon.

   _____

   _____

13 Varieties of English

Self-Testing Exercise SE-13.2   American Regionalisms

Using the *Dictionary of American Regional English*, find the definitions for the following words:

1. chifforobe _____

_____

_____

2. camp meeting _____

_____

_____

3. doodley squat _____

_____

_____

4. doofus _____

_____

_____

Self-Testing Exercise SE-13.3   Vocabulary of National Dialects

Using the *OED*, supply the information requested for each word.

word	national variety	meaning	source
1. macushla	_____	_____	_____
2. kappie	_____	_____	_____
3. bake-apple	_____	_____	_____
4. neep	_____	_____	_____
5. papoose	_____	_____	_____
6. hangi	_____	_____	_____

7. nambat   _____   _____   _____

8. pueblo   _____   _____   _____