Workbook to Accompany

A Biography of the English Language

Third Edition

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PREFACE

The organization of this workbook parallels that of *A Biography of the English Language*. It can, however, be used with other textbooks on the history of the English language because most of the exercises are self-contained or presuppose access to material that will appear in most college-level textbooks on the subject. As in the second edition, the exercises vary in length, difficulty, and approach. Some are very simple, others much more challenging. All are intended to encourage students to think about earlier stages of English and the relationship of earlier stages of English to their own language. All exercises are based on the assumption that a hands-on approach is the most effective one for understanding the structure of a language.

Users of the first and second editions of the *Workbook to Accompany A Biography of the English Language* will recognize the format and many of the exercises in this edition. Several new exercises have been added, in particular, a whole chapter at the end to correspond to the new appendix that reviews grammar. Some changes have been made to clarify instructions, correct minor errors, and ensure that the exercises reflect on the lessons in the text.

Most of the exercises use actual, unedited examples of English rather than highly edited or manufactured ones. Although variant spellings and other irregularities may sometimes make an exercise slightly more complicated, we feel strongly that students should be allowed to see the English language in its natural state, weeds and all, rather than as a product of a compulsively tidy grammarian.

Because access to earlier texts suitable for linguistic analysis by relative novices can be a problem, additional supplementary illustrative texts for both Old English and Middle English have been included, along with glosses, for instructors to use as they like. Instructors may ask the students to put the lessons learned in the text and workbook to the ultimate test: to identify the features of English's inner and outer history present in these supplementary texts.

Instructors will find that most of the chapters here contain too many exercises for them all to be assigned each semester; this is especially true for one-semester courses in the history of the language. Our intent is to provide a selection from which instructors can choose materials best suited to their particular needs. Further, some instructors may want to assign the exercises in an order different from that of the workbook itself. This will be the case for those who have organized their course topically rather than chronologically.

The materials in this workbook have been drawn from a wide variety of sources ranging from unpublished medieval manuscripts to television commentary. This work owes a debt, of course, to the *Oxford English Dictionary* and the publications of the Early English Text Society. Extensive excerpts from other specific sources receive individual acknowledgment.

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INTRODUCTION

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1.2 Questions for Review and Discussion

1. Do animals have language? Provide evidence both for and against your answer.
2. Give three or more examples of the systematic nature of English other than those mentioned in the text.
3. Imagine and describe a language based solely on touch (as opposed to sound or sight). Describe how it might work and list some of its disadvantages as well as advantages it might have over sight- or sound-based language systems.
4. What is the difference between phonetics and phonemics?
5. What is the difference between a morpheme and a word in English?
6. Give two examples in which syntax alone distinguishes two English utterances (i.e., the phonemes and morphemes are the same, but the word order is different).
7. Why is redundancy essential in natural language?
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14. Summarize the problems associated with using texts as a source of information about earlier stages of a language.
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Name _____ **Section** _____ **Date** _____

1.3 Onomatopoeia

Onomatopoeia, or the formation of words by imitating the natural sounds associated with the object or action being referred to, is inadequate as an explanation for the origin of all human language. Nonetheless, all languages have at least a few onomatopoeic (or echoic or imitative) words, especially for animal sounds and environmental noises. Such words are often similar across languages, as is the case, for example, with the word for the sound made by a cat: Spanish *miau*, Afrikaans *miaau*, Chinese *miao*, French *miaou*, Swedish *mjau*, and so forth. On the other hand, such words must fit the sound system of the language; if there should be a language with no *m* sound, the speakers' cats could not "say" *miao*.

A. Listed here are the words for several noises or things that tend to be represented by onomatopoeic words in many languages, though not every word is necessarily onomatopoeic in origin. Match the words with their meanings by writing the appropriate number of the meaning beside each set of words.

1. bark of a dog
2. crowing of a rooster
3. cuckoo
4. hiccup
5. noise made by a horse
6. snore
7. sound of a bell
8. sound of a clock
9. sudden loud noise

___ French *hoquet*
Russian *ikota*
Scots Gaelic *aileag*
Swahili *kwikwi*
Swedish *hickning*
Turkish *hiçkirik*

___ French *hennir*
German *wiehern*
Irish *seitreach*
Russian *rzhat'*
Swedish *gnägga*
Tagalog *halinghíng*

___ Chinese *dingdāng*
French *dingue-din-don*
German *kling-klang*
Irish *ding deang*
Russian *din'-din'*
Swedish *bingbång*

___ Chinese *wāngwāng*
French *ouâ-ouâ*
German *wauwau*
Irish *amh-amh*
Russian *am-am*
Swedish *vov-vov*

___ French *coucou*
German *Kuckuck*
Russian *kukushka*
Spanish *cuco*
Swedish *gök*
Turkish *guguk kuşu*

___ Chinese *hānshēng*
French *ronfler*
German *schnarchen*
Irish *srannaim*
Swahili *koroma*
Swedish *snarka*

___ Chinese *dīdā*
French *tic-tac*
German *tick-tack*
Irish *tic*
Swahili *ta-ta-ta*
Tagalog *tumik-tak*

___ Chinese *wō*
French *cocorico*
German *kikeriki*
Swahili *wika*
Swedish *kuckeliku*
Tagalog *tilaok*

___ French *boum*
German *bums*
Irish *plimp*
Lao *bpa:ng*
Swahili *bomu*
Swedish *pang*

B. Make up new onomatopoeic words for the following sounds.

Typewriting on an old manual portable _____

A toenail clipper in use _____

A dogfight _____

A washing machine with an unbalanced load _____

Plastic bottles filled with liquid rolling around in the trunk of a car

_____

Name _____ Section _____ Date _____

1.4 Spoken and Written English

Make a brief recording (about five minutes) of the spontaneous speech of an educated person; an articulate classroom lecturer who does not actually read his or her notes would be a good choice. Transcribe this recording into written English, word for word, including *ums* and *ahs*, false starts, meandering sentences, and the like. Then compare the syntax, vocabulary, and style of this educated speech with that of educated writing. An article or a portion of a book written by the same speaker would be ideal, but use written material on a similar subject by another person if necessary.

What differences do you find between good spoken and good written English? Which is better English? Explain your answer.

Name _____ Section _____ Date _____

1.5 Morphology: Inflectional and Derivational Suffixes

English has scores of derivational suffixes, but only a few inflectional suffixes. In the following passage, indicate in the blank(s) following each underlined suffix whether it is inflectional (I) or derivational (D). Some, but not all, instances of the suffix *-ing* could reasonably be considered either inflectional or derivational.

[1]Diana was the ancient Roman ___ goddess ___ of the moon and the protectress ___ of women. [2]As sister of Apollo, god of the sun, she was associated ___, ___ with forests, ___ animals, ___, ___ hunting, ___ and childbirth.... [3][T]he moon exerts ___ a powerful ___ and inescapable ___ pull on our planet. It does ___ not, properly ___ speaking, ___ rotate around the earth. [4]The two, like dancers, ___, ___ clasping ___ hands ___ and twirling, ___ rotate around a center of gravity ___ known as the barycenter, which is located ___ beneath the earth's ___ surface, about 3,000 miles from its ___ center. [5]The moon, with only ___ 1/81 of the earth's ___ mass, pulls ___ so inexorably ___, ___ on the planet that the oceans ___ bulge.... [6]Aristotle noticed ___ that the ovaries ___ of sea urchins ___ swell during ___ the full moon.... [7]More recently ___ it was discovered ___ that shore organisms ___, ___ like flatworms ___ and periwinkles, ___ when placed ___ under laboratory ___ conditions, ___, ___ continued ___ rhythmic ___ activity ___, ___ that coincided ___ with the cycles ___ of the tides. ___

1. What is the difference between the suffix *-s* in *exerts* (3) and *hands* (4)?

_____

_____

2. What is the difference between the *-ed* in *located* (4) and *noticed* (6)? _____

_____

3. What is the difference between the *-s* in *forests* (1) and *earth's* (4)? _____

_____

4. What is the difference between the *-ing* in *hunting* (2) and *during* (6)? _____

_____

5. What is the difference between the stem morpheme (the form to which the prefixes and/or suffixes are attached in *anima-* (*animals*) (2) and *danc-* (*dancers*) (4)? _____

6. Why are the *-worms* in *flatworms* (7) and *-birth* in *childbirth* (2) not considered suffixes?

_____

7. Only suffixes have been underlined in this passage, but it also contains a number of derivative prefixes. List some of these. Consult a dictionary if you are uncertain. _____

_____

Adapted from Jerry Dennis and Glenn Wolff, *It's Raining Frogs and Fishes* (New York: HarperCollins, 1992), pp. 230–31.

Name _____ Section _____ Date _____

1.6 The Importance of Syntax

A. Grammatical Meaning. A change in word order alone often changes the meaning of an English utterance. For each of the following pairs of sentences, describe the change of meaning that results from the change in word order.

1. (a) Paula threw a shoe at Marci.
   (b) Marci threw a shoe at Paula.

   Changes subject to object of preposition

2. (a) The senator has destroyed his records.
   (b) Has the senator destroyed his records?

   _____

3. (a) Mother frequently told Nigel to wash his ears.
   (b) Mother told Nigel to wash his ears frequently.

   _____

4. (a) Samson had pulled down the temple.
   (b) Samson had the temple pulled down.

   _____

5. (a) Here comes the meter-reader.
   (b) The meter-reader comes here.

   _____

6. (a) She liked whatever he bought her.
   (b) He bought her whatever she liked.

   _____

7. (a) You'd better like it.
   (b) You'd like it better.
   (This one is not quite fair. Why? Consider what "you'd" stands for.)

   _____

B. Stylistic Meaning. Sometimes, however, word order can be altered without an obvious change in denotative meaning. What is the stylistic effect of the change in word order in each of the following pairs of sentences?

1. (a) He ate the chicken, and he threw away the spinach.
   (b) The chicken he ate, and the spinach he threw away.

   _____

2. (a) I have never seen such a mess.
   (b) Never have I seen such a mess.

   _____

3. (a) We'd do anything for you.
   (b) For you we'd do anything.

_____

4. (a) Paula rooms with Marci.
   (b) Marci rooms with Paula.
   (Why is this different from A. 1.?)

_____

C. Contextual Meaning. Sometimes a particular word order can be interpreted in two very different ways. Explain how each of the following sentences is ambiguous.

1. Jane called her dog a caretaker. _____

_____

2. I don't enjoy drawing rooms. _____

_____

3. Those soldiers are too young to fight. _____

_____

D. Cultural Meaning. Sometimes the meaning of a given word order varies according to the lexical items used. Explain how the choice of the final word in each of these sentences affects the meaning.

1. Janet made him a good dinner.
2. Janet made him a good husband.
3. Janet made him a good wife.

_____

_____

_____

Would the sentence *Janet made him a good spouse* mean the same as sentence 2 or sentence 3 above? Explain. _____

_____

_____

Which meaning (1, 2, 3) would *Janet made him a good agachiceron* have? Explain. ____

_____

_____

_____

_____

Name _____ Section _____ Date _____

1.7 The Systematic Nature of Language

All languages are systematic; otherwise we would not be able to say anything new in them. All natural languages also have irregularities in their systems that must be learned item by item. Still, more often than not, we can predict the correct form of something we have never heard or seen because we have learned the rules of the system.

A. Morphological Systems

1. Listed below are the demonstrative adjectives/pronouns of the Turkish language. By examining the complete forms given, fill in the blanks with the correct endings of the remaining forms. There are no irregularities.

	"this"		"that"		"that yonder"	
	Singular	*Plural*	*Singular*	*Plural*	*Singular*	*Plural*
Subject case	bu	bunlar	şu	şunlar	o	onlar
Possessive case	bunun	bunlarin	şunun	şunlarin	onun	onlarin
Dative case	buna	bunlara	_____	şunlara	_____	onlara
Objective case	_____	bunlari	şunu	şunlari	onu	_____
Locative case	bunda	bunlarda	_____	_____	onda	onlarda
Ablative case	bundan	bunlardan	şundan	şunlardan	_____	_____

2. What is the plural ending (affix), regardless of case? _____

3. Which is attached to the base word first in Turkish, the plural affix or the case affix?

_____

4. Which is attached first in English, the possessive case ending or the plural ending? (Big hint: Think of the words *child* and *alumnus*.) _____

B. Syntactic Systems

Here are several sentences in Scots Gaelic and their English translations. The translations are English equivalents of the Gaelic sentences, *not* word-for-word glosses of them.

1. Tha each agam.	*I have a horse.*
2. Tha tigh agad.	*You have a house.*
3. Tha peann aige.	*He has a pen.*
4. Tha ad aice.	*She has a hat.*
5. Tha an cu agad.	*You have the dog.*
6. Tha an sgian agad.	*You have the knife.*
7. Tha am bàta aige.	*He has the boat.*
8. Tha an sgian aig a'ghille.	*The boy has the knife.*
9. Cha'n eil sgian agam.	*I don't have a knife.*
10. Cha'n eil ad agam.	*I don't have a hat.*

11. Cha'n eil sgian aige. *He doesn't have a knife.*
12. Am bheil ad agad? *Do you have a hat?*
13. Nach eil sgian agam? *Don't I have a knife?*
14. Nach eil tigh aige? *Doesn't he have a house?*
15. Nach eil an leabhar aice? *Doesn't she have the book?*

1. Translate the following Scots Gaelic sentences into English.

Tha peann agad. _____

Tha leabhar aice. _____

Tha an tigh agam. _____

Cha'n eil am bàta agad. _____

Am bheil sgian aige? _____

2. Translate the following English sentences into Scots Gaelic.

He has a house. _____

I have the book. _____

You don't have a horse. _____

Does she have a book? _____

Don't you have the boat? _____

Name _____ Section _____ Date _____

1.8 Types of Linguistic Change

The following passage is from an early fifteenth-century version of *Mandeville's Travels,* the fictitious and fabulous accounts of an arm-chair traveler. Following the ME text is a translation into modern English. Using the translation as a rough guide, list changes in graphics, morphology, syntax, lexicon, and semantics that have occurred in English since the ME manuscript was written. Remember that the translation into modern English is only one possible translation; just because it does not follow the ME exactly does not mean that the ME would not be possible in modern English. In answering the questions, ask yourself, "Could or would I say this today?"

> Ethiope is departed in two princypall parties; and þat is in the Est partie, and in the Meridionall partie, the whiche partie meridionall is clept Moretane. And the folk of þat contree ben blake ynow, and more blake þan in the toþer partie; and þei ben clept Mowres. In þat partie is a well, þat in the day it is so cold þat no man may drynke þereoffe; and in the nyght it is so hoot þat no man may suffer hys hond þerein. And beȝonde þat partie, toward the South, to passe by the See Occean, is a gret lond and a gret contrey. But men may not duell þere, for the feruent brennynge of the sonne, so is it passynge hoot in þat contrey....
>
> In Ethiope, whan the children ben ȝonge and lytill, þei ben all ȝalowe; and whan þat þei wexen of age, þat ȝalownesse turneth to ben all blak. In Ethiope is the cytee of Saba, and the lond of the whiche on of the þre Kynges, þat presented oure Lord in Bethleem, was kyng offe.*

Translation

Ethiopia is divided into two principal regions: into an eastern region and into a southern region, the southern region being called Mauretania. The people of that country are extremely black, blacker than in the other region, and they are called Moors. In that region there is a well which is so cold during the day that no one can drink from it, and at night it is so hot that no one can stand to put his hand in it. Beyond that region, toward the south, going along the Indian Ocean, is a big land and big country. But people cannot live there because of the hot burning of the sun, so exceedingly hot is it in that country.

In Ethiopia, when the children are young and little, they are all yellow; when they grow up, that yellowness turns all black. In Ethiopia is the city of Saba, and the land which one of the three kings who gave gifts to our Lord in Bethlehem was king of.

Graphic differences from PDE _____

_____

Morphological differences from PDE _____

_____

* Adapted from the British Library Ms. Cotton Titus C xvi manuscript transcription in Kenneth Sisam, ed., *Fourteenth Century Verse & Prose* (Oxford: Clarendon Press, 1970), pp. 96, 97. Translation by C. M. Millward.

Syntactic differences from PDE _____

_____

_____

_____

Lexical differences (list only words no longer used in PDE) _____

_____

Semantic differences (list words still existing today but used in a different meaning or context) _____

_____

_____

Other observations? _____

_____

_____

_____

_____

_____

Name _____ Section _____ Date _____

1.9 Semantic Change

Semantic change is much less highly structured and frequently more subtle than phonological, morphological, or syntactic change. The italicized words in the following quotations from Shakespeare make perfectly good grammatical sense to the modern reader, and some of them seem to be semantically appropriate. Yet, in each instance, Shakespeare's meaning was distinctly different from the meaning of the words today. With the help of a good annotated edition of Shakespeare and/or the *Oxford English Dictionary*, determine the meaning of each of the words for Shakespeare.

1. Malvolio: Maria once told me she did *affect* me. (*Twelfth Night* II.5.24) _____

like, be fond of

2. Queen Elizabeth: I would to God all strifes were well *compounded.* (*Richard III* II.1.75)

_____

3. Edgar: But mice and rats, and such small *deer,*
Have been Tom's food for seven long year. (*King Lear* III.4.137–38)

_____

4. Sentry: Hark, the drums *demurely* wake the sleepers. (*Antony and Cleopatra* IV.9.34)

_____

5. Angelo: When men were *fond,* I smil'd and wond'red how. (*Measure for Measure* II.2.186)

_____

6. Arthemidorus: If thou beest not immortal, look about you. *Security* gives way to conspiracy. The mighty gods defend thee! (*Julius Caesar* II.3.6–8) _____

_____

7. First Captain: Great Jupiter be prais'd! Lucius is taken.
'Tis thought the old man and his sons were angels.
Second Captain: There was a fourth man, in a *silly* habit,
That gave th'affront with them. (*Cymbeline* V.3.86)

_____

8. Polonius: Th'ambassadors from Norway, my good lord,
Are joyfully return'd.
King: Thou *still* hast been the father of good news. (*Hamlet* II.2.40–42)

_____

9. Viola: What *thriftless* sighs shall poor Olivia breathe! (*Twelfth Night* II.2.39)

_____

10. Canterbury: If we, with thrice such powers left at home,
Cannot defend our own doors from the dog,
Let us be *worried*, and our nation lose
The name of hardiness and policy. (*Henry V* I.2.217–20)

Name _____ Section _____ Date _____

1.10 Dating Texts

Although it takes long experience to date earlier English texts with precision, most native speakers have a good intuition about the relative dates of texts. The following are excerpts from English texts dating from the eighth to the twentieth century. The dates (sometimes approximate) are 750, 1000, 1154, 1250, 1300, 1395, 1490, 1582, 1651, 1754, 1818, 1880, and 1933. Guess the appropriate date and write it on the line before each text. *Note:* You are not expected to get every date correct; this is merely an exercise to show you that you already know more about the history of English than you may realize.

1. 1490 After dyuerse werkes made, translated and achieued, hauyng noo werke in hande, I sittyng in my studye where as laye many dyuerse paunflettis and bookys, happened that to my hande cam a lytyl booke in frenshe, which late was translated oute of latyn. . . .

2. _____ Cethegrande is a fis, ðe moste ðat in water is, ðat tu wuldest seien get, gef ðu it soge wen it flet, ðat it were a neilond ðat sete one ðe se sond. ðis fis ðat is vnride, ðanne him hungreð he gapeð wide.

3. _____ Forsothe Adam knewe Eue his wijf, which conseyuede, and childide Cayn, and seide, Y haue gete a man bi God. And efte sche childide his brother Abel. Forsothe Abel was a kepere of scheep, and Cayn was an erthe tilyere.

4. _____ The generall use of Speech, is to transferre our Mentall Discourse, into Verbal; or the Trayne of our Thoughts, into a Trayne of Words; and that for two commodities; whereof one is, the Registring of the Consequences of our Thoughts; which being apt to slip out of our memory, and put us to a new labour, may again be recalled, by such words as they were marked by.

5. _____ Herkneth to me, gode men, wiues, maydnes, and alle men, of a tale þat ich you wil telle, Wo-so it wile here and þerto duelle. þe tale is of Hauelok imaked; wil he was litel, he yede ful naked.

6. _____ I had long lamented that we had no lawful standard of our language set up, for those to repair to, who might chuse to speak and write grammatically and correctly; and I have as long wished that either some one person of distinguished abilities would undertake the work singly, or that a certain number of gentlemen would form themselves, or be formed by the government, into a society for that purpose.

7. _____ It is because it is learned early and piecemeal, in constant association with the color and the requirements of actual contexts, that language in spite of its quasi-mathematical form is rarely a purely referential organization. It tends to be so only in scientific discourse, and even there it may be seriously doubted whether the ideal of pure reference is ever attained by language.

8. _____ As for the antiquitie of our speche, whether it be measured by the ancient *Almane*, whence it cummeth originallie, or even but by the latest terms which it boroweth daielie from foren tungs, either of pure necessitie in new matters, or of mere brauerie, to garnish it self withall, it cannot be young.

9. _____ On þis gær wærd þe king Stephne ded & bebyried þer his wif & his sune wæron bebyried æt Fauresfeld; þæt ministre hi makeden. þa þe king was ded, þa was þe eorl beionde sæ; & ne durste nan man don oþer bute god for þe micel eie of him.

10. _____ Peremptory and unreasoned pronouncements as to what is bad English are not the least of the minor pests which vex our enlightened age; and the bulk of them, as the better-informed are well aware, may be traced to persons who have given only very slight attention to verbal criticism. The effective disseminators of these pronouncements are, indeed, far from numerous.

11. _____ þær wæs madma fela of feorwegum frætwa gelæded; ne hyrde ic cymlicor ceol gęgyrwan hildewæpnum ond heaðowædum billum ond byrnum; him on bearme læg madma mænigo, þa him mid scoldon on flodes æht feor gewitan.

12. _____ Gregorius se halga papa, Engliscre ðeode apostol, on ðisum andwerdum dæge, æfter menigfealdum gedeorfum and halgum gecnyrdnyssum, Godes rice gesæliglice astah. He is rihtlice Engliscre ðeode apostol, for ðan ðe he þurh his ræd and sande us fram deofles biggengum ætbræd. . . .

13. _____ riverrun, past Eve and Adam's, from swerve of shore to bend of bay, brings us by a commodious vicus of recirculation back to Howth Castle and Environs. (from *Finnegans Wake* by James Joyce).

Name _____ Section _____ Date _____

1.11 Using Dictionaries Effectively

Desk dictionaries contain a vast amount of information organized in a highly condensed fashion. Unfortunately, many people do not know how to make the best use of their dictionaries, and there are numerous misconceptions about the significance of such things as order of entries. Few people even realize how different one good dictionary can be from another.

In this exercise, you are to compare your desk dictionary (*not* a paperback!) with another one. If your dictionary is over ten years old, you should buy a new one (but keep the old one for comparison). Among the good American desk dictionaries are *Funk & Wagnalls Standard College Dictionary, Webster's New World Dictionary of the American Language, the Random House College Dictionary, Webster's New Collegiate Dictionary,* and *the American Heritage Dictionary*. Among the good British dictionaries are those published by Collins, Oxford, and Chambers. You can find copies of most or all of these dictionaries in the reference room of your library. Many good dictionaries can also be found online, along with less reliable ones.

1. Name of your dictionary (Dictionary A) _____

Name of the other dictionary (Dictionary B) _____

Date of printing of Dictionary A _____

Date of printing of Dictionary B _____

2. Where is the list of abbreviations used in the dictionary? Does it appear in more than one place? _____

_____

3. Where is the pronunciation key? _____

_____

Where is the pronunciation key explained in detail? _____

_____

4. Look up the words *usable* and *tsar*. Where does the dictionary put acceptable spelling variants? _____

_____

If the variants appear one after the other in the main entry, is the first variant the preferred one? If not, what determines position? _____

_____

5. Look up the words *jack-in-the-pulpit, jackknife, jack rabbit,* and *jack-tar.* How is syllable division indicated? How is hyphenation indicated? If you had looked up *jack rabbit* and then needed to hyphenate *rabbit,* how would you find out the proper place to put the hyphen? _____

_____

_____

_____

6. Look up the term *Turkish towel.* How do the dictionaries indicate capitalization? Is *Turkish towel* preferred over *turkish towel?* _____

_____

7. Look up the word *mercenary.* How is major stress on a word indicated? How is secondary stress indicated? _____

_____

8. Look up the word *magazine.* What is the difference between the two pronunciations listed? What determines the order in which the variant pronunciations appear? _____

_____

9. Look up the word *coral.* Where in the entry is the etymology listed? How does the dictionary distinguish between immediate source and ultimate etymology? How does the dictionary distinguish between source words and cognate words? _____

_____

_____

_____

_____

10. Look up the words *joy* and *joie de vivre.* How does the dictionary distinguish between loanwords and unassimilated foreign words? _____

_____

11. How is the order of the definitions under each entry determined? By preferred meaning first? Historically earliest meaning first? _____

_____

12. Look up the word *level.* Are the different parts of speech (adjective, noun, verb) all under the same main entry? _____

_____

Within the entry, where are inflected forms given (e.g., *leveled*)? _____

_____

Where are idioms involving the word located (e.g., *level best*)? _____

_____

13. Find the discussion of usage labels in the introductory material. Which labels are used?

_____

_____

_____

14. Look up the word *mouseburger* in the *Oxford English Dictionary* online and urbandictionary.com. How do the definitions differ? _____

_____

15. No native speaker planning to leave her apartment simply because she is moving to another city would be likely to write to her landlord, "I will *evacuate* the apartment by August 25." Why? Look up the words *evacuate* and *vacate* as transitive verbs in the dictionaries. Which one would best help a nonnative speaker avoid this error in usage? Explain. _____

_____

_____

_____

If neither is satisfactory, rewrite the definition of *evacuate* to distinguish its implications from those of *vacate.* _____

_____

16. You would be unlikely to say, "Though she's not a true beauty, she has a lovely *grin.*" Look up *grin* (noun) and *grin* (verb) in two dictionaries. Is either definition adequate to explain why the sentence is unacceptable? _____

Look up the word *grin* in the *Oxford English Dictionary.* Comment. _____

_____

_____

Name _____ Section _____ Date _____

1.12 Reading Dictionary Entries

The following entries are from *Merriam-Webster's Collegiate Dictionary,* Eleventh Edition.

[1]**charm** \ˈchärm\ *n* [ME *charme*, fr. MF, L *carmen* song, fr. *canere* to sing—more at CHANT] (14c) **1 a** : the chanting or reciting of a magic spell: INCANTATION **b** : a practice or expression believed to have magic power **2** : something worn about the person to ward off evil or ensure good fortune: AMULET **3 a** : a trait that fascinates, allures, or delights **b** : a physical grace or attraction—used in pl. **c** : compelling attractiveness ⟨the island possessed great ~⟩ **4** : a small ornament worn on a bracelet or chain **5** : a quantum characteristic of subatomic particles that accounts for the unexpectedly long lifetime of the J/psi particle, explains difficulties in the theory of the weak force, is conserved in interactions involving electromagnetism or the strong force, and has a value of zero for most known particles—**charm·less** \-ləs\ *adj*

1. What does *n* mean? _____

2. What does (14c) mean? _____

3. What does the order in which the definitions are listed signify? _____

_____

4. What does fr. mean? _____

5. What does ME mean? _____

6. Where did English get the word *charm*? _____

7. Where did it come from before that? _____

8. What do words in small capitals indicate? _____

9. What is the purpose of the material in angled brackets (⟨ ⟩)? _____

_____

hog heaven *n* (1945): an extremely satisfying state or condition

1. Why is no pronunciation listed? _____

_____

2. If you were preparing an official report or term paper, would you write "Though the negotiations were long and difficult, both parties are now in hog heaven?" Explain. ____

_____

3. Look up *hog heaven* in *The American Heritage Dictionary of the English Language*, Fourth Edition. (If you do not own it, your library will have a copy.) How does the definition there differ from that of Merriam-Webster above? _____

[1]**per·du** *or* **per·due** \ˈpər-(ˌ)dü, -(ˌ)dyü; (ˌ)pər-*n* [F *sentinelle perdue*, lit., lost sentinel] (1605) *obs* : a soldier assigned to extremely hazardous duty

aroint \ə-ˈrȯint\ *vb imper* [origin unknown] (1605) *archaic* : BEGONE ⟨~ thee, witch— Shak.⟩

1. What does the abbreviation *lit.* (for *perdu*) mean? _____

2. What is the difference between *obs* and *archaic*? _____

_____

3. What does *vb imper* (for *aroint*) mean? _____

4. What do the numbers (1605) mean? _____

_____

Name _____ Section _____ Date _____

1.13 The *Oxford English Dictionary*

The *Oxford English Dictionary*, or *OED*, as it is frequently called, is the most complete historical dictionary ever made of any language. The volumes of its first edition began appearing in the 1880s; the final volume, a "catch-up" supplement to the rest of the volumes, appeared nearly half a century later. Another four-volume updated supplement was published between 1972 and 1986; the integration of the original edition and the four-volume supplement comprises the twenty-volume second edition. As of 2010, the editors are working on the first major revision. The *OED* is also available online and on CD-ROM in many libraries.

Your library will probably have copies of both the first and the second editions. If it does not have the second edition as such, it will have the first edition and the four-volume supplement to the first edition. It may also have the CD-ROM version.

A. Read the introductory material in the first volume and note the location of the list of abbreviations and the pronunciation key.

1. Why did the publishing firm of Macmillan want a new dictionary? _____

_____

2. When was the contract between Oxford University Press and the Philological Society signed? _____

_____

3. How many of the 15,487 pages of the first edition did Sir James Murray edit?

_____

4. What is the relevance of the term *Scriptorium* to the preparation of the *OED*?

_____

5. In what year did the first volume of the *OED* appear? _____ The last volume of the first edition? _____

6. How often is the online OED updated? What does it include? _____

B. Find the following words in the *OED* and answer the questions. If the edition is not specified, the word will be in both the first and the second editions. If the second edition is specified, you can use either the second edition or the four-volume supplement to the first edition. Note that the *immediate* source of a word is the source from which English obtained it; the *ultimate* source is the earliest ascertainable language in which it appears. The immediate and the ultimate sources may be the same, but frequently they are not.

1. **autopsy**. What is the immediate source of the word? Modern Latin autopsia

What is the ultimate source? _____

What does the term mean in its ultimate source? _____

2. **contrary** (verb). What does the † in front of the main entry mean? _____

_____

How was the word sometimes spelled in the fourteenth and fifteenth centuries? _____

_____

When is the *OED*'s last recorded use of the word as a verb? _____

When is its next-to-last recorded use? _____

3. **courgette** (2d ed.). What language is the word from? _____

What is the equivalent of a vegetable marrow in American English? _____
(If you give up trying to find the American equivalent of *courgette,* look up *zucchini* in the second edition of the *OED*.)

4. **curtain-lecture.** What does the term mean? _____

_____

Why the word *curtain*? (If you don't know, look up the word *curtain*.) _____

_____

Though it is not marked as such, this expression could be considered obsolete today.

Why? _____

What expression has partly replaced the term? _____

_____

5. **demimonde.** From what language did English borrow this word? _____

What does the || in front of the word signify? _____

Who invented the term? _____

6. **fash** (verb[1]). What is the origin of the word? _____

What does it mean? _____

What regional restrictions are there on the word? _____

Which came first, noun[1] or verb[2]? _____

7. **fizzle.** Which came first, the noun or the verb? _____

Has the usual meaning of the word ameliorated or degenerated since its introduction into English? _____

8. **galleon.** What is the immediate source of the word in English? _____

What is the ultimate source? _____

What does the entry "6–9 galleon" mean? _____

9. **hengest.** What does the † in front of the entry mean? _____

In what modern Germanic language(s) does the word survive? _____

In what work and at what date was its last appearance in English? (You will need to check the list of books quoted at the end of the last volume.) _____

What various meanings has the word had in different languages and different periods?

_____

How has it been used as a proper noun? _____

_____

10. **lilac.** What is the immediate source of the word in English? _____

What is the apparent ultimate source? _____

Which meaning came first, the name of the flower or the name of the color? _____

_____

What other spelling did the word sometimes have in the seventeenth century? _____

_____

11. **migraine.** Look the word up in both the first edition and the second edition. What change is made in the second edition? _____

_____

Is the pronunciation listed the one you are familiar with? _____

Look up the pronunciation of the word in your desk dictionary. Explain the difference.

_____

What other word for the same phenomenon is the reader referred to in the *OED*? _____

_____

12. **point** (verb[1]). What did Chaucer mean by this word? _____

Is this meaning still current? _____

What specialized meaning does the word have in bricklaying? _____

_____

What do the square brackets around the citations for 1375 and 1391 signify? _____

_____

13. **rug** (noun[2]). What was the earliest meaning in which the word was used in English?

_____

Is this meaning used today? _____ What is the origin of the word? _____

_____

14. **secret** (adjective and noun). What is the Spanish cognate of this word? _____

_____

Is its earliest meaning used in English today? _____

What did Shakespeare mean by *secret* when he wrote, "How now you secret, black, & midnight Hags? What is't you do?" _____

Is this meaning used today? _____

15. **snuck** (2d ed.). Where in the English-speaking world did this form originate? _____

_____

How long has it been around? _____

From all the citations given, would you say the acceptability of *snuck* (vs. *sneaked*) has increased or decreased in the century or so of its citations recorded here? _____

_____

16. **strudel** (2d ed.). How do the two pronunciations listed differ? _____

_____

From what language did English borrow the word? _____

What is the literal meaning of the word in that language? _____

17. **tornado.** From what language did English borrow the word? _____

What major change in pronunciation (and spelling) occurred when the word was used in English? _____

What is the earliest recorded date of its use in English? _____

Suggest why English had not needed the word prior to this time. _____

_____

18. **ukulele** (2d ed.). The word is not in the first edition of the *OED*. Why?

_____

_____

What does the word mean in Hawaiian? _____

19. **wallop** (noun). Of what word is **wallop** a doublet? _____

What was its earliest meaning in English? _____

Of the four meanings listed (1–4), which ones are in general use today? _____

_____

20. **wiseacre.** When is the first recorded use of this word in English? _____

_____

From where did English get the word? _____

What unexplained change has occurred in its pronunciation and spelling? _____

_____

21. **wonder** (noun). What is the origin of this word? _____

_____

What is its earliest citation in English? _____

What is the cognate Swedish word? _____

CHAPTER 2

PHONOLOGY

2.1 Important Terms

1. affricate
2. allophone
3. alveolar
4. alveolar ridge
5. apex
6. articulator
7. aspiration
8. bilabial
9. blade
10. consonant
11. dental
12. diphthong
13. dorsum
14. epiglottis
15. esophagus
16. fricative
17. front, central, back vowels
18. glottal stop
19. glottis
20. hard palate
21. high, mid, low vowels
22. interdental
23. labial
24. labiodental
25. larynx
26. lateral
27. lax
28. liquid
29. nasal
30. palatal
31. pharynx
32. phoneme
33. plosive
34. point of articulation
35. primary stress
36. prosody
37. reduced stress
38. resonant
39. retroflex
40. schwa
41. secondary stress
42. semivowel
43. sibilant
44. spirant
45. stop
46. tense
47. trachea
48. uvula
49. uvular trill
50. velar
51. velum (soft palate)
52. vocal cords
53. voiced
54. voiceless
55. vowel

2.2 Questions for Review and Discussion

1. What is the difference between a phoneme and an allophone?
2. What is the meaning of the expression "one man's phoneme is another man's allophone"?
3. What distinguishes nasals from stops?
4. What distinguishes voiced from voiceless sounds?
5. What distinguishes fricatives from affricates?
6. What distinguishes /l/ from /r/?
7. What features do /ɛ/ and /ɔ/ share?
8. What features do /i/ and /ɪ/ share?
9. What features do /e/ and /ɛ/ share?
10. We smile when we hear a nonnative speaker say something that sounds like, "He crossed the ocean on a *sheep*." Probably the speaker's native language has no phonemic distinction between /i/ and /ɪ/. List some other pronunciation errors or characteristics of foreign accents in English, and suggest in what way the phonemic system of the native language probably differs from that of English.
11. The glottal stop [ʔ] will possibly be the next new phoneme in English. In what words do you find yourself saying it?

Name _____ Section _____ Date _____

2.3 Reading Transcription

First read the following poem aloud.* Then transliterate it into standard English spelling. In some instances, the pronunciation represented here may differ slightly from your own.

/əv ɔl ðə kaɪnz əv lɛkčərər _____

ðə lɛkčərər aɪ most ditɛst _____

ɪz hi hu fɪnɪšɪz ə peǰ _____

æn plesɪz ɪt bəhaɪn ðə rɛst _____

aɪ məč prəfər ðə lɛkčərər _____

hu teks ðə peǰɪz æz i fɪnɪšɪz _____

æn pʊts ðəm ɔn ə maʊntɪŋ paɪl _____

æz ði ɔrǰɪnəl paɪl dəmɪnɪšɪz _____

bət bɛst əv ɔl ðə lɛkčərər _____

hu gɛts ɪz pepərz ɪn kənfjužən _____

æn primətjurli lɛts əskep _____

ðə trəmpɪt-frez "ænd ɪn kənklužən"/ _____

* From Morris Bishop, *A Bowl of Bishop* (New York: Dial Press, 1954).

Name _____ Section _____ Date _____

2.4 Transcribing Vowels

On the lines to the right of each word, write the phonemic symbol for the underlined vowel or diphthong.

free ___	bus ___	sauce ___
stick ___	car ___	hide ___
late ___	blue ___	voice ___
met ___	hood ___	cloud ___
pack ___	Joe ___	

Name _____ Section _____ Date _____

2.5 Transcribing Consonants

On the lines to the right of each word, write the phonemic symbol for the underlined consonant(s).

happy	____	myth	____	hair	____
bring	____	breathe	____	hammer	____
top	____	dice	____	plan	____
send	____	raise	____	thong	____
lock	____	cashew	____	yellow	____
baggage	____	casual	____	wrist	____
wife	____	ranch	____	water	____
crave	____	engine	____	young	____

Name _____ Section _____ Date _____

2.6 Multiple Spellings for One Vowel Phoneme

Put the following words into phonemic transcription.

sit	_____	pretty	_____	build	_____
cyst	_____	weird	_____	give	_____
hear	_____	sieve	_____	marriage	_____
peer	_____	women	_____	sphere	_____
mere	_____	busy	_____	spinach	_____
leopard	_____	friend	_____	health	_____
cabin	_____	plaid	_____	laugh	_____
said	_____	flesh	_____	stare	_____
cup	_____	cousin	_____	money	_____
dark	_____	sergeant	_____	reservoir	_____
does	_____	fudge	_____	myrtle	_____
scream	_____	cheese	_____	theme	_____
good	_____	sugar	_____	would	_____
grief	_____	hungry	_____	me	_____
brawl	_____	naughty	_____	water	_____
people	_____	suite	_____	valley	_____
moth	_____	broad	_____	bought	_____
favor	_____	praise	_____	eight	_____
fluid	_____	true	_____	knew	_____
oboe	_____	load	_____	grow	_____
play	_____	age	_____	prey	_____
group	_____	spook	_____	do	_____
comb	_____	sew	_____	poultry	_____
time	_____	height	_____	rhyme	_____
boil	_____	enjoy	_____	Freud	_____
owl	_____	noun	_____	umlaut	_____
buy	_____	aisle	_____	dye	_____

Name _____ Section _____ Date _____

2.7 Multiple Spellings for One Consonant Phoneme

Put the following words into phonemic transcription.

clap	_____	chorus	_____	quiet	_____
goose	_____	egg	_____	ghost	_____
steak	_____	khaki	_____	oblique	_____
turn	_____	Thompson	_____	mixed	_____
reef	_____	rough	_____	lymph	_____
vest	_____	of	_____	Stephen	_____
cease	_____	fuss	_____	chance	_____
zeal	_____	fizzle	_____	easy	_____
scene	_____	blitz	_____	Xerox	_____
shop	_____	issue	_____	Chicago	_____
usual	_____	division	_____	cashmere	_____
spacious	_____	partial	_____	suspension	_____
chain	_____	question	_____	virtue	_____
job	_____	gem	_____	dodge	_____
hatch	_____	cello	_____	cordial	_____
worry	_____	quote	_____	wring	_____
sink	_____	anger	_____	anxiety	_____

Name _____ Section _____ Date _____

2.8 Multiple Vowel Phonemes for One Spelling

Put the following words into phonemic transcription.

bit	_____	verb	_____	scarf	_____
sign	_____	we	_____	chalk	_____
police	_____	had	_____	judge	_____
pretty	_____	was	_____	flu	_____
tell	_____	hate	_____	bull	_____
mother	_____	gym	_____	head	_____
do	_____	myrrh	_____	heard	_____
go	_____	city	_____	meat	_____
mob	_____	try	_____	blow	_____
soft	_____	rear	_____	how	_____
double	_____	foul	_____	weird	_____
soup	_____	dried	_____	their	_____
soul	_____	sieve	_____	vein	_____
should	_____	thief	_____	conceit	_____
course	_____	friend	_____	stein	_____
again	_____	beauty	_____	been	_____
plaid	_____	chauffeur	_____	free	_____
maid	_____	exhaust	_____	matinee	_____
Caesar	_____	plateau	_____	does	_____
Gaelic	_____	laugh	_____	shoes	_____

Name _____ Section _____ Date _____

2.9 Multiple Consonant Phonemes for One Spelling

Put the following words into phonemic transcription.

beige	_____	exist	_____	reason	_____
carry	_____	extra	_____	schism	_____
cedar	_____	genius	_____	social	_____
cello	_____	ghetto	_____	sure	_____
chaperon	_____	geese	_____	Thailand	_____
chip	_____	lesion	_____	though	_____
chemistry	_____	noose	_____	thought	_____
cough	_____	of	_____	wife	_____
dizzy	_____	pizza	_____	xylophone	_____

Name _____ Section _____ Date _____

2.10 "Silent" Letters

Put the following words into phonemic transcription.

bologna	_____	indicted	_____	rhapsody	_____
bouquet	_____	knock	_____	silhouette	_____
column	_____	mnemonic	_____	soften	_____
corps	_____	naughty	_____	solder	_____
cupboard	_____	paradigm	_____	subpoena	_____
czar	_____	petit (larceny)	_____	sword	_____
folks	_____	plumber	_____	twosome	_____
gnaw	_____	pneumonia	_____	Wednesday	_____
hourly	_____	resign	_____	wrath	_____

Name _____ Section _____ Date _____

2.11 Connected Speech

Put the following sentences into phonemic transcription.

1. Reputation is commonly measured by the acre. _____

2. One always has strength enough to bear the misfortunes of one's friends. _____

3. I have lived too near a wood to be frightened of owls. _____

4. If the beard were all, the goat might preach. _____

5. Many would be cowards if they had courage enough. _____

6. A fish wouldn't get caught if it kept its mouth shut. _____

7. A budget is a method of worrying before you spend as well as afterward. _____

8. The wheel that squeaks the loudest is the one that gets the grease. _____

9. Lawyers earn their bread by the sweat of their browbeating. _____

10. I'd rather have a comfortable vice than a virtue that bores. _____

Name _____ Section _____ Date _____

2.12 Morphophonemic Alternations

Variations in morphemes according to underlying phonological patterns are often called *morphophonemic alternations*. For example, the possessive morpheme in English appears as /s/ (as in *Pete's*), /z/ (as in John's), and /ɪz/ (as in *Tess's*), depending on the final phoneme of the word to which the possessive marker is attached. The following words illustrate morphophonemic variation of noun plurals, third-person singular indicative present of verbs, and past tenses and past participles of verbs.

Put the following into phonemic transcription.

amazes	_____	garages	_____	slaps	_____
beads	_____	pales	_____	slabs	_____
beats	_____	pigs	_____	slashes	_____
brings	_____	picks	_____	sighs	_____
clings	_____	pours	_____	pianos	_____
journeys	_____	sages	_____	wreaths	_____
maims	_____	safes	_____	writhes	_____
misses	_____	saves	_____	wretches	_____
booed	_____	hooded	_____	razed	_____
banded	_____	raced	_____	sewed	_____
dried	_____	raged	_____	rowed	_____
deemed	_____	raked	_____	flayed	_____
delayed	_____	rained	_____	vaulted	_____
failed	_____	rated	_____	wronged	_____

1. Write the plural of the following made-up nouns in phonemic transcription: *flump, flum, fluz*: _____

2. Write the past tense of the following made-up verbs in phonemic transcription: *flump, flund, flum*: _____

3. What determines when /s/, /z/, or /ɪz/ is the plural form? _____

_____

_____

4. What determines when /t/, /d/, or /ɪd/ is the past tense form? _____

_____

_____

Name _____ Section _____ Date _____

2.13 Articulatory Descriptions of Phonemes

A. Identify the following phonemes by writing the appropriate phonemic symbol in the blank beside its articulatory description.

0. voiced alveolar stop /d/
1. bilabial nasal _____
2. lax high back vowel _____
3. mid central vowel _____
4. voiceless alveopalatal affricate _____
5. voiceless velar fricative _____
6. low front vowel _____
7. alveopalatal semivowel _____
8. voiced interdental fricative _____
9. mid back tense vowel _____
10. alveolar lateral _____

B. Give the articulatory description of the following English phonemes.

0. /n/ alveolar nasal
1. /p/ _____
2. /ɛ/ _____
3. /z/ _____
4. /r/ _____
5. /w/ _____
6. /ž/ _____
7. /e/ _____
8. /k/ _____
9. /f/ _____

Name _____ Section _____ Date _____

2.14 Minimal Pairs

A *minimal pair* consists of two words or phrases that differ by only one phoneme. For example, *bag* /bæg/ and *bug* /bəg/; *height* /hait/ and *mite* /mait/; and *stiff* /stɪf/ and *stick* /stɪk/ are all minimal pairs. As in children's games where you can change one letter of a written word at a time to form new words, you can form "chains" of minimal pairs: /ʃəg/ - /ʃæg/ - /ʃæk/ - /bæk/ - /bæg/ - /bɪg/ - /bɪn/ - /tɪn/ - /ton/ - /tod/ - /rod/ - /rud/ - /rul/ - /ful/ - /fɪl/ - /fɪb/ - /rɪb/ - /rab/ - /mab/ - /map/ . . .

1. Construct such a chain of at least twenty phonemically minimal pairs. _____

_____

_____

_____

_____

2. Can you find a minimal pair in which /ŋ/ and /h/ are the two different phonemes? Explain. _____

_____

_____

Name _____ Section _____ Date _____

2.15 Pronunciation Guides in Dictionaries

Look up the recommended pronunciation of the words in the left-hand column in at least three different standard collegiate dictionaries, one of which is an edition of a *Merriam-Webster* dictionary (e.g., *Eleventh Collegiate Dictionary*). Enter each dictionary's recommended pronunciation in the chart. Enter your own pronunciation of the words in the right-hand column, using the transcription system of your text.

Word	*Merriam-Webster*	*Dictionary 2*	*Dictionary 3*	*Dictionary 4*	*Your own pronunciation*
beet					
bit					
bait					
bet					
bat					
but					
bot					
boot					
put					
boat					
bought					
bite					
bout					
boy					
beer					
bear					
bar					
burr					
boor					
bore					
buyer					
bower					
boyar*					

*Use the second pronunciation if two are listed.

1. Is the transcription system used in most collegiate dictionaries phonetic or phonemic?

_____

2. Note how the dictionaries other than *Merriam-Webster's* treat the pronunciation of *but*.

What is the difference between *u* and *ə*? _____

Does this fit with your intuition about your own speech? _____

Do you distinguish the sounds of the first (stressed) and second (unstressed) vowels in the word *yucca*? _____

3. In many, if not most dialects of English, the distinction between /i/ and /ɪ/, /e/ and /ɛ/, /æ/ and /ɑ/, and /u/ and /ʊ/ is neutralized before /r/. Comment on how consistently the dictionaries handle this phenomenon. _____

_____

_____

4. Which of the pronunciation keys is hardest to follow? _____

Which one is most accurate phonemically? _____

5. What problems might nonnative speakers of English encounter in using the pronunciation guides of these dictionaries? _____

_____

_____

CHAPTER 3

WRITING

3.1 Important Terms

1. alphabet
2. cuneiform
3. Cyrillic
4. futhorc
5. grapheme
6. ideogram
7. logogram
8. petroglyph
9. pictogram
10. rune
11. syllabary

3.2 Questions for Review and Discussion

1. For what purposes was writing apparently first developed? How has it changed in the twenty-first century?
2. Under what circumstances is writing a more suitable means of communication than speech?
3. What is the difference between a pictogram and an ideogram?
4. What is the difference between a syllabary and an alphabet?
5. What is the difference between a logogram and a grapheme?
6. Name several ideograms familiar to native speakers of English.
7. Would a syllabic writing system be more or less suitable than an alphabet for writing English? Why or why not?
8. What phonological characteristics of a language make it *best* suited for a syllabic writing system?
9. What are the advantages of a logographic writing system? The disadvantages?
10. Cumbersome as it is, the Chinese logographic writing system is perhaps the best system for writing Chinese today. Suggest reasons why.
11. What are the advantages of an alphabetic writing system? The disadvantages?
12. How has the twenty-first century technologically influenced writing come to resemble speech? Conversely, are there some things that you write (while texting, for example) that have become less like the written word than older styles of writing are?

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3.3 Pictograms and Ideograms

A. Many of the graphemes used in the various writing systems of the world today were once pictographic, though they have been so altered and simplified over the millennia that their pictographic origins are no longer obvious. For example, the Latin letter *a* is derived from the Semitic *aleph* 'ox', and we can still see the head of an ox if we invert the capital form of the letter: ∀. Pictograms are still widely used today, especially for brevity and in situations where speakers of different languages are to be addressed; road signs such as (30) are obvious examples.

Many other familiar ideograms are also pictographic in origin, but the association between picture and meaning may be obscured. For example, ♐ is a symbol for November because Sagittarius, the archer, is the astrological sign for November; the arrow, of course, represents the archer.

Explain how each of the following ideograms is ultimately pictographic.

1. ♉ (sign for April–May) _____
2. ⊳ (music: *diminuendo, decrescendo*) _____
3. ⊕ (biology: hybrid) _____
4. ♆ (astronomy or astrology: Neptune) _____
5. ↑ (chemistry: gas) _____
6. † (preceding a date = "died") _____
7. ♈ (vernal equinox) _____
8. ♒ (sign for January) _____
9. ✳ (weather) _____

B. Some ideograms are ultimately based, not on a picture, but on a word or another written form. What is the word or other written form underlying the following ideograms?

1. @ _____
2. & _____
3. ¢ _____
4. π _____
5. £ _____
6. % _____

C. Still other ideograms are seemingly completely arbitrary; that is, they do not derive from either a picture or a word. What do the following ideograms mean?

1. √ _____
2. # _____
3. ♀ _____
4. ∴ _____
5. ∞ _____
6. ÷ _____

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3.4 Ideograms: Chinese

In the Chinese writing system, many characters contain both a semantic and a phonetic element. Frequently, the semantic element is represented by a **radical** that is itself an independent word. For example, the radical 田 *tían* 'field' appears in words such as 畴 *chóu* 'farmland' and 畜 *chù* 'livestock'.

For the following items, guess the meaning of each semantic radical by examining the meanings of the characters that contain it. Write this core meaning in the blank beside the radical.

1. 女 *nü* woman

奴 *nú* 'slave'; 奶 *nǎi* 'breasts'; 她 *tā* 'she'; 妍 *yán* 'beautiful'; 姊 *zí* 'elder sister'; 姻 *yīn* 'marriage'; 妖 *yāo* 'evil spirit'; 妈 *mā* 'mother'

2. 目 *mù* _____

盹 *dǔn* 'doze'; 眨 *zhǎ* 'blink'; 看 *kàn* 'see'; 眉 *méi* 'eyebrow'; 眺 *tiào* 'look into the distance'; 眸 *móu* 'pupil (of eye)'; 睇 *dì* 'look askance'; 瞄 *miáo* 'take aim'

3. 火 *huǒ* _____

灯 *dēng* 'lamp, lantern'; 灼 *zhuó* 'burn, scorch'; 炎 *yán* 'inflammation'; 炜 *wěi* 'bright'; 炝 *qiàng* 'boil'; 炽 *chì* 'ablaze'; 炮 *pào* 'cannon'; 烟 *yān* 'smoke, tobacco'

4. 虫 *chóng* _____

虻 *méng* 'horsefly'; 蚁 *yǐ* 'ant'; 蚤 *zǎo* 'flea'; 蚌 *bàng* 'clam'; 蛀 *zhù* 'moth'; 蛇 *shé* 'snake'; 蛟 *jiāo* 'flood dragon'; 蛙 *wā* 'frog'; 蛛 *zhū* 'spider'

5. 石 *shí* _____

矿 *kuàng* 'ore, mineral deposit'; 矽 *xī* 'silicon'; 研 *yán* 'pestle, grind'; 砺 *lì* 'whetstone'; 砾 *lì* 'gravel'; 硬 *yìng* 'hard'; 碣 *jié* 'stone tablet'; 礁 *jiāo* 'reef'

6. 山 *shān* _____

岌 *jí* 'lofty, towering'; 岗 *gǎng* 'hillock'; 岩 *yán* 'cliff'; 岬 *jiǎ* 'promontory'; 岭 *lǐng* 'mountain range'; 峙 *zhì* 'stand erect'; 峰 *fēng* 'peak'; 巅 *diān* 'summit'

7. 气 *qì* _____

氕 *piē* 'protium'; 氖 *nǎi* 'neon'; 氙 *xiān* 'xenon'; 氛 *fēn* 'atmosphere'; 氡 *dōng* 'radon'; 氢 *qīng* 'hydrogen'; 氟 *fú* 'fluorine'; 氧 *yǎng* 'oxygen'

8. 弓 *gōng* _____

引 *yǐn* 'draw, stretch'; 弛 *chí* 'relax, slacken'; 张 *zhāng* 'stretch, spread'; 弦 *xián* 'bowstring spring'; 弧 *hú* 'arc'; 弩 *nǔ* 'crossbow'; 弹 *dàn* 'bullet, bomb'; 弹 *tán* 'to shoot, pluck'

9. 歹 *dǎi* _____

死 *sí* 'die, death'; 歼 *jiān* 'annihilate'; 殁 *mò* 'die'; 残 *cán* 'savage, furious'; 殃 *yāng* 'disaster'; 殆 *dài* 'danger'; 殒 *yǔn* 'perish'; 殒 *huì* 'festering'

10. 车 *chē* _____

轧 *yà* 'run over'; 轨 *guǐ* 'path, track'; 转 *zhuàn* 'turn, revolve'; 轮 *lún* 'wheel'; 轴 *zhóu* 'shaft, axle'; 轸 *zhěn* 'carriage'; 轿 *jiào* 'sedan chair'; 辋 *wǎn* 'pull, draw'; 辋 *wǎng* 'rim of a wheel'

Name _____ Section _____ Date _____

3.5 A Syllabary for English?

Invent a syllabary for English to write the following words.

1. pie	_____	12. spy	_____	23. strength	_____
2. buy	_____	13. spry	_____	24. shopped	_____
3. tie	_____	14. sky	_____	25. rubbed	_____
4. die	_____	15. sly	_____	26. haunted	_____
5. guy	_____	16. snow	_____	27. sill	_____
6. vie	_____	17. slow	_____	28. silly	_____
7. sigh	_____	18. shrill	_____	29. slowly	_____
8. try	_____	19. spill	_____	30. usual	_____
9. thigh	_____	20. still	_____	31. major	_____
10. thy	_____	21. expend	_____	32. decide	_____
11. shy	_____	22. stronger	_____	33. cheap	_____

A. How many *different* characters did you need for the words in the list? _____

_____

B. What problems did you encounter in devising your syllabary? _____

_____

_____

C. Would there be any advantages to a syllabic writing system for English? Why or why not? _____

_____

D. What would the major disadvantage be? _____

_____

Name _____ Section _____ Date _____

3.6 Syllabaries: Japanese

Modern Japanese uses three writing systems: (1) the *kanji*, based on and usually identical to Chinese logograms; (2) the *hiragana*, a syllabary used for native words other than nouns, verbs, and adjectives; for inflectional endings for all words written in *kanji*; and for some nouns, verbs, and adjectives for which the formerly used *kanji* have become obsolete; and (3) the *katakana*, a second syllabary used for foreign loanwords and foreign proper names, onomatopoeic words, names of plants and animals used in a scientific context, and a few other special contexts. (In contemporary Japan, there is a fourth de facto system: romanization, or the Latin alphabet, although it is not officially recognized.)

The *hiragana* and the *katakana* are presented in the following charts, together with their syllabic equivalents. The only additional information you need to know for this exercise is that the voiced sounds [g z d] are indicated in both kanas by two short diagonal strokes at the upper right corner of the symbol for the corresponding voiceless sound [k s t]. Thus, for example, in *hiragana*, く is [ku], and ぐ is [gu]. Similarly, in *katakana*, テ is [te], and デ is [de]. In both kanas, all syllables beginning with [p] are formed like syllables beginning with [h], but with the addition of a small circle at the upper right corner. For example, in *hiragana*, ひ is [hi], and ぴ is [pi]; in *katakana*, ホ is [ho], and ポ is [po]. In both kanas, [b] is treated as the voiced version of [h]; for example, ヒ is [hi] and ビ is [bi] in *katakana*. In *katakana*, long vowels in loanwords are indicated by a following horizontal stroke: ー, as in コーヒー ([kōhī] 'coffee').

The Katakana

	ア a	イ i	ウ u	エ e	オ o
k	カ ka	キ ki	ク ku	ケ ke	コ ko
s	サ sa	シ shi/si	ス su	セ se	ソ so
t	タ ta	チ chi/ti	ツ tsu/tu	テ te	ト to
n	ナ na	ニ ni	ヌ nu	ネ ne	ノ no
h	ハ ha(wa)	ヒ hi	フ fu/hu	ヘ he(e)	ホ ho
m	マ ma	ミ mi	ム mu	メ me	モ mo
y	ヤ ya	—	ユ yu	—	ヨ yo
r	ラ ra	リ ri	ル ru	レ re	ロ ro
w	ワ wa	—	—	—	ヲ o
					ン n

The Hiragana

	あ a	い i	う u	え e	お o
k	か ka	き ki	く ku	け ke	こ ko
s	さ sa	し shi/si	す su	せ se	そ so
t	た ta	ち chi/ti	つ tsu/tu	て te	と to
n	な na	に ni	ぬ nu	ね ne	の no
h	は ha(wa)	ひ hi	ふ fu/hu	へ he(e)	ほ ho
m	ま ma	み mi	む mu	め me	も mo
y	や ya	—	ゆ yu	—	よ yo
r	ら ra	り ri	る ru	れ re	ろ ro
w	わ wa	—	—	—	を o
					ん n

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1. Transliterate the following Japanese words from *hiragana*.

よく _____ 'well, often'

できる _____ 'can, be able'

うれしい _____ 'happy'

あそこ _____ 'there'

2. Write the following Japanese words in *hiragana*.

kono ('this, these') _____

isu ('chair') _____

hashi ('chopsticks') _____

3. The following words, written in *katakana*, mean *beer*, *Beethoven*, *bus*, *cream*, *knife*, *taxi*, *table*, and *whiskey* in Japanese. Match the *katakana* with the meaning by writing the correct meaning to the right.

タクシ _____

バス _____

ナイフ _____

ビール _____

テーブル _____

ウイスキー _____

クリーム _____

ベートーベン _____

4. Write the following words in *katakana*.

tabako ('tobacco') _____

Amerika _____

tenisu ('tennis') _____

Toyota _____

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3.7 Related Alphabets

Though they have diverged over the centuries, the Greek, Latin, and Cyrillic (Russian) alphabets are closely related—both the Latin and Cyrillic alphabets are derived from the Greek. Using the table of alphabets to be found in any good desk dictionary, transliterate the following words into the Latin alphabet. Then give an English version of the words, all of which exist in English, though the usual English spelling may vary slightly from the transliteration.

Greek Word	*Transliteration*	*English Spelling*
ἀκμή	akmē	acme
ἀκροβᾰτέω		
γεωγραφία		
καταστροφή		
κόσμος		
κρῐτήριον		
σύνταξις		
φαρμᾰκέια		
ψῡχή		

Russian Word	*Transliteration*	*English Spelling*
борзой	borzoĭ	borzoi
Большевизм		
борщ		
водка		
Правда		
самовар		
степь		
тундра		

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3.8 Syllabary or Alphabet? Devanagari

Hindi, the most widely used of the modern Indic languages, is the native language of about 40 percent of the population of India. Its writing system is the Devanagari (or Nagari) script. Hindi has a complex phonological system with forty consonant phonemes and eleven vowels. For simplicity's sake, we will limit our illustration of the script to eleven consonants and seven vowels.

Consonants

क	/k/	प	/p/
ग	/g/	ब	/b/
त	/t/	म	/m/
द	/d/	र	/r/
न	/n/	ल	/l/
स	/s/		

Vowels

अ	/a/	उ	/u/
आ	/ā/	ऊ	/ū/
इ	/i/	ओ	/o/
ई	/ī/		

A few complete words written in the Devanagari script follow.

अब	/ab/ 'now'	बीस	/bīs/ 'twenty'
आग	/āg/ 'fire'	पानी	/pānī/ 'water'
इतना	/itnā/ 'this much'	दाल	/dāl/ 'lentil'
उनतीस	/untīs/ 'twenty-nine'	सन	/san/ 'year, era'
कब	/kab/ 'when?'	सिर	/sir/ 'head'
कम	/kam/ 'little, less'	रोग	/rog/ 'illness'
कि	/ki/ 'that'	रूप	/rūp/ 'form'
तू	/tū/ 'you' (intimate)	लाल	/lāl/ 'red'
बस	/bas/ 'bus'		

1. Does the script go from left to right or right to left? _____

2. Transliterate the following words written in Devanagari.

a.	तब	'then' _____	f.	लोग	'people' _____
b.	सो	'so' _____	g.	गीत	'song' _____
c.	बुरा	'bad' _____	h.	सूती	'made of cotton' _____
d.	पति	'husband' _____	i.	उदास	'sad' _____
e.	मन	'mind' _____	j.	कुली	'porter' _____

3. In what way(s) is the Devanagari script like a syllabary? _____

_____

4. In what ways is it like an alphabet? _____

_____

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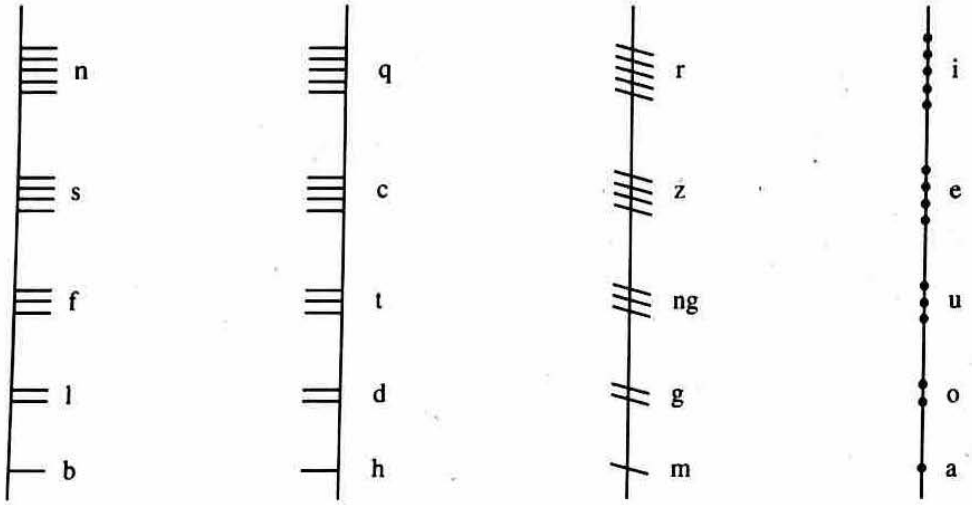
3.9 Other European Alphabets

Although both the Latin and the Cyrillic alphabets are clearly based on the Greek alphabet, other alphabets not obviously connected with the Greek alphabet were used for writing Indo-European languages in the past.

A. The Ogham alphabet was used for writing Old Irish, probably as early as the fourth century A.D. Though it was abandoned for the Latin alphabet after Christianity came to Ireland, the Ogham alphabet was still learned and occasionally used (for example, in marginal notes) throughout the Middle Ages. All the characters ("letters") were written along a vertical line. Consonants were formed by one to five horizontal or diagonal strokes written to one side of or across this vertical line. Vowels consisted of one to five short strokes written on the vertical line. The symbol for *f* was also used for *v* and *w*. There was no symbol for *p* because Old Irish had no /p/ phoneme.



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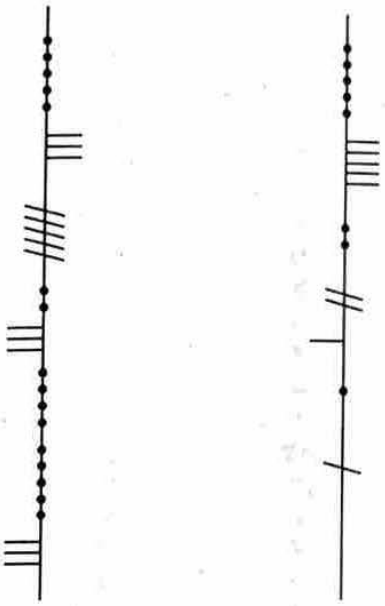
Transliterate the following into the Latin alphabet. (Although Ogham usually went from bottom to top or from right to left, this sample is written top to bottom.)



_____

_____

_____

1. What are the advantages, if any, of the Ogham alphabet over the Latin alphabet?

_____

2. What are the disadvantages, if any?_____

_____

3. Old Irish had neither /h/ nor /z/ in its phonemic system. Can you suggest a reason why symbols for these sounds were included in the Ogham alphabet?_____

_____

_____

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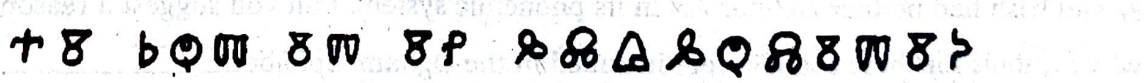
B. The Glagolitic alphabet was an early Slavonic alphabet. There is some dispute over which came first, the Glagolitic or the Cyrillic alphabet, but, in any case, the Cyrillic eventually replaced the Glagolitic for writing Russian and the Slavic languages of other peoples following the Russian Orthodox Church.

Glagolitic	*Transliteration*	*Glagolitic*	*Transliteration*
ⰰ	*a*	ⰿ	t
ⰱ	*b*	ⰾ	u
ⰲ	*v*	ⰿ	f
ⰳ	*g*	ⰽ	x/ch
ⰴ	*d*	ⰾ	o
ⰵ	*ε*	ⰿ	št
ⰶ	*z*	ⰾ	ts
ⰷ	*ǰ*	ⰿ	č
ⰸ	z	ⰾ	š
ⰹ ⰺ	i	ⰿ	ŭ
ⰻ	i	ⰾ	y
ⰼ	g'	ⰿ	ĭ
ⰽ	k	ⰾ	æ
ⰾ	l	ⰿ	ju
ⰿ	m	ⰾ	ja
ⱀ	n	ⰿ	ε
ⱁ	o	ⰾ	ʒ
ⱂ	p	ⰿ	jε
ⱃ	r	ⰾ	jɔ
ⱄ	s	ⰿ	υ

Transliterate the following and then represent your transliteration into traditional English spelling.



_____

_____

Suggest reasons why the Cyrillic alphabet replaced the Glagolitic alphabet.

_____

_____

CHAPTER 4

LANGUAGE FAMILIES AND INDO-EUROPEAN LANGUAGES

4.1 Important Terms

1. ablative
2. ablaut
3. accusative
4. active voice
5. agglutinative language
6. aorist
7. apophony
8. aspect
9. Balto-Slavic
10. case
11. Celtic
12. Classical Latin
13. cognate languages
14. Common Germanic
15. Common Indo-European
16. dative
17. definite (weak) adjective
18. dental preterite
19. dialect
20. family tree
21. First Grammarian
22. First Sound (Consonant) Shift
23. futhorc
24. future
25. gender
26. genitive
27. Germanic
28. Glagolitic alphabet
29. Gothic
30. Grimm's Law
31. Hellenic
32. Hittite
33. imperative
34. imperfect
35. indefinite (strong) adjective
36. indicative
37. Indo-European
38. Indo-Iranian
39. inflectional language
40. injunctive
41. instrumental
42. isolating language
43. Italic
44. koine
45. Kurgan culture
46. labiovelar
47. language family
48. loanword
49. locative
50. middle voice
51. mood
52. native word
53. nominative
54. number
55. Ogham
56. optative
57. passive voice
58. perfect
59. person
60. pluperfect
61. present
62. preterite
63. prosody
64. Romance language
65. Sanskrit
66. Second Sound (Consonant) Shift
67. subjunctive
68. Tocharian
69. Verner's Law
70. vocative
71. voice
72. vowel gradation
73. Vulgar Latin
74. West Germanic

4.2 Questions for Review and Discussion

1. What are some of the reasons why words with the same meaning may have the same or similar phonological form in different languages?
2. When seeking to determine the relationship between two languages, what kinds of shared vocabulary items provide the best evidence for relatedness?
3. What are some of the important language families of the world apart from Indo-European (IE)?
4. What do Basque and Etruscan have in common?
5. Is PDE best classified as an inflecting, agglutinative, or isolating language?
6. What are the principal subdivisions of Indo-European?
7. What are some of the features common to most or all Indo-European languages?
8. What evidence is used to determine the original home of the Indo-Europeans?
9. When did Indo-Europeans start to split into separate groups?
10. For which Indo-European languages do we have the oldest surviving written records?
11. Why is Hittite of particular interest to Indo-European scholars? Tocharian? Lithuanian?
12. What delayed recognition of Indo-European as a language family?
13. Why is Sir William Jones important to historical linguistics?
14. Where does Indo-European ablaut survive in PDE?
15. What is the difference between aspect and tense?
16. Apart from a marginally surviving subjunctive inflection, how does PDE express mood?
17. What major characteristics distinguish Germanic languages from other Indo-European languages?
18. Why is Gothic of particular interest to Germanic scholars?
19. What do the terms "High" German and "Low" German refer to?
20. Where did Germanic acquire its Common Germanic vocabulary not shared by other Indo-European languages?
21. Describe the operation of the First Consonant Shift (Grimm's Law and Verner's Law).

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4.3 Cognate Languages b

The accompanying chart lists fourteen words from seventeen different languages. Of these seventeen languages, twelve are Indo-European and represent three different subdivisions of Indo-European. The remaining five languages represent three different sets of related, non-Indo-European languages. Inspect the list and sort the languages into six groups, three Indo-European and three non-Indo-European. Remember that some forms will not be cognate, even between closely related languages; further, the more distantly related two languages are, the more differences between them will be found.

1. Write the numbers of the languages in each group on the lines provided.

Group I, Indo-European (four languages) 2. _____

Group II, Indo-European (four languages) 3. _____

Group III, Indo-European (four languages) 5. _____

Group IV, non-Indo-European (two languages) 1. _____

Group V, non-Indo-European (two languages) 4. _____

Group VI, non-Indo-European (one language) _____

2. From your knowledge that English is a Germanic language, identify which of the groups above is Germanic. _____

3. Can you identify any of the other groups? _____

_____

_____

4. In which *group* do the member languages seem to be *least* closely related? _____

_____

5. How do you explain the fact that the word for "tobacco" is obviously from the same root in many different, unrelated languages, yet is sometimes from different roots in two related languages? _____

_____

_____

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Language	*"hand"*	*"fish"*	*"eye"*	*"water"*	*"under"*	*"tobacco"*	*"wind"*
1	yad	samak	ayn	ma	taht	tabgh	rih
2	ruka	ryba	oko	voda	pod	tabák	vítr
3	hand	vis	oog	water	onder	tabak	wind
4	käsi	kala	silmä	vesi	alla	tupakka	tuuli
5	main	poisson	œil	eau	sous	tabac	vent
6	Hand	Fisch	Auge	Wasser	unter	Tabak	Wind
7	yad	dag	ayin	mayim	tachat	tabak	ruach
8	kéz	hal	szem	víz	alatt	dohány	szél
9	tangan	ikan	mata	air	bawah	tempakau	angin
10	mano	pesce	occhio	acqua	sotto	tobacco	vento
11	hånd	fisk	øye	vann	under	tobakk	vind
12	ręka	ryba	oko	woda	pod	tytoń	wiatr
13	mînă	peşte	ochi	apă	sub	tutun	vînt
14	ruká	riba	glas	vadá	pod	tabák	vyéter
15	ruka	riba	oko	voda	ispod	duhan	vjetar
16	mano	pescado	ojo	agua	bajo	tabaco	viento
17	hand	fisch	oig	vasser	unter	tabik	vind

Language	*"red"*	*"death"*	*"elbow"*	*"fire"*	*"liver"*	*"oak"*	*"three"*
1	ahmar	mawt	mirfaq	nar	kabid	ballout	tsalatsa
2	červeny	smrt	loket	oheň	játra	dub	tři
3	rood	dood	elleboog	vuur	lever	eik	drie
4	punainem	kuolema	kynärpää	tuli	maksa	tammi	kolme
5	rouge	mort	coude	feu	foie	chêne	trois
6	rot	Tod	Ellenbogen	Feuer	Leber	Eiche	drei
7	adom	mavet	marpek	esch	kaved	alon	schloschah
8	piros	halál	könyök	tüz	máj	tölgy	három
9	mérah	mati	siku	api	hati	ék	tiga
10	rosso	morte	gomito	fuoco	fegato	quercia	tre
11	rød	død	albue	ild	lever	eik	tre
12	czerwony	śmierć	łokieć	ogień	wątroba	dąb	trzy
13	roşu	moarte	cot	foc	ficat	stejar	trei
14	krásni	smyert	lókat	agón	pyéchen	dup	tri
15	crven	smrt	lakat	vatra	jetra	hrast	tri
16	rojo	muerte	codo	fuego	hígado	roble	tres
17	roit	toit	elen boigen	sreife	leber	demb	drei

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4.4 Lexical Similarities Between Languages

Almost any two languages in the world will have some words similar in both meaning and sound. Among the different reasons for such similarities are the following.

A. onomatopoeia: the words echo the actual sound (English *miaow-miaow*; Chinese *miao*)
B. coincidence (English *me*; Swahili *mimi*)
C. borrowing: either from one language to the other or both from a third language (English *mirror*; French *miroir*)
D. common origin: both languages descend from a common parent language (English *mild*; German *mild*)

Indicate the most likely explanation for the similar pairs listed below by placing the appropriate letter (A–D) in the blank to the right. Use your intuition, knowledge of history and geography, and any dictionaries you like, to help you decide.

1. English *discretion*; Czech *diskrétnost* _____
2. Russian *meh*; Ibo *nmáa* 'noise made by a goat' _____
3. Spanish *domar*; Italian *domare* 'to tame' _____
4. English *seven*; Hebrew *ševa* _____
5. English *crab*; Icelandic *krabbi* _____
6. Hieroglyphic Egyptian *bu*; Chinese *bu* 'not' _____
7. Hungarian *garázs*; Turkish *garaj* 'garage' _____
8. English *chuckle*; Swahili *chekelea* _____
9. Japanese *sansui*; Chinese *shanshui* 'landscape' _____
10. English *bang*; Tagalog *banggâ* _____
11. Hindi *do*; Persian *do* 'two' _____

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4.5 Applying Grimm's Law

1. Each reconstructed IE root below includes at least one potential application of Grimm's Law. Give the PDE reflex (descendant) of the IE root. Because the development of vowels from IE to PDE is extremely complex, you will have to ignore the vowels for this exercise. Concentrate on consonant correspondences. The part-of-speech category may have changed, and the meaning may be slightly different.

IE Root	*PDE Reflex*
*bhreg- 'break'	_____
*dom-o- 'constrain'	_____
*ed- 'bite'	_____
*genə- 'give birth, family'	_____
*gwou- 'cattle'	_____
*kel- 'cover, conceal'	_____
*kerd- 'cardiac'	_____
*kwel- 'revolve'	_____
*leb- 'labial'	_____
*merg- 'boundary'	_____
*pleus- 'feather, animal coat'	_____
*pū-lo- 'rot, decay'	_____
*pūr- 'flame'	_____
*reug- 'vomit, belch, smoke'	_____
*swād- 'pleasant'	_____
*swod- 'exude'	_____
*yeug- 'join'	_____

2. If we know that *grain* in Indo-European is **grə-no-*, why are we certain that *grain* is a borrowed word and not a native in English? _____

_____

3. Given that the Latin loans *stolid* and *stance* are cognate with native English *still* and *stand*, respectively, why did Grimm's Law not apply to the second consonant /t/? _____

_____

_____

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4.6 Applying Grimm's and Verner's Laws

1. The following reconstructed Indo-European roots all have reflexes in PDE that show the effects of Verner's Law or of both Grimm's and Verner's Laws. Give a PDE reflex of each. As in the preceding exercise, you should ignore the vowels and focus on the consonant correspondences.

IE Root	*PDE Reflex*
*gleubh- 'tear apart'	_____
*gn̥-ti- 'origin, race'	_____
*kaput- 'head'	head
*mn̥-ti- 'think'	_____
*roup- 'snatch'	_____
*saus- 'dry'	_____

2. For each of the following native English words, give a cognate English word or affix that has been borrowed from another Indo-European language such as French, Latin, or Greek, and that illustrates the original IE stops. For example, the native English *foot* has a cognate in the loanword *pedal*: By Grimm's Law, the initial [p] has become [f] in English and the [d] has become [t]. Other cognates of English *foot* include *podiatrist, podium, pedicure, pedestrian,* and *millipede.*

fire	_____	mother	_____
fish	_____	three	_____
horn	_____	tooth	_____

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4.7 Semantic Shift from IE to PDE

The items in the first column are probable IE roots and their basic meaning. The items in the second column are PDE derivatives, direct or indirect, from these IE roots. In each instance, the PDE meaning deviates in some way from the IE meaning. Trace the probable path or nature of the shift in meaning.

IE	*PDE*	*Nature of Shift in Meaning*
0. *bhāghu- 'elbow, shoulder'	bough	From a joint in a human to a joint in a tree.
1. *bhāgo- 'beech tree'	book	
2. *bhedh- 'to dig'	bed	
3. *ghow-ē- 'to honor, worship'	gawk	
4. *kenəko- 'yellow, golden'	honey	
5. *kēwero- 'north, north wind'	shower	
6. *meigh- 'to urinate'	mist	
7. *molko- 'skin bag'	mail	
8. *preu- 'to hop'	frog	
9. *skep- 'to cut, scrape'	shape	
10. *splei- 'to splice, split'	flint	
11. *terkw- 'to turn'	queer	
12. *weidh- 'to separate'	widow	
13. *weik- 'to bend, wind'	wicker	
14. *wespero- 'evening, night'	west	

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4.8 Cognate Words in Germanic Languages

The parallel passages here are from Matthew 9:1–8.* The Gothic was translated from Greek in the fourth century A.D. and is heavily influenced by Greek syntax. The Old English and the Old Norse are based primarily on the Latin Vulgate; the Old English translation was made in the late tenth century, and the Old Norse text even later. Nonetheless, despite the disparity in dates and translation history, the texts show clearly that the three languages are all related, though differing spelling traditions tend to obscure some of the similarities. The gloss is for the Old English text; it will often not correspond exactly to the Gothic and Old Norse texts.

Gothic	Jah atsteigands in skip	ufarlaiþ	jah qam
Old Norse	Ok er Jesus stē ā skip,	fōr hann yfer um aptr,	ok kom
Old English	þā āstāh hē on scyp,	and ofer-seglode	and cōm
	Then climbed he on ship	*and over-sailed*	*and came*

Goth	in seinai baurg.	þanuh atberun	du imma	usliþan
ON	ī sīna borg.	Ok siā, at þeir fōrþo	til hans	iktsiūkan mann,
OE	on his ceastre.	þā brōhton hig	hym	ǣnne laman
	into his city.	*Then brought they*	*him*	*a cripple*

Goth	ana ligra ligandan.	Jah gasai huands Jesus	galaubein	ize qaþ
ON	sā er ī sǣng lā.	En sem Jesus leit	þeira trū,	sagþe hann
OE	on bedde licgende;	þā geseah sē Hǣlend	hyra gelēafan	and cwæþ
	in bed lying.	*Then saw the Savior*	*their faith*	*and said*

Goth	du þamma usliþin:	þrafstei þuk, barnilo
ON	til hins iktsiūkan:	
OE	tō þām laman,	Lā, bearn, gelȳfe;
	to the cripple,	*Lo, child, believe;*

Goth	afletanda þus frawaurhteis þeinos.	þaruh sumai þize bokarje qeþun
ON	þīnar synder ero þēr fyrergefnar.	Ok, siā, at nokkorer af skriptlæþom sǫgþo
OE	þē bēoþ þīne synna forgyfene.	þā cwǣden hig sume þā bōceras
	(to) you are your sins forgiven.	*Then said they some (of) the scholars*

Goth	in sis silbam:	sa wajamereiþ.	Jah witands Jesus
ON	meþ siǫlfōm sēr,	siā guþlestar.	Ok sem Jesus sā
OE	him betwȳnan,	þes spycþ bysmorsprǣce.	þā sē Hǣlend geseah
	them between,	*this (one) speaks blasphemy.*	*When the Savior saw*

Goth	þos mitonins	ize qaþ:	Duhve jus mitoþ	ubila
ON	þeira hugsaner,	sagþe hann:	huar fyrer hugseþ	ēr suā vǫndt
OE	hyra geþanc,	þā cwæþ hē:	Tō hwī þence gē	yfel
	their thought,	*then said he:*	*Why think you*	*evil*

Goth	in hairtam izwaraim?	hvaþar	ist raihtis azetizo	qiþan:
ON	ī yþrom hiǫrtom?	Huārt	er auþveldara	at segia:
OE	on ēowrum heortum?	Hwæt	is ēaþlicere	tō cweþenna,
	in your hearts?	*indeed*	*is easier*	*to say,*

*Specimen texts from E. Prokosch, *A Comparative Germanic Grammar* (Baltimore: Linguistic Society of America, 1939; repr. 1960), pp. 295, 296.

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Goth	afletanda þus frawaurhteis,	þau qiþan:	urreis jah gagg?
ON	þēr ero þīnar synder fyrergefnar	eþa at segia:	statt upp ok gakk?
OE	þē bēoþ forgyfene þīne synna,	oþþe tō cweþanne,	Ārīs and gā?
	(to) you are forgiven your sins	*than to say,*	*Arise and go?*

Goth	Aþþan ei witeiþ	þatei waldufni habaiþ sa sunus mans	ana airþai
ON	En suā at ēr viteþ,	þat manzens son hefer makt	ā iǫrþ
OE	þæt gē sōþlīce witon	þæt mannes sunu hæfþ anweald	on eorþan
	(so) that you truly know	*that man's son has power*	*on earth*

Goth	afletan frawaurhtins,	þanuh qaþ	du þamma usliþin:
ON	synder at fyrergefnar,	þā sagþe hann	til hins ítsiūka:
OE	synna tō forgyfanne,	þā cwæþ hē	tō þām laman,
	sins to forgive,	*then said he*	*to the cripple,*

Goth	Urreisands nim þana ligr þeinana	jah gagg in gard þeinana.
ON	statt upp, tak īlegu þīna,	ok gakk ī þitt hūs.
OE	Ārīs and nym þīn bedd	and gang on þīn hūs,
	Arise and take your bed	*and go in your house,*

Goth	Jah urreisands	galaiþ	in gard seinana.
ON	Ok hann stōp upp ok	fōr	ī sitt hūs.
OE	And hē ārās and	fērde	tō hys hūse.
	And he arose and	*went*	*to his house.*

Goth	Gasaihvandeins þan manageins	ohtedun sildaleikjandans
ON	En þā folkit sā	undraþesk þat
OE	Sōþlīce þā pā sēo mænigeo þis gesāwon,	þā ondrēdon hig hym
	Truly when the multitude this saw,	*then feared they (for) them(selves)*

Goth	jah mikilidedun guþ.
ON	ok þrīsaþe Guþ.
OE	and wuldrodon God.
	and glorified God.

Identify the cognate words among the three texts. Hint: To avoid confusion, use different colored pens or pencils to underline the cognate words in each category.

Cognates shared by Gothic, ON, and OE _____

_____

_____

_____

_____

_____

_____

_____

Cognates shared by ON and OE _____

_____

_____

_____

_____

Cognates shared by Gothic and ON _____

_____

_____

_____

_____

Cognates shared by Gothic and OE _____

_____

_____

_____

_____

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4.9 North Germanic and West Germanic Cognates

The Germanic languages are traditionally subdivided into three branches: East Germanic, West Germanic, and North Germanic. East Germanic is now extinct. The major West Germanic languages today are German, English, Dutch, Afrikaans, and Flemish. The major North Germanic languages are Swedish, Danish, Norwegian, and Icelandic. Sometimes the distinction between the two groups is in lexicon. For example, the normal word for "child" is *barn* in Swedish and Danish, but *kind* in Dutch and German. Often, though, the differences are only phonological. That is, words ultimately deriving from the same Germanic roots have undergone different sound changes in the two branches. In the accompanying chart, three of the languages (in addition to English) are West Germanic; (A) is one of them. The remaining three are North Germanic.

English	*(A)*	*(B)*	*(C)*	*(D)*	*(E)*	*(F)*
1. bone	been	ben	been	bein	Bein	ben
2. book	boek	bog	boek	bok	Buch	bok
3. door	deur	dør	deur	dør	Tür	dörr
4. eye	oog	øje	oog	øye	Auge	öga
5. five	vyf	fem	vijf	fem	fünf	fem
6. heart	hart	hjerte	hart	hjerte	Herz	hjärta
7. (to) help	help	hjælpe	helpen	hjelpe	helfen	hjälpa
8. moon	maan	måne	maan	måne	Mond	måne
9. house	huis	hus	huis	hus	Haus	hus
10. oak	eik	eg	eik	eik	Eiche	eik
11. over	oor	over	over	over	über	över
12. plum	pruim	blomme	pruim	plomme	Pflaume	plommon
13. (to) ride	ry	ride	rijden	ride	reiten	rida
14. (to) see	sien	se	zien	se	sehen	se
15. shoe	skoen	sko	schoen	sko	Schuh	sko
16. soul	siel	sjæl	ziel	sjel	Seele	själ
17. thin	dun	tynd	dun	tynn	dünn	tunn
18. thousand	duisend	tusind	duizend	tusen	tausend	tusen
19. warm	warm	varm	warm	varm	warm	varm
20. wise	wys	viis	wijs	vis	weise	vis

1. Which are the West Germanic languages? _____

2. Which are the North Germanic languages? _____

3. Given the information that a cognate for the English word *weapon* exist in North Germanic, what does this word begin with in North Germanic languages? _____

_____

4. Given the word *Pflaster* in language (E), what is its English cognate? _____

5. With the help of item (9), give the words for *mouse* in languages (A), (B), (C), (D), (E), and (F). (There are no irregularities.) _____

_____

6. Of the four West Germanic languages, including English, which seem to be most closely related to each other? _____

CHAPTER 5

OLD ENGLISH

5.1 Important Terms and Names

1. ablaut series
2. A.D. 449
3. A.D. 787
4. A.D. 1066
5. Ælfric
6. affixing
7. alliteration
8. Angles
9. Anglian
10. *Anglo-Saxon Chronicle*
11. Benedictine Reform
12. breaking (fracture)
13. calque (loan translation)
14. case
15. compounding
16. Danelaw
17. denotation
18. dental preterite
19. dual pronoun
20. eth
21. Frisians
22. front mutation
23. functional shift
24. futhorc (runic alphabet)
25. grammatical gender
26. Heptarchy
27. i-mutation
28. Insular alphabet
29. Jutes
30. Kentish
31. King Alfred
32. Mercian
33. mutated plural
34. preterite-present verb
35. *punctus elevatus*
36. Ruthwell Cross
37. Saxons
38. Southern
39. St. Augustine
40. strengthening
41. strong (indefinite) adjective
42. strong noun
43. strong verb
44. thorn
45. umlaut
46. variation
47. Venerable Bede
48. Vikings
49. weak (definite) adjective
50. weak noun
51. weak verb
52. weakening
53. wen
54. West Saxon
55. William of Normandy
56. Wulfstan

5.2 Questions for Review and Discussion

1. What was the first Indo-European language spoken in the British Isles?
2. What was the second? Explain how it came to be used in England and when it ceased to be used.
3. When did the first Germanic speakers come to England? Who were these people? Where did they come from? Where did they settle?
4. Where does the name "England" come from?
5. What was the Heptarchy? Name its members.
6. Of what linguistic importance to England was Christianization?
7. Who were the Vikings? When did they first attack England?
8. What was the Treaty of Wedmore? What was its linguistic significance?
9. What was the Danelaw?
10. In what ways was King Alfred important to the history of English?
11. What three consonants did OE have that were not phonemic in Common Germanic?
12. What consonant *phonemes* does PDE have that were not phonemic in OE?
13. What is a long consonant?
14. Why is *mīs* the plural of OE *mūs*?
15. What was the first alphabet used to write Germanic languages?
16. Most surviving OE texts are written in what OE dialect?
17. What kind of affixes were most frequently used in OE inflections—infixes, prefixes, or suffixes?
18. Explain the difference between grammatical and biological gender.
19. What was the difference between OE "strong" nouns and "weak" nouns?
20. Under what grammatical circumstances were weak adjectives used? Strong adjectives?
21. Which pronouns had dual forms in OE?
22. How does the use of articles in PDE differ from that in OE?
23. What was the difference between strong verbs and weak verbs in OE?
24. How did OE preterite-present verbs differ from strong verbs? What are the PDE descendants of the OE preterite-present verbs?
25. How many inflected tenses did OE have?
26. How did OE form new adverbs?
27. In what ways did the placement of adjectival modifiers in OE differ from that in PDE?
28. Of all the possible word orders of subject (S), verb (V), and object/complement (O), what was the most commonly used order in OE for independent declarative clauses? For dependent clauses?
29. What was the major source of loanwords into OE?
30. Why were there so few loanwords from Celtic into OE?
31. List some of the processes by which speakers of OE formed new words by using the resources of their own language.
32. What was the metric basis for most OE poetry? Did OE poetry rhyme?

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5.3 Phonology: Pronunciation and Spelling of Consonants

Though the match between spelling and pronunciation in OE was better than that of PDE, it was by no means perfect.

1. Long consonants were spelled with double graphemes. For example, *rīnan* 'to rain' was pronounced [rīnan], and *rinnan* 'to flow' was [rin:an].
2. The graphemes ⟨p b t d k m l r w⟩ corresponded well to pronunciation; they represented /p b t d k m l r w/, respectively.
3. g = /j/ before or between front vowels and finally after front vowels*
   = [ɣ] (a voiced velar fricative) between back vowels or after /l/ or /r/
   = /g/ elsewhere
4. c = /č/ next to a front vowel*
   = /k/ elsewhere
5. n = [ŋ] before /k/ or /g/
   = /n/ elsewhere
6. h = /h/ before vowels and before /l r n w/
   = [ç] (a voiceless palatal fricative) after front vowels
   = [x] (a voiceless velar fricative) elsewhere
7. sc = /š/
8. cg = /ǰ/
9. f = [v] when surrounded by voiced sounds
   = /f/ elsewhere and when doubled
10. s = [z] when surrounded by voiced sounds
    = /s/ elsewhere and when doubled
11. ð or þ = [ð] when surrounded by voiced sounds
    = /θ/ elsewhere and when doubled

A. Transcribe the following words. You can transcribe the vowels as they are spelled here.

1. wita 'adviser' /wita/
2. limpan 'to happen' _____
3. biddend 'petitioner' _____
4. lārēow 'teacher' _____
5. ðūsend 'thousand' _____
6. kyning 'king' _____
7. heofon 'sky' _____
8. secga 'informant' _____
9. ranc 'proud' _____
10. cild 'child' _____
11. wrīþan 'to twist' _____
12. dimm 'dim' _____
13. prættig 'tricky' _____
14. sēoslig 'afflicted' _____
15. pæð 'path' _____
16. paþas 'paths' _____
17. æsc 'ash tree' _____
18. fyllan 'to fill' _____
19. fāh 'hostile' _____
20. mæsse 'mass' _____
21. brocc 'badger' _____
22. hnæpp 'bowl' _____
23. wlitig 'beautiful' _____
24. boga 'bow' _____

*Unless that front vowel was the result of umlaut. For simplicity's sake, no examples involving umlauted vowels are included here.

B. How would the following words, listed here in transcription, have been spelled in OE? (If the vowel spelling differs from the transcription, it is provided for you.)

1. /boduŋg/ 'message' bodung
2. /hæəry/ 'temple' ea
3. /seǰan/ 'to say' _____
4. /wil:ïče/ 'willingly' _____
5. /jerǣəvian/ 'to rob' ea
6. /kniçt/ 'boy' _____
7. /θōxt/ 'thought' _____
8. /mūða/ 'mouth' _____
9. /pistol/ 'letter' _____
10. /græf/ 'grave' _____
11. /wašan/ 'to wash' _____
12. /frēəzan/ 'to freeze' ēo
13. /moθ:e/ 'moth' _____
14. /mōdrije/ 'maternal aunt' _____
15. /sāyol/ 'cudgel' _____
16. /hæəvod/ 'head' ea
17. /θrǣšan/ 'to crush' _____
18. /pliçt/ 'danger' _____
19. /hraðe/ 'quick' _____
20. /ābrazlian/ 'to crash' _____
21. /čēpiŋg/ 'trading' _____
22. /spirkan/ 'to sparkle' _____
23. /myǰ/ 'midge' _____
24. /θurx/ 'through' _____

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5.4 Phonology: Front Mutation

Front mutation (or umlaut) occurred prior to surviving written English texts, probably in the sixth century A.D. Under front mutation, /i/ or /j/ in a following syllable changed the preceding vowel as follows.

/æ/ > /e/, for example, *sættjan > OE settan
/a/ + nasal > /e/
/ā/ > /ǣ/
/ŏ/ > /ĕ/
/ŭ/ >/ y̆/
/e/ > /i/
/ĕa/ > /y̆/
/ĕo/ > /y̆/

Under front mutation, only the quality of the vowel was affected, not the quantity. Long vowels remained long, and short vowels remained short.

1. For the following OE words, give the vowel *before* front mutation took place.
   a. drencan 'to drench' < *dr_____ncjan
   b. gēs 'geese' < *g_____si
   c. lǣfan 'to leave' < *l_____fjan
2. For the following OE words, give the vowel *after* front mutation had taken place.
   a. *fūsjan > f_____san 'to hasten'
   b. *fōdjan > f_____dan 'to feed'
   c. *ealdira > _____ldra 'older'
   d. *weorcjan > w_____rcan 'to work'
   e. *steliþ > st_____lþ '(he) steals'
   f. *hēahista > h_____hst 'highest'
   g. *brādjan > br_____dan 'to extend'
   h. *slægi > sl_____ge 'blow'
   i. *langiþu > l_____ngþu 'length'
   j. *morgin > m_____rgen 'in the morning'
   k. *þurstjan > þ_____rstan 'to thirst'
   l. *cēosiþ > c_____st 'she chooses'

3. Because the vowels of all words in the language, regardless of their origin, underwent front mutation under the conditions specified earlier, the presence or absence of mutation can help in dating the entrance of loanwords into English. That is, if a loanword shows mutation in its English form, it must have entered the language *before* mutation took place. If it does not show mutation, it probably was borrowed *after* front mutation had stopped operating. For the following OE words originally borrowed from Latin, indicate which ones probably entered English (or Germanic) before mutation and which ones probably entered after mutation had stopped operating.

Latin	*OE*	*When Was It Borrowed?*
a. uncia	ynce 'inch'	Before, because mutation has taken place.
b. camisia	cemes 'shirt'	
c. culina	cylen 'kiln, oven'	
d. delphinus	delfin 'dolphin'	
e. gloria	gloria 'doxology'	
f. pallium	pæll 'mantle'	
g. pensare	pinsian 'consider'	
h. postis	post 'post'	
i. pumicem	pumic 'pumice'	
j. species	spice 'spice'	
k. struthio	stryta 'ostrich'	
l. tunica	tunec 'tunic'	

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5.5 Phonology: Vowel Correspondences between OE and PDE

The correspondence between sound and spelling was not perfect in OE and is even worse in PDE. Nonetheless, in many words the OE vowels have developed predictable reflexes in PDE, and even the spelling correspondences are often regular, as the following examples show.

OE /ǣ/ ⟨æ⟩:	PDE /i/ ⟨ea⟩	OE /æ/ ⟨æ⟩:	PDE /æ/ ⟨a⟩
fǣr	fear	sæp	sap
hǣð	heath	ðæc	thatch
rǣdan	to read	pæð	path
sǣ	sea	æppel	apple

OE /ē/ ⟨e⟩:	PDE /i/ ⟨ee⟩	OE /e/ ⟨e⟩:	PDE /ɛ/ ⟨e⟩
hēdan	heed	denn	den
fēfer	fever	hecg	hedge
mētan	to meet	nest	nest
cēne	keen	sellan	to sell

OE /ī/ ⟨i⟩:	PDE /aɪ/	OE /i/ ⟨i⟩:	PDE /ī/ ⟨i⟩
līf	life	timber	timber
scrīn	shrine	fisc	fish
glīdan	to glide	hlid	lid
wīd	wide	ðing	thing

OE /ū/ ⟨u⟩:	PDE /aʊ/ ⟨ou⟩	OE /u/ ⟨u⟩:	PDE /ə/ ⟨u⟩
clūd	cloud	dumb	dumb
hlūd	loud	butere	butter
mūþ	mouth	cuppe	cup
sūr	sour	hungor	hunger

OE /ā/ ⟨a⟩:	PDE /o/ ⟨oa⟩	OE /ō/ ⟨o⟩:	PDE /u/ ⟨oo⟩
lām	loam	mōr	moor
tāde	toad	smōþ	smooth
hār	hoar	hrōst	roost
lāþ	loath	stōl	stool

OE /ēə/ ⟨eo⟩:	PDE /i/ ⟨ee⟩
bēo	bee
crēopan	to creep
wēod	weed
hlēor	leer

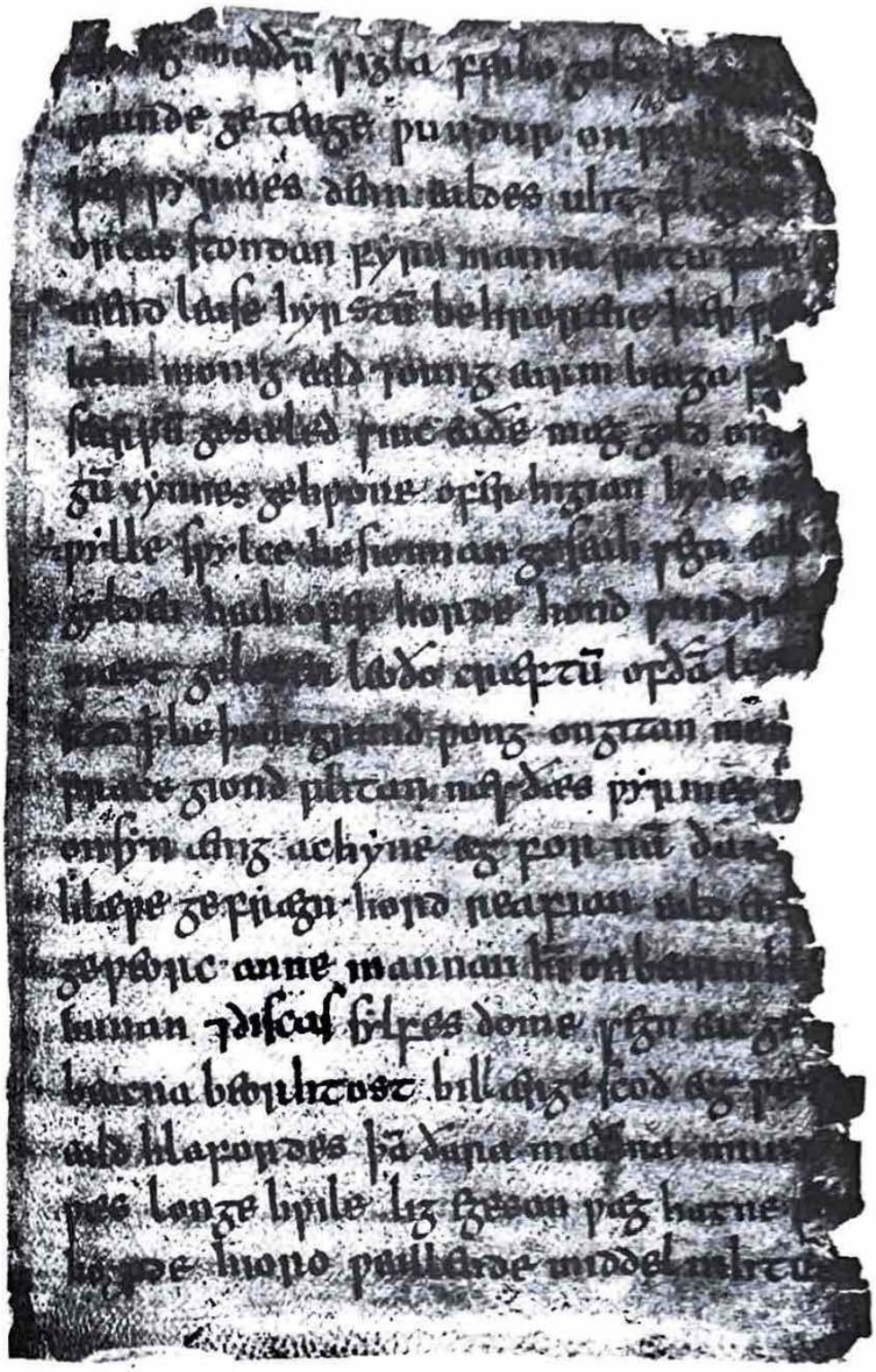
Examine the preceding examples and then provide the missing forms from PDE or OE in the following lists. OE long vowels have been indicated by a macron here, although they were usually not marked as long in OE texts. When writing the OE words, assume that all letters except the vowel are the same in OE as in PDE. When writing the PDE words, you will have to make minor adjustments in the spelling of some words.

OE	*PDE*	*OE*	*PDE*
1. brōm	broom	11. glǣm	gleam
2. frēo		12.	foul
3. gāt		13.	mine
4. spēd		14.	noon
5. æt		15.	boar
6. belt		16.	fast
7. sting		17.	hell
8. tīd		18.	turf
9. mǣl		19.	bliss
10. hūs		20.	tool

5.6 Graphics: *Beowulf* Manuscript

Beowulf is the best-known poem of Old English, one of the world's greatest epic poems, and the first major poem to survive in writing from any European vernacular language. Along with its fictional elements, its 3,182 lines record historical events of sixth-century northern Europe (but not England). The date of its composition is uncertain; conservative estimates put it in the eighth century. *Beowulf* survives in a single manuscript written in the late tenth or early eleventh century, which was seriously damaged by fire in 1731. The accompanying photograph is from folio 190r, lines 2757–2782, toward the end of the poem.

Using the already transliterated portion as a guide to letter forms, transliterate the rest of the page. Illegible words from the burnt edge have been filled in for you. A word-for-word gloss appears under the transliteration. Word boundaries will not always be the same as in modern English; for example, compound nouns are not hyphenated, pronoun subjects may be written together with their verbs, prepositions may be written together with their objects, and so on. In the transliteration provided, underscoring indicates an expanded contraction. Though *Beowulf* is poetry, it was copied continuously, without starting a new line at every new line of verse. To help you see the alliteration that bound each line together, vertical bars have been added at line boundaries in the transliteration.



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1 modig maððumsigla fealo | gold glitinian
brave precious jewels many gold to glitter

2 grunde getenge | wunder on wealle ond
(on) ground resting, wonderful things in barrow, and

3 þæs wyrmes denn | ealdes uht flogan
(of) the serpent's den, (of) old dusk-flyer

4 orcas stondan | fym manna fatu feor
cups to stand, (of) men-of-old vessels pol-

5 mend lease | hyrstum behrorene þær wæs
isher-less ornaments deprived of. There was

6 helm monig | eald ond omig earmbeaga fela |
helmet many a, old and rusty, bracelets many

7 searwum gesæled sinc eaðe mæg | gold on grund
(with) skill twisted—treasure easily can, gold in ground

8 gum cynnes gehwone | ofer higian hyde seðe
man any overpower, (let) hide he who

9 _____ | _____ _____ _____ _____ _____ eall
wishes. Likewise, he to lie saw banner all

10 _____ | _____ _____ _____ _____ wundra
gilded, high over treasury, (of) hand-(crafted) wonders

11 _____ | _____ _____ of ðam leoman
greatest, linked (by) hand-skills. From it light

12 _____ | þæt _____ _____ _____ _____ _____ meahte
stood so that he the ground -surface perceive could

13 _____ _____ _____ _____ _____ _____ þær |
ornaments look over, Not was (of) the serpent there

14 _____ _____ _____ _____ _____ | ða ic on
sight any, but him (sword)-edge (had) destroyed. Then I in

15 _____ _____ _____ _____ | _____ enta
barrow learned treasury to plunder, old (of) giants

16 _____ _____ _____ | _____ _____ _____ holdon
work a certain man, him in arms to load

17 _____ _____ _____ | _____ _____ _____ eac genom
cups and dishes (at) his own discretion. Standard also (he) took

18 _____ _____ _____ _____ _____ | _____ wæs iren
(of) banners brightest. Sword earlier (had) injured— edge was iron

19 _____ _____ | _____ _____ _____ mundbora
(of) old-lord, one who (of) the treasures guardian

20 _____ | _____ _____ _____ _____ | _____ for
was (for) long while. Fire-terror (he) waged hot for

21 horde, _____ _____ | _____ nihtum
treasury, hostilely welling in middle (of) night

1. What does a line over a vowel indicate? _____

_____

2. What is the abbreviation for *and*? _____
3. The letter *s* has three distinctly different forms. What are they? _____

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5.7 Phonology: Phonetic Transcription

Please write out the following in Old English.

/nū wē šulon herijæən heəvonrīčes wæərd

meətodes mæəxte ond his modjeðanc

weərk wuldorfæder swā hē wundra jehwæs

ēce driçten ōr onstæəlde

hē ærest šēəp eərðan bearnum

heəvon to hrōve halij šyp:end

ðā mid:anjæərd monkIn:es wæərd

ēce driçten æfter tēəde

fīrum foldan frea ælmiçtij/

Now we must praise heaven kingdom's warden,

the maker's might and his mind-thought,

work of the glorious father as he, for each of the wonders,

eternal lord, established a beginning.

He first created for the sons of the earth,

heaven as a roof, the holy creator.

Then the middle-earth, mankind's warden,

eternal lord created afterwards,

the earth for people, the Lord almighty.

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5.8 Graphics: The OE Runic Alphabet (Futhorc)

One version of the futhorc is reproduced here, followed by a brief text adapted from the OE translation of Bede's story of the poet Cædmon, who was miraculously given the power to compose religious poetry in the alliterative style.

Transliterate the runic text back into the Latin alphabet. Then translate the text into modern English. Some words have been translated for you; you should be able to guess the rest of them because of their resemblance to modern English.

Rune	*Equivalent*	*Probable Value*	*Rune*	*Equivalent*	*Probable Value*
ᚠ	f	[f]	ᛋ	s	[s]
ᚢ	u	[u]	ᛏ	t	[t]
ᚦ	th	[θ]	ᛒ	b	[b]
ᚩ	o	[o]	ᛖ	e	[e]
ᚱ	r	[r]	ᛗ	m	[m]
ᚳ	c	[k]	ᛚ	l	[l]
ᚷ	g	[g]	ᛜ	ng	[ŋ]
ᚹ	w	[w]	ᛟ	œ	[œ]
ᚻ	h	[h]	ᛞ	d	[d]
ᚾ	n	[n]	ᚪ	a	[ɑ]
ᛁ	i	[i]	ᚫ	æ	[æ]
ᛄ	y	[j]	ᛣ	y	[y]
ᛇ	ēo	[eə]?	ᛡ	io	[io]?[ia]?
ᛈ	p	[p]	ᛠ	ea	[æə]
ᛉ	h	[x]			

"ᚳᚩᚻᚪᚫᚾ, ᛋᛁᚷ ᛗᛖ

"Cædmon,

ᚻᚹᚩᛏᚻᚹᚢᚷᚢ." ᚦᚩ ᚩᛏᚻᛋᚹᚩᚱᛖᛗᚻᛖ ᚻᛖ ᚩᛏᚻ ᚳᚹᚩᚦ:

something." *Then* *said:*

ᛉᛖ ᚳᚩᛏ ᛁᚳ ᛏᚩᛉᛏ ᛋᛁᚷᚷᚩᛏ." ᛖᚩᛏ ᚻᛖ ᚳᚹᚩᚦ:

I nothing Again

ᚻᚹᚩᚦᚱᛖ ᚦᚳ ᛗᛖ ᛗᛁᛉᛏ ᛋᛁᚷᚷᚩᛏ." ᚦᚩ ᚳᚹᚩᚦ ᚻᛖ:

Nevertheless thou canst

"ᚻᚹᚩᛏ ᛋᚳᛉᛚ ᛁᚳ ᛋᛁᚷᚷᚩᛏ?"

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5.9 Morphology: Cases

In OE, the most important functions of the nominative, genitive, dative, and accusative cases were as follows:

Nominative

1. Subject 1,3, _____
2. Complement after verbs like "to be" _____
3. Direct address (vocative) _____

Genitive

1. Possessive, including most constructions in which PDE would use an "of" possessive _____
2. Expressions of measure or of larger numbers 3, _____
3. Direct object of some verbs, especially those expressing deprivation _____
4. In certain adverbial phrases _____
5. In special meanings after some prepositions _____

Dative

1. Object of most prepositions _____
2. Indirect object of verbs _____
3. Direct object of some verbs 5, _____
4. With some adjectives, especially those which would be followed by "to" in PDE (e.g., "dear to me") _____
5. With some possessives, especially involving parts of the body _____
6. Some time expressions (earlier instrumental case, and may appear with an instrumental demonstrative) _____

Accusative

1. Direct object of verbs _____
2. Object of prepositions expressing movement in time or space 7, _____
3. Some adverbial expressions of time or space _____

Identify the functions of the cases in the following sentences by putting the number of the sentence in the appropriate blank above. The cases are identified by letters following the underlined word or phrase: (N) = nominative, (G) = genitive, (D) = dative, (A) = accusative. *Note:* Do not confuse the gloss with the original text. For example, the OE expression *dæges ond nihtes* might be glossed "by day and by night," but this would *not* be an example of the use of the genitive as object of a preposition in OE because the OE has no preposition. Instead, it would be an example of the use of the genitive in certain adverbial phrases. Note that there are more examples for the common case usages mentioned in the text. Consult the grammar review in the text's appendix if you are having trouble with the English sentences.

1. Seo boc (N) com to us binnan feowum gearum (D).
   That book came to us within few years.
2. He wearþ cristnum monnum (D) swiðe hold (N).
   He was to Christian men very loyal.
3. Eadgar cyning (N) þone cristendom (A) gefyðrode and fela
   Edgar king the Christendom advanced and many

   munuclifa (G) arærde.
   monasteries established.
4. La! leof hlaford (N), þone (A) þe þu (N) lufast ys nu geuntrumod.
   Oh! dear lord, the one whom you love is now become sick.
5. Ne mæg nan man (N) twam hlafordum (D) þeowian.
   Not can no man two lords serve.
6. Renas (N) cumað of ðære lyfte (D)
7. froxas (N) comon geond eall Egypta (G) land (A).
   frogs came through all (of) Egyptians' land.
8. we (N) secgað to soðan þæt se tima (N) wæs gesælig (N) and wynsum (N)
   we say in truth that that time was happy and joyful

   on Angelcynne (D).
   in England.
9. Windas and sæ him (D) hyrsumiaþ.
   Winds and sea him obey.
10. Wende he (N) hine west wiþ Exanceastres (G).
    Turned he himself west toward Exeter.
11. Gangaþ inn þurh ðæt nearwe geat (A).
    Go in through the narrow gate.
12. We cildra (N) biddaþ þe, eala lareow (N), þæt þu tæce us (D) sprecan.
    We children ask you, O teacher, that you teach us to speak.
13. Næfde se here, godes þonces (G), Angelcyn (A)
    Not had the army, thanks to God, England

    ealles (G) forswiðe gebrocod.
    completely utterly crushed.
14. Israhela folc (N) on hæftnede (D) Babilonisam cyninge (D) þeowde.
    (Of) Israel people in bondage Babylonian king served.
15. þæs halgan Oswoldes (G) ban (N) wurdon eft bebroht...
    of the holy Oswald bones were again brought

    to Myrcena (G) lande.
    to Mercians' land.
16. þa sæton hie (N) þone winter (A) æt Cwatbrycge (D).
    then stayed they that winter at Bridgnorth.

17. him (D) on bearme læg.
his on lap lay.

18. nolde Alexander þæs (G) getygþian.
not wanted Alexander that to grant.

19 Dær wæron twa hund and eahta and feowertig wera (G).
There were two hundred and eight and forty men.

20. Lætaþ us faran and offrian urum Gode (D).
Let us go and sacrifice (to) our God.

21. þy ilcan geare (D) sende Ælfred cyning (N) sciphere (A) on East-Engle.
that same year sent Alfred king fleet into East Anglia.

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5.10 Functions of the OE Cases

Identify the case (nominative, genitive, dative, accusative) and function of the underlined words in the following phrases and sentences. If you have trouble identifying them, consult the noun, adjective, and pronoun paradigms in *A Biography of the English Language* for the endings of the cases.

1. and he wearð fornumen æfter <u>feawum dagum</u>
   and he was consumed after few days
   dative; object of preposition

2. Eala, <u>oxanhyrde</u>, hwæt wyrst þu?
   O, oxherd, what do you (do)?

3. God sende ða sona <u>sumne encgel</u> him to
   God sent then at once a certain angel him to

4. mon towearp þone weal niþer oþ <u>þone grund</u>
   someone broke the wall down to the ground

5. Nis þæt nan <u>wundor</u>
   Not is that no wonder

6. Se wudu is hundtwelftiges <u>mila</u> lang
   The forest is 120 miles long

7. Sum sutere siwode <u>þæs halgan weres</u> sceos
   A certain shoemaker sewed the holy man's shoes

8. ðu ofsloge <u>him</u> fætt cealf
   you killed him (a) fat calf

9. Wrætlic is þes <u>wealstan</u>
   Wondrous is this building stone

10. he <u>ðæm huse</u> genealæhte
    he the house approached

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5.11 Morphology: Gender

OE had grammatical rather than biological gender. In most instances, neither the ending of the word alone nor its meaning was a reliable guide to its gender. Thus gender usually can be identified with certainty only through the form of an accompanying adjective or, especially, an accompanying demonstrative. Even with these, the gender of plural nouns may be ambiguous. By consulting paradigms of OE nouns, adjectives, and demonstratives in *A Biography of the English Language,* identify the gender of the following nouns as masculine (M), feminine (F), or neuter (N), and state what allowed you to make the identification. If it is impossible to ascertain the gender from the form given, write (A) in the blank and state how it is ambiguous.

0. seo *byrne* 'the coat of mail' F—demonstrative seo is feminine
1. þone *grund* 'the ground' _____
2. freolic *wif* 'noble woman' _____
3. on þisse *meoduhealle* 'in this mead-hall' _____
4. heoru *stow* 'pleasant place' _____
5. modiges *mannes* 'of the brave man' _____
6. þinum *broþrum* 'to your brothers' _____
7. þa *word* 'those words' _____
8. windige *weallas* 'windy walls' _____
9. æt þære *beorþege* 'at the beer-party' _____
10. þæt *anginn* 'the beginning' _____

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5.12 Morphology: Noun Classes and Inflections

A. Because so many inflectional endings in OE are identical, one cannot always identify the class and gender of a noun from its ending alone. However, a number of endings are unique, and the class, gender, number, and case can be determined by the ending, along with the information provided by the context. For each of the following underlined nouns, give its gender, case, and number, and state whether it is an (A) *a*-stem strong noun, (B) *o*-stem strong noun, (C) *-an* weak noun, or (D) mutated-plural noun. The nominative singular form of the noun is provided in parentheses after each excerpt. If you cannot make a positive identification, explain why.

0. gesihð him beforan . . . baþian brimfuglas, brædan feþra (nom. sg. feþer)
   (he) sees him before (to) bathe sea-birds, (to) spread wings

   feminine o-stem strong noun, accusative plural

1. And riht is þæt ealle preostas . . . anræde beon (nom. sg. preost)
   and proper is that all priests persevering be

2. he geseah þa hearpan him nealecan (nom.sg. hearpe—fem.)
   he saw the harp him approach

3. ac hi fæstlice wið ða fynd weredon (nom. sg. feond—masc.)
   but they resolutely against the enemies defended

4. þa flotan stodon gearowe (nom. sg. flota)
   the seamen stood ready

5. þeah þe græf wille golde stregan (nom. sg. græf)
   although (the) grave (he) may (with) gold strew

6. of þæm we begietaþ us selfum . . . fodor urum horsum (nom. sg. hors—neut.)
   from whom we get (for) ourselves fodder (for) our horses

7. Wod under wolcum to þæs þe he winreced, goldsele gumena,
   (he) walked under clouds until he winehall, goldhall (of) men,

   gearwost wisse (nom. sg. guma—masc.)
   most readily recognized

8. he . . . his leomu on reste gesette ond onslepte
he his limbs at rest put and fell asleep

(nom. sg. lim; ignore the vowel change in the root)

---

9. Gyf mæsseprest his agen lif rihtlice fadie . . . (nom. sg. lif)
If mass-priest his own life properly arranges

B. Using the paradigms in your text and the information provided by the glosses, write the correct form of the noun in the blank. The nominative singular form of the noun and all other necessary information are given in the parentheses following each excerpt. (The *a*-stem and *o*-stem nouns are "strong" nouns, and *-an* nouns are "weak" nouns.)

0. he nolde fleogan fotmæl landes (land: neuter *a*-stem gen. sg.)
he wouldn't flee (a) foot's space (of) land

1. Ne acwele þu þaet _____ (cild: neuter *a*-stem acc.)
Not kill you that child

2. bæd þaet _____ gehwylc Byrhtnoð wræce
(he) ordered that (of the) men each Byrhtnoð avenge

(beorn: masc. *a*-stem gen. pl.)

3. þonne he forð scile of _____ læded weorðan
when he forth must from body brought be

(lichama: masc. *-an* dat. sg.)

4. ond bi oðrum monegum spellum þæs halgan _____
and about other many stories (of) the holy writ

(gewrit: neuter *a*-stem gen. sg.)

5. on þinum sæde beoð ealle _____ gebletsode (þeod: fem. *o*-stem nom.)
in your offspring will be all peoples blessed

6. ðara godena wiotena ðe . . . _____ ealla be fullan geliornod hæfdon
(of) the good wise men who books all completely learned had

(boc: fem. mutated pl.)

7. þa ceare seofdun hat ymb _____ (heorte: fem. *-an* acc.)
the cares sighed hot around (my) heart

8. þæt Læden and þæt Englisc nabbað na ane wisan
the Latin and the English not have at all one manner

on þære _____ fadunge (spræc: fem. *o*-stem gen.)
in the language arrangement

9. Nu her þara _____ byre nathwylces . . . on flet gæð
now here (of) killers son some onto floor walks

(bana: masc. *-an* gen.)

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5.13 Morphology: Nouns, Adjectives, and Demonstrative Pronouns

Give the case and a translation of each of the phrases. For each noun, its genitive singular and nominative plural forms are given in the brackets. This should help you figure out what kind of noun it is.

1. þone bat longan — long = long; bat = boat (m, -es, -as)

_____

2. scipes longes — scip = ship (n, -es, -u)

_____

3. þæm eorþan deopan — deop = deep; eorþan = earth (f, -an, -an)

_____

4. þara runa deopa — run = mystery (f, -e, -a)

_____

5. cildrum blindum — blind = blind; cild = child (n, -es, -u)

_____

6. cucealfum gefattigum — cucealf = calf (n, -es, -u); gefattig = fat

_____

7. seles palentlices — sele = hall (m, -es, -as); palentlic = palatial

_____

8. þæm dysigan were — wer = man (m, -es, -as); dysig = foolish

_____

Extra credit. Translate the sentence below into English. Use whatever materials you can find in your book (Hint: under phonology or morphology) to help. Knowing the rules for sound change between OE and PDE, you should be able to sound out the words.

Seo yfele cwēne (f, -e, -a) bīteþ hlūd hund (n, -es, ø) mid (mid = with) scearpum tōþum (m, -es, teþ).

_____

_____

_____

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5.14 Morphology: Pronouns and Demonstratives

In the following OE sentences, identify the person, gender, case, and number of the underlined personal pronouns. (First- and second-person pronouns had no gender distinction, so ignore gender for these.) For demonstrative pronouns, identify the gender, case, and number. Ignore gender in the plural for both personal and demonstrative pronouns. For interrogative pronouns, identify the case and gender. When the form is ambiguous, additional information is provided for you as necessary for a positive identification.

0. þa geseah ic beforan unc onginnan ðeostrian ða stowe.
   Then saw I before us begin to darken that place.

   ic: 1st person nom. sg. unc: (dative) 1st pers. dual

1. cweþe ðonne nigon siþon þas word:
   say then nine times these words

   þas: _____

2. ond þæs oþres þone mæstan dæl hie geridon ond him to
   and of the rest the greatest part they seized and (to) them

   gecirdon buton þæm cyninge Ælfrede.
   submitted except the king Alfred.

   þaes: (neuter) þone: _____
   hie: _____ him: _____
   þæm: (masc.)

3. Her for se here to Cirenceastre of Cippanhamme. Ond þy
   Here went the army to Cirencester from Chippenham. And in that

   geare gegadrode an hloþ wicenga
   year assembled a troop (of) Vikings

   se: _____ þy: (neuter)

4. Ic ahsige eow, forhwi swa geornlice leorni ge?
   I ask you, why so eagerly study you?

   eow: (dative) ge: _____

5. Hwæt sægst þu, fugelere?
   What say you, bird-hunter?

   hwæt: _____ þu: _____

6. Ic ne dear yppan þe digla ure.
I not dare reveal (to) you secrets our.
Ic: _____ þe: _____
ure: _____

7. Hwa awecþ þe to uhtsancge?
Who awakens you for matins?
Hwa: _____ þe: (accusative)

8. ðær næs to lafe nanðing þe hiere wæs
there was not remaining nothing which hers was
hiere: _____

9. ða cristenan hine gecuron to bisceope
the Christians him chose as bishop
ða: _____ hine: _____

10. he sende flod and besencte hie ealle
he sent flood and drowned them all
he: _____ hie: _____

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5.15 Morphology: PDE Descendants of OE Personal Pronouns

From which OE forms did the following PDE pronouns or pronominal adjectives develop? If the PDE form does not descend from an OE form, put a dash in the blank. You will probably need to consult the chart of OE personal pronouns in your text.

Nom. *I* OE nom.ic

Obj. *me* _____

Pron. Adj. *my* _____

Gen. *mine* _____

Nom. *we* _____

Obj. *us* _____

Pron. Adj. *our* _____

Gen. *ours* _____

Nom. *you* _____

Obj. *you* OE acc. or dat. ēow

Pron. Adj. *your* _____

Gen. *yours* _____

Sg. *that* _____

Pl. *those* _____

Sg. *this* _____

Pl. *these* _____

Nom. *he* _____

Obj. *him* _____

Pron. Adj. *his* _____

Gen. *his* _____

Nom. *she* _____

Obj. *her* _____

Pron. Adj. *her* _____

Gen. *hers* _____

Nom. *it* _____

Obj. *it* _____

Pron. Adj. *its* _____

Gen. *its* _____

Nom. *they* _____

Obj. *them* — —

Pron. Adj. *their* _____

Gen. *theirs* _____

Name _____ Section _____ Date _____

5.16 Morphology: Strong and Weak Adjectives

Identify the underlined adjectives in the following sentences as strong (indefinite) or weak (definite), and state why each is strong or weak. Refer to page 99 of *A Biography of the English Language* as necessary.

0. þæt is æt þæm <u>hehstan</u> goode Weak; preceded by demonstrative
   that is at the highest good
1. þu woldest nu brucan <u>ungemetlicre</u> wrænnesse? _____
   you would now enjoy immoderate luxury?
2. heo cende hyre <u>frumcennedan</u> sunu _____
   she gave birth to her first-born son
3. on <u>midne</u> winter _____
   in mid winter
4. þa beoð swyðe <u>dyre</u> mid Finnum _____
   they are very precious among the Finns
5. Eadmund se <u>eadiga</u> East-Engla cynincg wæs snotor _____
   Edmund the blessed of E. Angles king was wise
6. of þam <u>diglum</u> stowum _____
   from those secret places

Name _____ Section _____ Date _____

5.17 Morphology: Strong Verbs

A. OE had seven classes of strong verbs. There were some irregularities in all the classes, but the most typical vowels of the principal parts of each class are listed in the accompanying chart. The second- and third-person singular present indicative underwent umlaut when applicable and thus had a different vowel from the infinitive in several of the classes. Listed are the principal parts and the third-person singular present indicative for the Class 1 verb *blīcan* 'shine' and the infinitive and vowels for the remaining principal parts of a verb for each of the other six classes. Complete the chart by writing out the principal parts of the verbs of Classes 2 through 7. An asterisk marks verbs that had umlaut in the third-person singular present indicative. If the form is not totally predictable, it is provided for you.

	Infinitive	*3d sg. pres.*	*3d sg. pret.*	*Pret. pl.*	*Past part.*
Class 1 i a i i	blīcan 'to shine'	blīcþ '(it) shines'	blāc '(it) shone'	blicon '(they) shone'	blicen '(it has) shone'
Class 2 ēo ēa u o	drēopan 'to drip'	drȳpþ* '(it) drips'	_____ '(it) dripped'	_____ '(they) dripped'	_____ '(it has) dripped'
Class 3 i a u u	slincan 'to slink'	_____ '(it) slinks'	_____ '(it) slunk'	_____ '(they) slunk'	_____ '(it has) slunk'
Class 4 e æ ǣ o	cwelan 'to die'	_____* '(it) dies'	_____ '(it) died'	_____ '(they) died'	_____ '(it has) died'
Class 5 e æ ǣ e	swefan 'to sleep'	_____* '(it) sleeps'	_____ '(it) slept'	_____ '(they) slept'	_____ '(it has) slept'
Class 6 a ō ō a	wascan 'to wash'	_____* '(it) washes'	_____ '(it) washed'	_____ '(they) washed'	_____ '(it has) washed'
Class 7 V_1 ēo ēo V_1	feallan 'to fall'	fȳlþ* '(it) falls'	_____ '(it) fell'	_____ '(they) fell'	_____ '(it has) fallen'
Class 8 V_1 ē ē V_1	blandan 'to blend'	blent* '(it) blends'	_____ '(it) blended'	_____ '(they) blended'	_____ '(it has) blended'

B. Many of the vowels that appear in strong verbs are unique to their class. Hence, if you know the form of the verb (infinitive, third-person present, etc.), you can identify the class to which the verb belongs. Identify the class of each of the following strong verbs by placing the appropriate number in the blank to the left. (No infinitive or past participle of Class 7 verbs is included.)

1. ____ drēag '(it) endured'
2. ____ flagen '(it has) flayed'

3. ____ gælþ '(it) sings'
4. ____ gnagan 'to gnaw'
5. _4_ hæl '(it) hid'; holen '(it has) hidden'
6. ____ hēt '(it was) called'
7. ____ hrēop '(it) shouted'
8. ____ hrēowan 'to distress'
9. ____ hrinon '(they) touched'
10. ____ lēcon '(they) leapt'
11. ____ lesan 'to collect'; lesen '(it has) collected'
12. ____ nuton '(they) used'; noten '(it has) used'
13. ____ slōgon '(they) slew'
14. ____ sniden '(it has) cut'
15. ____ spunnen '(it has) spun'
16. ____ stīgþ '(it) ascends'
17. ____ swīcan 'to fight'
18. ____ swincan 'to labor'
19. ____ wæg '(it) carried'; wegen '(it has) carried'
20. ____ wann '(it) struggled'
21. ____ wōd '(it) waded'
22. ____ wrāþ '(it) writhed'
23. ____ þweran 'to stir'; þworen '(it has) stirred'

C. The OE seven classes of strong verbs have not survived intact in PDE because of sound changes, the tendency of strong verbs to become weak, and analogical changes. In addition, PDE has only three principal parts (infinitive, past tense, and past participle), having lost the distinction between singular and plural in the past tense. Nevertheless, a few strong verbs still reflect their earlier class membership. For each of the PDE descendants of OE strong verbs, list at least one other verb with the same vowel alternation in the principal parts.

OE Class 1: PDE ride, rode, ridden [aɪ o I] _drive_

OE Class 3: PDE bind, bound, bound [aɪ aʊ aʊ] _____

PDE drink, drank, drunk [I æ ə] _____

OE Class 4: PDE bear, bore, borne [ɛ ɔ ɔ] _____

OE Class 5: PDE speak, spoke, spoken [i o o] _____

OE Class 6: PDE shake, shook, shaken [e ʊ e] _____

OE Class 7: PDE blow, blew, blown [o u o] _____

Name _____ Section _____ Date _____

5.18 Morphology: Derivative Prefixes

As in PDE, suffixes in OE tended to change the part-of-speech category while prefixes tended to change the meaning of the base word in some way. Examine the glosses of the following nonprefixed and prefixed pairs, and determine the probable meaning of the prefix.

0. *for-*	bærnan 'burn'	forbærnan 'burn up'
	hogian 'think about'	forhogian 'despise'
	hætan 'heat'	forhætan 'overheat'
	sendan 'send'	forsendan 'banish'
	giefan 'give'	forgiefan 'give, forgive'

Meaning of prefix "very much"; intensifier

1. *ymb(e)-*	sittan 'sit'	ymbsittan 'besiege'
	hycgan 'think'	ymbhycgan 'consider'
	hweorfan 'move, turn'	ymbhweorfan 'revolve'
	sniþan 'cut'	ymbsniþan 'circumcise'
	faran 'go'	ymbfaran 'surround'

Meaning of prefix _____

2. *el-*	land 'land, country'	elland 'foreign country'
	reord 'speech'	elreord 'barbarous'
	þeod 'people'	elþeod 'strange people'
	(ge)hygd 'mind, thought'	elhygd 'distraction'

Meaning of prefix _____

3. *wan-*	hal 'healthy'	wanhal 'sick'
	hygdig 'thoughtful'	wanhygdig 'careless'
	sped 'prosperity'	wansped 'poverty'
	fot 'foot'	wanfota 'pelican'
	fah 'dyed, shining'	wanfah 'dark-hued'

Meaning of prefix _____

4. *to-*	weorpan 'throw'	toweorpan 'destroy'
	licgan 'lie'	tolicgan 'separate'
	lucan 'close, lock'	tolucan 'wrench apart'
	fleotan 'swim, sail'	tofleotan 'carry off by flood'
	hælan 'heal'	tohælan 'weaken'

Meaning of prefix _____

5. *sam-*	grene 'green'	samgrene 'immature'
	hal 'healthy'	samhal 'weakly'
	wis 'wise'	samwis 'stupid'
	(ge)boren 'born'	samboren 'premature'
	bærned 'burnt'	sambærned 'half-burnt'

Meaning of prefix _____

Name _____ Section _____ Date _____

5.19 Morphology: Derivative Suffixes

The following are examples of several common OE derivative suffixes. By examining the patterns of the first two items in each group, you can supply the missing items. Note that umlaut (mutation) is involved in some of the sets.

I. Nouns from Adjectives, Verbs, and Other Nouns

Suffix	*Adjective*	*Noun*
-nes	æðel 'noble'	æðelnes 'nobility'
	swet 'sweet'	swetnes 'sweetness'
	halig _____ 'holy'	halignes 'holiness'
	mildheort 'merciful'	_____
	_____ 'bright'	beorhtnes _____
-þu	hean 'lowly'	hynþu 'humiliation'
	fah 'hostile'	fæhþu 'hostility'
	heah _____	hyhþu 'height'
	_____ 'long'	lengþu _____
	earm 'wretched'	_____ 'misery'
	Verb	*Noun*
-ung	bletsian 'to bless'	bletsung 'blessing'
	earnian 'to earn'	earnung 'merit'
	heofian _____	heofung 'lamentation'
	_____ 'to lie'	leasung 'falsehood'
	weorðian _____	_____ 'honor'
	Noun	*Noun*
-had	preost 'priest'	preosthad 'priesthood'
	geoguþ 'youth'	geoguþhad 'time of youth'
	woruld _____	_____ 'secular life'
	_____ 'child'	cildhad _____
	mægþ 'maiden'	_____ 'virginity'

II. Adjectives from Nouns or Adjectives

Suffix	*Noun or Adjective*	*Adjective*
-sum	wynn 'pleasant'	wynsum 'pleasant'
	lang 'long'	langsum 'enduring'
	friþ _____	_____ 'peaceful'
	_____ 'abundance'	genyhtsum _____

	Noun	*Adjective*
-lic	woruld 'world'	woruldlic 'worldly'
	torht 'brightness'	torhtlic 'bright'
	deofol 'devil'	_____ 'diabolical'
	_____ 'joy'	hyhtlic 'joyful'
	_____ 'power'	þryþlic 'strong'
-ig	blod 'blood'	blodig 'bloody'
	mod 'courage'	modig 'bold'
	dust _____	_____ 'dusty'
	_____ 'skill'	cræftig _____
	wlite 'beauty'	wlitig _____
-en	ator 'poison'	ætren 'poisonous'
	seolfor 'silver'	sylfren 'made of silver'
	Crist _____	cristen 'Christian'
	wulf 'wolf'	wylfen _____
	stān _____	_____ 'made of stone'

III. Verbs from Adjectives or Nouns

Suffix	*Adjective or Noun*	*Verb*
-sian	yrre 'angry'	yrsian 'to be angry'
	mære 'famous'	mærsian 'to become famous'
	clæne 'clean'	_____ 'to cleanse'
	ege 'fear'	_____ 'to frighten'
	_____ 'powerful'	ricsian _____
	Adjective	*Verb*
-an	wod 'mad'	wedan 'to be mad'
	cuþ 'known, familiar'	cyþan 'to make known'
	brad _____	brædan 'to extend'
	eald 'old'	_____ 'to delay'
	_____ 'full'	fyllan _____

Name _____ Section _____ Date _____

5.20 Syntax

Among the differences between OE syntax and that of PDE are that, in OE,

A. in clauses or sentences preceded by an adverbial, the verb frequently preceded the subject.
B. in subordinate clauses, the finite verb was often at the end.
C. pronoun objects often preceded the verb, especially in subordinate clauses.
D. impersonal verbs (with no expressed nominative subject) were common.
E. if a noun had two modifiers, one often preceded and the other followed the noun.
F. titles used with proper names often followed the name.
G. prepositions sometimes followed their objects.

For the following excerpts, decide which of the above rules applies and enter the appropriate letter(s) in the blank to the left. (In several instances, more than one rule applies.) Then rewrite the excerpt in acceptable PDE.

A, E 0. þa comon on sumne sæl ungesælige þeofas eahta on anre
then came at certain time unfortunate thieves eight on one

nihte to þam arwurþan halgan . . .
night to the venerable saint

Then, at a certain time, eight unfortunate thieves

came to the venerable saint on one night

_____ 1. se wæs Ælfredes cyninges godsunu . . .
he was Alfred's king('s) godson

_____ 2. Nis eac nan wundor, þeah us mislimpe, forðam we witan
Not is also no wonder, if us goes wrong because we know

ful georne þæt . . .
very well that

_____ 3. Ond þa salde se here him foregislas ond micle aþas . . .
And then gave the army him hostages and great oaths

_____ 4. Mid þy þe se cyngc þæt geseah, he bewænde hine . . .
When the king that saw, he turned himself

_____ 5. Se cyng . . . aræde hi up and hire to cwæð: "Leofe dohtor . . ."
The king lifted her up and her to said: "Beloved daughter"

_____

_____

_____ 6. And sona þeræfter com Tostig eorl . . . mid swa miclum liðe,
And at once thereafter came Tostig earl with as big fleet

swa he begitan mihte.
as he get could

_____

_____

_____ 7. Gif man gewundud sy, genim wegbrædan sæd, gnid to
If someone wounded is take waybread seed, grind to

duste & scead on þa wunde . . .
powder & sprinkle on the wound

_____

_____

_____ 8. þa gefengon hie þara þreora scipa tu æt ðæm muðan
Then seized they (of) the 3 ships 2 at the mouth

uteweardum . . .
outside

_____

_____

_____ 9. And utan . . . sume getrywða habban us betweonan butan
And let us some fidelity keep us between without

uncræftan
deceit

_____

_____

_____ 10. ond hu him ða speow ægðer ge mid wige ge mid
and how them then succeeded both with battle and with

wisdome . . .
wisdom

_____

_____

_____ 11. þa gemette hie Æþelwulf aldorman on Engla-felda, ond him
Then met they Athelwulf alderman at Englefield, and him

þær wiþ gefeaht . . .
there against fought

_____

_____

Name _____ Section _____ Date _____

5.21 Lexicon: Fossilized Survivals

Although much of the OE vocabulary has been lost, a number of items survive as parts of compounds. For each of the following words, use a dictionary to identify the OE etymon and meaning of the italicized portion.

0. ear*wig* OE wīcga "insect"
1. a*jar* _____
2. black*mail* _____
3. cow*slip* _____
4. after*math* _____
5. *gar*lic _____
6. neigh*bor* _____
7. *cod*piece _____
8. god*send* _____
9. *hench*man _____
10. mid*riff* _____
11. *mid*wife _____
12. *war*lock _____
13. *stir*rup _____
14. *cob*web _____

Name _____ Section _____ Date _____

5.22 Lexicon: Acquisition of New Words

The chief means of acquiring new lexical items in OE were compounding and affixing, with loanwords being a minor source of new vocabulary. For each of the following items that have survived from OE into PDE, indicate whether OE acquired the word by compounding (C), affixing (A), or borrowing (B). Use a dictionary to find the etymologies.

0. pope Latin papas—B
0. learner OE leorn + ere—A
0. waterway OE wæter + weg —C
1. bastard _____
2. bequeath _____
3. bloodless _____
4. cheekbone _____
5. childish _____
6. daytime _____
7. featherbed _____
8. homestead _____
9. husband _____
10. landlord _____
11. martyr _____
12. mighty _____
13. misread _____
14. outlaw _____
15. oversee _____
16. quicksilver _____
17. radish _____
18. table _____
19. unfriendly _____
20. woodcock _____

Name _____ Section _____ Date _____

5.23 Lexicon: Continuity of English Basic Vocabulary

Although many OE words have been lost from the language, and although many thousands of new words have entered English since OE times, a large proportion of the most common words of OE have survived and remain among the most frequently used words of PDE. Listed are fifty of these words in their OE spelling. You should be able to guess the modern form of most of these words, some of which are even spelled the same today. Write the contemporary spelling of each in the blank to the right. Hint: Most OE infinitives ended in *-an.*

0. æfter after
1. and _____
2. blōd _____
3. dōn _____
4. eald _____
5. eall _____
6. ende _____
7. eorþe _____
8. fæder _____
9. folc _____
10. for _____
11. forþ _____
12. full _____
13. gōd _____
14. gold _____
15. grund _____
16. hām _____
17. hand _____
18. heofon _____
19. heorte _____
20. hūs _____
21. hwǣr _____
22. land _____
23. lang _____
24. līf _____
25. lȳtel _____
26. manig _____
27. mann _____
28. nama _____
29. niht _____
30. ofer _____
31. on _____
32. oðer _____
33. sendan _____
34. sittan _____
35. standan _____
36. strang _____
37. strēam _____
38. þær _____
39. under _____
40. wæter _____
41. wel _____
43. weorc _____
43. weorold _____
44. wīd _____
45. wīf _____
46. word _____
47. yfel _____

Name _____ Section _____ Date _____

5.24 Semantics: Semantic Change

Listed below are a number of English words that have undergone semantic change over the centuries. For each word, state whether the change has been (a) generalization, (b) narrowing, (c) amelioration, (d) pejoration, (e) strengthening, (f) weakening, (g) shift in stylistic level, or (h) shift in denotation. For some items, you may feel that more than one of these types of changes has occurred. If so, indicate this.

0. OE lāst 'track, sole of foot, footprint' (PDE last [noun]) ___b___
   Hie ðæs laðan last sceawedon 'They inspected the track of the foe'

1. OE nēah 'near(ly)' (PDE nigh) _____
   feor oððe neah 'far or near'

2. OE bana 'killer, murderer' (PDE bane) _____
   Hie næfre his banan folgian noldan 'they would never follow his murderer'

3. OE sellan 'give, supply' (PDE sell) _____
   Hie him sealdon attor drincan 'They gave him poison to drink'

4. OE fēond 'enemy, devil, the Devil, fiend' (PDE fiend) _____
   Eowre fynd feallaþ beforan eow 'Your enemies fall before you'

5. OE mōdig 'bold, brave, proud' (PDE moody) _____
   Ðæt wæs modig secg 'That was (a) brave man'

6. OE drēorig 'bloody, gory, grievous, sorrowing' (PDE dreary) _____
   Wæter stod dreorig and gedrefed 'Water stood gory and roiled up'

7. OE botm 'ground, physically lowest part' (PDE bottom) _____
   Heo to ðæs fennes botme com 'She came to the bottom of the fen'

8. OE godsibb 'godparent or godchild' (PDE gossip) _____
   Nan man on his godsibbe ne wifige 'No man should marry his godchild'

9. OE cwellan 'kill, murder' (PDE quell) _____
   Ða cwelleras ne woldan hine cwellan 'The executioners did not want to kill him.'

10. OE ādela 'filth, urine, dirt' (PDE addled) _____
    Ðæt her yfle adelan stinceþ 'That here it stinks of filth'

11. OE smeortan 'to smart' (PDE smart [verb and adjective]) _____
    Ðenne wile his heorte aken and smerten 'Then his heart will ache and smart'

12. OE mægden 'maiden, virgin, girl' (PDE maiden) _____
    He nam ðæs mædenes modor 'He took the girl's mother'

13. OE morðor 'violent deed, crime, homicide, punishment, manslaughter' (PDE murder) _____
    Seo sawl sceal mid deoflum drohtnoþ habban in morþre and on mane 'The soul shall have company with devils in great sin and in crime'

Name _____ Section _____ Date _____

5.25 Semantics: Kinship Terms

Listed below are some of the kinship terms in OE.

brōðor 'brother'
brōðorsunu 'nephew'
brōðorwīf 'sister-in-law'
dohtor 'daughter'
ēam 'maternal uncle'
fæder 'father'
fædera 'paternal uncle'
fæderencnōsl 'father's kin'
faðe 'paternal aunt'
geswigra 'sister's son'
mæg 'male parent, son, brother, cousin'
māge 'female relative'
mago 'son, male descendant'
mōdor 'mother'
mōdorcynn 'maternal descent'
mōdrige 'maternal aunt'
spinelhealf 'female line of descent'
suhterga 'brother's son; uncle's son'
sunu 'son'
sweostor 'sister'
sweostrorbearn 'nephew, niece'
þridde fæder 'great-grandfather'
þridde mōdor 'great-grandmother'
wæpnedhand 'male line'
wīfhand 'female line'

1. What cultural similarities and differences between the Anglo-Saxon kinship system and that of contemporary American culture does this list suggest? _____

_____

_____

_____

2. Where did English get the terms *uncle, aunt, niece,* and *cousin*? _____

_____

3. Why might English have borrowed all these terms, yet none of the terms of members of the nuclear family? _____

_____

_____

Name _____ Section _____ Date _____

5.26 OE Illustrative Texts

I. The OE Heptateuch

The OE Heptateuch (first seven books of the Old Testament) is a collection of Biblical translations by the Old English scholar, cleric, and writer Ælfric. The translations are in lucid prose that still manages to follow the Latin original fairly closely. The selection here is from Joshua 6:1–4, 12–19, 21–25, 27.

[1]Hiericho seo burh wæs mid weallum ymbtrymed & fæste belocen
Jericho the city was with walls surrounded and firmly locked

for ðes folces tocyme, & hi ne dorston ut faran ne in faran
against the people's arrival, & they not dared out go nor in go

for him. [2]Drihten cwæð ða to Iosue: Ic do ðas buruh
because of them. The Lord said then to Joshua: I put this city

Hiericho on ðinum gewealde & ðone cyning samod & ða strengstan
Jericho into your power & the king together & the strongest

weras ðe wuniað on hyre. [3]Farað nu six dagas symble ymb ða
men who dwell in it. Go now six days continually around the

burh, ælce dæg æne & ealle suwigende; [4]& seofon sacerdas blawan
city, each day once & all keeping silent; & seven priests blow

mid byman eow ætforan. [12]Iosue ða swa dyde, & sacerdas bæron
with trumpets before you. Joshua then thus did, & priests bore

ðæt Godes scrin ymbe ða burh, ælce dæge æne. [13]& oðre seofon
the God's ark around the city, each day once. & another seven

blewon mid sylfrenum byman. [14]& hi ealle to fyrdwicon ferdon
blew with silver trumpets. & they all to (the) camp went

æfter ðam. [15]On ðam seofoðan dæge hi ferdon seofon siðon ymb
after them. On the seventh day they went seven times around

ða burh. [16]& on ðam seofoðan ymbfærelde, ða ða sacerdas blewon,
the city. & on the seventh circuit, when the priests blew,

& ðæt folc eall hrymde, swa swa Iosue him rædde, ða burston
& the people all cried out, as Joshua them advised, then burst

ða weallas, ðe ða burh behæfdon, endemes to grunde, & hi
the walls, which the city surrounded, completely to ground, & they

ða in eodon, ælc man swa he stod on ðam ymbgange. [17]Iosue
then in went, each man as he stood at the circumference. Joshua

ða clypode, & cwæð to ðam folce: Sy ðeos burh amansumod & eall
then spoke, & said to the people: Let this city be cursed & all

ðæt bið on hyre, buton Raab ana libbe & ða ðe lociað to hyre,
that are in it, except Rahab alone live & those who belong to her,

for ðan ðe heo urum ærendracum arfæstnysse cydde. [18]& ge
because she (to) our messengers mercy showed. & you

nan ðingc ne hreppon on reafe ne on feo, ðæt ge ne beon scyldige
nothing not touch as plunder nor as property, lest you be guilty

sceamlicre forgægednysse, & Israhela fyrdwic for synne beo gedrefed.
of disgraceful transgression, & Israelite camp for sin be afflicted.

[19]Swa hwæt swa her goldes byð, ðæt beo Gode gehalgod, & on
Whatever here (of) gold is, that be to God consecrated, & in

seolfre oðde on are, eall in to his hordum. [21]Hi ofslogon ða sona
silver or in brass, all into his treasuries. They slew then at once

mid swurdes ecge weras & wifmen & ða wepende cild, hryðera &
with sword's edge men & women & the weeping children, oxen &

scep, assan & ealle ðingc. [22]Iosue cwæð ða syððan to ðam foresædum
sheep, asses & all things. Joshua said then later to the foresaid

ærendracum: Gað nu to ðam huse, ðær ge behydde wæron, &
messengers: Go now to the house where you hidden were, &

lædað ut ðæt wif, ðe eowrum life geheolp, & ða ðe
lead out the woman who your life supported, & that which

hyre to lociað, lædað of ðisre byrig. [23]Hy dydon ða swa swa him
belongs to her, take from this town. They did then as them

gedihte Iosue, & læddon hi of ðære byrig mid eallum hyre magum,
ordered Joshua, & led her from the town with all her kinsmen,

& hi syððan leofodon mid sibbe betwux him. [24]Hi forbærndon ða
& they afterward lived with peace among them. They burned then

ða burh & ðæt ðe binnan hyre wæs. [25]& Iosue bæd ðus: Beo
the city and what within it was. & Joshua ordered thus: Be

se awyrged, ðe æfre eft geedstaðelie ðas buruh Hiericho. [27]God wæs
he cursed, who ever again reestablishes this city Jericho. God was

ða mid Iosue on eallum his weorcum, & his nama wearð
then with Joshua in all his works, & his name became

gewidmærsod wide geond ðæt land.
Celebrated widely throughout the land.

II. The OE Herbarium

Several medical texts in OE have survived, among them an *herbarium*, or a collection of descriptions of plants useful for medical purposes. This selection, a description of the medicinal uses of rue, is from MS. V. London, British Library, Cotton Vitellius CIII.

Ðeos wyrt þe man rutam montanam & oþrum naman þam gelice
This herb which one Ruta montana *& another name to it similar*

rudan nemneþ byþ cenned on dunum & on unbeganum stowum.
rude *calls is produced on hills & in uncultivated places.*

1. Wið eagena dymnysse & wið yfele dolh genim þysse wyrte
Against eyes' dimness & against bad wound take this herb

leaf þe we rutam montanam nendun on ealdum wine gesodene, do
leaf that we Ruta montana *named in old wine boiled, put (it)*

þonne on an glæsen fæt, smyre syþþan þærmid.
then in a glass vessel, rub then with (it).

2. Wiþ ðæra breosta sare genim þas ylcan wyrte rutam
Against of the breasts pain take this same herb Ruta

siluaticam, cnuca on trywenan fæte, nim þonne swa micel swa ðu
silvatica, *pound in wooden vessel, take then as much as you*

mid ðrim fingron gegripan mæge, do on an fæt & þærto anne scenc
with three fingers grasp can, put in a vessel and to it a cup

wines & twegen wæteres, syle drincan, gereste hyne þonne sume
of wine & two of water, give to drink, let him rest then for a

hwile, sona he byð hal.
while, at once he will be healthy.

3. Wið lifersare genim þysse ylcan wyrte anne gripan & oþerne
Against liver-pain take (of) this same herb a handful & another

healfne sester wæteres & ealswa mycel huniges, wyll tosomne,
half measure of water & also a lot of honey, boil together,

syle drincan þry dagas, ma gyf him þearf sy, þu hine miht
give to drink 3 days, more give him if need be, you him can

gehælan.
cure.

III. Riddles Nos. 24 and 47

The Exeter Book, a manuscript preserving numerous OE poems, contains ninety-five metrical riddles varying greatly in length, subject matter, elegance, and decency. Some of them are based on Latin riddles; others are apparently original compositions. The answers to the two reproduced here, Nos. 24 and 47, are "magpie" and "bookworm," respectively. Riddle No. 24 contains six runic characters, which, rearranged, spell out *higoræ*, the OE word for jay or magpie.

Riddle No. 24

Ic eom wunderlicu with, wræsne mine stefne,
I am wonderful creature, modulate my voice,

hwilum beorce swa hund, hwilum blæte swa gat,
sometimes bark like dog, sometimes bleat like goat,

hwilum græde swa gos, hwilum gielle swa hafoc,
sometimes cry out like goose, sometimes shriek like hawk,

hwilum ic onhyrge þone haswan earn,
sometimes I imitate the gray eagle,

guðfugles hleoþor, hwilum glidan reorde
bird of war's song, sometimes (like) vulture speak

muþe gemæne, hwilum mæwes song,
(with) mouth universal, sometimes sea-gull's song,

þær ic glado sitte. 'ᚸ' mec nemnað,
where I joyful sit. G me names,

swylce · ᚫ · ond · ᚱ · ᚩ · fullesteð,
also Æ and R O supports,

· ᚻ · ond · / · Nu ic haten eom
H and I Now I called am

swa þa siex stafas sweotule becnaþ.
as the six characters clearly signify.

Riddle No. 47

Moðde word fræt. Me þæt þuhte
(A) moth words ate. (To) me it seemed

wrætlicu wyrd, þa ic þæt wundor gefrægn,
curious event, when I the marvel heard of,

þæt se wyrm forswealg wera gied sumes,
that the worm devoured the song of certain men

þeof in þystro, þrymfæstne cwide
thief in dark, illustrious utterance

ond þæs strangan staþol. Stælgiest ne wæs
and of the strong position. Thievish stranger not was

wihte þy gleawra, þe he þam wordum swealg.
a bit the wiser, though he the words swallowed.

IV. The Peterborough Chronicle

One of the most interesting surviving prose works of OE is the *Anglo-Saxon Chronicle*, the umbrella title given to several different but related chronicles. King Alfred probably initiated the writing of the Chronicle toward the end of the ninth century, and some of the regional chronicles were kept up to date until well after the Norman Conquest. The following passage is the entry for 1085 in the Peterborough Chronicle, telling about the instituting of the Domesday Book. Note the indignation of the scribe at this point—the people suspected the king was up to no good with his census; they rightly feared new taxes.

On þisum geare menn cwydodon & to soðan sædan þet Cnut
In this year men declared & in truth said that Canute

cyng of Denmearcan, Swægnes sune cynges, fundade hiderward
king of Denmark, King Swegn's son, set out toward this place

& wolde gewinnan þis land mid Rodbeardes eorles fultume of
& wanted to conquer this land with Earl Rotbert's help of

Flandran, forðan þe Cnut heafde Rodbeardes dohter. Ða Willelm
Flanders, because Canute had Rotbert's daughter. When William

Englalandes cyng, þe pa wæs sittende on Normandige forðig he
England's king, who was dwelling in Normandy because he

ahte ægðer ge Englaland ge Normandige, þis geaxode, he ferde into
held both England and Normandy, this learned, he went into

Englalande mid swa mycclan here ridendra manna & gangendra
England with so great (an) army (of) horsemen & foot soldiers

of Francrice and of Brytlande swa næfre ær þis land ne gesohte,
from France and from Wales as never before this land approached,

swa þet menn wundredon he þis land mihte eall þone here afedan;
so that men marveled how this land could all the army support;

ac se cyng let toscyfton þone here geond eall þis land to
but the king ordered to distribute the army through all this land to

his mannon, & hi fæddon þone here, ælc be his
his men, and they fed the army, each according to his

landefne. & Men heafdon mycel geswinc þæs geares. & Se
proportion of land. & men had great hardship this year. And the

cyng lett awestan þet land abutan þa sæ, þet gif his
king ordered to lay waste the land around the sea, so that if his

feond comen upp þet hi næfdon na on hwam hi
enemies came up that they would have nothing on which they

fengon swa rædlice. Ac þa se cyng geaxode to soðan þet his
could seize so quickly. But when the king learned in truth that his

feond gelætte wæron & ne mihten na geforðian heora fare
enemies departed were & not could at all carry out their attack,

þa lett he sum þone here faren to heora agene lande, & sum he
then had he part of the army go to their own land, & part he

heold on þisum lande ofer winter. Ða to þam Midewintre wæs
held in this land over winter. Then at Midwinter was

se cyng on Gleaweceastre mid his witan & heold þaer his hired
the king at Gloucester with his councillors & kept there his retinue

v dagas. & Syððan þe arcebiscop & gehadode men hæfden sinoð
5 days. & afterward the archbishop & ordained men had (a) synod

þreo dagas. Ðær waes Mauricius gecoren to biscope on Lundene &
three days. There was Mauricius chosen as bishop of London and

Willelm to Norðfolce, & Rodbeard to Ceasterscire: hi wæron ealle
William of Norfolk, and Rotbert of Cheshire: they were all

þæs cynges clerecas. Æfter þisum hæfde se cyng mycel geþeaht
the king's clerks. After this had the king great counsel

& swiðe deope spæce wið his witan ymbe þis land, hu hit
& very serious speech with his councillors about this land, how it

wære gesett oððe mid hwylcon mannon. Sende þa ofer eall
was settled or by which people. (He) sent then over all

Englaland into ælcere scire his men & lett agan ut hu fela
England into each shire his men & had find out how many

hundred hyda wæron innon þaere scire, oððe hwet se cyng himsylf
hundred hides were within the shire, or what the king himself

hæfde landes & orfes innan þam lande, oððe hwilce gerihtæ he
had of land and livestock in the land, or which privileges he

ahte to habbanne to xii monþum of ðære scire. Eac he lett
ought to have for 12 months from the shire. Also he ordered to

gewritan hu mycel landes his arcebiscopas hæfdon & his
write how much land his archbishops had and his

leodbiscopas & his abbodas & his eorlas, &, þeah ic hit lengre telle,
provincials & his abbots & his earls, &, though I it longer tell,

hwæt oððe hu mycel ælc mann hæfde þe landsittende wæs innan
what or how much each man had who occupying land was inside

Englalande, on lande oððe on orfe, & hu mycel feos hit wære
England, in land or in livestock, and how much money it was

wurð. Swa swyðe nearwelice he hit lett ut aspyrian þet næs
worth. So very strictly he it ordered to investigate that not was

an ælpig hide ne an gyrde landes, ne furðon—hit is sceame
one single hide nor one quarter hide of land, nor even—it is shame

to tellanne, ac hit ne þuhte him nan sceame to donne—an oxe ne
to tell, but it not seemed to him no shame to do—one ox nor

an cu ne an swin næs belyfon þet næs gesæt on
one cow nor one swine not was spared that was not set down in

his gewrite. & Ealle þa gewrita wæron gebroht to him syððan.
his document. & all the documents were brought to him afterwards.

V. *Alexander's Letter to Aristotle*

The *Beowulf* manuscript (MS. Cotton Vitellius A XV) also contains the prose *Alexander's Letter to Aristotle,* a fictional work ultimately based on an early Greek original. It is particularly interesting because it reveals a knowledge of and taste for Eastern romances in Anglo-Saxon England.

Swelce eac laforas þær cwoman unmætlicre micelnisse & monig
Moreover leopards there came (of) enormous size & many

oþer wildeor & eac tigris us on þære nihte þær abisgodon.
other wild animals & also tigers us in the night there kept busy.

Swelce þær eac cwoman hreaþemys. þa wæron in culefrena gelic-
Further there also came bats which were in pigeons' like-

nesse swa micle. & þa on ure ondwlitan sperdon & us pulledon.
ness so big, & they in our faces struck & us pecked.

hæfdon hie eac þa hreaþemys teð in monna gelicnisse. & hie
Had they also the bats' teeth in men's shape. And they

mid þæm þa men wundodon & tæron. Eac ðæm oþrum bisgum
with them then men wounded & tore. Also (to) the other afflictions

& geswencnissum þe us on becwom. þa cwom semninga swiðe micel
& troubles that (to) us happened, then came suddenly very big

deor sum mare þonne þara oðra ænig hæfde þæt deor þrie hornas
animal greater than (of) the others any. Had that animal 3 horns

on foran heafde & mid þæm hornas wæs egeslice gewæpnod. þæt
on front (of) head & with the horns was dreadfully armed. That

deor indeos hatað dentes tyrannum. hæfde þæt deor horse heafod.
animal Indians call "tyrant teeth." Had that animal horse head,

& wæs blæces heowes. Ðis deor mid þy ðe hit þæs wætres ondronc
& was dark in color. This animal, while it (of) the water drank,

þa beheold hit þa ure wicstowe. & þa semninga on us & on ure
then saw it there our camp, & then suddenly on us & on our

wicstowe ræsde. Ne hit for þæm bryne wandode þæs hatan leges
camp rushed. Not it because of the fire flinched of the hot flame

& fyres þe him wæs ongean ac hit ofer eall wod & eode. Mid þy
& fire which it was facing, but it over all walked & went. Thereupon

ic þa getrymede þæt mægen greca heriges, & we us wið him
I then exhorted the troop (of) Greek army & we us against it

scyldan woldon þa hit ofsloh sona minra þegna
to defend wanted, then it struck down at once (of) my warriors

•xxvi• ane ræse & •lii• hit oftræd. & hie to loman gerenode,
26 (in) one attack & 52 it trampled & them to earth drove down,

þæt hie mec nænigre note nytte beon meahton. & we hit þa
so that they to me not any use beneficial be could. & we it then

unsofte mid strælum & eac mid longsceaftum sperum of
with difficulty with arrows & also with long-shafted spears from

scotadon & hit ofslogon & acwealdon. þa hit wæs foran to uhtes.
shot and it slew and destroyed. Then it was early toward dawn.

þa æteowde þær wolberende lyft hwites hiowes. & eac missenlices
Then appeared there pestilential air (of) white color, & also diversely

wæs heo on hringwisan fag. & monige men for heora þæm
was it in rings variegated. & many men because of the

wolberendan stence swulton mid þære wolberendan lyfte þe
pestilential stench perished with the pernicious atmosphere which

þær swelc æteowde þa ðær cwoman eac indisce mys in þa
there such appeared then; there came also Indian mice into the

fyrd in foxa gelicnisse . . .
camp in foxes' likeness . . .

VI. *Deor*

This 42-line poem is typically OE in its somewhat gloomy emphasis on misfortune and depression, but unusual in its stanzaic form with a refrain. Deor was a *scop,* or poet, who formerly had served his lord for many years, but then was supplanted by another *scop,* Heorrenda. The six examples of misfortunes that were overcome or outlived refer to various stories from Germanic history and legend.

Welund him be wurman wræces cunnade,
Weland from the Vermars exile experienced,

anhydig eorl earfoþa dreag,
resolute warrior torments suffered,

hæfde him to gesiþþe sorge ond longaþ
had as his companions sorrow and longing,

wintercealde wræce; wean oft onfond,
wintry cold exile; misery (he) often suffered,

siþþan hine Niðhad on nede legde,
after Niðhad on him fetters laid,

swoncre seonobende on syllan monn.
supple sinew-bonds on (a) better man.

þæs ofereode, þisses swa mæg!
That passed away, so may this!

Beadohilde ne wæs hyre broþra deaþ
(To) Beadohild not was her brothers' death

on sefan swa sar swa hyre sylfre þing,
in heart so painful as her own state,

þæt heo gearolice ongieten hæfde
when she clearly perceived had

þæt heo eacen wæs; æfre ne meahte
that she pregnant was; (she) never could

þriste geþencan, hu ymb þæt sceolde.
without shame think; (of) how it must (end).

þæs ofereode, þisses swa mæg!
That passed away, so may this!

We þæt Mæðhilde monge gefrugnon
We (for) Mæðhild many (of us have) heard

wurdon grundlease Geates frige,
(that was) bottomless Geat's love,

þæt hi seo sorglufu slæp ealle binom.
That him the sad love sleep all deprived.

þæs ofereode, þisses swa mæg!
That passed away, so may this!

Ðeodric ahte þritig wintra
Ðeodric ruled thirty years

Mæringa burg; þæt wæs monegum cuþ.
Merovingians' stronghold; that was to many known.

þæs ofereode, þisses swa mæg!
That passed away, so may this!

We geascodan Eormanrices
We have heard of Eormanric's

wylfenne geþoht; ahte wide folc
wolf-like mind; (he) ruled widely (the) people

Gotena rices. þæt wæs grim cyning.
Goths' kingdom. He was (a) savage king.

Sæt secg monig sorgum gebunden,
Sat many a man (by) sorrows bound,

wean on wenan, wyscte geheahhe
despair in mind, (he) wished often

þæt þæs cynerices ofercumen wære.
that this kingdom overthrown would be.

þæs ofereode, þisses swa mæg!
That passed away, so may this!

Siteð sorgcearig, sælum bidæled,
Sits sad-faced (one) of joys deprived,

on sefan sweorceð, sylfum þinceð
in heart grieves, (to) him (it) seems

þæt sy endeleas earfoða dæl.
that is endless of sufferings (his) share.

Mæg þonne geþencan, þæt geond þas woruld
(He) can then think, that throughout this world

witig dryhten wendeþ geneahhe,
wise Lord changes often

eorle monegum are gesceawað,
(to) many a man favor shows,

wislicne blæd, sumum weana dæl.
wise spirit, (to) some (a) portion of woes.

þæt ic me sylfum secgan wille,
This I about myself want to say,

þæt ic hwile wæs Heodeninga scop,
that I once was (of) Heodenings (the) bard,

dryhtne dyre. Me wæs Deor noma.
(to a) lord dear. My name was Deor ['wild animal'].

Ahte ic fela wintra folgað tilne,
Had I many years employment good,

holdne hlaford, oþþæt Heorrenda nu,
gracious lord, until Heorrenda now,

leoðcræftig monn londryht geþah,
skilled-in-song man land-rights took,

þæt me eorla hleo ær gesealde.
that (to) me warriors' protector earlier had given.

þæt ofereode, þisses swa mæg!
That passed away, so may this!

VII. A Ninth-Century Charter

A number of legal documents in OE have survived, among them a Kenthish charter that specifies one Abba's division of his inheritance. An abridged version of this charter is reproduced here.

ic abba geroefa cyðe & writan hate hu min will is
I Abba officer make known & order to write how my will is

þæt mon ymb min ærfe gedoe æfter minum dæge.
that people about my property should do after my day.

ærest ymb min lond þe ic hæbbe, & me god lah, & ic
First about my land than I have, & (to) me God granted, & I

æt minum hlafordum begæt, is min willa, gif me god bearnes unnan
from my lords obtained, is my will, if (to) me God child grant

wille, ðæt hit foe to londe æfter me & his bruce mid minum
will, that it take to (the) land after me & it use with my

gemeccan, & sioððan swæ forð min cynn ða hwile þe god wille
wife, & afterward thus forth my family as long as God may will

ðæt ðeara ænig sie þe londes werðe sie & land gehaldan cunne.
that (of) them any be who (of) land worthy be & land hold can.

gif me ðonne gifeðe sie ðæt ic bearn begeotan ne mege, þonne is min
If (to) me then granted be that I child beget not can, then is my

willa þæt hit hæbbe min wiif ða hwile ðe hia hit mid clennisse
will that it have my wife as long as she it with chastity

gehaldan wile, & min broðar alchher hire fultume & ðæt lond hire
wants to keep, & my brother Alchhere her help & the land (to) her

nytt geode. & him man selle an half swulung
use put. & (to) him people should give a half sulung *[land mea-*

ciollan dene to habbanne & to brucanne, wið ðan ðe he ðy
sure] in Cioll *valley to have & to use, provided that he the*

geornliocar hire ðearfa bega & bewiotige. & mon selle
more willingly her needs attend to & care for. & people should give

him to ðem lond IIII oxan, & II cy, & L scepa, & ænne horn. gif min
him for the land 4 oxen, & 2 cows, & 50 sheep, & one horn. If my

wiif ðonne hia nylle mid clennisse swæ gehaldan, & hire liofre
wife then she not wants chastity thus to keep, & her more agreeable

sie oðer hemed to niomanne, ðonne foen mine megas to ðem londe,
be another marriage to take, then let take my kinsmen the land,

& hire agefen hire agen. gif hire ðonne liofre sie
& (to) her return her own. If (to) her then more agreeable be to a

. . . nster to ganganne oðða suð to faranne, ðonne agefen hie twægen
nunnery to go or sough to go, then yield (to) her two

mine megas, alchher & æðel . . . hire twa ðusenda & fon him to
my kinsmen, Alchhere & Æðel . . . her two thousand & take them

ðem londe. & agefe mon to liminge L cawa & V cy fore hie,
the land. & people should deliver to Liming 50 ewes & 5 cows for it.

& mon selle to folcanstane in mid minum lice X oxan, & X cy, &
& one should give to Folkstone with my body 10 oxen, & 10 cows, &

C eawa, & C swina, & higum an sundran D pend' wið ðan
100 ewes, & 100 swine, & to monks separately 500 pennies provided

ðe min wiif þær benuge innganges swæ mid minum lice swæ
that my wife there have entry whether with my body or

sioððan yferran dogre, swæ hwæder swæ hire liofre sie.
after at a later date, whichever (to) her preferable may be.

gif higan ðonne oððe hlaford þæt nylle hire mynsterlifes
If monks then or lord that not want (to) her monastic life

geunnan, oðða hia siolf nylle, & hire oðer ðing
to allow, or she herself not wants, & (to) her another thing

liofre sie, þonne agefe mon ten hund pend' inn
preferable be, then one should bestow 10 hundred pennies inside

mid minum lice me wið legerstowe & higum an sundran
with my body in return for burial place & to monks separately

fif hund pend' fore mine sawle.
five hundred pennies for my soul.

& ic bidde & bebeode swælc monn se ðæt min lond hebbe
& I ask & command such man as my land may have

ðæt he ælce gere agefe ðem higum æt folcanstane L ambra maltes,
that he each year give the monks at Folkstone 50 pails of malt.

of VI ambra gruta, & III wega spices & ceses, & CCCC hlafa, &
& 6 pails of groats, & 3 measures of bacon & cheese, & 400 loaves, &

an hriðr, & VI scep. & swælc monn se ðe to minum ærfe foe,
one cow, & 6 sheep. & such man as to my property takes,

ðonne gedele he ælcum messepreoste binnan cent mancus
then should distribute he to each mass-priest inside 100 mancus

goldes, & ælcum godes ðiowe pend', & to sancte petre min
of gold, & (to) each of God's servants (a) penny, & to St. Peter my

wærgeld twa ðusenda. . . . & gif þæt gesele þæt min cynn to ðan
wergeld (of) two thousand. . . . & if it happens that my family after-

clane gewite ðæt ðer ðeara nan ne sie ðe
ward completely depart so that there (of) them none be who (of)

londes weorðe sie, þonne foe se hlaford to & ða higan æt kristes
land worthy be, then take (it) the lord & monks at Christ's

cirican, & hit minum gaste nytt gedoen. . . .
church, & it (to) my soul's use put. . . .

ic ciolnoð mid godes gefe ærcebiscop ðis write & ðeafie, &
I Ciolnoð by God's grace archbishop this write & approve, &

mid cristes redetacne hit festniæ. ic beagmund pr' ðis ðeafie
with Christ's sign of cross it confirm. I Beagmund priest this confirm

& write. ic wærhard pr' ðis ðeafie & write. ic abba geroefa ðis
& write. I Wærhard priest this approve & write. I Abba officer this

write & festnie mid Kristes rodetacne. ic æðelhum pr' ðis
write & confirm with Christ's sign of cross. I Æðelhum priest this

ðeafie & write. ic abba pr' ðis þeafie & write. . . .
confirm & write. I Abba priest this confirm & write. . . .

heregyð hafað ðas wisan binemned ofer hire deg & ofer abban.
Heregyð has this director named over her day & over Abba's.

ðæm higum et cristes cirican of londe et cealflocan: ðæt is ðonne
(To) the monks at Christ's church from land at Cealfloc: *it is then*

ðritig ombra alað, ðreo hund hlafa, ðeara bið fiftig
thirty pails of ale, & three hundred loaves, of which will be fifty

hwitehlafa, an weg spices & ceses, an ald hriðr, feower
white loaves, I measure (of) bacon & cheese, one old ox, four

weðras, an suin oðde weðras, sex gosfuglas, ten hennfuglas,
wethers, one swine or six wethers, six geese, ten hens,

ðritig teapera, gif hit wintres deg sie, sester fulne huniges,
thirty tapers, if it winter's day be, measure full (of) honey,

sester fulne butran, sester fulne saltes. & heregyð bibeadeð
measure full (of) butter, measure full (of) salt. & Heregyð instructs

ðem mannum ðe efter hire to londe foen on godes noman ðæt hie
the people who after her to land take in God's name that they

fulgere witen ðæt his ðiss gelesten ðe on ðissem gewrite
very well take care that they this carry out which in this document

binemned is ðem higum to cristes cirican. . .
named is (to) the monks at Christ's church. . .

VIII. Ælfric's Lives of the Saints: St. Cecilia

The prolific Ælfric was also the author of thirty-seven homilies detailing the suffering, martyrdom, and miracles of saints. These saints' lives are written in an alliterative prose that so resembles alliterative verse that early editors often printed them as verse. The selection here is the closing lines of his life of St. Cecilia.

Almachius hire andwyrde, "Awurp þine dyrstignysse and geoffra
Almachius her answered, "Cast aside your insolence and offer

þam godum arwurðlice onsægednysse." Cecilia him cwæð to, "Cunna
to the gods honorable sacrifice." Cecilia to him said, "Test

mid grapunge hwæðer hi stanas synd and stænene anlicnysse, þa
by touching whether they stones are and stone idols, those

þe þu godas gecigst, begotene mid leade, and þu miht swa witan
which you gods call, covered with lead, and you can thus find out

gewislice mid grapunge gif ðu geseon ne miht þæt hi synd stanas.
for sure by touching if you see not can that they are stones.

Hi mihton wel to lime gif man hi lede on ad. Nu
They would completely (turn) to lime if one them put in fire. Now

hi ne fremiað him sylfum, ne, soðlice, mannum, and hi mihton
they not help themselves, nor truly, men, and they would

to lime gif hi man lede on fyr."
(turn) to lime if them one put in fire."

þa wearð se arleasa dema deoflice gram and het
Then became the wicked judge diabolically angry and ordered

hi lædan sona and seoðan on wætere on hire agenum huse for þæs
her led at once and boiled in water in her own house for the

hælendes naman. þa dydon þa hæþenan swa hi het
Savior's name. Then did the heathens just as them ordered

almachius; and heo læg on þam bæðe bufan byrnendum fyre
Almachius; and she lay in that bath over (a) burning fire

ofer dæg and niht ungederodum lichaman, swa swa on cealdum
throughout day & night (with) uninjured body, as if in cold

wætere, þæt heo ne swætte furðon. Hi cyddon þa almachie hu
water, so that she not sweat even. They told then Almachius how

þæt mæden þurh-wunode on þam hatum baðe mid halum
the maiden persevered in the hot bath with healthy

lichaman, and furþon butan swate. þa sende he ænne cwellere
body, and even without sweat. Then sent he an executioner

to and het hi beheafdian on þam hatan wætere. Se cwellere
to (her) & ordered to behead her in the hot water. The executioner

hi sloh þa mid his swurde, æne eft, and þryddan siðe, ac hire swura
her struck with his sword, once again, & third time, but her neck

næs forod. and he forlet hi sona swa samcuce
not was cut through. And he left her immediately as half-alive

licgan forþam-þe witan cwædon þæt nan cwellere ne sceolde feower
to lie because counselors said that no executioner not should four

siðan slean to þonne man sloge scyldigne. Heo leofode þa þry dagas,
times strike when one struck (a) criminal. She lived then 3 days,

and þa geleaffullan tihte and hire mædena betæhte þam maran
and the faithful (she) taught & her maids entrusted (to) the splendid

papan and hire hus wearð gehalgod to haligre cyrcan. þær wurdon
pope and her house was sanctified as holy church. There were,

þurh god wundra gelome and urbanus se papa bebyrigde hi
through God, miracles often (done), and Urban the pope buried her

arwurðlice to wuldre þam ælmihtigan þe on ecnysse rixað
honorably to (the) glory (of) the Almighty who in eternity reigns.

CHAPTER 6

MIDDLE ENGLISH

6.1 Important Terms

1. analytic language
2. Anglo-French
3. Black Death
4. blend (portmanteau word)
5. Carolingian minuscule
6. causative verb
7. Central French
8. clipping
9. closed syllable
10. compounding
11. cumulative sentence
12. Danelaw
13. digraph
14. double possessive
15. East Midland dialect
16. epenthetic vowel
17. folk etymology
18. group possessive
19. Hundred Years' War
20. impersonal verb
21. Insular hand
22. isogloss
23. London dialect
24. Middle English dialects
25. modal auxiliary
26. Norman Conquest
27. Norman French
28. noun adjunct
29. Old Norse
30. open syllable
31. perfect infinitive
32. periodic sentence
33. periphrastic construction
34. progressive tense
35. quasi-modal
36. synthetic language
37. voiced fricative
38. William the Conqueror

6.2 Questions for Review and Discussion

1. Summarize the effects of the Norman Conquest on the English language.
2. What happened to the use of French in England over the course of the ME period?
3. Norman French, and later Anglo-French, differed from Central (Parisian) French. What were the implications of this fact for the English language?
4. What influence did the Hundred Years' War have on the history of English?
5. How did the Black Death affect the English language?
6. What were the effects of the Danelaw settlement on the English language?
7. When and where did a "standard" English begin to arise?
8. On what dialect was the rising new standard based?
9. We have few texts that show a linguistic continuity between OE and ME. Explain.
10. How did the consonant phonemes of English change during the ME period?
11. What happened to the OE diphthongs during ME?
12. Explain the influence of open and closed syllables on ME vowels.
13. How was English word stress influenced by the thousands of French loanwords introduced during ME?
14. Summarize the changes in the English alphabet during ME.
15. What influence did the French have on English spelling?
16. What are some of the probable reasons for the nearly total loss of English inflections during ME?
17. What happened to OE strong and weak adjectives in ME?
18. Where did the PDE forms of the third-person plural pronouns come from?
19. Where did the PDE form *she* come from?
20. What happened to the OE demonstrative adjective/pronouns during ME?
21. Describe the development of OE strong verbs during ME.
22. Did the number of English prepositions increase or decrease during ME?
23. Where did the indefinite article *a/an* come from?
24. List a few PDE syntactic features that originated during ME.
25. How did the use of the negative in ME differ from its use in PDE?
26. What are the probable origins of the PDE progressive tense?
27. What happened to impersonal verbs during ME?
28. How did the word order of sentences with pronoun objects in ME differ from that of PDE?
29. What were the major sources of loanwords during ME?
30. How did Scandinavian loanwords differ from French loans?
31. Which foreign influence provided new place-name elements in ME?
32. What were some of the minor ways of forming new words during ME?
33. Was the majority of the OE vocabulary retained in ME?
34. Suggest reasons why narrowing was the commonest type of semantic change from OE to ME.
35. What are the traditional five major dialectal areas of ME? Why is this division unsatisfactory?
36. How did ME literature develop out of OE literature? What innovations did the period see? What literary forms were still to come?

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6.3 Phonology: Voiced Fricatives Become Phonemic

As is explained in the text, there was no *phonemic* distinction in OE between voiced and voiceless fricatives. Fricatives were voiced when surrounded by voiced sounds and were voiceless otherwise. During ME, phonemicization took place as voiced fricatives appeared in previously voiceless environments for various reasons:

A. French loanwords that had voiced fricatives in initial or final position in a word, for example, *villain*.
B. Dialect mixture. Southern dialects were voicing initial fricatives as early as OE, for example, ME Southern *zinne* 'sin' versus E. Midlands *sinne*.
C. Voicing of fricatives in lightly stressed common words, for example, *is*.
D. Loss of final vowels that left voiced fricatives in a previously voiceless position, for example, OE *risan* /rīzan/ 'to rise' versus ME *rise* /rīz/.

Identify the reason (A–D) for the voiced fricative in ME in each of the following words. The words are given in their PDE forms. You will need to consult a dictionary to determine the origin of some of the words.

D	1. weave	____	11. valley
____	2. slave	____	12. there
____	3. vixen	____	13. lose
____	4. was	____	14. carve
____	5. of	____	15. seize
____	6. freeze	____	16. clothe
____	7. pave	____	17. has
____	8. this	____	18. vat
____	9. verse	____	19. ease
____	10. seethe	____	20. cave

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6.4 Phonology: Lengthening and Shortening of Vowels in Stressed Syllables

I. In ME, the quantity of the stressed vowels in many words was different from what it had been in OE. The following developments were responsible for these changes in length.

A. In late OE, short vowels lengthened before certain consonant clusters. The resulting long vowels remained in ME in the following combinations:
   1. *i, o + mb*; for example, OE *climban*, ME *clīmbe(n)*
   2. *i, u + nd*; for example, OE *grindan*, ME *grīnde(n)*
   3. any vowel + *ld*; for example, OE *milde*, ME *mīlde*

B. In the thirteenth century, *a*, *e*, and *o* lengthened in open syllables, that is, syllables ending in a vowel. If a single consonant comes between two vowels, the consonant goes with the second vowel and the first syllable is open, as in OE *stelan* 'to steal', ME *stē-le(n)*.

C. In late OE and in ME, long vowels (with the exception of those included under [A] above) shortened in closed syllables, that is, syllables ending in one or more consonants. If two consonants come between vowels, the first consonant goes with the first syllable, making it a closed syllable. The second consonant goes with the second syllable, as in OE *sōfte* 'soft', ME *sof-te*.

D. In ME, if two or more unstressed syllables followed the stressed syllable, the vowel of the stressed syllable always shortened, regardless of whether it was open or closed and regardless of the following consonants, as in ME *brēke(n)* 'to break' versus *brekefast* 'breakfast'.

The stressed vowel (the first vowel) in each of the following ME words differs in quantity from its earlier form in OE. Indicate which of the developments listed above (A–D) caused the change in the length of the vowel.

____ bīnde(n) 'to bind'	____ hāre 'hare'	____ rīnde 'rind'
C blast	____ holiday	____ rust
____ blīnd	____ hōse 'hose'	____ smōke
____ bōde(n) 'to bode'	____ hūnd 'hound'	____ stepchild
____ ēven	____ lefte 'left'	____ wākien 'to wake'
____ fedde 'fed	____ mēle 'meal'	____ wīlde 'wild'
____ fōunden 'found'	____ mēte 'meat'	____ wōmbe 'womb'
____ frend 'friend'	____ rāke 'rake'	____ yīelde(n) 'to yield'
____ gōld	____ redeles 'riddle'	

II. Each of the following PDE words has a vowel phonologically different from that of another, related PDE word. The difference in the pronunciation of the vowels ultimately goes back to one of the changes described above, even though PDE no longer distinguishes vowels on the basis of quantity. For each of the following words, give a related PDE word with a different vowel. In some cases, you may need to refer to a dictionary to determine the origin of the word.

gossamer goose

holiday

kindred

Lammas

lit

nostril

sheriff

southern

stealth

throttle

utter (extreme)

width

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6.5 Phonology: Sporadic Sound Changes

In addition to systematic changes in consonants and vowels, ME experienced numerous sporadic sound changes that involved only a limited number of words. Among the types of sporadic sound changes were the following:

A. Addition of unetymological consonants, as when PDE *drowned* is pronounced [draʊndɪd]
B. Loss of consonants, as when PDE *husband* is pronounced [həzbən]
C. Dissimilation, when one of the two similar or identical sounds in a word is changed, as when Latin *turtur* became English *turtle*
D. False division, when the boundary between two words that frequently appear together is shifted, as when PDE *ice cream* is pronounced as if it were *I scream*
E. Metathesis, or the inversion of the order of two sounds in a word, as when PDE *nuclear* is pronounced [nukələr]

Each of the following words underwent one of the listed changes (A–E) during ME. Use a college dictionary to determine the earlier form of the word and put it in the blank to the right. Identify the type of change in the blank to the left. Some words may show more than one type of change.

0. E dirt ME drit < ON drit
1. ____ pomander _____
2. ____ sister _____
3. ____ spindle _____
4. ____ nonce _____
5. ____ slumber _____
6. ____ lawn (grass) _____
7. ____ hasp _____
8. ____ messenger _____
9. ____ marble _____
10. ____ passenger _____
11. ____ adder (snake) _____
12. ____ curl _____
13. ____ scrimmage _____
14. ____ newt _____
15. ____ mulberry _____
16. ____ tine _____
17. ____ eyas _____
18. ____ thrill _____

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6.6 Graphics: Changes in the Spelling of Consonants

A. Listed below are a number of OE words with digraphs (two letters representing a single sound, as in PDE ⟨ch⟩ = [č]), along with typical spellings of these same words in ME. By examining the list, decide how the OE digraphs were changed in ME. Note that some of them were spelled in more than one way in ME.

OE ecg 'edge'; ME egge, edge
OE fisc 'fish'; ME fishsh, fischche, etc.
OE hricg 'ridge'; ME rigge, ridge
OE hwæl 'whale'; ME whale
OE hwæte 'wheat'; ME whete
OE hweol 'wheel'; ME wheele
OE hwit 'white'; ME white
OE mycg 'midge'; ME migge, mydge
OE nahwær 'nowhere'; ME nowher
OE scal 'shall'; ME schal, ssel, shal, xal, etc.
OE scearp 'sharp'; ME scharp, sharp, ssarp, etc.
OE scield 'shield'; ME shild, schilde, etc.
OE scort 'short'; ME short, schort, etc.
OE wecg 'wedge'; ME wegge
OE wyscan 'wish'; ME wisshen, wisse, whysshe, etc.

OE *cg* → ME _____

OE *sc* → ME _____

OE *hw* → ME _____

B. Listed below are a number of words in their OE and ME spellings. By examining the list, you should be able to describe the graphic (spelling) environments that determined the change in spelling of OE *c* during ME.

OE candel 'candle'; ME candel
OE castel 'castle'; ME castel
OE cese 'cheese'; ME chese
OE cest 'chest'; ME chest
OE ciele 'chill'; ME chile
OE cild 'child'; ME child
OE clæg 'clay'; ME clay
OE cleofan 'cleave'; ME cleven
OE cnif 'knife'; ME knif
OE cniht 'knight'; ME kniht
OE corn 'corn'; ME corn
OE crypel 'cripple'; ME crepel
OE cuppe 'cup'; ME cuppe
OE cwacung 'quaking'; ME quakinge
OE cwealm 'qualm'; ME qualm
OE cwellan 'quell'; ME quell
OE (a)cwencan 'quench'; ME quenchen
OE cweorn 'quern'; ME quern
OE cycene 'kitchen'; ME kichene
OE kynd 'kind'; ME kind
OE cyrnel 'kernel'; ME kernell

OE *c* → ME *c* *before ⟨a⟩,* _____

OE *c* → ME *ch* _____

OE *c* → ME *k* _____

OE *c* → ME *q* _____

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6.7 Morphology: Adjective Inflections

During ME, all the OE adjectival inflections were lost except for a trace of the earlier strong versus weak declensions. Even here, the distinction was retained only for monosyllabic adjectives ending in a consonant. For these, a strong singular adjective has no ending; strong plural adjectives and both singular and plural weak adjectives ended in *-e*.

	Strong	*Weak*
Sg.	blind	blinde
Pl.	blinde	blinde

Adjectives were weak if they appeared

a. after a definite article, a demonstrative adjective, a possessive pronoun, or a possessive noun
b. in direct address

Adjectives were strong if they appeared

a. without a preceding definite article, demonstrative, or possessive
b. in predicate adjective position

This remaining inflectional distinction was breaking down during ME, and texts frequently show incorrect forms (although sometimes a seemingly incorrect form can also be interpreted as a remnant of an OE dative).

For the following sentences or phrases, state whether the italicized adjective is *strong* or *weak*, and identify the reason as (a) or (b) as outlined above. If the distinction does not apply because the adjective is polysyllabic or ends in a vowel, write *not applicable* in the blank. Finally, note whether the usage is correct or incorrect according to the rules described above. The base form of the adjective is provided for you.

0. Alss *wise* men haue writen the wordes before. (Base form: *wis*)
   As

   Strong, (a), correct plural

1. Bothe failet hym the fode and the *fyne* clothes (Base: *fyn*)
   he lacked food

   _____

2. Ethiope is departed in two *princypall* parties (Base: *princypall*)
   divided parts

   _____

3. God . . . chargiþ not siche song, but . . . *goode* werkis (Base: *good*)
   orders such singing works

   _____

4. Goth henne swiþe, *fule* þeues! (Base: *ful*)
   Go away quickly, foul thieves

   _____

5. Rideȝ þurȝ þe *roȝe* bonk ryȝt to þe dele (Base: *roȝ*)
Rides through the rough slope valley

6. þai counted no course of the *cold* stormys (Base: *cold*)
took no account

7. þat him was so *hard* grace yȝarked (Base: *hard*)
to him (a) fate ordained

8. þat welle ys . . . noȝt *deop* bote to þe kneo (Base: *deop*)
not deep just knee

9. þat with the Grekys was *gret*, and of Grice comyn (Base: *gret*)
that (one) great from Greece come

10. þe Franche men er *fers* and *fell* (Bases: *fers, fell*)
fierce cruel

11. þe *swifte* barge was Duk Henri (Base: *swyft*)
Duke Henry's

12. þes foolis schullen lerne what is *actif* lif and *contemplatif* (Bases: *actif, contemplatif*)

13. þis *goode* schip I may remene (Base: *good*)
interpret

14. This Yris, fro the *hihe* stage (Base: *hih*)
Iris, from high

15. Vnder a *fair* ympe-tre (Base: *fair*)
sapling

16. When þe weder was *clere* and *briȝt* (Bases: *clere, briȝt*)
weather

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6.8 Morphology: Personal Pronouns

For each of the underlined pronouns, identify the person (first, second, or third), case (nominative, objective, or genitive), and number (singular or plural). For third-person pronouns, also identify the gender (masculine, feminine, neuter). Give the PDE equivalent of each pronoun.

1. "Hule, þu axest me," ho seide, "ȝif Ich kon eni oþer dede ..."
   "Owl, ask said, "if know any other thing

   þu 2d pers. sg. nom., thou me _____

   ho _____ Ich _____

2. Whan hi beþ fur fram þe abbei, Hi makiþ ham nakid forto plei.
   When are far from the abbey, make naked to play.

   hi _____ Hi _____

   ham _____

3. We redith i þo holi godespelle of tedei ase ure Louerd God
   read in the holy gospel for today how Lord God

   Almichti ibore was of ure Lauedi Seinte Marie.
   Almighty born was of Lady Saint Mary.

   We _____ ure _____

   ure _____

4. His light is on vs laide, / He come oure cares to kele.
   light is on put comes cares to assuage.

   His _____ vs _____

   He _____ oure _____

5. þe maidens durst hir nouȝt awake, Bote lete hir ligge and rest take.
   The maidens dared not awake, but let lie and rest take

   So sche slepe til afternone.
   So slept till afternoon.

   hir _____ hir _____

   sche _____

6. But þei wolen not ȝeue here almes to prestis and children.
   But want not give alms to priests and children.

   þei _____ here _____

7. For I am wel awroke now of wastoures, þorw þi myȝte. Ac I
For am well avenged now on rogues, through power. But

preye þe, ar þow passe . . .
pray before go away . . .

I _____ þi _____

I _____ þe _____

þow _____

8. Natheles it befalleth often tyme þat the gode dyamond leseth his vertue.
Nonetheless, happens oftentimes that the good diamond loses quality.

it _____ his _____

9. þat was myn owne syster Aue, þut y wende y myȝt a saue.
That was own sister Ave, that thought could have saved.

myn _____ y _____

y _____

10. The thyrde es þat scho kepes clene and bryghte hire wyngeȝ.
The third is that keeps clean and bright wings.

scho _____ hire _____

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6.9 Morphology: Strong and Weak Verbs

A. During ME, many verbs that had been strong in OE became weak, though the period still had many more strong verbs than does PDE. In a very few instances, previously weak verbs became strong. The following sentences are from ME texts from the thirteenth through the fifteenth centuries. An (S) after the underlined verb means that it was strong in OE; a (W) means that it was weak. (OF) means that it was a French loan into ME, and (ON) means that it was a Norse loan. Indicate by an (S) or a (W) whether the verb is strong or weak in the ME excerpt, and then indicate whether it is strong or weak in PDE.

1. And feendes . . . stode (S) S,S on iche halfe on hym and shewed (W) ____
   And fiends stood on each side of him and showed

   vnto hym all is liff . . . and weyden (S) ____ þem in a balaunce.
   to him all his life and weighed them in a balance.

2. Suilk als þei brued (S) ____ now ha þai dronken (S) ____.
   Such as they brewed now have they drunk.

3. Gnattes gretely me greuede (OF) ____ and gnewen (S) ____ myn eghne.
   Gnats greatly me grieved and gnawed my eyes.

4. þo wex (S) ____ her hertes niþful and bold, /
   Then waxed their hearts envious and bold

   Quanne he hem adde is dremes told (W) ____.
   when he them had his dreams told.

5. Scho wippe (S) ____ and hir hondis wronge (S) ____.
   She wept and her hands wrung.

6. He had lepte (S) ____ in to the ryver and drowned (NO) ____
   He had leapt into the river and drowned

   hym-self . . . Thei did his comaundement and lepe
   himself . . . They did his commandment and leapt

   (S) ____ to horse.
   to horse.

7. And whan þis creatur was þus gracyowsly comen (S) ____
   And when this creature was thus graciously come

   ageyn to hir mende, sche thowt (W) ____ she was bowndyn
   again to her mind, she thought she was bound

   (S) ____ to god.
   to God.

8. hir yonge sone Iulo, / And eke Ascanius also, / Fledden (S) ____.
   her young son Iulus, And also Ascanius also, Fled.

9. Lewed men leued (W) ____ hym wel and lyked (W) ____
   Laymen believed him well and liked

   his wordes, Comen (S) ____ vp knelyng to kissen his bulles.
   his words, came up kneeling to kiss his documents.

10. The ladye lough (S) ____ a loud laughter, / As shee sate (S) ____ by the king.
The lady laughed a loud laughter, As she sat by the king.

11. I have yelded (S) ____ you agen that ye lended (W) ____ me right now.
I have yielded (repaid) you back what you lent me right now.

12. þey founde (S) ____ a mannis hede in þat place while þey digged (OF) ____.
They found a man's head in that place while they dug.

13. Y dwelled (W) ____ yn þe pryorye fyftene ȝere yn cumpanye.
I dwelt in the priory fifteen years in company.

14. He seynge the citee, wepte (S) ____ on it.
He seeing the city, wept about it.

15. and so long he knawed (S) ____ it that the lace brake (S) ____.
and so long he gnawed it that the lace broke.

16. He set ane sege thar-to stoutly, / And lay (S) ____
He set a siege thereto stoutly, And lay

thair quhill it ȝolden (S) ____ was.
there until it yielded was.

17. þenne þe burde byhynde þe dor for busmar laȝed (S) ____.
Then the girl behind the door for scorn laughed.

18. þi best cote . . . Hath many moles and spottes; it most be ywasshe (S) ____.
Your best coat has many stains and spots; it must be washed.

B. A number of verbs in PDE are strong when intransitive (e.g., *shine/shone/shone*) but weak when transitive (*shine/shined/shined*). Other verbs have variant strong forms (e.g., *it shrank* or *it shrunk*) or variant weak forms (e.g., *I dreamt* or *I dreamed*). A few verbs have, in at least one of their principal parts, alternative strong and weak forms. One example is *show,* with variant past participles *showed* and *shown.* List a few more PDE verbs of this last type. _____

_____

Name _____ Section _____ Date _____

6.10 Syntax

Reproduced here are two English translations of the gospel of St. John, 3:1–17, the first from OE and the second from ME. The OE text is from the Anglo-Saxon Gospels, c. 1000, and the ME text is from the Wycliffite version, 1389. Punctuation is modern. A complete gloss of the OE text is provided, along with a partial gloss of the ME text.

John 3:1–17, Old English

[1] Soþlice sum Phariseisc man wæs, genemned Nichodemus, se wæs
Truly a certain Pharisee man was, named Nicodemus, who was

Iudea ealdor. [2] Þea com to him on niht, and cwæp to him,
(of) Jews leader. This (one) came to him at night, and said to him,

Rabbi, ðæt is lareow, we witon, ðæt ðu come fram Gode; ne mæg
Rabbi, that is teacher, we know that you come from God; not can

nan man ðas tacn wyrcan ðe ðu wyrcest, buton God beo mid him.
no man these tokens work that you work unless God be with him.

[3] Se Hælend him andswarode, and cwæþ, Soþ, ic ðe secge, buton
The Savior him answered and said, True, I (to) you say, unless

hwa beo edniwan gecenned, ne mæg he geseon Godes rice. [4] Ða
someone be anew born, not can he see God's kingdom. Then

cwæp Nichodemus to him, Hu mæg man beon eft acenned, ðonne he biþ
said Nicodemus to him, How can one be again born, when he is

eald? Cwyst ðu mæg he eft cuman on his moder innoþ, and beon
old? Say you can he again come in his mother's womb, and be

eft acenned? [5] Se Hælend him andswarode and cwæþ, Soþ, ic ðe
again born? The Savior him answered and said, True, I (to) you

secge, buton hwa beo ge-edcenned of wætere, and of Haligum Gaste,
say, unless one be re-created by water, and by Holy Ghost,

ne mæg he in-faran on Godes rice. [6] Ðæt ðe acenned is of flæsce,
not can he go in into God's kingdom. That which born is of flesh,

ðæt ys flæsc; and ðæt ðe of gaste is acenned, ðæt is gast. [7] Ne
that is flesh; and that which of spirit is born, that is spirit. Not

wundra ðu, forðam ðe ic sæde ðe, Eow gebyrap ðæt ge beon
marvel you, because I said (to) you, (To) you befits that you be

acennede edniwan. [8] Gast oreðap ðar he wile, and ðu gehyrst his
born again. Spirit breathes where it wishes, and you hear its

stefne, and ðu nast, hwanon he cymp, ne hwyder he gæp;
voice, and you do not know, from where it comes, nor where it goes;

swa is ælc ðe acenned is of gaste. [9] Ða andswarode Nichodemus, and
thus is each who born is of spirit. Then answered Nicodemus and

Name _____ Section _____ Date _____

cwæþ, Hu magon ðas þing ðus geweorðan? [10]Se Hælend andswarode,
said, How can these things thus happen? The Savior answered

and cwæþ to him, Ðu eart lareow Israhela folce, and ðu
and said to him, You are teacher (of) Israel people, and you

nast ðas þing? [11]Soþ, ic ðe secge, ðæt we sprecaþ, ðæt
not know these things? True, I (to) you say, what we speak, that

we witon, and we cyðaþ, ðæt we gesawon, and ge ne underfoþ ure
we know, and we proclaim what we saw, and you not receive our

cyðnesse. [12]Gif ic eow eorþlice þing sæde, and ge ne gelyfaþ,
testimony. If I (to) you earthly things said, and you not believe,

humeta gelyfe ge, gif ic eow heofenlice þing secge? [13]And nan man
how believe you, if I (to) you heavenly things say? And no man

ne astihþ to heofenum, buton se ðe nyðer com of heofenum,
not ascends to heaven, except he who down came from heaven,

mannes sunu se ðe com of heofenum. [14]And swa swa Moyses ða
man's son who came from heaven. And just as Moses the

næddran up-ahof on ðam westene, swa gebyraþ ðæt mannes sunu
serpent up-raised in the desert, so befits that man's son

beo up-ahofen, [15]Ðæt nan ðara ne forweorðe, ðe on hyne belyfþ,
be up-raised, That none of those not perish, who in him believe,

ac hæbbe ðæt ece lif. [16]God lufode middan-eard swa, ðæt he sealde
but have the eternal life. God loved world so, that he gave

his an-cennedan sunu, ðæt nan ne forweorðe ðe on hine belyfþ, ac
his only-born son, that none not perish who in him believes, but

hæbbe ðæt ece lif. [17]Ne sende God his sunu on middan-eard, ðæt
have the eternal life. Not sent God his son into world that

he demde middan-earde, ac ðæt middan-eard sy gehæled þurh hine.
he judge world, but that world be saved through him.

John 3:1–17, Middle English

[1]Forsothe ther was a man of Pharisees, Nicodeme bi name, a prince
Truly by

of Jewis. [2]He cam to Jhesu in the nyȝte, and seide to him, Raby,
Jesus night Rabbi

We witen, for of God thou hast come a maister; sothli no man may
know because from teacher; truly can

do thes signes that thou dost, no but God were with him. [3]Jhesu
unless

answeride, and seyde to him, Treuli, treuli, I seye to thee, no but
Truly, truly, unless

a man schal be born aȝen, he may not se the kyngdom of God.
again, can see

[4]Nycodeme seide to him, How may a man be born, whanne he is
can *when*

olde? wher he may entre aȝen in to his modris wombe, and be
whether can *again* *mother's*

born aȝein? [5]Jhesus answeride, Treuli, treuli, I seie to thee, no but
again? *say* *unless*

a man schal be born aȝen of watir, and of the Hooly Gost, he may
again by *by* *can*

not entre in to the kyngdom of God. [6]That that is born of fleisch, is
which

fleisch; and that that is born of spirit, is spirit. [7]Wondre thou not,
Do not marvel,

for I seye to thee, It behoueth ȝou for to be born aȝein. [8]The spirit
behooves *again.*

brethith wher it wole, and thou heerist his vois, but thou wost not,
breathes *wishes,* *hear its voice* *know*

fro whennis he cometh, or whidir he goth; so is ech man that is
where it *where it goes* *is (for) each*

borun of the spirit. [9]Nycodeme answeride, and seide to him, Hou
born

mown thes thingis be don? [10]Jhesu answeride, and seyde to him,
can these

Art thou a maister in Israel, and knowist not thes thingis? [11]Treuli,
teacher

treuli, I seye to thee, for that that we witen, we speken, and that
know *speak*

that we han seyn, we witnessen, and ȝe taken not our witnessing.
have seen *testify* *you accept*

[12]If I haue seid to ȝou ertheli thingis, and ȝe bileuen not, how if I
said *you* *believe*

schal seie to ȝou heuenli thingis, schulen ȝe bileue? [13]And no man
heavenly *shall you believe?*

styeth to heuene, no but he that cam doun fro heauene, mannis sone
ascends *except* *from* *man's son*

that is in heuene. [14]And as Moyses reride vp a serpent in desert, so
just as *raised up*

it bihoueth mannus sone for to be areysid vp, [15]That ech man that
behooves man's son *raised* *each*

bileueth in to him, perische not, but haue euerelastinge lyf.
believes in

[16]Forsothe God so louede the world, that he ȝaf his oon bigetun
Truly *loved* *gave* *one begotten*

Name _____ Section _____ Date _____

sone that ech man that bileueth in to him perische not, but haue
son so that

euere lasting lyf. [17]Sothli God sente not his sone in to the world,
Truly

that he iuge the world, but that the world be sauyd by hym.
judge *saved*

For each of the categories listed below, note what changes in English syntax have occurred between the OE and the ME translations. (See *A Biography of the English Language*, Chapter 6, for general remarks about ME syntax.) Be sure to base your answers on the syntax of the original text, not on that of the gloss.

A. The Syntax of Phrases

1. Position of noun modifiers _____

2. Use of definite and indefinite articles _____

3. Position of adverbial modifiers _____

4. Negation of verbs _____

5. Prepositional phrases (frequency; number of different prepositions used) _____

6. Verb phrases
   a. Use of perfect tense (*have* + past participle) _____
   b. Formation and use of passive _____
   c. Formation and use of future _____
   d. Use of modal auxiliaries _____
   e. Expression of passive infinitive _____

B. The Syntax of Clauses

1. Word order in independent clauses _____

2. Word order in subordinate clauses _____

_____

3. Word order of questions _____

_____

4. Word order of imperatives _____

_____

5. Impersonal verbs and "dummy" subjects (*there*; *it*) _____

_____

_____

C. Reproduced here is the text of the same passage from the Revised Standard Version of the Bible of 1952.

[1]Now there was a man of the Pharisees, named Nicodemus, a ruler of the Jews. [2]This man came to Jesus by night and said to him, "Rabbi, we know that you are a teacher come from God; for no one can do these signs that you do, unless God is with him." [3]Jesus answered him, "Truly, truly, I say to you, unless one is born anew, he cannot see the kingdom of God." [4]Nicodemus said to him, "How can a man be born when he is old? Can he enter a second time into his mother's womb and be born?" [5]Jesus answered, "Truly, truly, I say to you, unless one is born of water and the Spirit, he cannot enter the kingdom of God. [6]That which is born of the flesh is flesh, and that which is born of the Spirit is spirit. [7]Do not marvel that I said to you, 'You must be born anew.' [8]The wind blows where it wills, and you hear the sound of it, but you do not know whence it comes or whither it goes; so it is with ever one who is born of the Spirit." [9]Nicodemus said to him, "How can this be?" [10]Jesus answered him, "Are you a teacher of Israel, and yet you do not understand this? [11]Truly, truly, I say to you, we speak of what we know, and bear witness to what we have seen; but you do not receive our testimony. [12]If I have told you earthly things and you do not believe, how can you believe if I tell you heavenly things? [13]No one has ascended into heaven but he who descended from heaven, the Son of man. [14]And as Moses lifted up the serpent in the wilderness, so must the Son of man be lifted up, [15]that whoever believes in him may have eternal life." [16]For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have eternal life. [17]For God sent the Son into the world, not to condemn the world, but that the world might be saved through him.

Compare the syntax of the ME text to that of the PDE text. Is the syntax of the ME text more similar to that of the OE or to that of the PDE text? Give specific examples.

_____

_____

_____

_____

_____

_____

Name _____ Section _____ Date _____

6.11 Lexicon: Loanwords and Native Words

The Norman Conquest changed the entire fabric of the English vocabulary, partly through the thousands of French loanwords that resulted directly from the Conquest and partly because English thereafter became permanently receptive to loanwords from virtually any source. Today it is difficult to write even a paragraph without using at least a few loanwords. Still, it can be done.

On a separate piece of paper, rewrite the following paragraph using only native English words. In your dictionary, these will have *O.E.* or *A-S* (and perhaps also *Germanic*) listed as their ultimate source. To save time in looking up etymologies, treat all personal pronouns; the conjunctions *and, but,* and *or*; all parts of the verbs *to be* and *to have*; and all prepositions of four or fewer letters as native words (even this is not quite accurate because *they, them,* and *their* are from Old Norse). If a word is affixed, look up the base; for example, for the word *unsuccessfully*, look up *success*. Leave all proper nouns as they are in the passage. Whenever your dictionary lists the direct source of one of the words in the passage as a language other than English, look the word up in the *OED*, note the date of its first recorded appearance in English, and enter the word and the date on the appropriate line.

By the eleventh century, the English and the Norse had achieved an uneasy peace, and the Norse settlers were becoming assimilated into English society. But in 1066, another invasion occurred that was to have a great effect on the history of English. Taking advantage of a somewhat dubious claim to the throne of England, William of Normandy (William the Conqueror) successfully invaded and then took over England. William and most of his followers were racially Germanic, but their ancestors had abandoned their original language for French when they settled in Normandy during the ninth and tenth centuries A.D. Hence the language brought to England by William was French. French became the official language of the court, of law, and of administration for the next 300 to 350 years. However, there were many more English people than French people in England, and the conquered English continued to speak their native language. Many natives surely learned to speak French, but the French also had to learn at least some English in order to be able to speak to their English servants. The English spoken and written from about 1100 (that is, shortly after the Conquest) until about 1500 is called Middle English.

French Loanwords

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Latin Loanwords

_____ _____ _____

_____ _____ _____

_____ _____ _____

Old Norse Loanwords

_____ _____ _____

_____ _____ _____

1. Which words did you find it most difficult to replace with native equivalents? _____

2. How does your "translation" differ from the original passage? _____

3. Comment on the date of entry into English of the words from French, Latin, and Old Norse. _____

4. How do the Norse loans differ from the French and Latin loans? Suggest reasons for this difference. _____

Name _____ Section _____ Date _____

6.12 Lexicon: Minor Processes of Word Formation

I. Among the minor processes of word formation in ME were

A. **Clipping**, in which the latter part of a word (as in PDE *recap* from *recapitulation*) or the first part (as in PDE *mum* from *chrysanthemum*) is dropped, creating a new, shorter word.

B. **Back-formation**, in which a new word is formed by mistakenly interpreting an existing word as having been derived from it, as in PDE *peeve* from *peevish*.

C. New words from **proper nouns**, as in PDE *limerick* from Limerick, Ireland, or *farad* from (Michael) Faraday.

D. **Folk etymology**, in which an unfamiliar word is altered to make it seem more familiar or to fit English patterns more closely, as in PDE *alewife* (fish) from earlier *allowes*.

Using a college dictionary, check the etymologies of the following words that first appeared in ME. (In some instances, the process took place prior to the word's being borrowed into English.) Write the original form in the space to the right. Indicate which process is involved by writing the appropriate letter (A–D) in the space to the left.

a. _____ mace (spice) _____

b. _____ lapwing _____

c. _____ pheasant _____

d. _____ noisome _____

e. _____ chat _____

f. _____ gun _____

g. _____ peal (ring) _____

h. _____ polecat _____

i. _____ sample _____

j. _____ magnet _____

k. _____ patter (talk) _____

l. _____ wall-eyed _____

II. The following new words in ME, some native and some borrowed, are all derived from either phrases or other parts of speech. Find the origin of each in a dictionary and write it in the space to the right.

a. placebo _____

b. bastard _____

c. constable _____

d. debonair _____

e. memento _____

f. ado _____

III. All of the following words borrowed during ME ultimately derive from animal names. Identify the animals.

a. arctic _____

b. cockney _____

c. pedigree _____

d. musket _____

e. spermaceti _____

f. chameleon _____

g. chivalry _____

h. dauphin _____

i. marshal _____

Name _____ Section _____ Date _____

6.13 Lexicon: Lost Vocabulary

Biblical translations tend to be highly conservative in their language, partly because of the religious nature of the texts and partly because of translators' awareness of previous translations. For example, the language of the King James Bible was old-fashioned by the time it first appeared in 1611; the same is true of much of the language of the Revised Standard Version of 1952. Consequently, when we find lexical replacements from one translation to a later one, we can at least suspect that the words used in the earlier translation were no longer suitable (though, of course, words are also sometimes replaced because of the stylistic preferences of the translators). The following excerpts are from a late OE and a ME translation of Matthew 13:44–46.

Anglo-Saxon Gospels, c. 1000

[44]Heofona rice is gelic gehyddum gold-horde on ðam æcere,
Heaven's kingdom is like hidden treasure in the field,

ðone behyt se man ðe hine fint; and for his blysse gæþ, and
which hides the man who it finds; and because of his joy goes, and

sylþ eall ðæt he ah, and gebigþ ðone æcer. [45]Eft is heofena
sells all that he owns, and buys that field. Again is heaven's

rice gelic ðam mangere, ðe sohte ðæt gode meregrot; [46]Ða he
kingdom like the monger, who sought the good pearl; When he

funde ðæt am deorwyrðe meregrot, ða eode he, and sealde eall ðæt
found the one precious pearl, then went he, and sold all that

he ahte, and bohte ðæt meregrot.
he owned, and bought that pearl.

Wycliffite Gospels, 1389

[44]The kyngdame of heuenes is lijk to tresour hid in a feeld,
The kingdom of heaven is like to treasure hidden in a field,

the whiche a man that fyndith; hidith; and for ioye of it he goth,
the which a man that finds, hides; and for joy of it he goes,

and sellith alle thingis that hath, and bieth the ilk feeld. [45]Eftsones
and sells all things that (he) has, and buys the same field. Again

the kyngdam of heuenes is lic to a man marchaunt, seekyng good
the kingdom of heaven is like to a man marchaunt, seeking good

margarytis; [46]Sothely oo preciouse margarite founden, he wente,
pearls; Truly one precious pearl found, he went,

and solde alle thingis that he hadde, and bouȝte it.
and sold all things that he had, and bought it.

Name _____ **Section** _____ **Date** _____

1. The following words from the Anglo-Saxon version have been replaced in the Wycliffite version. Look each of them up in the *OED* and write the date of the *latest* citation given there for each in the meaning intended in the OE text.

rice _____

gold-horde (*gold-hoard*) _____

æcere (*acre*) 1635 in nonpoetic context; 1844 in poetry

blysse (*bliss*) _____

ah (*owe*) _____

mangere (*monger*) _____

deorwyrðe (*dearworth*) _____

eode (look under *go*) _____

2. The following words from the Wycliffite version replace the words listed in item 1. Check the origin and first citation in English of each in the *OED*. If the word was used in its meaning here in OE, simply write OE.

kyngdame _____

tresour _____

feeld _____

ioye _____

hath _____

marchaunt _____

preciouse _____

wente _____

3. What is the first citation in the *OED* for *acre* in the meaning of a definite measure of land? _____ How might this have affected the decision of the translators of the Wycliffite version to use the word *field* instead? _____

_____

4. Which of the replaced words from the Anglo-Saxon passage are totally lost (in all meanings) today? _____

_____

5. What are the sources of the newly appearing words in the Wycliffite passage? _____

_____

6. What type of semantic shift in the meaning of *mangere* (monger) was already taking place by the time of the Wycliffite text? _____

_____

7. Both the King James Bible (1611) and the Revised Standard Version (1952) use the word *joy* in 13:44. What type of semantic shift has *bliss* undergone that makes it unsuitable in this context today? _____

_____

Name _____ Section _____ Date _____

6.14 Semantic Change

Many of the words borrowed during the ME period had already undergone significant semantic change from their etymons in Latin or Greek. Using a good dictionary, find the *ultimate* root of the following loanwords in ME.

1. comet _____
2. coward _____
3. faucet _____
4. noise _____
5. pupil (of the eye) _____
6. story (floor) _____
7. tercel _____
8. chapel _____
9. calculate _____
10. sinister _____

Name _____ Section _____ Date _____

6.15 ME Dialects

As your text explains, the dialectal picture during the ME period was very complex. After the Norman Conquest, dialectal differences proliferated, partly because, with French as the official language, English was written down less frequently than before, and there was no standard for English to serve as a brake on linguistic change. The different regions of England developed their own scribal habits and traditions to some extent, but how closely these reflected differences in speech is uncertain.

Despite all the complexities, one can usually, with a little experience, identify the general area in which a text was written, although more specific location of texts requires specialized knowledge and practice beyond the scope of the novice.

Reproduced here are four texts, all written within approximately a 25-year period and all reasonably pure representatives of their regions of origin, which we can call North, South, East Midlands, and West Midlands. Following the texts is a chart outlining some of the typical characteristics of each region. You will not find all of the features in any one text and you will encounter anomalies. Nonetheless, you should be able to identify the general geographical area in which each of the four texts originated.

Text No. 1 (c. 1365)

Hunger in haste þo hent Wastour bi þe mawe,
then seized *stomach*

Amd wronge hym so bi þe wombe þat bothe his eyen wattered;
belly *eyes*

He buffeted þe Britoner aboute þe chekes,

þat he loked like a lanterne al his lyf after
so that

He bette hem so bothe he barste nere here guttes; 5
beat them *nearly their*

Ne hadde Pieres with a pese-lof preyed Hunger to cesse,
If Piers had not *loaf of peas-bread*

They hadde ben doluen bothe, no deme þow non other
would have been buried *think you (= no 2 ways about it)*

'Suffre hem lyue,' he seyde, 'and lete hem ete with hogges,
Let them

Or elles benes and bren ybaken togideres,
beans *bran*

Or elles melke and mene ale': þus preyed Pieres for hem . . . 10
milk *inferior*

þanne hadde Peres pite and preyed Hunger to wende
go

Home into his owne erde and holden hum þere—
land *keep himself*

Name _____ Section _____ Date _____

'For I am wel awroke now of wastoures, þorw þi myȝte.
avenged *through power*

Ac I preye þe, ar þow passe,' quod Pieres to Hunger,
before *go*

'Of beggeres and of bidderes, what best be to done? 15
beggars *is* *do*

For I wote wel, be þow went, þei wil worche ful ille:
if thou goest *work very badly*

For myschief it maketh þei beth so meke nouthe,
trouble *they are* *now*

And for defaute of her fode þis folke is at my wille.
lack *their*

þei are my blody brethren,' quod Pieres, 'for God bouȝte vs alle;
blood

Treuthe tauȝte me ones to louye hem vchone, 20
once *love them each one*

And to helpen hem of alle þinge ay as hem nedeth.
always is necessary for them

And now wolde I witen of þe what were þe best,
want I to know from you what would be

And how I myȝte amaistrien hem and make hem to worche.'
govern

Text No. 2 (c. 1375)

Ant heere þe freris wiþ fautours seyne þat it is heresye to
friars *supporters say*

write þus goddis lawe in english, & make it knowun to lewid men.
thus God's *lay*

& fourty signes þat þey bringen for to shewe an heretik ben not
in order to show

worþy to reherse, for nouȝt groundiþ hem but nygromansye.
repeat *nothing supports them* *conjuring*

It semyþ first þat þe wit of goddis lawe shulde be tauȝt 5
meaning

in þat tunge þat is more knowun, for þis wit is goddis word.
meaning

whanne crist seiþ in þe gospel þat boþe heuene & erþe shulen passe
says

but his wordis shulen not passe, he vndirstondith bi his woordis his
means

wit. . . . Sum men seyn þat freris trauelen & þer fautours in þis
meaning say work supporters

cause for þre chesouns, þat y wole not aferne, but god woot 10
three reasons affirm God knows

wher þey ben soþe. First þey wolden be seun so nedeful to þe
whether are true seen

engliȝschmen of oure reume þat singulerly in her wit layȝ
kingdom there knowledge lies

þe wit of goddis lawe, to telle þe puple goddis lawe on what manner
meaning people

euere þey wolden. & þe secound cause herof is seyd to stonde in þis

sentense: freris wolden lede þe puple in techinge hem goddis 15

lawe, & þus þei wolden teche sum, & sum hide, & docke sum. For
curtail

þanne defautis in þer lif shulden be lesse knowun to þe puple, &
faults

goddis lawe shulde be vntreweliere knowun boþe bi clerkis & bi
less truly

comyns. þe þridde cause þat men aspien stondiþ in þis, as þey
common men see

seyn: alle þes newe ordris dreden hem þat þer synne shulde 20
orders of friars fear

be knowun, & hou þei ben not groundid in god to come into þe

chirche; & þus þey wolden not for drede þat goddis lawe were

knowun in engliȝsch, but þey myȝten putte heresye on men ȝif
in

engliȝsch toolde not what þey seyden.

Text No. 3 (c. 1340)

The bee has thre kyndis. Ane es þat scho es neuer ydill, and
qualities. she idle

scho es noghte with tyaym þat will noghte wyrke, bot castys thaym
(= has nothing to do with)

owte and puttes tyaym awaye. Anothire es þat when scho flyes

scho takes erthe in hyr fette, þat scho be noghte lyghtly
feet easily

ouerheghede in the ayere of wynde. The thyrde es þat scho 5
raised too high air by

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kepes clene and bryghte hire wynge3. Thus ryghtwyse man þat
righteous

lufes God are neuer in ydyllnes; for owthyre þay ere in trauayle,
love *either* *are* *toil*

prayand, or thynkande, or redande, or othere gude doande, or
praying *reading* *doing*

withtakand ydill mene and schewand thaym worthy to be put fra
scolding *men* *showing* *from*

þe ryste of heuene, for þay will noghte trauayle here. *10*
rest *heaven* *work*

þay take erthe, þat es, þay halde þamselfe vile and erthely,
themselves

that thay be noghte blawene with þe wynde of vanyte and of
blown by

pryde. Thay kepe thaire wynges clene, that es, þe twa commande-

mentes of charyte þay fulfill in gud concyens, and thay hafe othyre

vertus, vnblendyde with þe fylthe of syne and vnclene luste. *15*
unmingled

Arestotill sais þat þe bees are feghtande agaynes hym þat will
says *fighting against*

drawe þaire hony fra thaym. Swa sulde we do agaynes deuells þat
Thus should

afforces thame to reue fra us þe hony of poure lyfe and of grace.
endeavor *rob* *poor*

For many are þat neuer kane halde þe ordyre of lufe ynence þaire
live toward

frendys, sybbe or fremmede; bot outhire þay lufe þaym ouer *20*
related *unrelated* *either*

mekill, settand thaire thoghte vnryghtwysely on thaym, or þay luf
much

thayme ouer lyttill, yf þay doo noghte all as þey wolde till þame.
toward

Swylke kane noghte fyghte for thaire hony, forthy þe deuelle turnes
Such *because*

it to wormode, and makes þeire saules oftesythes full bitter in
wormwood *often* *very*

angwys and tene and besynes of vayne thoghtes and oþer *25*
anguish *pain* *busy-ness*

wrechidnes. For thay are so heuy in erthely frenchype þat þay
friendship

may noghte flee intill þe lufe of Iesu Criste, in þe wylke þay moghte
into *which* *might*

wele forgaa þe lufe of all creaturs lyfande in erthe.
forgo *living on*

Text No. 4. (c. 1340)

Sleȝþe zayþ, "Hyt lykep þet þou zayst. Ac uor of echen of þe holy
Prudence says It is pleasing what say But because each

ordres wondres þou hest yzed, we byddeþ þet þou zigge ous huet is
hast said say (to) us what

hare dede ine mennesse and huet is þe conversacion of uelaȝrede;
their deed in common (holy) life fellowship

zay ous!" þe Wylyngge of þe Lyue wyþoute end zayþ, "Vor zoþe ich
Desire Life says Forsooth I

wylle zygge. þe dede of alle ine mennesse ys zeueuald: hy 5
say sevenfold they

lybbeþ, hy smackeþ, he louyeþ, hy byeþ glede, he heryþ, he byeþ
live experience they love are glad praise are

zuyfte, he byeþ zikere." Sleȝþe zayþ, "þaȝ ich somdel þis onder-
swift secure Prudence though I somewhat

stonde, uor ham þet lhesteþ of echen zay. "
for them listen about each tell

Wylnynge of þe lyue wyþoute ende zayþ, "zuo by hyt. Hy
Desire life so be it. They

lybbeþ be lyue wyþoute ende, wyþoute enye tyene, wyþoute 10
live according to life pain

enye lessinge, wyþoute enye wyþstondynge. Hyre lyf is þe zȝtþe
decrease adversity Their sight

and þe knaulechynge of þe holy trinyte, ase zayþ oure lhord iesus.
knowledge as says lord

þis is þet lyf wyþoute ende, þet hy knawe þe zoþe god and huam þe
true him that

zentest, iesu crist. And þeruore ylyche hy byeþ, uor hy yxyeþ ase
sent alike they are see (Him)

he is. Hy smackeþ þe redes and þe domes of god. Hy 15
they know counsels judgments

smackeþ be kendes and the causes and þe begynnynges of alle
by natures

þynges. Hy louyeþ god wyþoute enye comparisoun, uor þet hy
beyond *because they*

wyteþ huerto god his heþ ybroȝt uorþ. Hy louyeþ ech oþren ase
know wherefore *has brought forth*

ham zelue. Hy byeþ glede of god onzyginde; hy byeþ glede of zuo
themselves *are glad because of God unstintingly* *so*

moche of hare oȝene holynesse; and uor þet ech loueþ oþren 20
their own *because*

ase him zelue, ase moche blisse heþ ech of oþres guode ase of his
as *has each because of other's good*

oȝene. . . . Yef þanne on onneaþe nymþe al his blisse, hou ssel he
If then one scarcely (can) receive *shall*

nyme zuo uele and zuo manye blyssen? And þeruore hit is yzed,
receive numerous *said*

'guo into þe blysse of þyne lhorde' . . .
thy

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FEATURES OF ME DIALECTS

	North	*South*	*East Midlands*	*West Midlands*
a. 3d sg. pres. ind.	-(e)s[1]	-(e)þ[2]	-(e)þ[2]	-(e)þ[2]
b. 3d pl. pres. ind.	-(e)s, -e	-(e)þ	-(e)n	-(e)þ, -n, -e
c. Pres. part.[3]	-and(e)	-ind(e), *later* -ing(e)	-end(e), *later* -ing(e)	-end(e) *later* -ing(e)
d. 3d pl. pronouns[4]	they, them, their	hi, hem, hire	they, hem, hire	they, hem, hire
e. 'she'[5]	scho, sco	heo, he	sche	scho, he, ho, ha
f. Pres. pl. 'to be'	er, are, es	be(n)	be(n), are(n)	be(n), beþ
g. Past pl. 'to be'	ware	weren	weren	weren
h. Noun pls.	-(e)s(s)	-(e)n, -(e)s	-(e)n, -(e)s	-(e)n, -(e)s
i. Prep. with infin.	at, to, Ø	to, Ø	to, Ø	to, Ø
j. Infin. ending	Ø	Ø	-(e)n	-(e)n
k. Strong past part.	-(e)n	Ø	-(e)n, Ø	-(e)n, Ø
l. Weak past part.	-it, -d	-(e)d	-(e)d	-(e)t, -(e)d
m. Past part. prefix	Ø	i-, y-	i-, y-, Ø	y-, i-, Ø
n. OE initial ⟨f, s⟩	⟨f, s⟩	⟨v, z⟩	⟨f, s⟩	⟨f, s⟩
o. OE ⟨hw⟩	⟨qu, quh⟩	⟨hu⟩, *later* ⟨w⟩	⟨w, wh⟩	⟨hw⟩, *later* ⟨wh⟩
p. OE [š] in 'shall, should'	⟨s⟩	⟨ss⟩	⟨s, sh, sch⟩	⟨sh⟩

[1]Parentheses mean the sound or letter may or may not appear. Note that square brackets indicate sound values and angled brackets indicate spelling values.
[2]⟨t⟩ or ⟨th⟩ may appear instead of ⟨þ⟩.
[3]By later ME, all dialects had *-ing*.
[4]The spelling of everything after the initial consonant may vary.
[5]Only a few of the many different forms in each dialect area are listed here.
[6]If the word has an ⟨a⟩ where PDE has ⟨o⟩, it is probably an example of this.
[7]If the word has ⟨om⟩ or ⟨on⟩ where PDE has ⟨am⟩ or ⟨an⟩, it is probably an example of this.
[8]The PDE words would normally be pronounced with [ɪ] or [i]. A ⟨u⟩ spelling indicates that the vowel is still rounded in these dialects.

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WORKSHEET FOR ME DIALECTS

	No. 1	*No. 2*	*No. 3*	*No. 4*
a. 3d sg. pres. ind.				
b. 3d pl. pres. ind.				
c. Pres. part.				
d. 3d pl. pronouns				
e. 'she'				
f. Pres. pl. 'to be'				
g. Past pl. 'to be'				
h. Noun pls.				
i. Prep. with infin.				
j. Infin. ending				
k. Strong past part.				
l. Weak past part.				
m. Past part. prefix				
n. OE initial ⟨f, s⟩				
o. OE ⟨hw⟩				
p. OE [š] in 'shall, should'				

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1. Fill in the blank chart with examples of the specific features from each text. (You will not find examples of every feature in ever text.)

2. Identify the probable dialect area from which each text comes by writing "North," "South," "East Midlands," or "West Midlands" at the top of the appropriate column.

3. Did you find any anomalies or evidence of dialect mixture? _____

_____

_____

4. Which passage(s) do you find it easiest to read in the original? _____

_____

The hardest? _____

Can you offer any explanations for your answer here? _____

_____

5. One of these texts is a translation from French; the other three are original English compositions. Which one do you think is the translation and why? _____

_____

6. Which text seems to have the highest proportion of loanwords from French? _____ The lowest proportion? _____ Since all of the texts were written at roughly the same time, what might account for the difference in the proportions?

_____

_____

7. Which text had verbs and pronouns that look most like PDE's? Why is this strange?

_____

_____

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6.16 ME Illustrative Texts

I. The Peterborough Chronicle

The Peterborough Chronicle was continued for almost a century after the Norman Conquest, well into the ME period. The following is the final entry, that for the year 1154. Though at first glance the text may look like OE, many changes in the language have taken place since even the entry for 1085. Note in particular the undeclined definite article and such French loanwords as *court* and *procession.*

On þis gær wærd þe king Stephne ded & bebyried þer his
In this year was the king Stephen dead & buried where his

wif & his sune wæron bebyried æt Fauresfeld; þaet ministre hi
wife & his son were buried at Faversham; that minster they

makeden. þa þe king was ded, þa was þe eorl beionde sæ;
founded. When the king was dead, then was the earl overseas;

& ne durste nan man don oþer bute god for þe micel eie of him.
& not dared no man do other but good for the great fear of him.

þa he to Engleland com, þa was he underfangen mid micel
When he to England came, then was he received with great

wurtscipe, & to king bletcæd in Lundene on þe Sunnendæi beforen
honor, & as king ordained in London on the Sunday before

Midwintre Dæi, & held þære micel curt. þat ilce dæi þat
Midwinter Day, & held there great court. That same day that

Martin abbot of Burch sculde þider faren, þa sæclede he,
Martin abbot of Peterborough was to go there, then took sick he,

& ward ded iiii Nonarum Ianuarii. & Ţe munekes innen dæis cusen
& was dead 4 the nones January. & the monks within a day chose

oþer of heomsælf, Willelm de Walteruile is gehaten,
another from themselves, William of Walterville is called,

god clerc & god man & wæl luued of þe king & of alle gode men;
good cleric & good man & well loved by the king & by all good men;

& on morgen byrieden þabbot hehlice. & Sone þe cosan abbot
& in morning buried the abbot nobly. & at once the elected abbot

ferde, & te muneces mid him, to Oxenforde to þe king; & he iaf
went, & the monks with him, to Oxford to the king; & he gave

him þat abbotrice. & He ferde him sone to Lincol, & wæs
him the abbacy. & he took himself at once to Lincoln, & was

þær bletcæd to abbot ær he ham come; & sithen was
there ordained as abbot before he home came; & afterward was

underfangen mid micel wurtscipe at Burch mid micel
received with great honor at Peterborough with great

processiun; & sau he was alsua at Ramsæie, & at Torneie, & at
procession; & thus he was also at Ramsey, & at Thorney, & at

Cruland & Spallding, & at S. Albanes & F. . . . & Nu is abbot &
Crowland & Spalding, & at St. Albans & F. . . . & now is abbot &

fair haued begunnon: Xrist him unne þus enden!
fair had begun: Christ him grant thus (to) end!

II. *Hali Meidenhad*

Hali Meidenhad, or "Holy Virginity," is a prose homily in praise of virginity. It is one member of a five-text group (the others are *Seinte Marharete, Seinte Iuliene, Seinte Katerine*, and *Sawles Warde*) collectively termed The Katherine Group. All date from the late twelfth or early thirteenth century and are written in a West Midlands dialect.

Ga we nu forthre ant loki we hwuch wunne ariseth threfter
Go we now further and look what sort of delight arises thereafter

i burtherne of bearne hwen thet streon in the awakeneth ant
in pregnancy of (a) child when that offspring in you quickens and

waxeth ant hu monie earmthen anan awakeneth therwith, the
grows and how many miseries immediately spring up with it, that

wurcheth the wa inoh, fehteth o thi seolve flesch ant weorrith with
occupy you woe enough, fight in your own flesh and struggle with

feole weanan o thin ahne cunde. Thi rudie neb schal leanin ant
many woes in your own flesh. Your rosy face will grow lean and

ase gres grenin, thine ehnen schule doskin ant underneothe
as grass turn green, your eyes will become dim and underneath

wonnin, ant of thi breines turnunge thin heaved aken sare;
become dark, and of your brain's activity your head ache sorely;

inwith i thi wombe swelle thi butte the bereth the forth
inside in your womb swells your belly, which sticks out in front of

as a weater-bulge; thine thearmes thralunge, ant stiches i
you like a water-barrel; of your guts pain, and stitches in

thi lonke, ant i thi lendene sar eche rive, hevinesse in
your side, and in your loins painful ache prevalent, heaviness in

euch lim; thine breostes burtherne o thine two pappes ant te milc-
every limb; your breasts' weight in your two nipples and the milk-

strunden the the of striketh. Al is with a weolewunge thi wlite
streams which you from flow. All is with a nausea your face

overwarpen. Thi muth is bitter ant walh al thet tu cheowest,
downcast. Your mouth is bitter and insipid all that you chew,

ant hwetse thi mahe hokerliche underveth, thet is with
and whatever your stomach nauseatedly receives, it is with

unlust, warpeth hit eft ut. Inwith al thi weole ant ti
distaste, throws it back out. In the midst of all your joy and your

weres wunne forwurthest. A wrecche! The cares
husband's pleasure, [you are] perishing. Ah, wretch! The anxieties

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ayein thi pinunge thrahen bineometh the nahtes slepes. Hwen hit
about your pain spasms deprive you of night's sleep. When it

thenne therto kimeth, thet sore sorhfule angoise, thet stronge ant
then thereto comes, that painful sorrowful agony, that strong and

stikinde stiche, thet unroles uvel, thet pine over pine,
piercing spasm, that restless misery, that torment after torment,

thet wondrinde yeomerunge, hwil thu swenchest terwith i thine
that amazing lamentation, while you labor therewith in your

deathes dute scheome teke thet sar with the alde wifes
death's fear shame (in addition to) that pain with the old women's

scheome creft, the cunnen of thet wa-sith, hwas help the
shame skill, who are familiar with that woe-time, whose help to you

bihoveth ne beo hit neaver se uncumelich; ant nede most hit tholien
is necessary not be it never so unseemly; and needs must it endure

thet te therin itimeth. Ne thunche the nan uvel of, for we ne
what to you therein happens. Not seem to you no evil of, for we not

edwiteth nawt wifes hare weanen thet ure alre modres drehden
reproach not women their woes which all our mothers suffered

on us seolven, ah we schawith ham forth forte warni meidnes
through ourselves, but we reveal them forth to warn maidens

thet ha beon the leasse efterwart swuch thing ant witen herthurh
that they be the less afterward such things and know thereby

the betere hwet ham beo to donne.
the better what to them is to do.

Efter al this kimeth of thet bearn ibore thus wanunge ant
After all this comes from that child born thus lamentation and

wepunge, the schal abute midniht makie the to wakien other theo
weeping, that will around midnight make you to wake or those

the hire stude halt the thu most forcarien. Ant hwet
who her place holds that you must worry about. And what about

the cader-fulthen ant bearmes: unbestunde to feskin ant to
the baby-filth and (your) breasts: at times to swaddle and to

fostrin hit se moni earmhwile? Ant his waxunge se let ant
nurse it so many wretched times? And its growth so late and

se slaw his thriftre, ant eaver habbe sar care and lokin efter
so slow its growth, and always having vexing care and looking after

al this hwenne hit forwurthe ant bringe on his moder sorhe. Thah
all this when it dies and brings on its mother grief. Though

thu riche beo ant nurrice habbe, thu most as moder carien for al
you rich be and (a) nurse have, you must as mother care for all

thet hire limpeth to donne. Theose ant othre earmthen the of
that she ought to do. These and other miseries which from

wedlac awakenith Seinte Pawel biluketh in ane lut wordes,
wedlock arise St. Paul expresses in a few words,

Tribulaciones carnis, et cetera. Thet is on Englisch 'Theo thet
Tribulation in the flesh, etc. That is in English, 'Those that

thulliche beoth schulen derf drehen.' Hwase thencheth on al this
such be must cruel suffer.' Whoever thinks about all this

ant o mare thet ter is ant nule withbuhe thet thing thet
and of more that there is and not wants to avoid that thing that

hit al of awakeneth, ha is heardre iheortet then adamantines stan
it all springs from, she is harder hearted than adamantine stone

ant mare amead, yef ha mai, than is meadschipe seolf, hire ahne
and more mad, if she can (be), than is insanity itself, her own

fa ant hire feont, heateth hire seolfen.
foe and her enemy, hates herself.

III. Lyrics

The lyric as we know it today makes its first appearance in English during the ME period. The subject matter may be religious or secular; of the four reproduced here, only the second is secular in theme. Their dates range from the twelfth to the fifteenth century. Note that all of these lyrics use end rhyme to tie the lines together instead of the OE alliteration.

St.Mary Virgin

Sainte Marye Virgine,
St. Mary Virgin

Moder Jesu Christes Nazarene,
Mother of Jesus Christ the Nazarene

Onfo, schild, help thin Godric,
Receive, defend, help your Godric,

Onfang, bring heyilich with thee in Godes Riche.
Take, bring on high with you into God's kingdom.

Sainte Marye, Christes bur,
St. Mary, Christ's chamber,

Maidenes clenhad, moderes flur,
Virgins' purity, motherhood's flower,

Dilie min sinne, rix in min mod,
Wipe out my sin, rule in my heart,

Bring me to winne with the self God.
Bring me to joy with that same God.

Merry It Is

Mirie it is, while sumer ilast,
Merry it is, while summer lasts,

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With fugheles song.
With birds' song.

Oc nu necheth windes blast,
But now approaches wind's blast,

And weder strong.
And weather strong.

Ey! ey! what this night is long!
Alas! Alas! how long this night is!

And ich, with well michel wrong,
And I, because of very great wrong,

Soregh and murne and fast.
Sorrow and mourn and fast.

When I See on the Rood

Whanne ic se on Rode
When I see on (the) cross

Jesu, my lemman,
Jesus, my lover,

And besiden him stonden
And beside him stand

Marye and Johan,
Mary and John,

And his rig iswongen,
And his back scourged,

And his side istungen,
And his side pierced,

For the luve of man;
For the love of man;

Well ou ic to wepen,
Well ought I to weep,

And sinnes for to leten,
And sins to abandon,

Yif ic of luve can,
If I of love know,

Yif ic of luve can,
If I of love know,

Yif ic of luve can.
If I of love know.

Adam Lay Bound

Adam lay ibounden,
Adam lay bound,

Bounden in a bond:
Bound in a bond:

Foure thousand winter
Four thousand years

Thought he not too long.
Thought he not too long.

And all was for an apple,
And all was because of an apple,

An apple that he tok,
An apple that he took,

As clerkes finden
As clerics find

Wreten in here book.
Written in their book.

Ne hadde the apple take ben,
(If) not had the apple taken been,

The apple taken ben,
The apple taken been,

Ne hadde never our Lady
(Then) not had never our Lady

A ben Hevene Quen.
Have been heaven's queen.

Blissed be the time
Blessed be the time

That apple take was!
That apple taken was!

Therfore we moun singen,
Therefore we may sing,

'Deo gracias!'
'Thanks be to God!'

IV. Proclamation of Henry III

Though the official language of England was French after the Conquest, English continued to be the language of the great majority of the people. In recognition of this fact, some official documents were written in both French and English, as was the case of this 1258 proclamation of King Henry III.

Henri, þurȝ godes fultume king on Engleneloande, lhoauerd on
Henry, through God's help, king in England, lord in

Yrloande, duk on Normandie, on Aquitaine, and eorl on Aniow send
Ireland, duke in Normandy, in Aquitaine, and earl in Anjou, sends

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igretinge to alle hise holde, ilærde and ileawede, on Huntendoneschire.
greeting to all his faithful, clerical and lay, in Huntingtonshire.

þæt witen ȝe wel alle, þæt we willen and vnnen þæt þæt vre
That know you well all, that we wish and grant that, that our

rædesmen alle, oþer þe moare dæl of heom, þæt beoþ ichosen þurȝ
counselors all, or the greater part of them, that are chosen by

us and þurȝ þæt loandes folk on vre kuneriche, habbeþ idon and
us and by the land's people in our kingdom, have done and

schullen don in þe worþnesse of gode and on vre treowþe for þe
shall do in the honor of God and in our faith for the

freme of þe loande, þurȝ þe besiȝte of þan to-foren inseide redesmen,
profit of the land, through the provision of the aforesaid counselors,

beo stedefæst and ilestinde in alle þinge a buten ænde.
be steadfast and stable in all things always without end.

And we hoaten alle vre treowe in þe treowþe þæt heo vs
And we command all our faithful in the fidelity that they us

oȝen, þæt heo stedefæstliche healden and swerian to healden and
owe, that they steadfastly hold and swear to hold and

to werien þo isetnesses þæt beon imakede and beon to makien þurȝ
to defend those statutes that are made and are to (be) made by

þan to-foren iseide rædesmen, oþer þurȝ þe moare dæl of heom,
the aforesaid counselors, or by the greater part of them,

alswo alse hit is biforen iseid; and þæt æhc oþer helpe þæt
also as it is before said; and that each (the) other help that

for to done bi þan ilche oþe aȝenes alle man riȝt for to done and to
to do by the same oath toward all men right to do and to

foangen; and noan ne nime of loande ne of eȝte, wherþurȝ
take; and none not take from land nor from property, by which

þis besiȝte muȝe beon ilet oþer iwersed on onie wise.
this provision can be hindered or damaged in any way.

And ȝif oni oþer onie cumen her onȝenes, we willen and
And if any one or ones come here against, we want and

hoaten þæt alle vre treowe heom healden deadliche ifoan.
command that all our faithful them consider deadly foes.

And for þæt we willen, þæt þis beo stedefæst and lestinde, we
And because we want that this be steadfast and lasting, we

senden ȝew þis writ open, iseined wiþ ure seel, to halden a-manges ȝew ine hord.
send you this writ open, marked with our seal, to keep amongst you in treasury.

Witnesse vs seluen æt Lundene þane eȝtetenþe day on the
Witness ourselves at London the eighteenth day in the

monþe of Octobre, in þe two and fowerti3þe 3eare of vre cruninge.
month of October, in the two and fortieth year of our crowning.

And þis wes idon ætforan vre isworene redesmen: Boneface,
And this was done before our sworn counselors: Boniface,

archebischop on Kanterburi; Walter of Cantelow, bischop on
archbishop in Canterbury; Walter of Cantelow, bishop in

Wirechestre; Simon of Muntfort, eorl on Leirchestre; Richard of
Worcester; Simon of Montfort, earl in Leicester; Richard of

Clare, eorl on Glowchestre and on Hurtforde; Roger Bigod, eorl on
Clare, earl in Gloucester and in Hertford; Roger Bigod, earl in

Northfolke and marescal on Engleneloande; . . .
Norfolk and Marshal in England; . . .

And al on þo ilche worden is isend in-to æurihce oþre schire
And all in those same words is (to be) sent into every other shire

ouer al þære kuneriche on Engleneloande, and ek in-tel Irelonde.
over all the kingdom of England and also into Ireland.

V. *Sir Orfeo*

During the ME period, romances, adventure tales usually in verse, became popular in England. Many of them were translations of French originals. A subdivision of the romance was the Breton lai, usually a short romance emphasizing love and the supernatural. *Sir Orfeo*, one of the most charming of the English Breton lais, retells the classical story of Orpheus and Eurydice—and gives it a happy ending. The manuscript from which this excerpt was taken was written about 1335.

Orfeo was a king,
Orpheus was a king.

In Inglond an hei3e lording,
In England a high lord,

A stalworþ man and hardi bo,
A valiant man and hardy both,

Large and curteys he was also.
Generous and well-bred he was also.

His fader was comen of King Pluto,
His father was descended from King Pluto,

And his moder of King Juno,
And his mother from King Juno,

þat sum time wear as godes yhold,
That once were as gods considered,

For auentours þat þai ded and told.
For feats that they did and told.

Orpheo most of ony þing
Orpheus most of any thing

Name _____ **Section** _____ **Date** _____

Louede þe gle of harpyng;
Loved the minstrelsy of harping;

Syker was euery gode harpoure
Certain was every good harpist

Of hym to haue moche honoure.
From him to have much honor.

Hymself loued for to harpe,
(He) himself loved to (play the) harp,

And layde þeron his wittes scharpe.
And applied to it his wits sharp.

He lernyd so, þer noþing was
He learned so (well), there nothing was

A better harper in no plas;
A better harpist in no place;

In þe world was neuer man born
In the world was never man born

þat ones Orpheo sat byforn,
That once Orpheus sat in front of,

And he myȝt of his harpyng here,
If he could of his harping hear,

He schulde þinke þat he were
He would think that he was

In one of þe ioys of Paradys,
In one of the joys of Paradise,

Suche ioy and melody in his harpyng is.
Such joy and melody in his harping is.

þis king soiournd in Traciens,
This king lived in Thrace,

þat was a cité of noble defense;
That was a city of good fortification;

For Winchester was cleped þo
For Winchester was called then

Traciens wiþouten no.
Thrace undoubtedly.

þe king hadde a quen of priis,
The king had a queen of excellence

þat was ycleped Dame Herodis,
That was called Dame Eurydice,

þe fairest leuedi, for þe nones,
The fairest lady, to be sure,

þat miȝt gon on bodi and bones,
That could walk in body and bones,

Ful of loue and of godenisse;
Full of love and of goodness;

Ac no man may telle hir fairnise.
But no man can describe her beauty.

Bifel so in þe comessing of May,
(It) happened so in the beginning of May,

When miri and hot is þe day,
When merry and hot is the day,

And oway beþ winter-schours,
And away are winter showers,

And eueri feld is ful of flours,
And every field is full of flowers,

And blosme breme on eueri bouȝ
And blossom glorious on every bough

Oueral wexeþ miri anouȝ,
Everywhere grows merry enough

þis ich quen, Dame Heurodis,
This same queen, Dame Eurydice,

Tok to maidens of priis,
Took two maidens of worth,

And went in an vndrentide
And went in a morning

To play bi an orchard side,
To play by an orchard side,

To se þe floures sprede and spring,
To see the flowers spread and spring,

And to here þe foules sing.
And to hear the birds sing.

þai sett hem doun al þre
They set themselves down all three

Vnder a fair ympe-tre,
Under a lovely sapling,

And wel sone þis fair quene
And very soon this fair queen

Fel on slepe opon þe grene.
Fell asleep upon the green.

þe maidens durst hir nouȝt awake,
The maidens dared her not awake,

Name _____ Section _____ Date _____

Bot lete hir ligge and rest take.
But let her lie and rest take.

So sche slepe til afternone,
So she slept till afternoon,

þat vndertide was al ydone.
That morning was all done.

Ac as sone as sche gan awake,
But as soon as she did awake,

Sche crid and loþli bere gan make,
She cried and horrible outcry did make,

Sche froted hir honden and hir fet,
She rubbed her hands and her feet,

And crached hir visage, it bled wete;
And scratched her face, it bled wet;

Hir riche robe hye al torett,
Her rich robe noble all tore to pieces,

And was reueysed out of hir witt.
And was driven out of her wits.

þe two maidens hir biside
The two maidens her beside

No durst wiþ hir no leng abide,
Not dared with her no longer stay,

Bot ourn to þe palays ful ri3t,
But ran to the palace immediately,

And told boþe squier and kni3t
And told both squire and knight

þat her quen awede wold,
That their queen go mad would,

And bad hem go and hir athold.
And bade them go and her restrain.

Kni3tes vrn, and leuedis also,
Knights ran, and ladies also,

Damisels sexti and mo,
Damsels sixty and more,

In þe orchard to þe quen hye come,
In the orchard to the queen they came,

And her vp in her armes nome,
And her up in their arms took,

And brou3t hir to bed atte last,
And brought her to bed at last,

And held hir þere fine fast;
And held her there very fast;

Ac euer sche held in o cri,
But always she kept up the same cry,

And wold vp and owy.
And wanted up and away.

VI. Barbour's *Bruce*

John Barbour, a Scottish cleric, was the author of *The Bruce,* a long, quasi-historical verse chronicle of the deeds of Robert Bruce, king of Scotland. It was written in the Northern dialect in 1376. The following passage from the early part of the poem tells of the famous battle of Bannockburn.

And fra schir amer with the king
And after Sir Aymer with the king

Wes fled, wes nane that durst abyde,
Had fled, (there) was none that dared stay.

Bot fled, scalit on ilka syde,
But fled, dispersed on every side.

And thair fais thame presit fast,
And their foes them pressed diligently,

Thai war, to say suth, all agast,
They were, to tell (the) truth, all terrified,

And fled swa richt effrayitly
And fled in such a frightened way

That of thame a full gret party
That of them a very great party

Fled to the wattir of forth; and thar
Fled to the water of Forth; and there

The mast part of thame drownit [war].
The most part of them drowned were.

And bannokburn, betuix the braiß,
And Bannockburn, between the banks,

Of horß and men so chargit waß,
Of horses and men so loaded was,

That apon drownit horß and men
That upon drowned horses and men

Men mycht paß dry atour it then
Men could pass dry across it then.

[And] laddis, swanys, and rangall,
And lads, peasants, and camp-followers,

Quhen thai saw vencust the battall,
When they saw vanquished the battalion,

Name _____ Section _____ Date _____

Ran emang thame and swa can sla
Ran among them and so did slay

Thai folk, that no defens mycht ma,
Those people, who no defense could make,

That it war pite for to se.
That it was pity to see.

I herd neuir quhar, in na cuntre,
I heard never where, in no country,

Folk at swa gret myschef war stad;
People in such great misfortune were beset;

On a syde thai thair fais had,
On one side they their foes had,

That slew thame doune vithout mercy,
That slew them down without mercy,

And thai had on the tothir party
And they had on the other side

Bannokburne, that sa cummyrsum was
Bannockburn, that so hard to cross was

Of slyk, and depnes for till pas,
With slime, and depth to pass,

That thair mycht nane atour it ryde.
That they could none across it ride.

Thame worthit, magre thairis, abyde;
It behooved them, despite themselves, (to) remain;

Swa that sum slayne, sum drownit war;
So that some slain, some drowned were;

Micht nane eschap that euir com thar.
None could escape that ever came there.

The quhethir mony gat avay,
Nevertheless, many got away,

[That ellis-whar fled], as I herd say.
That elsewhere fled, as I heard say.

The kyng, with thame he with him had,
The king, with them he with him had,

In a rout till the castell raid,
In a band to the castle rode,

And wald haue beyn tharin, for thai
And wanted to have been therein, for they

Wist nocht quhat gat to get avay.
Knew not what way to get away.

VII Chaucer's "Second Nun's Tale"

Chaucer's "Second Nun's Tale," a version of the legend of St. Cecilia, was probably written in the 1370s. Reproduced here are the closing lines. You might compare this version with the OE one by Ælfric, written roughly four centuries earlier.

"Do wey thy booldnesse," seyde Almachius tho,
"Leave off your boldness," said Almachius then,

"And sacrifice to oure goddes er thou go.
"And sacrifice to our gods before you go.

I recche nat what wrong that thou me profre,
I care not what wrong that you (to) me present,

For I kan suffre it as a philosophre,
For I can suffer it as a philosopher,

"But thilke wronges may I nat endure
"But those wrongs can I not endure

That thou spekest of oure goddes heere," quod he.
That you speak of our gods here," said he.

Cecile answered, "O nyce creature!
Cecilia answered, "O foolish creature!

Thou seydest no word syn thou spak to me
You said no word since you spoke to me

That I ne knew therwith thy nycetee;
That I knew not thereby your foolishness;

And that thou were, in every maner wise,
And that you were, in every way,

A lewed officer and a veyn justise.
An ignorant officer and an ineffectual justice.

"Ther lakketh no thyng to thyne outter eyen
"There lacks nothing in your outer eyes

That thou n'art blynd, for thyng that we seen alle
That you aren't blind, with regard to things that we all see

That it is stoon—that men may wel espyen—
That it is stone—that men can easily spot—

That ilke stoon a god thow wolt it calle.
That same stone a god you will it call.

I rede thee, lat thyn hand upon it falle
I advise you, let your hand upon it fall

And taste it wel and stoon thou shalt it fynde,
And feel it well and stone you shall it find,

Syn that thou seest nat with thyne eyen blynde.
Since that you see not with your eyes blind.

Name _____ Section _____ Date _____

"It is a shame that the peple shal
"It is a shame that the people must

So scorne thee and laughe at thy folye,
So scorn you and laugh at your folly,

For communly men woot it wel overal
For commonly men know it well overall

That myghty God is in his hevenes hye.
That mighty God is in his heavens high.

And thise ymages, wel thou mayst espye
And these images, easily you can spot

To thee ne to himself ne mowen noght profite,
To you nor to themselves not can nothing profit,

For in effect they been nat worth a myte."
For in effect they are not worth a mite."

Thise wordes and swiche othere seyde she,
These words and such others said she,

And he weex wrooth and bad men sholde hir lede
And he grew angry and ordered men should her lead

Hom til hir hous, and "In hire house," quod he,
Home to her house, and "In her house," said he,

"Brenne hir right in a bath of flambes rede."
"Burn her completely in a bath of flames red."

And as he bad, right so was doon in dede;
And as he ordered, just so was done in deed;

For in a bath they gonne hire faste shetten,
For in a bath they did her firmly shut,

And nyght and day greet fyr they under betten.
And night and day great fire they under fed.

The long nyght and eek a day also
The long night and moreover a day also

For al the fyr an eek the bathes heete
For all the fire and also the bath's heat

She sat al coold and feelede no wo;
She sat all cold and felt no woe;

It made hire nat a drope for to sweete.
It made her not a drop to sweat.

But in that bath hir lyf she moste lete,
But in that bath her life she had to leave,

For he Almachius, with ful wikke entente,
For he Almachius, with very wicked intent,

To sleen hire in the bath his sonde sente.
To slay her in the bath his messenger sent.

Thre strokes in the nekke he smoot hire tho,
Three storkes in the neck he struck her then,

The tormentour, but for no maner chaunce
The tormenter, but for no manner of chance

He myghte noght smyte al hir nekke atwo.
He could not strike all her neck in two.

And for ther was that tyme an ordinaunce
And because there was that time an ordinance

That no man sholde doon man swich penaunce
That no man should do anyone such punishment

The ferthe strook to smyten, softe or soore,
The fourth stroke to smite, soft or hard,

This tormentour ne dorste do namoore,
This tormenter not dared do no more,

But half deed, with hir nekke ycorven there,
But half dead, with her neck carved there,

He lefte hir lye, and on his wey he went,
He left her lie, and on his way he went.

The Cristen folk which that aboute hire were
The Christian people that around her were

With sheetes han the blood ful faire yhent.
With sheets have the blood very well caught.

Thre dayes lyved she in this torment,
Three days lived she in this torment,

And nevere cessed hem the feith to teche
And never ceased them the faith to teach

That she hadde fostred. Hem she gan to preche,
That she had fostered. Them she began to preach,

And hem she yaf hir moebles and hir thyng,
And them she gave her furniture and her things,

And to the Pope Urban bitook hem tho,
And to Pope Urban entrusted them then,

And seyde, "I axed this at Hevene Kyng,
And said, "I asked this from Heaven's King,

To han respit thre dayes and namo,
To have respite three days and no more,

To recomende to yow er that I go
To recommend to you before I go

Name _____ Section _____ Date _____

Thise soules, lo, and that I myghte do werche
These souls, lo, and that I could have made

Heere of myn hous perpetuelly a cherche."
Here of my house perpetually a church."

Seint Urban with his deknes prively
St. Urban with his deacons secretly

The body fette and buryed it by nyghte
The body fetched and buried it by night

Among his othere seintes honestly
Among his other saints honorably

Hir hous the chirche of Seinte Cecilie highte.
Her house the church of St. Cecilia called.

Seint Urban halwed it as he wel myghte,
St. Urban consecrated it as he well could,

In which into this day in noble wyse
In which up to this day in noble fashion

Men doon to Crist and to his seinte servyse.
Men do to Christ and to his saint service.

VIII. Caxton's Introduction to Chaucer's *Canterbury Tales*

England's first printer, William Caxton, printed about a hundred works, some of which he himself had translated from French into English. Among the books he published was Chaucer's *Canterbury Tales* (1484). Reproduced here is the first part of the introduction he wrote to his edition of the *Canterbury Tales.*

Grete thankes, laude, and honour ought to be gyuen vnto the
Great thanks, praise, and honor ought to be given to the

clerkes, poetes, and historiographs, that haue wreton many noble
clerks, poets, and historians that have written many noble

bokes of wysedom of the lyues, passions, and myracles of holy
books of wisdom of the lives, passions, and miracles of holy

sayntes, of hystoryes, of noble and famous actes and faittes, and of
saints, of histories, of noble and famous acts and deeds, and of

the cronycles sith the begynnyng of the creacion of the world vnto
the chronicles since the beginning of the creation of the world up to

thys present tyme, by whyche we ben dayly enformed and have
this present time, by which we are daily informed and have

knowleche of many thynges, of whom we shold not haue knowen,
knowledge of many things, of which we should not have known,

yf they had not left to vs theyr monumentis wreton. Emong whom
if they had not left to us their documents written. Among whom

and inespecial to-fore alle other we ought to gyue a synguler laude
and in particular before all others we ought to give a special praise

vnto that noble and grete philosopher Gefferey Chaucer, the whiche
to that noble and great philosopher Geoffrey Chaucer, who,

for his ornate wrytyng in our tongue may wel haue the name of a
for his ornate writing in our tongue can well have the name of a

laureate poete.
laureate poet.

For to-fore that he by hys labour enbelysshyd, ornated, and
For, before he by his labor embellished, decorated, and

made faire our Englisshe, in thys royame was had rude speche and
made beautiful our English, in this realm was had rude speech and

incongrue, as yet it appiereth by olde bookes, whyche at thys day
incongruous, as yet it appears in old books, which in this day

ought not to haue place ne be compared emong ne to hys
ought not to have place nor be compared among nor to his

beauteuous volumes and aournate writynges, of whom he made
beautiful volumes and ornate writings, of which he made

many bokes and treatyces of many a noble historye as wel in metre
many books and treatises of many a noble history in meter as well

as in ryme and prose, and them so craftyly made, that he
as in rhyme and prose, and them so skillfully made, that he

comprehended hys maters in short, quyck, and hye sentences,
comprised his matters in short, vivid, and loftly sentences.

eschewyng prolyxyte, castyng away the chaf of superfluyte, and
eschewing prolixity, casting away the chaff of superfluity, and

shewyng the pyked grayn of sentence, vtteryd by crafty and sugred
showing the refined grain of judgment, uttered by skillful and sweet

eloquence, of whom emonge all other of hys bokes I purpose
eloquence, of which among all other of his books I intend

temprynte by the grace of god the book of the Tales of
to print by the grace of God the books of the Tales of

Cauntyrburye, in whiche I fynde many a noble hystorye of euery
Canterbury, in which I find many a noble story of every

astate and degre. Fyrst rehercyng the condicions and tharraye of
estate and degree. First describing the conditions and the order of

eche of them as properly as possyble is to be sayd, and after
each of them as properly as possible is to be said, and afterward

theyr tales whyche ben of noblesse, wysedom, gentylesse, myrthe,
their tales, which are of nobility, wisdom, gentility, mirth,

Name _____ Section _____ Date _____

and also of veray holynesse and vertue, wherin he fynysshyth thys
and also of true holiness and virtue, with which he finishes this

sayd booke; whyche book I haue dylygently ouersen and duly
said book; which book I have diligently looked over and fitly

examyned, to thende that it be made accordyng vnto his owen
examined, to the end that it be made according to his own

makyng.
making.

For I fynde many of the sayd bookes, whyche wrytes haue
For I find many of the said books, which writers have

abrydgyd it and many thynges left out; and in somme place haue
abridged it and many things left out; and in some places have

sette certayn versys, that he neuer made ne sette in hys booke. Of
put certain verses that he never made nor put in his book. Of

whyche bookes so incorrecte was one brought to me ·vj· yere
which books so incorrect was one brought to me six years

passyd, whyche I supposed had ben veray true and correcte. And
past, which I assumed had been completely true and correct. And

accordyng to the same I dyde do enprynte a certayn nombre
accordingly I had a certain number of them printed,

of them, whyche anon were sold to many and dyuerse gentyl-men,
which at once were sold to many and diverse gentlemen,

of whome one gentylman cam to me, and said, that this book was
of whom one gentleman came to me and said that this book did

not accordyng in many places vnto the book that Gefferey Chaucer
not accord to many place to the book that Geoffrey Chaucer

had made. To whom I answered, that I had made it accordyng to
had made. To whom I answered that I had made it according to

my copye, and by me was nothyng added ne mynusshyd.
my copy, and by me was nothing added nor removed.

CHAPTER 7

EARLY MODERN ENGLISH

7.1 Important Terms and Names

1. assibilation
2. blend
3. John Bullokar
4. Robert Cawdrey
5. Chancery scribes
6. Chaucerisms
7. clipping
8. double negative
9. doublet
10. "dummy" auxiliary
11. enclitic
12. folk etymology
13. functional shift
14. gloss
15. glossary
16. Great Vowel Shift
17. group genitive
18. impersonal verbs
19. the Industrial Revolution
20. inkhorn terms
21. Samuel Johnson
22. King James Bible
23. Latinate style
24. "long s"
25. Robert Lowth
26. modal auxiliary
27. oversea language
28. plain adverb
29. plain style
30. Joseph Priestley
31. proclitic
32. quasi-modal
33. reduplication
34. the Reformation
35. the Renaissance
36. spelling pronunciation
37. two-part verb
38. universal grammar
39. Noah Webster
40. zero derivation (= functional shift)

7.2 Questions for Review and Discussion

1. What were some of the effects of the introduction of printing on the English language?
2. How did the EMnE translations from classical languages affect English?
3. Upon what aspect of English has the King James Bible had the most influence?
4. Explain how the enclosures affected the English language.
5. How did the Industrial Revolution have an effect on English vocabulary?
6. What was the most important scholarly language in England at the beginning of the EMnE period? At the end?
7. Summarize the EMnE dispute over vocabulary.
8. What effect did the EMnE spelling reformers have on the subsequent history of English?
9. Why had there been no English-to-English dictionaries prior to the EMnE period?
10. What is the difference between a gloss and a translation?
11. Who were the most important dictionary makers of EMnE?
12. Why did the English never establish an English Academy?
13. Why did the early grammarians consider existing English grammar to be very corrupt?
14. What language was the most important "model" for English grammars during EMnE?
15. Compare and contrast the attitudes toward English grammar of (a) Robert Lowth, (b) Joseph Priestley, and (c) Noah Webster.
16. What changes in the English consonant phonemes took place during EMnE?
17. Give some examples of assibilation.
18. Give some examples of spelling pronunciation.
19. Summarize the operation of the Great Vowel Shift (GVS).
20. Explain apparent exceptions to the GVS such as *threat* /θrɛt/ rather than predicted /θrit/ or *blood* /bləd/ rather than predicted /blud/.
21. How has the use of proclitic and enclitic contracted forms changed between EMnE and PDE?
22. By what time were PDE punctuation patterns established?
23. How did possessive constructions in EMnE differ from those in PDE?
24. What changes in the use of relative pronouns occurred between ME and EMnE?
25. How did the formation of the perfect tense in EMnE differ from that in PDE?
26. Compare the nature of the Latin loanwords into English in EMnE with that of French loanwords into English in ME.

Name _____ Section _____ Date _____

7.3 Phonology: Minor Consonant Changes

Numerous minor changes in consonants occurred during EMnE, some of them permanent, some of them to be reversed later in the standard language, some of them to remain in some dialects but not in others. Among these are the following.

1. Assibilation, whereby poststress /sj/, /zj/, /tj/, and /dj/, became /š/, /ž/, /č/, and /ǰ/, respectively. For example, earlier /fɔrtjən/ 'fortune' became/fɔrčən/.
2. Loss of preconsonantal /r/ (especially after back vowels) and of final unstressed /r/. For example, earlier /rɛkərdz/ 'records' became /rɛkədz/. Also, development of nonetymological intrusive /r/, as in /marθər/ 'Martha'.
3. Loss of /t/ and /d/ in consonant clusters and finally after other consonants. For example, earlier /nɛkst/ 'next'. became /nɛks/.
4. Loss of /l/ after a low vowel and before a labial or velar consonant. For example, /tɔlk/ 'talk' became /tɔk/.
5. Loss of [ç] and [x] as allophones of /h/ after a vowel. For example, [brɪçt] 'bright' became [braɪt].
6. Continued loss of the phonemic distinction between /hw/ and /w/. For example, earlier /hwɪč/ 'which' became /wɪč/.

Because the standard spelling had become fixed at the beginning of the EMnE period, it is difficult to see these changes in the writings of educated people. However, the misspellings of the semiliterate can be very revealing. That is, if such people frequently write *lan* for *land*, we can be reasonably certain that they did not pronounce a final /d/ in this word. Reverse spellings are also instructive. For example, if writers spell *gallons* as *gallonds*, we can assume they knew that many words ending in /n/ in speech have an additional consonant in spelling; in the case of *gallonds*, they just guessed wrong.

All of the following items are taken from texts by semiliterate EMnE writers. Identify by number which of the minor consonantal changes described above is illustrated by the misspelling.

a. 5 drigh (dry)
b. ____ suffishent (sufficient)
c. ____ grinstone (grindstone)
d. ____ whome (home)
e. ____ matte (matter)
f. ____ memorander (memoranda)
g. ____ haf (half)
h. ____ wite (white)
i. ____ behing (behind)
j. ____ menchened (mentioned)
k. ____ sighned (signed)
l. ____ Leonad (Leonard)
m. ____ Norwack (Norwalk)
n. ____ eastwart (eastward)
o. ____ wilst (whilst)
p. ____ tweney (twenty)
q. ____ nit (night)
r. ____ trashewer (treasurer)
s. ____ whithin (within)
t. ____ andvell (anvil)
u. ____ Indjans (Indians)
v. ____ imbercillity (imbecility)
w. ____ prudencshall (prudential)
x. ____ assistand (assistant)

Name _____ Section _____ Date _____

7.4 Phonology: The Great Vowel Shift

Beginning in late ME and continuing throughout the EMnE period, all of the long vowels (from whatever source) of ME underwent a qualitative shift, that is, a shift in their point of articulation. Ignoring a few irregularities in the development of the mid vowels, the changes were as follows.

ME PDE		*as in*
ī → aɪ	ME /tīd/	→ PDE /taɪd/ 'tide'
ē → i	ME /dēp/	→ PDE /dip/ 'deep'
ɛ̄ → i	ME /hɛ̄tə/	→ PDE /hit/ 'heat'
a → e	ME /talə/	→ PDE /tel/ 'tale'
ū → aʊ	ME /dūn/	→ PDE /daʊn/ 'down'
ō → u	ME /fōl/	→ PDE /ful/ 'fool'
ɔ̄ → o	ME /smɔ̄kə/	→ PDE /smok/ 'smoke'

A. Give the standard spelling of the PDE reflexes of the following ME words written in phonetic transcription. There are no irregularities.

ME	*PDE*	*ME*	*PDE*	*ME*	*PDE*
0. /stɔ̄n/	stone	8. /klēn/	_____	16. /grēt/	_____
1. /jēld/	_____	9. /θrē/	_____	17. /stōl/	_____
2. /brōd/	_____	10. /tōθ/	_____	18. /komplɛ̄t/	_____
3. /bīt/	_____	11. /rakə/	_____	19. /fūnd/	_____
4. /sam/	_____	12. /flī/	_____	20. /flamə/	_____
5. /wēpə/	_____	13. /fɔ̄/	_____	21. /drēm/	_____
6. /sūθ/	_____	14. /fīnd/	_____	22. /flɔ̄t/	_____
7. /hū/	_____	15. /bɔ̄θ/	_____	23. /hēr/	_____

B. Give the phonetic symbol for the ME vowel corresponding to the PDE vowels in the following words.

PDE	*ME*	*PDE*	*ME*
0. loud	/l_ū_d/	5. take	/t____k/
1. child	/č____ld/	6. roast	/r____st/
2. rope	/r____p/	7. moon	/m____n/
3. spoon	/sp____n/	8. mice	/m____s/
4. blame	/bl____m/	9. mouse	/m____s/

Name _____ Section _____ Date _____

7.5 Phonology: Rhymes as Clues to Pronunciation

Rhymes as a source of information about the pronunciation of earlier periods must be used with caution because (1) there were "conventional" rhymes of words that did not actually rhyme in speech, (2) some versifiers were less than fastidious about the accuracy of their rhymes, and (3) rhymes tell us only that the words rhymed, not what the actual sounds were.

Nonetheless, if we find that many authors, over a fairly long time span, regularly rhymed some words that do not rhyme today, we can assume that at least one of the words in question had a different pronunciation from what it has today. Furthermore, given other sources of information about pronunciation, we can state with some confidence what that pronunciation actually was.

For each of the following groups, indicate what the rhyming vowel probably was.

0. Various seventeenth-century poets rhymed the words *detest, invest, test, beast, best, quest, protest, dressed, feast.* For example,

> Not that we think us worthy such a *guest,*
> But that your worth will dignify our *feast*
> —Ben Jonson, 1616

> Be judge yourself, I'll bring it to the *test,*
> Which is the basest creature, Man or *beast*?
> —Earl of Rochester, 1675

Probable vowel in all the words /ɛ/

1. Throughout the sixteenth and seventeenth centuries, and into the eighteenth century, *groan, stone, one, moan, sown, alone, none, zone, throne.* For example,

> Of the first nothing the elixir *grown*;
> Were I a man, that I were *one*
> —John Donne, 1633

> Their great Lord's glorious name; to *none*
> Of those whose spacious bosoms spread a *throne*
> —Richard Crashaw, 1652

Probable vowel in all the words _____

2. In the seventeenth and eighteenth centuries, *speak, weak, neck, break.* For example,

> But those do hold or *break,*
> As men are strong or *weak.*
> —Andrew Marvell, 1681

Probable vowel in all the words _____

3. In the seventeenth and eighteenth centuries, (a) *feature, creature, nature*; (b) *sea, tea, away, obey*. For example,

> Bestow this jewel also on my *creature*, . . .
> And rest in Nature, not the God of *Nature*;
> —George Herbert, 1633

> To cross this narrow *sea*, . . .
> And fear to launch *away*.
> —Isaac Watts, 1707

Probable vowel in all the words _____

4. Throughout the EMnE period, *lost, ghost, cost, most, crossed, boast, frost, toast, coast, host*. For example,

> Not all the tresses that fair head can *boast*,
> Shall draw such envy as the Lock you *lost*.
> —Alexander Pope, 1712

Probable vowel in all the words _____

5. Primarily in the seventeenth and eighteenth centuries, *doom, come, home, Rome, tomb, bloom, room, become*. For example,

> Souls as thy shining self, shall *come*
> And in her first ranks make thee *room*
> —Richard Crashaw, 1652

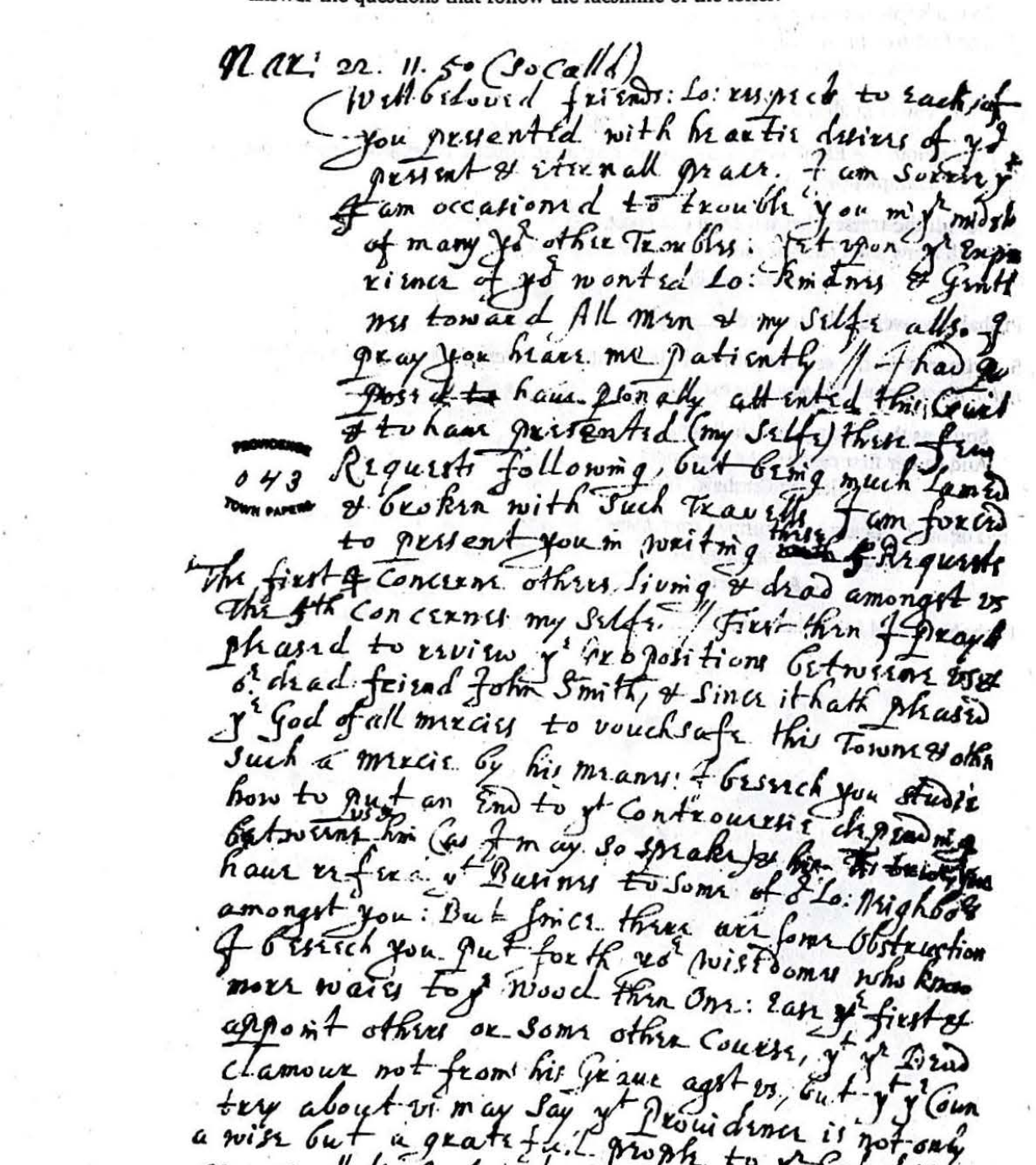
> The soul, uneasy and confined from *home*,
> Rests and expatiates in a life to *come*.
> —Alexander Pope, 1733

Probable vowel in all the words _____

Name _____ Section _____ Date _____

7.6 Graphics: A Letter to a New England Town Meeting

Reproduced here is the first page of a letter written by the early American settler, scholar, and political leader Roger Williams, in the year 1650–51. The first few lines have been transliterated for you. Read the letter, complete the transliteration, and answer the questions that follow the facsimile of the letter.



Mar: 22. 11. 50 (So called)
Well beloved friends: Lo: respect to each of
you presented with hearty desires of y^e
present & eternall grace. I am sorry y^t
I am occasioned to trouble you wth ye most
of many ye other Troubles: Yet upon ye Expe
rience of ye wonted Lo: kindness & Gentl
ness toward All men & my Selfe also. I
pray you hear me patiently // I had
~~purposed to~~ have personally attended this Court
& to have presented (my Selfe) these few
Requests following, but being much lamed
& broken with Such Travelle I am forced
to present you in writing ~~each of~~ these Requests
The first & Concerne others living & dead amongst vs
The 2^d Concerns my Selfe. // First then I pray &
pleased to review ye Propositions betweene vs &
o^r dead friend John Smith, & since it hath pleased
ye God of all mercies to vouchsafe this Towne & other
such a mercie by his means: I beseech you studie
how to put an End to ye Controversie depending
betweene vs (as I may so speake) by ~~the Trouble~~
have referred Burdens to some of ye Lo: Neighbors
amongst you: But since there are some Obstruction
I beseech you put forth ye wisdomes who know
more waies to ye Wood then One: Ean ye first of
appoint others or some other Course, y^t y^e Bread
clamour not from his Grave agst vs, but y^t y^e Coun
tery about vs may Say y^t Providence is not only
a wise but a grateful Prophet to y^e God of Mer
cies & all his Instruments of mercy toward vs. //

Courtesy of the Rhode Island Historical Society.

Name _____ Section _____ Date _____

Beginning of Transliteration

1 NAR: 22.11.50 (so calld)
2 Well beloved friends: Lo: [ving] respects to each of
3 you presented with heartie desires of yor
4 present & eternall peace. I am sorrie y^{t}
5 I am occasioned to trouble you in y^{e} midst
6 of many yor other Troubles. Yet vpon y^{e} Expe
7 rience of yor wonted Lo: [ving] kindness & Gentle

a. Does Williams distinguish *i* and *j*? _____

b. What is the distribution of *u* and *v*? _____

_____

c. What two variants of *e* does Williams use? _____

d. What two variants of *d* does he use? _____

e. How does Williams form an ampersand? _____

f. What words does Williams abbreviate? _____

_____

What are his ways of indicating that a form is abbreviated? _____

_____

g. What marks of punctuation does he use? _____

_____

h. How does his capitalization differ from that of PDE? _____

_____

i. Williams was a highly educated man, so we may assume that his spelling was "correct" for his time. What differences from PDE spelling do you find (apart from capitalization differences)? _____

_____

_____

j. Williams spells at least one word in two different ways. What is that word? _____

_____

Name _____ Section _____ Date _____

7.7 Grammar: Noun Inflections

A. By EMnE, noun inflection was in all essentials identical to that of PDE. Still, a few nouns had variant plurals throughout most of the period.

"My *howsys* ther be in decay" (1529)
"The *housen* wherein they dwell" (1557)
"Two busshels of gray *pees*" (1523)
"*Peasyn* are muche in the nature of beanes" (1533)

Similar variation is found for the nouns *hose*, *shoe*, and *eye*.

1. What three PDE nouns retain plurals in *-en*? _____

_____

2. If you wanted to make an uncomplimentary reference to two large but stupid people, you might call them a "couple of dumb ox____."

Why did you choose the plural form you did? _____

_____

What does this imply? _____

3. Would you refer to your two male siblings as your "two brethren"? _____

Why or why not? _____

B. Like PDE, EMnE had a number of nouns that varied between regular plurals in *-s* and zero plurals (that is, the plural form was identical to the singular form). Consider the following examples.

"command our present *numbers* be muster'd" (c. 1608)
"and those poor *number* saved with you" (c. 1600)
"I knew a man of eightie *winters*" (1612)
"Now I am xix *wynter* olde" (1522)
"The most usual *Kindes* of Apples" (1652)
"Such *kind* of Pamphlets work Wonders" (1681)
"Two miles from an excellent water for *trouts*" (1790)
"The *trout* . . . there have been over praised" (1789)

1. In PDE, we say, "The number of them *is* uncertain," but "A number of them *are* uncertain." Comment. _____

_____

2. Is *kind* ever used as a zero plural in PDE? _____

_____

3. If you were describing a fairly tall person, you would say, "He is six _____ tall." If you were describing an even taller person, you would say, "He is six _____ four." What determines the difference between the marked-plural and the zero-plural forms?

_____

4. Complete the following with the appropriate form of *dozen.* (The same rules apply to *hundred, thousand, million,* etc.)

"We need three _____ folding chairs."

"We need _____ of folding chairs."

What determines the difference between the two forms? _____

_____

C. Consider the following examples of genitive nouns, all from Shakespeare.

for his mercy sake	for duty's sake
for fashion sake	for fame's sake
for god sake	for god's sake
for heaven sake	for wealth's sake
for safety sake	for wisdom's sake
for alliance sake	for your friend's sake

1. Do you think there was a difference in how the genitive ending was pronounced in these two sets of examples? _____

_____

2. Why was the possessive /s/ often omitted in this construction? _____

_____

3. In PDE, how is the expletive "for Christ's sake" sometimes spelled in representing dialogue? _____

Why? _____

4. Can you suggest a possible origin for the colloquial expression "for Pete's sake"?

_____

Name _____ Section _____ Date _____

7.8 Grammar: Relative Pronouns and Relative Adverbs

Usage of relative pronouns and adverbs was in a state of flux during the EMnE period (as it still is today to some extent). For each of the following sentences, indicate in the blank to the left whether the construction with the italicized relative would be acceptable (A) or unacceptable (U) today.

1. ____ "much less then is it lawful for subjects to resist their godly and Christian princes *which* do not abuse their authority" (1547)
2. ____ "And soon after he called his high court of Parliament, *in the which* was demanded by King Henry's friends what should be done with King Richard." (1569)
3. ____ "the Bishop of Carlisle, *which* was a man well learned and of a good courage, stood up . . ." (1569)
4. ____ "There was a lionesse *which* had whelpes in her den, *the which* den was obserued by a Beare, . . ." (1607)
5. ____ "Happy is that city *which* in time of peace thinks of war" (1621)
6. ____ "And now, lastly, will be the time to read with them those organic arts *which* enable men to discourse and write perspicuously, elegantly, and according to the fitted style of lofty, mean, or lowly." (1644)
7. ____ "Coriolanus, who could not attain to that as he wanted, should have forsaken *that which* he had received." (1650)
8. ____ "that man, *which* looks too far before him, in the care of future time, hath his heart all the day, gnawed on by fear of death" (1651)
9. ____ "I had the loose Earth to carry out; and *which* was of more Importance, I had the Cieling to prop up." (1719)
10. ____ "I entreated him to give order that my cabinet should be brought, *of which* I kept the key in my pocket" (1726)
11. ____ "That man *that* thy horse hath eten his corne or grasse wyll be greued at the [=thee]." (1523)
12. ____ "I earne *that* I eate: get *that* I weare" (1600)
13. ____ "Be *that* thou know'st thou art, and then thou art As great as *that* thou fear'st" (1601)
14. ____ "they cease not still to search for *that* they have not and know not" (1616)
15. ____ "He *that* hath wife and children hath given hostages to fortune" (1625)
16. ____ "Coriolanus, who could not attain to *that as* he wanted, should have forsaken that which he had received." (1650)
17. ____ "A Tree *that* grew near an old Wall" (1712)
18. ____ "there presented him selfe a tall clownishe younge man, *who* falling before the Queen of Faeries desired a boone" (1589)

Name _____ Section _____ Date _____

19. ____ "*Who* soweth in raine, he shall reape it with teares" (1573–80)

20. ____ "Every man gladly would be neighbour to a quiet person, *as who* . . . doth afford all the pleasure of conversation, without any . . . trouble" (c. 1677)

21. ____ "Sir Roger is one of those *who* is not only at Peace within himself, but beloved and esteemed by all about him" (1711)

22. ____ "I counsel . . . all wise . . . men, that they doo not accompany wyth those *whom* they know are not secret." (1557)

23. ____ "Her cursed tongue . . . Appear'd like Aspis sting, that closely kils, Or cruelly does wound *whom so* she wils." (1596)

24. ____ "For *whom* in the world do you think that I was kept so long kicking my heels?" (1780)

25. ____ "A virgin spoused to a man, *whose* name was Ioseph" (1526)

26. ____ "*Whose* house is of glasse, must not throw stones at another." (1633)

27. ____ "Things, *whose* particular Discussion would . . . exceed the Design of this Book" (1730)

28. ____ "The lawyer saith *what* men have determined; the historian *what* men have done" (1595)

29. ____ "To those *as* have no children" (1603)

30. ____ "Life it self . . . is a burden *[no relative pronoun]* cannot be born under the lasting . . . pressure of such an uneasiness." (1690)

31. ____ "There were of [her Majesty's ships] but six in all, *whereof* two but small ships" (1591)

32. ____ "This night I hold an old accustom'd Feast, *Whereto* I have inuited many a Guest." (1592)

33. ____ "He lick' d the ground *whereon* she trod." (1667)

Summarize how the usage of each of the following relatives differed in EMnE from what is considered acceptable in PDE. Base your answers only on the sentences listed here.

which _____

_____

that _____

_____

_____

who _____

_____

whom _____

_____

whose _____

_____

what _____

_____

as _____

_____

whereof, whereon, whereto _____

_____

ø (i.e., no relative pronoun used in a relative construction) _____

_____

Name _____ Section _____ Date _____

7.9 Grammar: Pronouns and Pronominal Adjectives

Although few changes in the inflection of pronouns and pronominal adjectives have taken place since ME, pronominal usage during EMnE still differed in many minor ways from that of PDE. For each of the following excerpts, identify the nature of the difference from PDE and rewrite the phrase as necessary to put the phrase into acceptable modern English. The relevant pronouns or pronominal adjectives are italicized; numbers 2 and 4 have two separate constructions to be considered.

0. "For some haue gret plenty . . . and *other some* haue scantly so moche as they nede" (1532) PDE does not use the two together like this. Rewrite as "others," as "some," or as "some others."

1. "Doth *any of both* these examples prove that . . . ?" (1540) _____

2. "I feare *me some* will blushe that readeth this, if he be bitten" (c. 1581) _____

3. "sit *thou* by my bedde" (1597) _____

4. "*myself* am Naples, / Who with *mine* eyes, . . . beheld / The King my father wrack'd." (1611) _____

5. "[They] are so proud, so censorious, that *it* is no living with them." (a. 1617) _____

6. "Wee . . . owe him [God] obedience according to *euery* his morall commands" (1626) _____

7. "But *whether ever* beginneth, he may be sure the other will follow" (1632) _____

8. "How to renew and make good any sort of Gun-powder that hath lost *his* strength" (1644) _____

9. "The nature of young tulip roots is to runne down deeper into the ground, every year more than *other*" (1660) _____

10. "Presuming on the Queen *her* private practice" (1659) _____

11. "he whispered *me* in the Ear to take notice of a Tabby Cat that sate in the Chimny-Corner" (1711–12) _____

12. "I will relate *somewhat* concerning the Earl of Antrim" (c. 1715) _____

13. "*Every* of the said chirurgeons is to have twelvepence a body searched by them" (1722) _____

14. "We came in full View of a great Island or Continent (for we knew not *whether*)." (1726) _____

15. "We must not let this hour pass, without presenting *us* to him." (1729) _____

16. "Fontenelle and Voltaire were men of unequal merit; yet how different has been the fate of *either*" (1759) _____

17. "A retreat for St. Bridget and *other* nine virgins" (1799) _____

Name _____ Section _____ Date _____

7.10 Grammar: Adjectives

A. In each of the following sentences, the italicized adjectives would be unacceptable in some way in PDE. In the blank following each sentence, rewrite the phrase as it might appear in standard PDE.

0. "For in his books be contained . . . not only the documents *martial* and discipline of arms but also . . ." (1531) "martial documents"

1. "all appeals made to Rome were clearly void and of *none* effect" (1548) _____

2. "the Percies, affirming them to be their awn [own] *proper* prisoners and their *peculiar* preys, did utterly deny to deliver them" (1569) _____

3. "Sometimes he was sorry and repented, much grieved for that he had done, after his anger had cooled, by & by *outrageous* again." (1621–51) _____

4. "In this Catalogue, Borage and Bugloss [names of plants] may challenge the *chiefest* place" (1621–51) _____

5. "Round about him those fiends danced a *pretty* while, and then came in three more as ugly as the rest" (1624) _____

6. "notwithstanding *what* imputations *soever* shall be laid" (1662) _____

7. "the *more fuller* statement" (1680) _____

8. "some of [the Country People] will needs have it that Sir Roger has brought down a *Cunning* Man with him, to cure the old woman" (1711) _____

9. "Many of the laws which were in force during the monarchy being *relative* merely to that form of government, . . . the first assembly which met after the establishment of the commonwealth appointed a committee to revise the whole code" (1784) _____

10. "we consider *academical* institutions as preparatory to a settlement in the world" (1791) _____

_____

B. Throughout the history of English, past participles of verbs have served as adjectives. In some instances, earlier irregular forms of participles have survived as adjectives although the verb itself has become regular in PDE. One example is *wrought* (from the verb *work*). Add other examples to the types listed below.

1. Participles in *-en* (e.g., "He has *shaved*" vs. "a closely *shaven* man") _____

_____

2. Participles in which the *-ed* of the adjective is pronounced as a separate syllable although it is not as a verb (e.g., "She *dogged* my footsteps" vs. "a *dogged* expression on her face") _____

_____

Name _____ Section _____ Date _____

7.11 Grammar: Verb Phrases

The grammar of EMnE verb phrases is usually similar enough to that of PDE so that modern readers can understand the general sense even if they often miss the subtleties. Nevertheless, the differences are numerous. For each of the following excerpts, identify the nature of the difference from PDE of the italicized items and rewrite the excerpt as necessary to turn it into acceptable PDE.

0. "Ye *are come* together, fathers and right wise men, to enter council" (c. 1530) ___
In PDE, auxiliary for perfect tense is always "have." Rewrite
as "You have come together."

1. "I *endeavored myself* to prove that, by the order of man's creation, preeminence in degree should be among men according as they *do excel* in the pure influence of understanding" (1531) _____

2. "the chief praise of a writer *consisteth* in the enterlacing of pleasure with profit" (1582) _____

3. "With that word his voice *brake* so with sobbing that he could *say* no further" (1590) _____

4. "You *never saw* her *since* she was deform'd." (c. 1590) _____

5. "Dangerous it *were* for the feeble brain of man to wade far into the doings of the Most High" (1594) _____

6. "Sirrah Jack, thy horse *stands* behind the hedge. When thou need'st him, there thou shalt find him." (c. 1596) _____

7. "The sheeted dead / *Did squeak* and *gibber* in the Roman streets" (1599) _____

8. "*Never did* the English nation *behold* so much black worn as there was at her funeral." (1624) _____

Name _____ Section _____ Date _____

7.12 Grammar: Adverbs

In each of the following excerpts from EMnE, the italicized adverb (or adverbs) differs in some way from what would be acceptable in PDE. Indicate whether the difference is morphological, syntactic, or lexical/semantic. In some instances, there may be more than one type of difference. Then rewrite as much of the excerpt as is necessary to turn the adverbial portion(s) into acceptable PDE.

0. "albeit he was *sore* enamored upon her, yet he forbare her" (1557) lexical and morphological. Rewrite: "extremely enamored" or "very enamored."

1. "he laid heinously to her charge that thing that herself could not deny, that all the world wist was true, and that *natheles* every man laughed at . . ." (1513) _____

2. "He therefore that will be a good scholar . . . must *evermore* set all his diligence to be like his master." (1561) _____

3. "this answer pleased *nothing* the Earl of Worcester, but put him in a great choler" (1569) _____

4. "When the king had well advised upon and considered this matter, he made answer and said that the Earl of March was *not* taken prisoner *neither* for his cause *nor* in his service" (1569) _____

5. "in the company of so many wise and good men together as *hardly* then could have been picked out again out of all England *beside*" (1570) _____

6. "inquire out those taverns . . . whose masters are *oftenest* drunk" (1609) _____

7. "Jack could no sooner get a crown but *straight* he found means to spend it" (1619) _____

8. "Yet that night *betimes* they got down into the bottom of the bay" (1630) _____

9. "His Godhead is in such sort *eachwhere*, that it filleth both heaven and earth" (1649) _____

9. "*Present not* yourself on the stage . . . until the quaking prologue *hath* (by rubbing) got color into his cheeks" (1609) _____

10. "Wadley in Berkshire is *situate* in a vale" (1621–51) _____

11. "the bell that rings to a sermon *calls not* upon the preacher only" (1623) _____

12. "To make myself believe that our life is something, I *use* in my thoughts *to compare* it to something, if it be like anything that is something." (1624) _____

13. "They *will* on in sinne to their utter ruine" (1647) _____

14. "And he that can tell [count to] ten, if he *recite* them out of order, will lose himself, and not know when he *has done*." (1651) _____

15. "I was formerly a great companion of his, for the which I now *repent me*" (1682) _____

16. "I *am so used to consider* my self as Creditor and Debtor, that I often state my Accounts after the same manner" (1712) _____

17. "There was but one small objection to complete our happiness; which was no more than—that she *was married* three months before to Mr. Shrimp" (1762) _____

18. "The spoil of the church *was* now *become* the only resource of all their operations in finance" (1790) _____

Name _____ Section _____ Date _____

7.12 Grammar: Adverbs

In each of the following excerpts from EMnE, the italicized adverb (or adverbs) differs in some way from what would be acceptable in PDE. Indicate whether the difference is morphological, syntactic, or lexical/semantic. In some instances, there may be more than one type of difference. Then rewrite as much of the excerpt as is necessary to turn the adverbial portion(s) into acceptable PDE.

0. "albeit he was *sore* enamored upon her, yet he forbare her" (1557) lexical and morphological. Rewrite: "extremely enamored" or "very enamored."

1. "he laid heinously to her charge that thing that herself could not deny, that all the world wist was true, and that *natheles* every man laughed at . . ." (1513) _____

2. "He therefore that will be a good scholar . . . must *evermore* set all his diligence to be like his master." (1561) _____

3. "this answer pleased *nothing* the Earl of Worcester, but put him in a great choler" (1569) _____

4. "When the king had well advised upon and considered this matter, he made answer and said that the Earl of March was *not* taken prisoner *neither* for his cause *nor* in his service" (1569) _____

5. "in the company of so many wise and good men together as *hardly* then could have been picked out again out of all England *beside*" (1570) _____

6. "inquire out those taverns . . . whose masters are *oftenest* drunk" (1609) _____

7. "Jack could no sooner get a crown but *straight* he found means to spend it" (1619) _____

8. "Yet that night *betimes* they got down into the bottom of the bay" (1630) _____

9. "His Godhead is in such sort *eachwhere*, that it filleth both heaven and earth" (1649) _____

10. "*What* should I mention beauty; that fading toy?" (1677) _____

_____

11. "I *last night* sat very late in company with this body of friends" (1711) _____

_____

12. "There is *scarce* a single humour in the body of man . . . in which our glasses do not discover myriads of living creatures." (1712) _____

_____

_____

13. "But it is *exceeding* apparent that such ideas have nothing in them which is spiritual and divine" (1746) _____

_____

14. "Accordingly, the next time that Johnson did come, as soon as he was *fairly* engaged with a book, Mr. Barnard stole round to the apartment where the King was, and . . . mentioned that Dr. Johnson was then in the library." (1767) _____

_____

_____

15. "I pressed him to persevere in his resolution to make *this year* the projected visit to the Hebrides" (1791) _____

_____

Name _____ Section _____ Date _____

7.13 Grammar: Prepositions

Although prepositions are not added or dropped from the language with the ease of nouns or verbs, new ones do enter English and older ones are lost. Further, the meanings change over time. For each of the italicized prepositions in the following sentences from EMnE, indicate what the PDE equivalent would be. Check the *OED* if you are not sure.

0. "All the people of the cyte came *ageynste* hym wyth ioye and praysynge" (a. 1520)
PDE "toward"

1. "They coude not go by it, neither *of* the right honde ner [nor] *of* the left" (1535) _____

2. "It was forbidden vnto them to marie *without* their owne tribe" (1558) _____

3. "to restore their cousin Edmund, Earl of March, *unto* the crown" (1569) _____

4. "[John Winchcomb] . . . being so good a companion, he was called *of* old and young Jack of Newbury" (1619) _____

5. "*For* the abundance of milk she [the cow] did give, the owner might eate butter" (1641) _____

6. "And when the endeavour is *fromward* something, it is generally called AVERSION." (1651) _____

7. "He was . . . restored *till* his liberty and archbishoprick" (1655) _____

8. "The Bears and Foxes, who *sans* question / Than we by odds have warmer Vests on" (a. 1687) _____

9. "He . . . spent his time *in* the Solitary Top of a Mountain" (1701) _____

10. "His Cunning is the more odious *from* the resemblance it has to Wisdom" (1710) _____

11. "The really good are so far less in number *to* the bad" (1771) _____

12. "he talked, as usual, *upon* indifferent subjects" (1791) _____

Name _____ Section _____ Date _____

7.14 Grammar: Conjunctions

In each of the following excerpts from EMnE texts, the italicized conjunction would not be used, at least not in this context, in PDE. Give the equivalent conjunction in PDE.

0. "it was concluded that King Richard . . . should have all things honorably minist'red unto him, *as well* for his diet *as also* apparel." (1569) "for his diet as well as his apparel" or "for both his diet and his apparel"

1. "Owen Glendower kept [Edmund Mortimer] in filthy prison, shackeled with irons, only *for that* he took the king's part and was to him faithful and true . . ." (1569) ____

2. "and, *for* the time shall not seem tedious, / I'll tell thee what befel me" (a. 1595) ____

3. "Thou rememberest / *Since* once I sat upon a promontory." (1594–95) ____

4. "Tell me where is fancie bred, / *Or* in the heart, *or* in the head?" (1596) ____

5. "Henry Percy offered . . . to free the Queene of Scots out of prison *so as* Grange and Carre . . . would receive her at the borders." (1635) ____

6. "No man therefore can conceive anything, *but* he must conceive it in some place." (1651) ____

7. "you have scarce begun to admire the one, *ere* you despise the other" (1672) ____

8. "Run sweet Babe, *while* thou art weary, and then I will take thee up and carry thee" (1688) ____

Name _____ Section _____ Date _____

7.15 Syntax

Reproduced here are two English translations of the gospel of St. Mark, 2:13–22, the first from ME and the second from EMnE. For each of the categories listed in the exercise that follows, compare the syntax of the ME and the EMnE translations. (See *A Biography of the English Language*, pp. 277–83, for general remarks about EMnE syntax.)

ME [13]And he wente out eftsone to the see,
EMnE And he went out agayne vnto the see,

ME and al the cumpanye of peple cam to hym;
EMnE and all the people resorted vnto hym;

ME and he tauȝte hem. [14]And whenne he passide,
EMnE and he taught them. And as Jesus passed by,

ME he say Leui Alfey sittynge at the tolbothe,
EMnE he sawe Levy the sonne of Alphey sytt att the receyte of custome,

ME and he seith to hym, Sue thou me.
EMnE and sayde vnto him, Folowe me.

ME And he rysynge suede hym. [15]And it is don,
EMnE And he arose and folowed hym. And yt cam to passe,

ME whenne he sat at the mete in his hous,
EMnE as Jesus sate att meate in his housse,

ME many puplicanys and synful men saten togidre at the mete
EMnE many pubplicans and synners sate att meate also

ME with Jhesu and his disciplis;
EMnE with Jesus and his disciples;

ME sothely there weren manye that foleweden hym.
EMnE for there were many that folowed him.

ME [16]And scribis and Pharisees seeyinge, for he eet
EMnE And when the scribs and Pharises sawe him eate

ME with puplicanys and synful men,
EMnE with publicans and synners,

ME seiden to his disciplis, Whi ȝoure maister
EMnE they sayde vnto his disciples, Howe is it that he

ME etith and drinkith with puplicanys and synners?
EMnE eateth and drynketh with publicans and synners?

ME [17]This thing herd, Jhesus seith to hem,
EMnE When Jesus had herde that, he sayd vnto them,

ME Hoole men han no nede to a leche,
EMnE The whole have no nede of the visicion,

ME but thei that han yuele; forsothe I cam
EMnE but the sicke; I cam

ME not for to clepe iuste men, but synners.
EMnE to cal the sinners to repentaunce, and not the iuste.

ME [18]And the disciplis of Joon and the Pharisees weren fastynge;
EMnE And the disciples of Jhon and of the Pharises did faste;

ME and thei camen, and seien to hym,
EMnE and they cam, and sayde vnto him,

ME Whi disciplis of Joon and of Pharisees fasten,
EMnE Why do the discipls of Jhon and off the Pharises faste,

ME but thi disciplis fasten nat? [19]And Jhesus seith
EMnE and thy disciples fast nott? And Jesus sayde

ME to hem, Whether the sonnys of weddyngis mown faste,
EMnE vnto them, Can the chyldren of a weddinge faste,

ME as long as the spouse is with hem?
EMnE whils the brydgrome is with them?

ME Hou longe tyme thei han the spouse with hem,
EMnE As longe as they have the brydgrome with them,

ME thei mowe nat faste. [20]Forsothe dayes shulen come,
EMnE they cannot faste. Butt the dayes wyll come,

ME whenne the spouse shal be taken awey from hem,
EMnE when the brydegrome shalbe taken from them,

ME and thanne thei shulen faste in thoo days. [21]No man
EMnE and then shall they faste in thoose dayes. Also no man

ME seweth a pacche of rude clothe to an old clothe,
EMnE soweth a pece of newe cloth vnto an olde garment,

ME ellis he takith awey the newe supplement,
EMnE for then taketh he awaye the newe pece from the olde,

ME and a more brekynge is maad.
EMnE and so is the rent worsse.

ME [22]And no man sendith newe wyn in to oold botelis,
EMnE In lyke wyse no man poureth newe wyne in to olde vesselles,

ME ellis the wyn shal berste the wyn vesselis,
EMnE for yf he do the newe wyne breaketh the vesselles,

ME and the wyn shal be held out,
EMnE and the wyne runneth out,

ME and the wyne vesselis shulen perishe.
EMnE and the vessels are marde.

ME But newe wyn shal be sent in to newe wyn vesselis.
EMnE Butt newe wyne must be poured in to newe vesselles.

Name _____ Section _____ Date _____

A. Syntax of Phrases

1. Use of definite article (see especially verses 15, 18) _____

2. Use of *do* as auxiliary (see verses 18, 22) _____

3. Formation of future (what is the auxiliary in ME and EMnE?) _____

B. Syntax of Clauses

1. Word order of independent clauses (see especially verse 21) _____

2. Syntax of questions (see especially verses 16, 18, 19) _____

3. Syntax of imperatives (see especially verse 14) _____

4. Syntax of negative clauses (see especially verses 17, 18, 19) _____

Name _____ Section _____ Date _____

7.16 Lexicon: Loanwords

I. Borrowings from Romance Languages Other than French

Spanish, Portuguese, and Italian contributed scores of words to the EMnE lexicon. Identify which of these three languages was the *immediate* source of the following words. (In some cases, the *ultimate* source is different, e.g., an American Indian language.) Because Spanish and Portuguese are so closely related, dictionaries may give both as the origin. When this is the case, list both.

0. buffalo Portuguese
1. cargo _____
2. cedilla _____
3. flamingo _____
4. launch (boat) _____
5. Madeira _____
6. manage _____
7. mandarin _____
8. miniature _____
9. mosquito _____
10. negro _____
11. picturesque _____
12. port (wine) _____
13. rusk _____
14. stevedore _____
15. stucco _____
16. studio _____
17. torso _____
18. umbrella _____
19. vanilla _____

II. Borrowings from Other Germanic Languages

A Biography of the English Language lists numerous EMnE loans from Dutch and German and a few from the Scandinavian languages. From which Germanic language group did the following EMnE loans come?

A. Low or High German
B. Dutch
C. Scandinavian, including Swedish, Norwegian, Danish, and Icelandic

0. brackish B
1. frolic _____
2. gabble _____
3. hamster _____
4. hug _____
5. hustle _____
6. minx (hussy) _____
7. monkey _____
8. morass _____
9. narwhal _____
10. ogle _____
11. prattle _____
12. rumple _____
13. simper _____
14. slurp _____
15. snarl _____
16. spanner (wrench) _____
17. sprint _____
18. tern _____
19. vole _____
20. widdershins _____
21. wiseacre _____

III. Borrowings from non-Indo-European Languages

In addition to those mentioned in *A Biography of the English Language*, English borrowed numerous words during EMnE from languages in Africa, Asia, and the Americas. Identify the language of origin of the following words.

0. bey Turkish
1. calico _____
2. catalpa _____
3. chintz _____
4. coati _____
5. cot (bed) _____
6. gopherwood _____
7. jute _____
8. kangaroo _____
9. kayak _____
10. paddy (rice) _____
11. taboo _____
12. tattoo (on skin) _____
13. umiak _____
14. wombat _____
15. yaws _____

Name _____ Section _____ Date _____

7.17 Lexicon: Common Nouns from Proper Nouns

A. The following words entered EMnE from various sources, but all originated as proper nouns, as the names of places, of tribes, of people (real, fictional, or mythical). Give the origins of the words and indicate the type of proper noun from which they came.

0. agaric Agaria, Samartia (place)
1. amaryllis _____
2. bungalow _____
3. charlatan _____
4. clink _____
5. doily _____
6. fauna _____
7. finnan (haddie) _____
8. frangipani _____
9. gage (plum) _____
10. gardenia _____
11. gavotte _____
12. harlequin _____
13. mausoleum _____
14. merino _____
15. mocha _____
16. morris (dance) _____
17. nankeen _____
18. python _____
19. solecism _____

B. The following words, first appearing in EMnE, originated as short forms of given names or as nicknames. Identify the shortened form or the nickname and the full form of the name.

0. dandy Andrew
1. davit _____
2. dobbin _____
3. grimalkin _____
4. grog _____
5. hick _____
6. jackanapes _____
7. jenny _____
8. jilt _____
9. jug _____
10. magpie _____
11. tomcat _____
12. zany _____

Name _____ Section _____ Date _____

7.18 Lexicon: New Words by Modification of Old Words

I. Shortened Forms

New words are sometimes formed by abbreviating earlier words. This shortening may take the following forms:

A. **aphesis**, or dropping the unstressed first part of a word, as in *squire* from *esquire*
B. **clipping**, or dropping the latter part of a word or phrase, as in *soap* from *soap opera*
C. **contraction**, or omitting part of the interior of a word or phrase

All of the following shortened words first appeared in EMnE. Identify which of the processes (A–C) was involved and give the original, unshortened form.

0. char (burn) B-charcoal
1. fancy _____
2. fortnight _____
3. gaffer _____
4. lunge _____
5. pester _____
6. rear (back part) _____
7. quack (charlatan) _____
8. trump _____
9. twit (reproach) _____
10. whim _____
11. wig _____

II. Blends

The process is most typical of PDE, but a number of probable blends (or *portmanteau words*) first appear in EMnE, though dictionaries do not always agree on the original elements of the blend. Look up in two different desk dictionaries each of the following words that are first recorded in EMnE. If the two dictionaries agree on the original elements of the blend, simply write the elements in the blank. If the dictionaries differ, write both the suggested etymologies in the blank beside the word.

0. scrawl scrawl + crawl
1. chump _____
2. flabbergast _____
3. flounder (verb) _____
4. fluff _____
5. flurry _____
6. jolt _____
7. pennant _____
8. riffle _____
9. smash _____
10. twiddle _____

In what way are most, though not all, of these words semantically similar? _____

_____

Stylistically similar? _____

_____

III. Back Formations

A back formation is a new word created by removing what is mistakenly assumed to be an inflectional or derivational affix from an existing word. For example, the verb *burgle* was created by removing what looked like an agentive suffix from *burglar*. That is, by analogy with such pairs as *walker* : *walk*, *bungler* : *bungle*, and so on, the relationship *burglar* : *burgle* was created. The following words all originated as back formations. For each, find in a desk dictionary the earlier form from which it was created and the apparent suffix that was removed to make the new word.

0. asp *aspis; Greek original interpreted as English plural*
1. difficult _____
2. dishevel _____
3. fog _____
4. hero _____
5. laze _____
6. mix _____
7. quip _____
8. truck (noun) _____
9. waft _____

Name _____ Section _____ Date _____

7.19 Lexicon: Doublets

PDE has many *doublets*, words ultimately from the same source but borrowed at different times in different forms. Often, one member of the pair was borrowed, especially from French, during ME and then later borrowed from Latin, Greek, or another language during EMnE. By checking the etymology in a desk dictionary, you should be able to determine the second member of the doublets listed below.

0. balm balsam (<L. balsamum)
1. compost _____
2. custom _____
3. desk _____
4. envious _____
5. fashion _____
6. influenza _____
7. mean (average) _____
8. memory _____
9. mussel _____
10. naive _____
11. poor _____
12. priest _____
13. ray (beam) _____
14. reason _____
15. round _____
16. syrup _____
17. vow _____
18. voyage _____
19. zero _____

Name _____ Section _____ Date _____

7.20 Lexicon: Reduplication

A. Pure reduplication has always been rare in English, except for echoic words like *ha-ha* or *tweet-tweet*. Most of the reduplicated words in English dictionaries are loans from other languages, though EMnE saw the first of a very few apparently native formations. Identify the language of origin of the following reduplicative words; three are native to English.

1. aye-aye _____
2. bulbul _____
3. bye-bye _____
4. dodo _____
5. furfur (dandruff) _____
6. gru-gru _____
7. haha (ditch) _____
8. kaka (parrot) _____
9. motmot (bird) _____
10. papa _____
11. pooh-pooh _____
12. so-so _____

B. Much more common than pure reduplication in English is *ablaut reduplication*, or reduplication with a vowel change (e.g., *mishmash* or *dribs and drabs*). The EMnE period seems to have been one in which the process was especially productive, examples include *fiddle-faddle, zig-zag, dilly-dally, flim-flam,* and *whim-wham*. All of these involve the alternation of the high front vowel [ɪ] in the first part with the low front [æ] in the second part. Another fairly common ablaut variation is between [ɪ] and [ɑ] or [ɔ]; EMnE examples include *ding-dong, flip-flop*, and *wishy-washy*.

Ignoring the date of entry into English, what are some other examples of ablaut reduplication with /ɪ/ and /æ/? _____

_____

_____

With /ɪ/ / /a/ and /ɔ/? _____

_____

C. Another kind of ablaut reduplication is represented by two different words, varying in their vowels, that share similar or almost identical meanings, such as *rile / roil, sweep / swipe*, and *taffy / toffee*. The vowel differences are of various origins, such as dialectal differences and analogy. For each of the following words, provide another word related in meaning but with a different vowel.

0. sleek slick
1. muss _____
2. poppet _____
3. saucy _____
4. snuffle _____
5. thresh _____
6. flop _____
7. hoist _____
8. blat _____
9. slosh _____
10. skim _____
11. snout _____

D. Still another kind of reduplication, also more common than pure reduplication, is rhyming reduplication, as in *peewee* or *fuddy-duddy*. Again, the EMnE period saw many such formations, including *helterskelter*, *humpty-dumpty*, *mumbo-jumbo*, and *roly-poly*.

What are other examples of rhyming reduplication? _____

_____

Name _____ Section _____ Date _____

7.21 Lexicon: Words from Borrowed Phrases or Other Parts of Speech

Most of the loanwords into EMnE retained their original part-of-speech category, but sometimes the part-of-speech category was changed. For each of the following, give the language of origin, the original part of speech (or phrase), and the original meaning.

0. alarm (noun) French < Italian phrase *all'arme* 'to arms'
1. alert (verb) _____
2. atone (verb) _____
3. auto-da-fé (noun) _____
4. caret (noun) _____
5. carouse (verb) _____
6. deficit (noun) _____
7. don (verb) _____
8. fiat (noun) _____
9. habitat (noun) _____
10. handicap (noun) _____
11. malaria (noun) _____
12. quota (noun) _____
13. veto (noun) _____

Name _____ Section _____ Date _____

7.22 Lexicon: Lost Vocabulary

The italicized word in each of the following sentences has been lost from the vocabulary of standard PDE (though some of the words may survive dialectally). By consulting the *OED*, determine the meaning of each word and write it in the blank that follows the quotation.

0. "And if ye will, then leave your *bordes*, / And use your wit and show it so." (early sixteenth century) jests

1. "old men may love not only without slander, but *otherwhile* more happily than young men" (1561) _____

2. "that hot love is soon cold, that the *bavin* though it burn bright, is but a blaze" (1579) _____

3. "Reason, in faith thou act well served, that still / Wouldst *brabbling* be with sense and love in me" (1591) _____

4. "Unto life many implements are necessary; *moe*, if we seek, as all men naturally do, such a life as hath in it joy, comfort, delight and pleasure." (1593) _____

5. "and how zealously our preachers *dehort* men from them [women], only by urging their subtleties and policies and wisdom" (1633) _____

6. "what praise could be then due to well-doing, what *gramercy* to be sober, just, or continent?" (1644) _____

7. "set this house on fire with fevers and *calentures*" (1647) _____

8. "extending along a meadow to a *cripple* or brushwood" (1647) _____

9. "The *Monack*, the Must-Rat, and several others . . . inhabit here in Mary Land." (1666) _____

10. "Shrink his thin essence like a *riveled* flower" (1714) _____

11. "The Major . . . was so bountiful as frequently to throw me a *tester*" (1722) _____

12. "He called his *hinds* about him, and asked them . . . whether they had ever seen in the fields any little creature that resembled me" (1735) _____

13. "Sits in yon western tent, whose cloudy skirts, / With *brede* ethereal wove" (1746) _____

14. "The public reputation is, every moment, in danger of being *compromitted* with him." (1787) _____

Name _____ Section _____ Date _____

7.23 Semantic Change

The italicized word or words in each of the following sentences has undergone a semantic shift since EMnE times. With the help of the *OED*, determine the meaning of the word as used in the sentence.

0. "The whiteness of her *leer*" (early sixteenth century) face, complexion

1. "The king . . . kept the day of Sainct George at his manor of Greenwich with great solempnity, and the court was greatly *replenished* with lords, knights, and with ladies and gentlewomen to a great number with all *solace* and pleasure." (1548) _____

2. "King Richard, perceiving them armed, knew well that they came to his *confusion*, and putting the table from him, valiantly took the bill [battleaxe] out of the first man's hand, and manfully defended himself, and slew four of them in a short space." (1569) _____

3. "the tricks that in young men be gallantness, courtesy, and preciseness so acceptable to women, in them [old men] are mere follies and *fondness* to be laughed at" (1561) _____

4. "I doubt not but in this register he may find some to content him, unless he be too *curious*" (1573) _____

5. "Or blind *affection*, which doth ne'er advance / The truth" (1623) _____

6. "it will be acknowledged even by those that practicse it not that clear and *round* dealing is the honor of man's nature" (1625) _____

7. "if other things as great in the church, and in the rule of life both *economical* and political, be not looked into and reformed . . ." (1644) _____

8. "The man therefore read it, and looking upon Evangelist very *carefully*, said Whither must I fly?" (1678) _____

9. "Where unfledged actors learn to laugh and cry, / Where infant *punks* their tender voices try" (1682) _____

10. "His manners, it is true, are tinctured with some strange inconsistencies, and he may be justly termed a *humorist*" (1762) _____

11. "little regard is due to that bigotry which sets *candor* higher than truth" (1765) _____

12. "The Indians . . . killed and *captivated* all." (1768) _____

13. "A fine shirt with *chitterlings* on the bosom" (1776) _____

14. "Such a sudden diversion of all its circulating money from trade to land, must be an additional *mischief*." (1790) _____

15. "There was no affection about him; and he talked, as usual, upon *indifferent* subjects" (1791) _____

Name _____ Section _____ Date _____

7.24 Semantics: Semantic Shift in Borrowed Words

Some of the words borrowed during EMnE had undergone a dramatic shift in meaning by the time they reached English or underwent such a shift after entering English. For each of the following, consult a good desk dictionary to determine the language of origin and the original meaning.

0. anecdote French < Greek "things unpublished"
1. biceps _____
2. coccyx _____
3. cynic _____
4. grotesque _____
5. larva _____
6. lens _____
7. parakeet _____
8. paregoric _____
9. patrol _____
10. prism _____
11. protocol _____
12. rival _____
13. satire _____
14. vermicelli _____
15. vignette _____

Name _____ Section _____ Date _____

7.25 Dialects: Eighteenth-Century New England

Used with caution, the writings of literate but poorly educated speakers can be a valuable source of information about earlier stages of the language. James Browne was an eighteenth-century Rhode Island merchant who kept a book of his business letters. The following excerpts are from letters written between 1735 and 1738.

I. Evidence for Phonology

1. for mr *notton* [Norton]
2. take a morgidg *dead* of it
3. a *pritty* good price
4. Capt *hopkings* [Hopkins]
5. Give him a *Restate* [receipt]
6. their best *Rushey* [Russia] duck
7. to *parfection*
8. a safe *Conshius* [conscience]
9. very *Sudenly* some go's up
10. I am sadley *disapinted*
11. *instidd* of the holl sum
12. you must *venter* [venture] that
13. I *Bag* you would assiste me
14. a *perticular* freind of mine
15. Give the *Baror* [bearer] a *Resate*
16. you will *obleg* yours to *sarve*
17. Befoar *fardor* orders
18. I muste have him in a *footnit* [fortnight] if *a tall*
19. Give mr mitchl a *Resate*
20. *puaswad* him to *latt* Baror have it
21. to the *naxte* Corte
22. *Consarning* the rum
23. *twantey two* hhds of molasis
24. he did not Receve *tham*
25. I would pray you to *sarch* in to the afair
26. I *sand* you heir [here] *annacounte* of whot . . .
27. sum pots and sum *kittles*
28. the *wather* is so Colde that *orsters* is not to Be Cacht
29. you shall Be no Losar By *sarving* of me
30. *Bagg* of him *anna Counte* not *ondley* of the Rum But of . . .
31. the Coffey that was *Lafte* in his hands
32. *Consarning* mr Jotham
33. I would pray you to *sarch* into the accounte
34. any *purticurler* one
35. this *misfortin*
36. your *whife* is well
37. fail not of *Bringin* of them
38. Geet me sum Beaf Cost whot it *whill*
39. which Being *intarpretid* is patience
40. desire that you *whould* send me
41. your umb[le] *sarvant*

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Identify the phonological feature illustrated in the preceding phrases by writing the number of the appropriate phrases in the blank to the right.

a. Omission of preconsonantal or final /r/ _____

b. Intrusive /r/ _____

c. Final /ŋ/ → /n/ _____

d. PDE /ð/ appears as /d/ _____

e. Lack of phonemic /hw/ _____

f. Intrusive consonant _____

g. PDE final /jər/ appears as /ər/ (and assibilation probably not present) _____

h. PDE assibilation not present _____

i. Earlier /ɛr/ → /ar/ _____

j. Raising of /ɛ/ to /ɪ/ _____

k. Lowering of /ɛ/ to /æ/ _____

l. Incomplete GVS; PDE /i/ appears as /e/ _____

m. PDE /ɔɪ/ appears as /aɪ/ _____

n. Final /ə/ → /i/ (or /ɪ/) _____

o. False division between words _____

What are possible explanations for the following spellings?

Conshius (No. 8) _____

perticular (No. 14) _____

obleg (No. 16) _____

II. Evidence for Grammar

1. I have thoughts of what you Said to me Concerning *them* fish
2. if you will send them *direct* up here in good Order for Shiping . . .
3. Untill you had *gave* me an account of what you had Cutt
4. he will *Show it you*, if you will *bring it me*, I will give you Twenty Shillings for *so doing of it*
5. I *wonder* you had not *wrote* to me
6. brother Obadiah *is Safe Arrived*, but lost Andrew Harris, *which* died on his passage
7. You are mistaken, *them* Sails *doth* not belong to me
8. I have a Vessell at Nantucket *a whaleing*
9. I am *a going* to send to Boston for Sails
10. you may think that I have *forgott* it . . . but . . . an Article of Eleven pounds Eighteen Shillings & Eight pence is not so soon *forgott*
11. Your wife *remembers* her love to you
12. I would begg the favour of you to send me . . . an Eight inch Cable Sixty *fathom* long

Name _____ **Section** _____ **Date** _____

13. tell John Browne that there *is 21 Ox's* left at Sam: Carrs
14. I have According to your desire sent for the Negroe and he *is come*
15. the Charge *in getting of him* is about Seventeen pounds
16. as to your being Concerned in a Sloop with me you write so *Indifferent* about it, gives me Suspition . . .
17. I addmiar you *hath* not sante *them* Cowes and oates you prommosied me

Identify the grammatical feature illustrated in the preceding phrases by writing the number of the appropriate phrases in the blank to the right.

a. Nonstandard plural form _____

b. Singular measure word after number _____

c. Relative pronoun not acceptable in PDE _____

d. Pronoun direct object precedes indirect object _____

e. Nonstandard demonstrative _____

f. Nonstandard strong verb form _____

g. Singular verb with plural subject _____

h. Gerund or present-participle construction not acceptable in PDE _____

i. *To be* as perfect auxiliary _____

j. Plain adverb _____

III. Evidence for Lexicon

In the following selections, the italicized words are used in a way normally unfamiliar in PDE. Check the *OED* to find the meaning intended by James Browne and put it in the blank following the excerpt.

1. Mares will do if they are in good *Case*, they must be between three & *Advantage* & Eight years of Age _____

_____

2. it is *ticklish* times here _____

3. gett me a Jibb Stay—one hundred feet long, and five inches *bigg* _____

_____

4. for a likely *Stone* Horse that you bought of him _____

5. Eight *Tearses* [tierces] of . . . rice _____

_____

6. I will pay them in Rum, hoops, Cydar or some other *truck* _____

_____

7. I hope not to have any more *palavers* before I see the pay _____

_____

8. you write so Indifferent about it, gives me Suspition whether you are *forward* for it or no _____

In the following two sentences, the italicized words are still used in the same meaning, but the phrases are nonetheless not acceptable in PDE. What is the problem?

9. I *wonder* you had not wrote to me _____

_____

10. Your wife *remembers* her love to you _____

_____

Name _____ Section _____ Date _____

7.26 An EMnE Commentator on the Language

During EMnE, for the first time in the history of English, its speakers began to take a serious interest in their language, to describe it, and especially to try to improve it. Most of their works are solemn, plodding, and generally disapproving of the status quo as the authors see it. One exception is Alexander Hume's *Of the Orthographie and Congruitie of the Britan Tongue,* written c. 1617 and dedicated to King James I of England (James VI of Scotland). Its very subtitle, *A Treates, noe shorter than necessarie for the Schooles,* suggests the briskness, clarity, and occasional asperity that characterize this lively little work.

Hume was a Scot; hence his dialect was not that of the standard language in England. But he neither apologizes for his own dialect nor ridicules the language of the south; he seems to accept the two dialects as equally respectable varieties of the same language. There are numerous differences in Hume's northern spelling from that of PDE (and Hume himself is not always consistent), but you should have little difficulty in understanding it.

From the Introduction:

May it please your maest excellent Majestie, I, your grace's humble servant, seeing sik uncertentie in our men's wryting, as if a man wald indyte one letter to tuentie of our best wryteres, nae tuae of the tuentie, without conference, wald agree; and that they quhae might perhapes agree, met rather be custom then knawlege, set my-selfe, about a yeer syne, to seek a remedie for that maladie. Quhen I had done, refyning it, I fand in Barret's alvearie, quhilk is a dictionarie Anglico-latinum, that Sir Thomas Smith, a man of nae less worth then learning, Secretarie to Queen Elizabeth, had left a learned and judiciouse monument on the same subject. Heer consydering my aun weaknes, and meannes of my person, began to fear quhat might betyed my sillie boat in the same seas quhaer sik a man's ship was sunck in the gulf of oblivion. For the printeres and wryteres of this age, caring for noe more arte then may win the pennie, wil not paen themselfes to knau whither it be orthographie or skaiographie that doeth the turne: and schoolmasteres, quhae's sillie braine will reach no farther than the compass of their cap, content themselfes with ἀυτὸς ἔφη my master said it.

From "Of the Britan Vouales"

1. Of a, in our tongue we have four soundes, al so differing ane from an-other, that they distinguish the verie signification of wordes, as a tal man, a gud tal, a horse tal.

2. Quherfoer in this case I wald commend to our men the imitation of the greek and latin, quho, to mend this crook, devysed diphthonges. Let the simplest of these four soundes, or that quhilk is now in use, stand with the voual, and supplie the rest with diphthonges; as, for exemple, I wald wryte the king's hal with the voual a; a shour of hael, with ae; hail marie, with ai; and a heal head, as we cal it, quhilk as the English cales a whole head, with ea. And so, besydes the voual, we have of this thre diphthonges, tuae with a befoer, ae and ai, and ane with the e befoer, ea. Ad to them au, howbeit of a distinct sound; as, knaulege with us, in the south knowlege.

A. What are the PDE equivalents of the four *a* sounds that Hume discusses here? ____

_____

What is the probable difference between the English and the Scots pronunciation of the vowel in what is today spelled ⟨whole⟩? _____

_____

3. The instrumentes of the mouth, quherbe the vocal soundes be broaken, be in number seven. The nether lip, the upper lip, the outward teeth, the inward teeth, the top of the tongue, the middle tong, and roof of the mouth. Of these, thre be, as it wer, hammeres stryking, and the rest stiddies [anvils], kepping [catching] the strakes of the hammeres.

4. The hammeres are the nether lip, the top of the tongue, and the midle tongue. The stiddies the overlip, the outward teeth, the inward teeth, and the roofe of the mouth.

5. The nether lip stryking on the overlip makes b, m, p, and on the teeth it makes f and v.

6. The top of the tongue stryking on the inward teeth formes d, l, n, r, s, t, and z.

B. Comment on Hume's statement in point 6. Do you think the point of articulation of sounds like [d, l, n, s], and so on, has changed since Hume's time? Or was Hume a poor observer? Or was the articulation of these sounds different in Scots and in southern English? _____

_____

7. O, we sound al alyk. But of it we have sundrie diphthonges; oa, as to roar, a boar, a boat, a coat; oi, as coin, join, foil, soil; oo, as food, good, blood; ou, as house, mouse, etc. Thus we commonlie wryt mountan, fountan, quhilk it wer more etymological to wryt montan, fontan, according to the original.

C. What does Hume's statement "oo, as food, good, blood" imply? _____

_____

From "Of Our Abusing Sum Consonantes"

1. Now I am cum to a knot that I have noe wedg to cleave, and wald be glaed if I cold hoep for help. Ther sould be for everie sound that can occur one symbol, and of everie symbol but one onlie sound. This reason and nature craveth; and I can not but trow but that the worthie inventoures of this divyne facultie shot at this mark. . . .

3. First, to began with c, it appeeres be the greekes, quho ever had occasion to use anie latin word, quharein, now we sound c as s, in their tymes it sounded k; for Cicero, thei wryt kikero; for Cæsar, kaisar; and plut., in Galba, symbolizes principia, *πρινκίπια*.

4. This sound of it we, as the latines, also keepe befoer a, o, and u; as canker, conduit, cumber. But, befoer e and i, sum tymes we sound it, with the latin, lyke an s; as, cellar certan, cease, citie, circle, etc.

5. Behind the voual, if a consonant kep it, we sound it alwayes as a k; as, occur, accuse, succumb, acquyre. If it end the syllab, we ad e, and sound it as an s; as, peace, vice, solace, temperance; but nether for the idle e, nor the sound of the s, have we anie reason; nether daer I, with al the oares of reason, row against so strang a tyde, I hald it better to erre with al, then to stryve with al and mend none.

D. What is Hume's ultimate position on spelling reform? _____

_____

14. T, the last of these misused souldioures, keepes alwayes it's aun nature, except it be befoer tio; as, oration, declamation, narration; for we pronounce not tia and tiu as it is in latin. Onelie let it be heer observed that if an s preceed tio, the t keepes the awn nature, as in question, suggestion, etc.

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E. Has assibilation occurred in Hume's dialect? _____

How did his pronunciation of *question* differ from that of PDE? _____

_____

7. And, be the contrarie, here it is clere that soundes pronounced with this organ can not be written with symboles of that; as, for example, a labiel symbol can not serve a dental nor a guttural sound; not a guttural symbol a dental nor a labiel sound.

8. To clere this point, and alsoe to reform an errour bred in the south, and now usurped be our ignorant printeres, I wil tel quhat befel my-self quhen I was in the south with a special gud frende of myne. Ther rease, upon sum accident, quhither quho, quhen, quhat, etc., sould be symbolized with q or w, a hoat disputation beuene him and me. After manie conflictes (for we oft encountered), we met be chance, in the citie of baeth, with a doctour of divinitie of both our acquentance. He invited us to denner. At table my antagonist, to bring the question on foot amangs his awn condisciples, began that I was becum an heretik, and the doctour spering how, ansuered that I denyed quho to be spelled with a w, but with qu. Be quhat reason? quod the Doctour. Here, I beginning to lay my grundes of labial, dental, and guttural soundes and symboles, he snapped me on this hand and he on that, that the doctour had mikle a doe to win me room for a syllogisme. Then (said I) a labial letter can not symboliz a guttural syllab. But w is a labial letter, quho a guttural sound. And therfoer w can not symboliz quho, nor noe syllab of that nature. Here the doctour staying them again (for al barked at ones), the proposition, said he, I understand; the assumption is Scottish, and the conclusion false. Quherat al laughed, as if I had bene dryven from al replye, and I fretted to see a frivolouse jest goe for a solid ansuer. My proposition is grounded on the 7 sectio of this same cap., quhilk noe man, I trow, can denye that ever suked the paepes of reason. And soe the question must rest on the assumption quhither w be a labial letter and quho a guttural syllab. As for w, let the exemples of wil, wel, wyne, juge quhilk are sounded befoer the voual with a mint [physical movement] of the lippes, . . . As for quho, besydes that it differres from quo onelie be aspiration, and that w, being noe perfect consonant, can not be aspirated, I appele to al judiciouse eares, to quhilk Cicero attributed mikle, quhither the aspiration in quho be not ex imo gutture, and therfoer not labial.

F. In contemporary terminology, what two different pronunciations of the words *who, what, when,* and so on, are at the bottom of this argument? _____

_____

It [the stress] may possesse the last syllab; as supprést, preténce, sincére; The penult: as súbject, cándle, cráftie; The antepenult: as difficultie, mínister, fínallie; And the fourth also from the end . . . as spéciallie, insátiable, díligentie, In al quhilk, if a man change the accent, he sall spill the sound of the word.

G. Which of the illustrative words here apparently were stressed differently for Hume from the way they are today? _____

_____

CHAPTER 8

PRESENT-DAY ENGLISH

8.1 Important Terms and Names

1. acronym
2. African American Vernacular English
3. American Academy of Language
4. American Structuralism
5. back formation
6. Leonard Bloomfield
7. calque (loan translation)
8. A. J. Ellis
9. J. R. Firth
10. Benjamin Franklin
11. glottal stop
12. M. A. K. Halliday
13. hypotaxis
14. James A. H. Murray
15. Lindley Murray
16. *Oxford English Dictionary*
17. parataxis
18. perfect progressive passive
19. periphrasis
20. Isaac Pitman
21. plain adverb
22. Prague School
23. Received Pronunciation
24. root creation
25. Society for Pure English
26. spelling pronunciation
27. Noah Webster

8.2 Questions for Review and Discussion

1. Summarize the movement for spelling reform during the nineteenth century.
2. What important developments in English dictionary making have taken place since 1800?
3. Why have efforts to establish a national academy in the United States failed?
4. Distinguish among (a) prescriptive grammar and (b) descriptive grammar.
5. What changes in the English consonant system have occurred during PDE?
6. What is the chief difference in word stress between American English and British English?
7. What part-of-speech category retains the most inflections in PDE?
8. What verbal inflection that survived into the EMnE period has been lost in PDE?
9. What has happened to plain adverbs in PDE?
10. What type of noun phrase has experienced a great increase between EMnE and PDE?
11. What type of verb phrase first appeared in PDE?
12. Which foreign language(s) has (have) contributed the most loanwords to English during PDE?
13. Why did trade names and acronyms as productive sources of new vocabulary first appear only in PDE?
14. How has recent technology shaped the English language?

Name _____ Section _____ Date _____

8.3 Ongoing Changes and Dialectal Variation

Many spelling errors, such as *pray* for *prey* or *vice* for *vise*, result from confusion of two different words normally pronounced the same but spelled differently. Other spelling errors, however, reveal contemporary pronunciation or dialectal variation in some way. Give the probable reason for the deviations from conventional spelling of the following italicized words.

0. "If you have more gears, you won't have to *petal* so hard going uphill." The writer pronounces poststress intervocalic /t/ and /d/ alike.

1. "Someone was passing out religious *tracks*." _____

2. "He couldn't move it because it *wheighed* too much." _____

3. "There is no *signifigant* difference between the two." _____

4. Off-Track *Bedding* (name of a contemporary furniture store; why is the pun possible?) _____

5. "I was *sought of* tired." _____

6. "Nobody ordered *lamp* chops." _____

Name _____ Section _____ Date _____

8.4 Grammatical Trends

What changes in traditional usage do the following suggest?

1. "Michigan Campus Becomes *More Wild* Than the Game" (headline in the *New York Times*, April 5, 1989); "The *most heavy* rainfall will occur in the north" (PBN radio announcer, Orono, Maine) _____

2. Many people object to such sentences as "Drive *slow*" and "Don't feel *bad*." Why? _____

3. Why do many people say "for you and *I*" or even "between them and *we*"? _____

4. "*As far as tomorrow*, it should be a beautiful day." (Very common, especially among weather announcers) _____

5. Perhaps nine out of ten people misinterpret the meaning of the second sentence of the Lord's Prayer ("Thy kingdom come. Thy will be done, On earth as it is in heaven.") and read it as a future-tense construction. What does it actually mean and why is it so often misunderstood? _____

6. "I didn't go because I already *saw* the movie." _____

Name _____ Section _____ Date _____

8.5 Lexicon: Loanwords

A. Although French continues to be the modern language from which English borrows the most heavily, other European languages have also contributed to the PDE lexicon. Because these loanwords have been in the language for a relatively short period of time, their nonnative origin is sometimes obvious in their spelling and even pronunciation (e.g., *putsch* from German or *jai alai* from Spanish). From what European languages have the following words been borrowed?

1. boxer (dog) _____
2. deckle _____
3. dope (substance) _____
4. droshky _____
5. eisteddfod _____
6. flamenco _____
7. hoosegow _____
8. mavourneen _____
9. poteen _____
10. rowan (tree) _____
11. rucksack _____
12. scrod _____
13. slalom _____
14. snorkel _____
15. soviet _____
16. spiel _____
17. sporran _____
18. wanderlust _____

B. Each of the following words has been borrowed into PDE from a different non-European (though not necessarily non-Indo-European) language. Identify that language.

1. beriberi _____
2. cushy _____
3. haiku _____
4. mukluk _____
5. polo _____
6. potlatch _____
7. safari _____
8. swastika _____
9. wapiti _____

Name _____ Section _____ Date _____

8.6 Lexicon: New Words by Shortening Old Ones

Frequently used words or phrases are often shortened, resulting in a word that may replace the original or at least acquire a separate identity. Shortening may involve any of the following processes.

A. **clipping** (including **aphesis**, or dropping off the beginning of a word), as in *mike* from *microphone* or *stogy* from *Conestoga*
B. **contraction,** or omitting elements from the middle of a word or phrase, as in *bos'n* from *boatswain* (the result does not always have an apostrophe)
C. **back-formation,** as in *self-destruct* from *self-destruction* (rather than the expected *self-destroy*)
D. **blend,** as in *stagflation* from *stagnation* + *inflation*
E. **acronym,** as in *OD* from *overdose* or *linac* from *linear accelerator*

For the following items, give the original word or phrase and indicate by letter the process by which it was shortened. In some instances, more than one of the processes is involved. You will need to consult a desk dictionary for most of the items.

0. aerosol aero + solution; E
1. amatol _____
2. blimey _____
3. blues _____
4. brash _____
5. bushwhack _____
6. butane _____
7. Conelrad _____
8. coon _____
9. Delmarva _____
10. electrocute _____
11. frazzle _____
12. laddic _____
13. lube _____
14. methadone _____
15. middy _____
16. mum (flower) _____
17. op-ed _____
18. ornery _____
19. ramshackle _____
20. Reaganomics _____
21. recap (summary) _____
22. reminisce _____
23. rev _____
24. Seabee _____
25. sepal _____
26. soccer _____
27. squawk _____
28. sulfa _____
29. telex _____

Name _____ Section _____ Date _____

8.7 Lexicon: Words from Proper Nouns

The process of making new words from proper nouns has continued in PDE. Identify the origin of the following words, and indicate whether the proper noun is the name of a place, an animal, a tribe, a real person, or a fictional or mythological person or creature.

0. artesian Artois, France; place
1. atropine _____
2. bauxite _____
3. bikini _____
4. bowdlerize _____
5. cereal _____
6. cretonne _____
7. dago _____
8. daiquiri _____
9. farad _____
10. fata morgana _____
11. ferris (wheel) _____
12. fez _____
13. gauss _____
14. hansom _____
15. hertz _____
16. julienne _____
17. jumbo _____
18. leghorn _____
19. lesbian _____
20. lima (bean) _____
21. Luddite _____
22. macabre _____
23. macadamia _____
24. martini _____
25. paisley _____
26. sadism _____
27. stroganoff _____
28. strontium _____
29. thorium _____
30. tulle _____

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8.8 Semantics: Recent Semantic Changes

All of the italicized words in the following sentences have been in the language for at least a century (often many centuries). All have undergone semantic changes of some type within the past few years, so recently that none of the new meanings are listed in the first edition of the *OED*, and some of them do not even appear in the second edition. The changes usually involve adding new meanings to words. In some cases, the newer meanings threaten to replace older ones. Some of the new meanings are not yet considered acceptable, but all are frequently encountered. For each word, explain what the newer meaning is and suggest the reason for the semantic change (e.g., technological innovation, euphemism, metaphorical extension, confusion between similar-sounding words).

0. The changes made are only *cosmetic*. Metaphorical extension from beauty products to something else superficial and decorative.

1. Turn the *antenna* to the right. _____

2. From this, I *deduct* that he is angry. _____

3. Both of them have *dependency* problems. _____

4. Ellen is totally *disinterested* in tennis. _____

5. We couldn't finish because the computer was *down*. _____

6. Joel has been working with *exceptional* children. _____

7. That rest area has no *facilities*. _____

8. You should have your cat *fixed*. _____

9. It's disgusting the way he *flaunts* the rules. _____

10. The critics all gave *fulsome* praise to our production. (*Note*: This meaning is listed as obsolete in the first edition of the *OED*.) _____

11. He ran through the *gauntlet* of excuses. _____

12. There's a demonstration for *gay* rights today. _____

_____

13. His repair service is really a *shoestring* operation. _____

_____

14. Blutex failed in its *takeover* attempt. _____

_____

15. Pass me a *Kleenex*. _____

_____

16. While playing online poker, I had my aces cracked on the *river*. _____

_____

17. I just got your *text*. _____

_____

CHAPTER 9

ENGLISH AROUND THE WORLD

9.1 Important Terms and Names

1. accent
2. American Dialect Society
3. American Linguistic Atlas Project
4. Cockney (Estuary English)
5. creole
6. dialect
7. English Dialect Society
8. General American
9. Geordie
10. Gullah
11. Krio
12. Hans Kurath
13. William Labov
14. nonrhoticity
15. pidgin
16. Received Pronunciation (RP)
17. rhoticity
18. Scots
19. Standard British English
20. standard language
21. Tok Pisin

9.2 Questions for Review and Discussion

1. Why are most native speakers of English monolingual?
2. What are some of the factors that have made English the world language?
3. What is the difference between a dialect and an accent?
4. In what ways does standard written English differ from standard spoken English?
5. Summarize the major consonantal differences between Standard British English (SBE) and General American (GA).
6. What is the major prosodic difference between the native English of North America and that of the rest of the world?
7. List some of the differences in morphology and syntax between SBE and GA.
8. Explain why terms relating to transportation differ in Britain and the United States much more than terms in most other semantic fields.
9. Who speaks Cockney?
10. How does the English of England's West Country resemble that of the United States?
11. What historical events have contributed to the difference between Scots English and English used in England?
12. Summarize some of the major differences between Irish English and SBE.
13. What aspect of Australian phonology is most distinctive?
14. What nonnative influences have contributed heavily to New Zealand English?
15. What are the most important non-English linguistic influences on South African English?
16. Why is it difficult to "map" American dialects back to specific areas in the British Isles?
17. Why are American dialects so similar (compared to British dialects)?
18. What are the major distinguishing features of General American?
19. Which of the major dialectal areas in the United States have the most distinctive (not necessarily distinguished) accents?
20. What are some of the reasons why "r-lessness" seems to be declining in its traditional strongholds in the United States?
21. Is AAVE a regional dialect? Explain.
22. In what aspects of the language does AAVE differ most strikingly from General American?
23. Why is Canadian English so similar to the English of the United States?
24. What is unique about Newfoundland English?
25. What is unique about Western Atlantic English?
26. Summarize the characteristics that most varieties of nonnative English share.
27. Why is English still at least the second most important language of India?
28. Upon what native variety of English is the (nonnative) English of the Philippines based? Why?
29. Why is English the official language of Nigeria when it has very few native speakers of English?
30. What is unique about English in Liberia?
31. What is the difference between a pidgin and a creole?

Name _____ Section _____ Date _____

9.3 British English

A. The following is an actual, although abridged, letter received by an American from a friend in Britain. It contains at least nine examples of minor differences between British and American English. Identify these nine differences and state what the equivalent American usage would be for each. Do not count the lack of the possessive form in "Andrew having to have extra time" because Americans do this too. Do not count "headmaster" because many American schools have a headmaster instead of a principal.

Dear Janet,

How about Easter? That would mean Andrew having to have extra time off school and we would have to clear that with the headmaster. He gets his holidays from 28th March to 15th April.

I have to admit that I was in the States myself last May and I didn't even phone you as I meant to do. But I was only there for seven days and it was all such a rush. Richard went over to sit the professional exam so that he could work in the U.S. We even went down to Williamsburg for a day. This had been highly recommended to us and we thought it was all so pleasant and relaxed though we didn't realise before we went that it was all a tourist trap.

Thank you for the snaps. We thought they were very good ones. It was nice to be reminded of them together again. Andrew has several times started a letter to Jim but he is so lazy he never goes back and finishes them and posts them.

This is election day here. I've just been along and voted Liberal, but Labour seem likely to get in and I don't think that will solve any of our problems.

Anne

0. *holidays—vacation*
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. Any other things that don't seem quite right to American ears?

_____

_____

B. Although British and American speakers normally have no difficulty in communicating with each other, the natives of each region frequently accuse those on the other side of the Atlantic of having a "strange" sense of humor, of telling pointless jokes, or even of having no sense of humor at all. This misapprehension sometimes results from a difference in vocabulary, as is the case with the following joke told to me by a Scottish child.

> When the woman of the house answered the doorbell, her dog came to the door with her. The man at the door said, "That's nice dog. What's his name?"
> "Joiner."
> "Joiner? That's a funny name for a dog. Why do you call him Joiner?"
> "Because he does odd jobs around the house."
> "Maybe you should teach him to make a bolt for the door."

Most Americans will see that there are puns involved in *does odd jobs around the house* and *make a bolt for the door*. But if they do not know the British, and especially Scottish usage of the term *joiner*, they will miss the real point of the joke. Look up the word *joiner* in the *OED* or, if available, *The Concise Scots Dictionary*. What does it mean and how does it explain the joke? _____

_____

_____

C. British children sing a ditty to the tune of *Frère Jacques*, to which the only words are "Life is but a melancholy flower." It is broken up for singing as follows.

> Life is but a, life is but a
> Melancholy flower, melancholy flower
> Life is but a melan-, life is but a melan-
> Choly flower, choly flower.

What are the puns involved in the first, third, and fourth lines? _____

_____

_____

Why are these not good puns for most American speakers? _____

_____

_____

Name _____ Section _____ Date _____

9.4 Literary Representations of Dialect: British Regional Dialect

The uniform spelling system of modern written English normally conceals the many phonological differences among English dialects. Some authors, however, use "phonetic" spellings that reflect, to some extent at least, deviations from the standard, whatever version of English the standard itself may be. One such writer is Alan Garner, a British author of supernatural tales for young people. His two young heroes, Colin and Susan, speak Standard British English; standard spellings are used for their dialogue. The farmer Gowther Mossock and his wife Bess, with whom the children spend their holidays, are natives of the West Country of England, and various adjustments to standard spelling are used to represent their speech.

'Well,' said Colin, 'if it's all right with you, we thought we'd like to go in the woods and see what there is there.'

'Good idea! Sam and I are going to mend the pig-cote wall, and it inner a big job. You go and enjoy yourselves. But when you're up th'Edge sees as you dunner venture down ony caves you might find, and keep an eye open for holes in the ground. Yon place is riddled with tunnels and shafts from the owd copper-mines. If you went down theer and got lost that'd be the end of you, for even if you missed falling down a hole you'd wander about in the dark until you upped and died.'

'Thanks for telling us,' said Colin. 'We'll be careful.'. . .

'And think on you keep away from them mine-holes!' Gowther called after them as they went out of the gate. . . .*

'The funny thing is,' said Gowther when the children had finished reading, 'as long as I con remember it's always been said there's a tunnel from the copper mines comes out in the cellars of the Trafford. And now theer's this. I wonder what the answer is.'

'I dunner see as it matters,' said Bess Mossock. 'Yon's nobbut a wet hole, choose how you look at it. And it can stay theer, for me.'

Gowther laughed. 'Nay, lass, wheer's your curiosity?' 'When you're my age,' said Bess, 'and getting as fat as Pig Ellen, theer's other things to bother your head with, besides holes with water in them.

'Now come on, let's be having you. I've my shopping to do, and you've not finished yet, either.'

'Could we have a look at the hole before we start?' said Susan.

'That's what I was going to suggest,' said Gowther. 'It's only round the corner. It wunner take but a couple of minutes.'

'Well, I'll leave you to it,' said Bess. 'I hope you enjoy yourselves. But dunner take all day, will you?'. . .

'I suppose you'll be wanting to walk home through the wood again,' said Gowther.

'Yes, please,' said Colin.

'Ay, well, I think you'd do best to leave it alone, myself,' said Gowther. 'But if you're set on going, you mun go—though I doubt you'll find much. And think on you come straight home; it'll be dark in an hour, and them woods are treacherous at neet. You could be down a mine hole as soon as wink'. . .†

*Alan Garner, *The Weirdstone of Brisingamen* (London: Williams Collins Sons & Co. Ltd, 1960), p. 19.
†Alan Garner, *The Moon of Gomrath* (London: William Collins Sons & Co. Ltd, 1963), pp. 11, 12, 13.

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A. 1. What do the spellings *inner*, *dunner*, and *wunner* suggest about the pronunciation of contracted negative auxiliaries? Use phonetic transcription in your answer. _____

2. How do Gowther and Bess pronounce *there* and *where*? _____

3. What do the spellings *ony* and *con* suggest about the pronunciation of these words?

4. What does *nobbut* mean? If you don't know, look it up in the *OED*. _____ From what two words is it formed? _____

5. How does Gowther pronounce the world *old*? _____

6. Hoe does Gowther pronounce *night*? _____ What does this suggest about the status of the Great Vowel Shift in the West Country? _____

7. Comment on the spelling *th' Edge*. _____

B. The preceding sample also illustrates several deviations from standard English grammar, some familiar to Americans, others perhaps unfamiliar. Supply a standard English equivalent for the following phrases.

1. *sees as you dunner* _____
2. *Yon place* _____
3. *think on you keep away; think on you come straight home* _____
4. *them mine-holes; them woods* _____
5. *there's a tunnel from the copper mines comes out* _____
6. *I dunner see as it matters* _____
7. *Yon's nobbut a wet hole* _____
8. *choose how you look at it* _____
9. *(it can stay theer), for me* _____
10. *let's be having you* (*Hint*: You can find the appropriate meaning in the *OED*, where it is labeled "obsolete.") _____
11. *as soon as wink* _____

Name _____ Section _____ Date _____

9.5 American Regional Dialect

Because of the limitations of the alphabet, most dialect writers can do little more than hint at phonological features. It is much easier to represent in writing the grammatical and lexical deviations of social and regional dialects. In the following excerpt from Andrew Lytle's "Mister McGregor," the author scarcely hints at phonological features (use of [n] instead of [ŋ] in *-ing* endings is one exception). On the other hand, this relatively brief passage contains at least a score of grammatical and lexical items that deviate from standard written English today. Examine the passage and list these items on the lines below.

> "I wants to speak to Mister McGregor."
>
> Yes, sir, that's what he said. Not marster, but MISTER McGREGOR. If I live to be a hundred, and I don't think I will, account of my kidneys, I'll never forget the feelen that come over the room when he said them two words: Mister McGregor. The air shivered into a cold jelly; and all of us, me, ma, and pa, sort of froze in it. I remember thinken how much we favored one of them waxwork figures Sis Lou had learnt to make at Doctor Price's Female Academy. There I was, a little shaver of eight, standen by the window a-blowen my breath on it so's I could draw my name, like chillun'll do when they're kept to the house with a cold. The knock come sudden and sharp, I remember, as I was crossen a T. My heart flopped down in my belly and commenced to flutter around in my breakfast; then popped up to my ears and drawed all the blood out'n my nose except a little sack that got left in the point to swell and tingle. It's a singular thing, but the first time that nigger's fist hit the door I knowed it was the knock of death. I can smell death. It's a gift, I reckon, one of them nocount gifts like good conversation that don't do you no good no more. Once Cousin John Mebane come to see us, and as he leaned over to pat me on the head—he was polite and hog-friendly to everybody, chillun and poverty-wropped kin especial—I said, Cousin John, what makes you smell do funny? . . . Then I didn't know what it was I'd smelled, but by this time I'd got better acquainted with the meanen.

1. *Grammatical Features*

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

2. *Lexical Features*

_____ _____
_____ _____
_____ _____

_____ _____

_____ _____

3. The context makes it clear that the "speaker" here is white and young. Make a guess as to the geographical location and approximate date when this story supposedly took place. _____

_____

Name _____ Section _____ Date _____

9.6 Regional Variations in Meaning

Despite the extraordinary homogeneity of American speech, there are still extensive differences in lexicon in the various areas of the United States, especially at the colloquial level. Communication is less likely to break down if a word is totally unfamiliar to one of the speakers; he or she can simply ask what the word means. More confusing is the situation where the term means one thing to the speaker and something else to the listener. Give the usual meaning *for you* of each of the following terms. Then, by checking the *Dictionary of American Regional English* or a good general dictionary, find another, different meaning that could lead to confusion to speakers from another area of the country.

1. *bug*, as in "He's always trying to bug me." _____

2. *mango*, as in "Order me a pizza with mangoes." _____

3. *gumption*, as in "He needs a little more gumption." _____

4. *afoul of*, as in "Guess who I ran afoul of this morning!" _____

5. *alley*, as in "You must have dropped it in the alley." _____

6. *wait on*, as in "I'm sick and tired of waiting on him all the time." _____

7. *ambitious*, as in "The trouble with him is that he's too ambitious." _____

8. *cabinet*, as in "That pig had a cabinet for breakfast!" _____

9. *boulevard*, as in "You can't park on the boulevard." _____

10. *cleanser*, as in "I'm looking for a better cleanser." _____

11. *dope*, as in "Dope is really good on a day like this." _____

12. *fall out*, as in "She almost fell out when I told her." _____

Name _____ Section _____ Date _____

9.7 Written Indian English

The following selections are from the April 1, 1989, edition of *The Hindu* (International Edition), published in Madras, India. The English is fluent and sophisticated and uses an extensive vocabulary. It is clearly not a creole, let alone a pidgin. Nevertheless, there are numerous differences from what one would find in an equivalent American or British newspaper. Read the passages carefully, then identify the differences between American and Indian English in the grammatical and stylistic categories listed after the passages. In some instances the *OED* will provide clues to puzzling constructions (e.g., *berth* in "missed the berth"). *Pan masala* is a popular addictive mixture for chewing, consisting of betel and other ingredients such as spices and tobacco.

I. Political News Story

Sailing Smooth on Troubled Waters

Nothing disturbs the equanimity of the Karnataka Chief Minister, Mr. S. R. Bommai, who is already set to earn his partymen's sobriquet, "Sthitapragna", in the midst of the jams that he has been caught in from time to time.

Right now, his partymen are cross with him. It is over the manner of the expansion of his Ministry. He has added 10 more Ministers to his existing team of 11. The exercise has misfired, say his partymen who want him to make amends, sooner than later.

Mr. Bommai's latest pursuit falls into a pattern as a thankless job evoking long faces from those who have missed the berth. His party critics have however missed a point. The striking aspect of Mr. Bommai's Ministry-making is that the exercise materialised, after all. In the process, he had brought his aspirant flock to the verge of desperation and breakdown, either by design or by default.

Lucky Number

Seven long months the Chief Minister took to keep his promise, exact to the day, since he constituted his first team of Cabinet Ministers on August 14, 1988, a day after he himself was sworn in. He has a weakness for the numeral 13. He got into the "gaddi" vacated by his illustrious predecessor, Mr. Ramakrishna Hegde, on August 13 last year, with a team of 13, including himself. On March 13, 1989, he expanded his Ministry. Number 13, so it seems, is his mascot.

However he seems to have displeased more people than he has pleased. Instead of a war cabinet that the election year demanded, the Chief Minister has given himself a 'lack-lustre' outfit. It need not have taken him that long to form the team that he has is the snide remark one hears in the party.

The Chief Minister has, however, promised a second expansion, within the next one month. He has dangled the carrot, understandably. The Budget session, though a short one, began on March 17, when he presented his first Budget, as Chief Minister, for 1989–90.

II. Letter to the Editor

Sir,—Whatever be the merits of the Budget presented by the Union Finance Minister, Mr. S. B. Chavan, the salaried man has been badly let down again. The salaried class has been bracketed with cigarette and pan masala. As Mr. Chavan has put it "a spoonful of sugar makes the medicine go down". The IT cut on the first slab is nothing but a spoonful of sugar. The surcharge on income above Rs. 50,000 is a cruel joke on the already overburdened tax-payer. This indirectly makes a salaried man feel that it is no use asking for an increase in pay, for an increase in pay will only mean a disproportionate increase in the tax burden.

The Budget therefore is a poor man's Budget in the sense that it makes a middle income earner a poor man.

The concession under section 80C will be only a pittance unless the scheme of deduction is changed to benefit the tax payer. The exemption limit of income could have been raised to atleast [sic] Rs. 25,000 or under Section 80C the deduction could have been raised to 100 per cent of the first Rs. 15,000 and 50 per cent of the balance. The salaried man, the most honest tax payer, now feels that he has been let down. Truly, this should not be the price for honesty.

However, the Finance Minister deserves kudos for making cigarettes, pan masala and the idiot box costlier. It is hoped against hope that this will discourage people from falling a prey to any one of these. This will contribute to the social and moral health of the economy and not to the economic health of the economy as desired by Mr. Chavan.

III. Stock Market Report

Smart Recovery in Stock Markets

A spurt in values at the fag end of the week was the highlight of trading on the Bombay Stock Exchange for the week upto [sic] March 25.

Share prices began lower and dropped further in the absence of support and offerings. Speculative support was not emerging in the initial stages due to end of account considerations. Most of the bull operators preferred to reduce their overall commitments by unloading. The decline was not heavy as bears were covering their earlier short sales. The sellers were, however, more than the buyers.

However, the download march proved shortlived and equities staged a smart recovery on Thursday on shortcovering. Bull operators also turned aggressive buyers because of first day of new account trading. The final list showed a mixed trend.

There were only three sessions due to closure of market for two days.

IV. Book Review

Love Story

THE LAST WORDS: By Sukumar Chatterjee, Sangeeta Chatterjee, 50, Protapaditya Place, Calcutta–700 026; Rs. 50/.–

A highly independent and religious Shubhamoy, on a wandering adventure, reaches Bombay penniless and chance-meets a fabulously rich Sindhi woman. Already married, young Eva shows extraordinary interest in the well-groomed Bengali youth; but, the upright Shubho discovers the trap in time and gives the slip.

In his next phase of adventure, Shubho takes up a job in Madras and develops acquaintance with an innocent local belle, Damini. Soon their friendship blossoms into a deep love. Shubho, however, meets his villain in Damini's father who is bent on exploiting his daughter's dancing skill to grow rich. Becoming aware of her father's plot of murder her lover, a shocked Damini falls seriously ill. Forced to leave Madras, Shubho moves to Aurobindo Ashram at Pondicherry with Memories of Damini and hopes of getting united with her in wedlock some day.

V. Film Review

'Pattukku Oru Thalaivan' **Tamil**

A familiar plot of an innocent rustic youth going through the vicissitudes of life to face the challenges of society is retold with some humour in the first half in Tamil Annai Creations' "Pattukku Oru Thalaivan." The title has little to do with the hero but Vijayakanth, as the uneducated youth in love with the MLA's daughter, steals most of the frames here where director Liyakath Ali Khan provides him his script, with veiled vulgarity, to keep the proceedings going.

The hero is considered a bungler by his parents because of his over enthusiasm to help others and not being wordly-wise. The director brings in enough scenes to show this

Name _____ **Section** _____ **Date** _____

weakness of the hero which Vijayakanth seizes avidly. The sequence where hero Arivu's father Veluchamy (M. N. Nambiar does a neat job) taking out the cow for breeding with Arivu's questions providing a few guffaws is to show the hero's poor knowledge of breeding, which even children in villages are aware of, then thank god, he knows the difference between a cow and bull as he sings along with his friends "how can one milk a bull!"

Vijayakanth is all fire and brimstone in the second-half where the plot takes the familiar lines crashing and burning cars highlighting the climax where Rajarajan's camera makes the best use of the action. So also his lens beautifully picturising the fountain background of Brindavan for the song sequence.

Shobana is the heroine Shanti, unable to give her consent to marry Arivu because of her father's (Vijayakumar) cunning tactics. Her gazelle like features add to the elegance of her work. Senior artist K. R. Vijaya as the mother of the hero shows the younger elements what an understanding portrayal means. There is nothing much in the S. S. Chandran—Senthil comedy.

"Ninaithathu yaaro" (lyrics: Gangai Amaran) is a beautiful number tuned in by Ilayaraja.

VI. Casette Review

Penchant for Speed **Madras**

Carnatic music lends plenty of scope for innovation but it does not imply the rendering being converted into jazz or choir types of presentation. Also, respect for tradition provides an unwritten injunction that the form of the songs should be in the tempos usually adopted. The young Ganesh-Kumaresh have a penchant for speed and almost all the songs in the two volumes of their violin recital, released by AVM audio, are in the fast pace. The swaras too are so fast that the beauty of the various combinations is beyond the pale of an ordinary listener.

No doubt, their technical skill is superior, the sruti absolutely pure and such a rendering requires remarkable practice and precision. They combine perfectly and bow in a masterly manner but these plus points alone cannot be ennobling. They can be termed Mod-music. The opening Kamalamanohari of Thyagaraja itself reveals their racing style. Such a small piece dose not require elaborate swaras but perhaps the youngsters expect the listeners to admire their virtuosity. The familiar Nalinakanti piece resembles an English tune. The Hindolam piece of Papanasam Sivan has an overdose of swaras, though pure, yet with a variety of unfamiliar combinations. Listening to the Sindhu Mandhari, one feels he is inside a church where western instruments are played. Both have however excelled in the Kalyani raga elaboration.

VII. Personal Advertisement

Matrimonial

Straightforward, simple, openminded lifepartner wanted for an Indian girl, 26. Preferably with profound interest in cosmology, metaphysics, psychology, philosophy and Rajayoga. With a liking for nature and adventure. With a strong belief in good and virtue. Preferably interested in the elimination of evil. Preferably below 33. Compatible person with other interests acceptable. Absolutely no bars. Write to . . .

1. Native (non-English) vocabulary items _____

_____

2. Unexpected meanings of English words or phrases _____

_____

3. Unfamiliar compounds or phrases, including hyphenation differences _____

4. Unexpected use or omission of definite or indefinite articles _____

5. Differences in verb tenses or moods _____

6. Differences in punctuation _____

7. Unexpected incomplete sentences _____

8. Unfamiliar treatment of idioms or colloquialisms _____

9. Stylistic differences, especially mixing of stylistic levels _____

10. Other differences _____

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9.8 Melanesian Pidgin

Melanesian Pidgin, or Tok Pisin, originated during the nineteenth century in the northern part of Papua New Guinea and has spread throughout the country and to neighboring islands. It is an important *lingua franca* in an area that has scores of indigenous, mutually unintelligible languages. Tok Pisin is sufficiently well established to have developed dialectal differences. However, because English is the language of most education, commerce, and diplomacy in the country, Tok Pisin is under constant influence from the standard language.

The following excerpt is from a Melanesian culture-contact myth. On the blanks below each line, identify the English word or phrase from which the pidgin is derived. A relatively free translation follows the passage.

Orait. Em tufela man, hir—wanfela manki, na wanfela pusi. Em

All right. _____

manki tru hir, i-gat longfela tel. I-no pikinini, i-manki tru. Orait.

_____

Em tufela i-go long bush. Tufela go wokim bigfela hol long graun.

_____

Gisim spaten, na wokim bigfela hol i-go dawn tumas. Orait.

_____

Wokim finis, tufela i-go gisim bigfela ston. Baimbai ston i-fas long

_____

ai bilong hol. Baimbai olsem dor hir. Na tufela i-go long ples

_____

bilong waitman. Tufela wetim tudark, na tufela wokabaut long

_____

nait i-go. Tufela i-go kamap long ples bilong waitman. Orait. Na

_____

tufela stilim plenti samting bilong waitman—plenti nadarkain

_____

samting. Tufela stilim machis, stilim laplap, stilim masket, stilim

_____

katlas, stilim shu, stilim tinbulmakau, stilim cher, stilim tebal,

_____

blanket oltageder sumting bilong waitman. I-no gat wanfela

_____

samting tufela i-no stilim.*

_____

Translation
Very well, [There were] these two men—one monkey and one cat. It was a real monkey, which had a long tail. It wasn't a boy, it was a real monkey. Very well. The two of them went to the bush. They went and made a big hole in the ground. They took a shovel and made a big, deep hole. Very well. When they had made it, they went and got a big stone, to fasten it at the mouth of the hole. Then it was like a door. Very well. Then they went to the European's village. They waited until dark, and then walked along in the night. They went and arrived at the European's village. Then they stole many of the European's things—many things of all kinds. They stole matches, stole loincloths, stole muskets, stole cutlasses, stole shoes, stole tinned beef, stole chairs, stole tables, blankets, all of the European's things. There wasn't a single thing they didn't steal.

With the help of the translation, you should be able to identify most of the underlying English words or phrases. Fill in as many of the rest as you can. *Na* means "and"; *-fela* (<*fellow*) is an adjective suffix for single-syllable adjectivals. *Em* is an all-purpose third-person pronoun (= *he, she, it, him,* etc.).

1. What is the verb suffix? _____
2. What is the possessive marker? _____
3. What does *i-* signify? _____
4. Is a distinction made between singular and plural of nouns? _____

*From Robert A. Hall, Jr., *Hands off Pidgin English* (Sydney: Pacific Publications Pty, Ltd, 1955), p. 139.

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9.9 Surinam Creole

Surinam Creole, also called Taki-Taki or Sranan, is an English-based creole that is the language of coastal Surinam and a *lingua franca* for the entire country (which has two other English-based creoles). Surinam was first settled by the English, but was then ceded to the Dutch in 1667 in exchange for New York. It became independent of the Netherlands in 1975. Because of this political history, Sranan has been without significant influence from standard English for over three centuries. Hence, unlike the pidgin Tok Pisin, it is virtually unintelligible to an English speaker.

In addition to its English base, Sranan has had influence from Dutch and Portuguese. For example, in the following passage, the words *tanta* 'aunt,' *omu* 'uncle,' and *erken* 'recognize' are from Dutch (*tante, oom, herkennen,* respectively). The word *sabi* 'know' is from Portuguese *saber*; *pikin* 'children' is ultimately from Portuguese *pequeninho* 'very small,' but it is widespread in English pidgins around the world (cf. English *pickaninny* from West Indian pidgin). *Fesa* 'feast' could be from Portuguese *festa*, but could equally well be from English *feast* or Dutch *feest*.

This Sranan excerpt is much more difficult to read as an "English" text than the Tok Pisin passage. However, with the aid of the translation, you should be able to identify a number of the underlying English words, especially in the first three sentences. Fill in as many as you can.

Mi papa no lobi mi moro. A no lobi mi mama tu. A no lobi mi

My papa no love me more.

mama pikin tu. Me tanta dati, fu mi mamasey, a no lobi srefsrefi.

Famari fu papasey di e seni suku pikin gebroke a e yagi. "Meki

den suku masra efu go na lansigron! Mi no ben opo fraga seni

kari no wan sma!" Wan leysi wan famiri seni kari en fu kon na

wan fesa. Ma di na wan omu fu Nelis ben erken na lutu fu na

famiri dati, sobu fu di den no ben de trutru famiri, en ati teki faya.

"Mi dati no bay famiri! Mi no sabi fu san ede den piki ebi poti na

wi tapu!" Nanga dati a tori kaba.*

*From Jan Voorhoeve and Ursy M. Lichtveld, eds., *Creole Drum: An Anthology of Creole Literature in Surinam*, trans. Vernie A. February (New Haven: Yale Univ. Press, 1975), pp. 260, 261, 262, 263.

Translation

My father doesn't love me anymore. He doesn't love my mother either, nor does he love her children. My aunt on my mother's side, he can't stand her at all. He sends away his own relations when they come to ask for something. "Let them look for a man or go to the alms-house. I have no flag at the mast inviting people to come and fetch something." Once a member of the family invited him to a feast. But because one of Nelis's uncles had recognized this branch of the family, so that, as far as he was concerned, they were not really family, he became angry. "I did not buy family. I don't understand why they cause us this trouble." And that was that.

1. What is the negative marker? _____
2. What is the undeclinable first-person singular pronoun? _____
3. What does the word *a* mean? _____
4. Many pidgins and creoles include reduplicated words; the Tok Pisin passage had *laplap* 'loincloth.' One example in this Sranan passage is *srefsrefi*. The root of a second reduplication is an English adjective. What is it? _____

APPENDIX A
GRAMMAR REVIEW: MORPHOLOGY AND SYNTAX

A.1 Important terms

1. absolute phrase
2. active voice
3. adjective
4. adverb
5. analytic language
6. appositive
7. article
8. auxiliary
9. clause
10. comparative
11. complex sentence
12. compound sentence
13. coordinating conjunction
14. correlative adverb
15. correlative conjunction
16. declarative
17. demonstrative pronoun
18. dependent
19. direct object
20. emphatic
21. exclamatory
22. finite
23. future
24. future perfect
25. future progressive
26. gerund
27. imperative
28. indefinite pronoun
29. independent
30. indicative
31. indirect object
32. infinitive
33. inflection
34. interjection
35. interrogative
36. interrogative pronoun
37. modal
38. mood
39. negative
40. noun
41. noun adjunct
42. number
43. participle
44. passive voice
45. past perfect
46. past perfect progressive
47. perfect infinitive
48. person
49. personal pronoun
50. phrasal conjunction
51. phrase
52. possessive
53. predicate
54. predicate nominative
55. preposition
56. present perfect
57. present perfect progressive
58. present progressive
59. preterite
60. pronoun
61. proper adjective
62. reciprocal pronoun
63. reflexive pronoun
64. relative pronoun
65. simple past
66. simple present
67. simple sentence
68. subject
69. subjunctive
70. subordinating conjunction
71. superlative
72. synthetic language
73. tag question
74. tense
75. verb
76. verbal
77. voice

A.2 Questions for Review and Discussion

1. How has the English language changed from Old English to Present Day English?
2. Name the ways a noun can be used in a sentence.
3. What are the seven types of pronoun?
4. What are the two categories of verbs?
5. How are finite verbs inflected?
6. What are the six persons of verb?
7. What are the two voices?
8. What are the eleven English verb tenses?
9. What is an auxiliary verb?
10. What is mood?
11. What are the three moods?
12. What are the three types of verbals?
13. What is an adjective?
14. What are the three degrees of adjectives?
15. What is an adverb?
16. What is a preposition?
17. What is a conjunction? What types of conjunctions are there?
18. What is an interjection?
19. In terms of syntax, how did English change between Old English and Present Day English?
20. What is a phrase? What types of phrases are there?
21. What is a clause? What types of clauses are there?
22. What types of dependent clauses are there?
23. What is a sentence?
24. What are the five types of sentences?
25. In terms of structure, what types of sentences are there?

Name _____ Section _____ Date _____

A.3 Nouns

Identify the function of the nouns in each sentence.

1. He took my *advice*.

_____

2. They went to the *toystore*.

_____

3. We gave the *child* a lollypop.

_____

4. We gave the child a *toy*.

_____

5. They ran out of *rocket* fuel.

_____

6. That lady, *the one who is running the show*, is out sick.

_____

7. The *cow* stood behind the fence.

_____

8. The president declared martial *law*.

_____

9. *Beauty* is only skin deep.

_____

10. All that glitters is not *gold*.

_____

11. My brother, a star *athlete*, trains every day.

_____

12. The chef served up some *chicken* soup.

_____

13. My family went to the *beach*.

_____

14. Give the gun to the police *officer*.

_____

15. She is the worst *writer* ever.

_____

Name _____ **Section** _____ **Date** _____

A.4 Pronouns

Identify the function of the pronouns in each sentence.

1. The boy *whose* father got a new job moved away.

_____

2. *Whose* bag is that?

_____

3. *She* went on a date.

_____

4. He wondered *what* dogs dream about.

_____

5. Get out of *my* car.

_____

6. Has *anybody* seen my wallet?

_____

7. The man bought *himself* a new car.

_____

8. The teacher *who* couldn't control the class was fired.

_____

9. They lied to *each other*.

_____

10. *What* is the name of that song?

_____

11. Give *yourself* a break.

_____

12. A dog *that* is well-trained will respond to commands.

_____

13. Take the keys from *him*.

_____

14. *This* trip is almost over.

_____

15. *You* sometimes just can't figure people out.

_____

Name _____ Section _____ Date _____

A.5 Verbs

Identify whether the verbs are in the infinitive or finite form.

1. You must *wash* the car.

_____

2. He *washes* the car.

_____

3. She *goes* to dance practice.

_____

4. He wanted *to have finished* the project.

_____

5. He could not *eat* the meat.

_____

6. The student *does* his homework.

_____

7. He *sets* the table.

_____

8. The child ought *to have* a balloon.

_____

9. He wants *to run* a marathon.

_____

10. *To make* the Olympics would be a dream come true.

_____

Name _____ **Section** _____ **Date** _____

A.6 Verbs

Identify the person, tense, and voice of each verb.

1. I *will take* the child to the zoo.

_____

2. I *have been working* on the boat for two hours.

_____

3. She *will have been studying* for two hours.

_____

4. The cat *was being stroked.*

_____

5. The horse *is running* around the track.

_____

6. The test *had been taken.*

_____

7. The races *were being run.*

_____

8. The money *has been being spent.*

_____

9. We *have seen* that movie several times.

_____

10. The car *is driven.*

_____

11. The restaurant *was cleaned.*

_____

12. You *had finished* my drink.

_____

13. She *hadn't thought* about it.

_____

14. The student *had been looking* for an apartment.

_____

15. I *have been thinking* about taking a trip.

_____

16. I *was working* for over an hour.

_____

17. She *had called* him already.

_____

18. The car *had been being washed* for over two hours.

_____

19. They *will have been notified.*

_____

20. The animal *had been beaten.*

_____

21. The jobs *will be done.*

_____

22. The house *will have been being painted* for a solid week.

_____

23. The cigarette *has been smoked.*

_____

24. He *is being taught* algebra.

_____

25. By tonight, I *will have baked* the cake.

_____

26. I *jog* down the street.

_____

27. The students *have been studying* for hours.

_____

28. I *am going* to try to make it for Christmas.

_____

29. She *was being treated* unfairly.

_____

30. You *went* downtown.

_____

Name _____ Section _____ Date _____

A.7 Verbs

Say whether the verb in each clause is in the indicative, imperative, or subjunctive mood.

1. He treats me *as if I were the enemy.*

_____

2. *He treats me* as if I were the enemy.

_____

3. *Get out.*

_____

4. You *need* to get out.

_____

5. I wish that *it would not rain.*

_____

6. *The rain stays* mainly on the plain.

_____

7. I *want* to believe.

_____

8. *Believe!*

_____

9. You *should* really get yourself a new car.

_____

10. I *could* never *trust* a dog that bit me ever again.

_____

Name _____ **Section** _____ **Date** _____

A.8 Verbals

Say whether the italicized word is a gerund, participle, or infinitive. Also say what each verbal's function in the sentence is (noun, adjective, or verb).

1. *Running* outside is the most pleasant form of exercise.

_____

2. The cabin did not have *running* water.

_____

3. *To get* to the beach, you just have to head south.

_____

4. The food *cooked* on the open grill was delicious.

_____

5. She wanted *to jump* in the lake.

_____

6. She just couldn't give up *smoking*.

_____

7. *Lost* in the dryer, the sock was nowhere to be found.

_____

8. *Being* a vegetarian is the healthiest way to live.

_____

9. She was the only one *to go* to work that day.

_____

10. *To get* to the party, you'll need a map.

_____

Name _____ Section _____ Date _____

A.9 Adjectives

Identify the adjectives, adjectival phrases, or adjectival clauses in each sentence.

1. Let's make a fresh start.

_____

2. Bread fresh from the oven is so tasty

_____

3. The road winds around that way.

_____

4. The article was completely useless.

_____

5. The man who owned this restaurant has since died.

_____

6. Etched in stone, the hieroglyphics had stood the test of time.

_____

7. The lake, which had frozen over, was now used for skating.

_____

8. My sister loves Irish dancing.

_____

9. The place where I fell is right over there.

_____

10. Standing on the ladder, my little brother reached for the top shelf.

_____

Name _____ **Section** _____ **Date** _____

A.10 Adjectives and Adverbs

Identify the word that that the modifier is modifying. The adjective or adverb may be a single word, a phrase, or a clause.

1. The gift that you gave me was so very *nice.*

_____

2. The gift that you gave me was *so* very nice.

_____

3. The gift *that you gave me* was so very nice.

_____

4. My father cooks pot roast *the way I like it.*

_____

5. The driver *of the bus* was drunk.

_____

6. *Decimated by the storm,* the town began rebuilding itself.

_____

7. The wind was so fierce that our kites went *right* up.

_____

8. The book *that my brother wrote* was rather long.

_____

9. *Working with the agents,* the woman dismantled the bomb.

_____

10. *When I went to the fair,* I won a prize.

_____

11. I cut my hair *so that I could style it better.*

_____

12. *Left on the park bench,* the wallet was now his.

_____

13. The woman took care of her *dying* mother.

_____

14. The animal ate its dinner *voraciously.*

_____

15. He is the *fastest* horse at the racetrack.

_____

Name _____ Section _____ Date _____

A.11 Prepositions

Identify the prepositions in the following sentences.

1. His behavior was beyond the pale.

_____

2. The girl decided not to go to school.

_____

3. The plates are above the sink.

_____

4. The bag is in the foyer.

_____

5. She disappeared into the darkness.

_____

6. He did not care about the race.

_____

7. Since he was among friends, he knew he could disclose his secret.

_____

8. You shouldn't snack before dinner.

_____

9. I had questions concerning the paper.

_____

10. Turn off your cell phone during the movie.

_____

Name _____ Section _____ Date _____

A.12 Conjunctions

In each sentence, identify the conjunction. Say whether the conjunction is coordinating, subordinating, or correlative

1. Both the children and the teacher were glad for the snow day.

_____

2. She was not only a painter but also a musician.

_____

3. After he closed the door he realized he'd forgotten his keys.

_____

4. Whistle while you work.

_____

5. The more you practice the better you'll become.

_____

6. I don't care what he does.

_____

7. Republican or Democrat, you have to like the new president.

_____

8. I have to write every day lest I get lazy.

_____

Name _____ Section _____ Date _____

A.13 Phrases and Clauses

Say whether the italicized words are a phrase or a clause.

1. *Playing hard to get* never works.

_____

2. Bob, *the man running the operation,* is completely incompetent.

_____

3. I don't know the players *without a program.*

_____

4. The bus *will have left* by then.

_____

5. That guy is always *full of excuses.*

_____

6. He thinks he knows *what's up.*

_____

7. The child *taking a nap* looked peaceful.

_____

8. The movie was so bad *that I had to leave.*

_____

Name _____ **Section** _____ **Date** _____

A.14 Phrases

Say which kind of phrase is italicized in each sentence.

1. The present *under the tree* is yours.

_____

2. Whatever he says, *don't believe* him.

_____

3. The dog stopped running, *its tail broken in the fall.*

_____

4. *Broken at the party*, the plate lay on the floor in smithereens.

_____

5. He sat *studying at the library*, his mind completely numb.

_____

6. *Playing bartender* is my favorite part of a party.

_____

7. The game *will have started* by the time we get there.

_____

8. He proceeded down the icy slope *so very slowly*.

_____

Name _____ Section _____ Date _____

A.15 Clauses

Say whether the italicized clause is dependent or independent. If dependent, say whether it is a noun, adjectival, or adverbial clause.

1. *I don't know* what you're up to.

_____

2. I've never met the man *to whom you are speaking.*

_____

3. I'll never understand *the way he does things.*

_____

4. When the storm hit, *we were in the basement.*

_____

5. *I wonder* what dogs dream about.

_____

6. The toy *that the child wanted* was on sale.

_____

7. *Whoever told you that* was wrong.

_____

8. When we went to the zoo, *it was feeding time for the lions.*

_____

Name _____ Section _____ Date _____

A.16 Sentences

Identify the purpose of each sentence.

1. She felt like she was doing the right thing.

_____

2. What a sight!

_____

3. Why can't he come?

_____

4. I can't stomach riding the bus.

_____

5. Give me a break.

_____

6. How much more can she take?

_____

7. The hedges don't need trimming.

_____

8. Having bought a new suit, she was ready for the interview.

_____

Name _____ Section _____ Date _____

A.17 Sentences

Identify the syntax of each sentence: simple, compound, or complex

1. When he finishes his dinner, then he can have desert.

_____

2. Her eyelashes are thick, but mine are longer.

_____

3. Giving to the poor at Christmas is a common act of charity.

_____

4. He went to the beach, and he got a sunburn.

_____

5. After the plane lands, he still has to go to baggage claim.

_____

6. Having gone out of business, the restaurant stood empty.

_____

7. Do you know what time it is?

_____

8. Her son set the table the way she likes it.

_____