



Self-Testing Exercises: Answers

1 Studying the History of English

Self-Testing Exercise SE-1.1 Morphological and Semantic Concepts

- a. well-being – *well* (R) + *be* (R) + *ing* (S)
- b. unimaginable – *un* (P) + *imagine* (R) + *able* (S)
- c. unhealthiest – *un* (P) + *health* (R) + *y* (S) + *est* (S)
- d. illegality – *il* (P) + *legal* (R) + *ity* (S)
- e. forty-ninth – *four* (R) + *ty* (S) + *nine* (R) + *th* (S)

Self-Testing Exercise SE-1.2 Periods of English

1.
 - a. Four: *heofona* (OE), *heuenes* (ME), *heven* (EModE), and *heaven* (ModE).
 - b. The spelling of the central vowels changes from *eo* (OE) to *e* (ME, EModE) to *ea* (ModE); the spelling of the central consonant changes from *f* to *u* to *v*. These changes in the spelling of the consonant do not represent a change in pronunciation. The changes in the spelling of the vowels probably do represent a change in pronunciation.
 - c. EModE *heven* is closest to our modern pronunciation.
2.
 - (1) OE ‘*heofona rice*’ does not use *of*. ME ‘the kyngdom of heuenes’, EModE ‘the kingdom of heven’, and ModE ‘the kingdom of heaven’ all use *of*.
 - (2) OE ‘on þinum æcere’ uses *on*. ME ‘in thi feeld’, EModE ‘in yor ground’, and ModE ‘in your field’ all use *in*.
 - (3) OE *oferseow hit mid coccele onmiddan þæm hwæte*, ME ‘sewe aboute taris in the myddil of whete’, EModE ‘sowed darnel among the midst of his corn’, and ModE ‘sowed darnel all among the wheat’ use different words for *among*.
3. In the EModE passage ‘you’ is spelled *yow*, *iou*, *ye*; ‘darnel’ is spelled *darnel* and *dernel*. The ME passages uses the spellings *hym* and *him* for ‘him’ (note that *hem* in this passage means ‘them’), *god*, *good* for ‘good’, and *gadere*, *gidere* for ‘gather’.

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

1. Three questionable assumptions underlying theories of language origins are

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- (1) the assumption that language is iconic;
 - (2) the assumption that language evolves from a primitive to a complex state; and
 - (3) the assumption that human beings existed without language but otherwise advanced.
2. a. Language originated 100,000 years ago when we became homo sapiens. We have very few fossils or relics from this time. We do know that the voice box (larynx) moved down into a position to allow for language (but also permitted us to choke on food), something that did not happen in chimpanzees.
 - b. The video suggests a number of factors, including the ability to think symbolically, pattern recognition and imitation, longer memory, fine motor control, an impulse towards social cooperation, and a long period of time where young stay with their parents as their brains develop.

Self-Testing Exercise SE-1.5 Attitudes Toward Linguistic Change

Answers will vary for this question.

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

1. The word *cram* (s.v. *cram*, v.) acquired this meaning in the eighteenth century, as shown in this quotation: ‘As a man may be eating all day, and for want of digestion is never nourished; so these endless readers may cram themselves in vain with intellectual food, and without real improvement of their minds, for want of digesting it by proper reflections’ (1741 Watts, *Improv. Mind* I. iv. §10). The meanings are listed in chronological order from earliest to most recent uses.
2. The step between the two apparently opposite meanings of *snob* (s.v. *snob*, n.1) is meaning 3c ‘one who meanly or vulgarly admires and seeks to imitate, or associate with, those of superior rank or wealth; one who wishes to be regarded as a person of social importance’.

2 The Sounds and Sound Change in English

Self-Testing Exercise SE-2.1 Consonants

1.
 - a. alveolar lateral [l]
 - b. voiced velar stop [g]
 - c. voiceless interdental fricative [θ]
 - d. voiced alveolar stop [d]

2.
 - a. [x] voiceless velar fricative
 - b. [ŋ] velar nasal
 - c. [tʃ] voiceless alveolopalatal affricate
 - d. [ɾ] (alveolar) flap

3.

a.	chiropractor	[k]
b.	xylophone	[z]
c.	knight	[n]
d.	universe	[j]
e.	germane	[ʃ]
f.	genre	[ʒ]

4.

a.	schlock	[k]
b.	seed	[d]
c.	seep	[p]
d.	seethe	[ð]
e.	firm	[m]
f.	rough	[f]

5.

a.	toga	[g]
b.	gunner	[n]
c.	washing	[ʃ]
d.	patches	[tʃ]
e.	woolen	[l]

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

1.

a.	mid-front tense	[e]
b.	high back lax	[ʊ]
c.	mid-central	[ə]

2.
 - a. [ɔ] mid-back lax
 - b. [i] high front tense
 - c. [y] high front lax rounded

3.

a.	[θɑt]	thought
b.	[sɪkstɪ]	sixty
c.	[mɛʃ]	mesh

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- d. [beɪʒ] beige
 - e. [tʃi:t] cheat
 - f. [ɪgzækt] exact
 - g. [weɪl] wail
 - h. [jɒʊk] yolk
-
- 4. a. bladder [blæɾər]
 - b. sacrilegious [sækrəlɪʃəs]
 - c. bound [baʊnd]
 - d. accumulate [əkɪmjəleɪt]
 - e. thistle [θɪsəl]
 - f. habitual [həbɪtʃuəl]
 - g. halve [hæv]
 - h. deciduous [dəsiʃuəs]
 - i. cookie [kʊki]
 - j. gigantic [ʒaɪgəntɪk]
 - k. kooky [kuki]
 - l. alligator [æləgeɪtər]
 - m. Toronto [tərəntoʊ]
 - n. authoritarian [əθərətəriən]
 - o. exile [ɛgzal]
 - p. jewelry [ʃuləri]

Self-Testing Exercise SE-2.3 Stress

- a. tímelessness
- b. tímekèeper
- c. nùmerólogy
- d. decór / décor
- e. décoràte
- f. décoratìve
- g. sénsible
- h. insénsible

Self-Testing Exercise SE-2.4 Mechanisms of Phonological Change

- 1. a. [d] > [ð] voiced alveolar stop becomes voiced interdental fricative; lenition or fricativization
 - b. [u] > [ʊ] high back tense vowel becomes high back lax vowel; lowering or laxing
 - c. [ɔ] > [o] mid-back lax vowel becomes mid-back tense vowel; raising or tensing
 - d. [ɑ] > [æ] low back vowel becomes low front vowel; fronting
 - e. [s] > [ʃ] voiceless alveolar fricative becomes alveolar retroflex; rhotacism
-
- 2. a. *impossible* – partial regressive assimilation of [n] to bilabial [p]
 - b. *hamster* – intrusion of homorganic stop [p] after [m]

- c. *lamb* – simplification of consonant cluster (loss of final [b])
 - d. *cute* – loss of initial vowel
 - e. *gnarl* – simplification of consonant cluster (loss of initial [g])
3. a. OE *bebæs*, ModE *bebest* – addition of final consonant [t], raising of root vowel
- b. ME *forloren*, ModE *forlorn* – syncope of medial vowel
- c. OE *betsta*, ME *beste* – loss of medial consonant [t] and reduction of final vowel

Self-Testing Exercise SE-2.5 Writing Systems

Both systems represent the sounds of a language. **Syllabic writing** represents each *syllable*—a vowel nucleus with associated consonants—with a single symbol. **Alphabetic writing** represents each sound of the language with a discrete symbol.

3 Causes and Mechanisms of Language Change

Self-Testing Exercise SE-3.1 Causes of Change

The presence of manuals advising people on the proper use of 'h' is evidence of a degree of insecurity among speakers about this feature and shows that its omission is a sign of 'vulgarity', lack of education, or lower social standing. In *David Copperfield*, Uriah Heep is employed as a clerk and frequently asserts his lowly and humble origins. Thus, the spread of *h*-dropping – to the extent that this has occurred (there is social pressure to retain 'h') – is a 'change from below'.

Self-Testing Exercise SE-3.2 Mechanisms of Morphological and Syntactic Change

- Set A shows back formation, in which the word is formed by removing a suffix (or presumed suffix) from the original word.
- Set B shows analogy, in which the 'irregular' means of forming the past tense, vowel change, is replaced by the predominant pattern, namely the addition of the *-ed* suffix.
- Set C as marker of the dative case. It also shows the grammaticalization of the progressive *be + V-ing* to form the progressive (indicating ongoing action) and of *will V* to denote the future.
- Set D shows folk etymology, in which either native words have ceased to be transparent or foreign words lack transparency and are reshaped to resemble an existing word in English.
- Set E show grammatical loss, of the distinction between dative and accusative case in the pronoun and of the distinction between dual and plural in first-person pronouns.

Self-Testing Exercise SE-3.3 Mechanisms of Semantic Change

1.
 - a. *owie* 'small injury' – diminutive, semantic shift
 - b. *throne* 'toilet' – figure of speech
 - c. *HIV* (the virus) – initialism
 - d. *AIDS* (the syndrome) – acronym
2.
 - a. *asylum* 'safe place' – above, technical
 - b. *Grit* 'Liberal' – below, slang
 - c. *Tory* 'Conservative' – below at first, then above; slang, prestige

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

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

1. *Centum* and *satem* refer to a traditional division of IE languages based on whether the PIE palatal and velar *k* merged or remained distinct, the palatal *k* becoming a fricative. *Centum* (Latin for ‘one hundred’) refers to the group including Germanic, Celtic, Hellenic, and Hittite; *satem* (Avestan for ‘one hundred’) refers to the group including Indo-Iranian, Albanian, Armenian, and Balto-Slavic.
2. (1) Uralic
 - Finno-Ugric: Hungarian, Finnish, Estonian, Lappish
 - Samoyed: Cheremis, Samoyed, Ob Ugric
 (2) Altaic: Turkish, Azerbaijani, Mongolian, and others
 (3) Caucasian: Georgian, Chechen
 The non-Indo-European isolate of Europe is Basque.

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

1. Hellenic, Italic, and Germanic
2. The noun *smear* originally meant ‘fat, grease, lard; ointment’ (OED, *smear*, n., def. 1) but this meaning died out in the seventeenth century. Its current meaning ‘a mark, smudge or stain made by smearing’ arose in the seventeenth century. The root beginning in *sm-* is found as the regular word for ‘butter’ in North Germanic and is used in Irish with a related meaning ‘marrow’.
3. Buck notes that butter is found in India and Iran as well northern Europe but is not found with among the Greeks and Romans. Thus, it seems unlikely that it was known to the Proto-Indo-Europeans.

Self-Testing Exercise SE-4.4 PIE Linguistic Features

Some languages have a fixed accent system in which the same syllable is accented regardless of affixing or grammatical function (e.g. the initial syllable is always accented, or the penultimate syllable is always accented). In other languages, an inflection or a different grammatical function may cause the accent to shift from one syllable to another syllable (e.g. a noun may have initial accent in the nominative and second-syllable accent in the genitive). Some languages have pitch accent (PIE is thought to be one); others, like English, have stress accent.

5 Germanic and the Development of Old English

Self-Testing Exercise SE-5.1 Proto-Germanic

1. a. common Germanic – none
 Old Icelandic – 1000 CE
 Old Saxon – 8th century CE
 Old High German – 7th century CE
 Gothic – 350 CE
 Old English – 8th century CE
 - b. The three alphabets used for these early writings are Modified Greek (for Gothic), Runic, and Latin.
2.

	Lat.	Go.	OHG	OE	ME
a. in	in	in	in	on	in
b. loaf	—	hlaif	—	half	—
c. bread	—	—	brot	—	breed
d. earth	—	airpai	erdu	eorðan	erthe
e. loose	—	lausei	ar-losi	a-lys	—
 3. Almost a third of the vocabulary of Germanic is unique, occurring in no other IE language.

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

PIE	Gmc.	ModE
a. *peig- 'hostile'	*fikala	fickle
b. *past- 'solid'	*fastuz	steadfast, fasten
c. *pek- 'to pluck the hair, comb'	*fextan	fight
d. *bend- 'protruding point'	*pannja	(cattle) pen
e. *bhad- 'good'	*batizō	better
f. *g ^w et- 'to speak'	*k ^w iθan	bequeath

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

PIE	Gmc.
a. *k ^w es-	*h ^w es- 'wheeze'
b. *kerdhā- 'herd'	*herdō-
c. *dhreibh- 'drive'	*drib-
d. *dank- 'to bite'	*tānx-



6 The Words and Sounds of Old English

Self-Testing Exercise SE-6.1 OE Word Stock

1. Words which have the same origin but different routes of transmission and which are both present in a language: **C** (doublets)
2. Words borrowed from another language: **E** (loanwords)
3. Words which translate foreign words (part-by-part): **A** (calques)
4. Words whose meanings have been changed under the influence of cognates in another language: **D** (semantic loans)
5. Words in which native and borrowed elements are combined: **B** (hybrids)

Self-Testing Exercise SE-6.2 OE Word Formation

1. *sweotollic* ‘clear, plain’ (‘evident-ly’):
adjective, derivation of *sweotol* (ADJ) + *-lic* (suffix)
2. *unbegripenlic* ‘incomprehensible’ (‘ungraspable’):
adjective: derivation of *grip(an)* (V stem) + *be-* (prefix ‘around’) + *-lic* (suffix)
+ *un-* (negating prefix)
3. *bencswēg* ‘conviviality’ (‘bench-noise’):
noun, kenning, compound of two nouns *benc* + *swēg*
4. *ēbtere* ‘persecutor’ (‘chase-r’):
noun, derivation, *ēbt(an)* (V stem) + *-ere* (suffix ‘doer’)

Self-Testing Exercise SE-6.3 Transcription of OE Consonants

1. *hwēol* ‘wheel’ [h]
2. *neah* ‘near’ [x]
3. *riht* ‘right’ [ç]
4. *pyngan* ‘to prick’ [ŋg]
5. *ræcing* ‘reaching’ [ŋg]
6. *çidan* ‘to chide’ [č]
7. *brōc* ‘breech’ [b]
8. *coren* ‘chosen’ [r]
9. *hlēor* ‘cheek’ [hl]
10. *scippan* ‘to form, create’ [š]
11. *wriçendlice* ‘in turn’ [ks]
12. *brycg-bān* ‘back-bone’ [j]

Self-Testing Exercise SE-6.5 Sound Changes in OE Vowels

	PROTO-GERMANIC	OLD ENGLISH	SOUND CHANGE
a.	*tōðiz 'teeth'	tēð	umlaut
b.	*sunjo 'sin'	synn	umlaut
c.	*tūnjan 'to annoy'	tȳnan	umlaut
d.	*framman 'to perform'	fremman	umlaut

Self-Testing Exercise SE-6.6 Stress in Old English

1. ge-éndian 'to finish'
2. be-cúman 'to arrive'
3. bēon 'to be'
4. dry̅-man 'sorcerer'
5. collen-ferhð 'bold'
6. céaster 'city'
7. lánge 'long'
8. lángian 'to long (for)'
9. ínnoð 'inwards'
10. for-wýrd 'ruin'
11. for-wiernan 'to refuse'



7 The Grammar of Old English

Self-Testing Exercise SE-7.1 Pronouns

- | 1. | person | number | case | gender | |
|----|-------------|--------|----------|--------|----------|
| a. | <i>gē</i> | second | plural | nom. | all |
| b. | <i>hēo</i> | third | singular | nom. | feminine |
| c. | <i>hira</i> | third | plural | gen. | all |
| d. | <i>min</i> | first | singular | gen. | all |
- 2.
- third-person masculine dative singular: *him*
 - third-person neuter accusative plural: *hī*
 - second-person instrumental dual: *inc*
 - first-person dative plural: *ūs*
- 3.
- There is no difference between the masculine and feminine forms of the interrogative pronoun.
 - The neuter instrumental *hwȳ* is the OE origin of the ModE interrogative *why*.
 - Between Old English and Modern English the OE form *hwā* reversed the *h* and *w* and changed the *a* to *o* to give ModE *who*.
 - The relative particle *þe* was used to form relative clauses in Old English.

Self-Testing Exercise SE-7.2 Nouns

- A characteristic feature of the root-consonant stem class of OE nouns is the umlaut of the stem vowel in the plural. In Modern English this occurs in *man/men*, *mouse/mice*, and *goose/geese*.
- ModE *children* has two remnant plural markers: the *-r-* from the *z*-stem nouns, and the *-en* from the *n*-stem or weak nouns.
- Useful generalizations about all OE noun classes include the following:
 - the genitive plural ending is always *-a*
 - the dative plural ending is always *-um*
 - the nominative and accusative plural are always the same
 - the nominative and accusative singular of neuter nouns are always the same

Self-Testing Exercise SE-7.3 Demonstratives

- | 1. | number | gender | case | |
|----|--------------|----------|-------------|-----------|
| a. | <i>þy̅</i> | singular | masc./neut. | inst. |
| b. | <i>þissa</i> | plural | all | gen. |
| c. | <i>þāra</i> | plural | all | gen. |
| d. | <i>þes</i> | singular | masc. | nom. |
| e. | <i>þis</i> | singular | neut. | nom./acc. |
| f. | <i>sēo</i> | singular | fem. | nom. |

2. a. masculine genitive singular of *this*: ***þisses***
- b. masculine genitive singular of *that*: ***þæs***
- c. feminine genitive singular of *this*: ***þisse***
- d. neuter dative singular of *that*: ***þē̄m***

Self-Testing Exercise SE-7.4 Adjectives and Adverbs

1. a. *gōd* ‘good’ *betra* / *sētra* ‘better’ *betst* / *sēlest* ‘best’
- b. *h̄ytel* ‘little’ *l̄ēssa* ‘less’ *l̄ēst* ‘least’
2. Adverbs in Old English were formed either by adding *-e* to adjectives, as in *dēop* / *dēope*, or by adding *-lice*, as in *fūs* / *fūslice*. The comparative was formed by adding the ending *-or*, and the superlative by adding *-ost* or *-est*.

Self-Testing Exercise SE-7.5 Agreement and Case Usage

1. The two methods Modern English relies on for grammatical information are (1) word order and (2) prepositions.
2. *his stranga earm* (masc.) ‘his strong arm’

sg. nom.	<i>his stranga earm</i>
acc.	<i>his strangan earm</i>
gen.	<i>his strangan earmes</i>
dat.	<i>his strangan earme</i>
inst.	<i>his strangan earme</i>
pl. nom.	<i>his strangan earmas</i>
acc.	<i>his strangan earmas</i>
gen.	<i>his strangra earma</i>
dat.	<i>his strangum earmum</i>
inst.	<i>his strangum earmum</i>

Self-Testing Exercise SE-7.6 Verbs

1. In Modern English, the principal parts of the verb are
infinitive / *past tense* / *past participle*
 as in *to sing* / *sang* / *sung*.

 In Old English, the principal parts of the verb are
infinitive / *singular past* / *plural past* / *past participle*
 as in *singan* / *sang* / *sungon* / *gesungen*.
2. a. *gān* ‘to go’ *ēode* *ēodon* *(ge)gān*
- b. *beon* ‘to be’ *was* *wæron*

3. The three grammatical moods of Old English verbs are
- (1) indicative: mood of fact, statements, questions
 - (2) subjunctive: mood of non-fact other than imperative—possibility, wish, obligation
 - (3) imperative: mood of non-fact, command
4. Preterit–present verbs are strong verbs whose earlier past-tense forms are used as the present tense, with new preterit formed by analogy (with a dental suffix). They are the ancestors of the modern modal auxiliaries.
- | | | |
|---------------------------|-----------------------|----------------|
| (1) <i>magan</i> ‘may’ | <i>mag / magon</i> | <i>meabte</i> |
| (2) <i>sculan</i> ‘shall’ | <i>sceal / sculon</i> | <i>sceolde</i> |



8 The Rise of Middle English: Words and Sounds

Self-Testing Exercise SE-8.1 External History

1. **King John** (1165–1216) was king of England from 1199 to 1216. John lost control of Normandy in 1204, forcing the Anglo-Norman nobility in England to choose allegiances, weakening the ties with France and—as a result—with the French language.
2. The **‘Black Death’** was a great epidemic of bubonic (and pneumonic) plague that spread through Europe in the mid-fourteenth century, killing a large proportion of the European population, perhaps up to 40 per cent of the population of England. As the severely depleted laboring classes gained political power by being in such great demand in the years following the outbreak, their language—English—gained prestige, thereby contributing to the decline of French in England.
3. The **Peasants’ Revolt** was an uprising among the peasant and artisan classes in England in 1381. The rebels marched on London, occupying the city and executing unpopular ministers. Though they were persuaded to disperse by King Richard II after the death of their leader, Wat Tyler, their revolt reflected the growing political power of the English-speaking middle class.
4. **Eleanor of Provence** (1223–91) married Henry III of England in 1236, bringing with her from France a large retinue of courtiers influential with the king but unpopular with the English barons. Resentment among the English nobility against the French queen consort and her retainers may have contributed to the decline of French as a prestige language in England.

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

season (19)
 tabard (‘tavern’) (20)
 pilgrym(age) (21, 26) – Anglo-Norman
 devout (22)
 corage (22)
 hostelrye (23)
 compaignye (24)
 aventure (25)
 chambers (28) – Anglo-Norman
 stables (28)
 esed (29)
 devyse (34)
 space (35) – Anglo-Norman
 pace (36) – Anglo-Norman
 accordant (37)
 resoun (37)
 condicioun (38)
 degree (40)
 array (41) – Anglo-Norman

Self-Testing Exercise SE-8.3 Orthography

- | | | |
|-------------------|-------|-------|
| 1. <u>ecg</u> | gg | edge |
| 2. <u>hwæl</u> | wh, a | whale |
| 3. <u>zieldan</u> | ȝ | yield |
| 4. <u>ēce</u> | ch | each |

Self-Testing Exercise SE-8.4 Consonant Changes

OE	ME	Sound Change	ModE
1. bacan	bāke	loss of unstressed [n]	bake
2. þunor	thonder	insertion of [d] between [n] and [r]	thunder
3. hwilc	which	loss of [l] preceding [ç]	which
4. neahgebur	neighebor	vocalization of [jɛ] to [ɪ]	neighbor

Self-Testing Exercise SE-8.5 Transcription

- | | | |
|-------------|------------|-----------|
| 1. ȝeer | [jēr] | 'year' |
| 2. mood | [mōd] | 'mood' |
| 3. brode | [brōd] | 'broad' |
| 4. breeth | [brēθ] | 'breath' |
| 5. deuout | [dævūt] | 'devout' |
| 6. knowe(n) | [knɔwən] | 'know' |
| 7. Engeland | [eŋgələnd] | 'England' |
| 8. vntrewe | [ʊntreʊə] | 'untrue' |
| 9. yonge | [jʊŋgə] | 'young' |
| 10. legg | [lɛʝ] | 'ledge' |

Self-Testing Exercise SE-8.6 Vowel and Consonant Changes

OE	ME	Changes
a. þūresdæg	thursday	a. [ɛ] > [ə] > Ø reduction and syncope b. [ū] > [ʊ] shortening before two consonants c. [æj] > [æɪ] new diphthong
b. clām	clōm	[ā] > [ɔ] shift (raising)
c. haga	hawe	a. [aɣ] > [aʊ] new diphthong with vocalization of [ɣ] b. [ɑ] > [ə] reduction in unstressed syllable
d. dēad	dēd	[æə] > [ē] monophthongization

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

Self-Testing Exercise SE-9.1 Adjectival and Nominal Forms

1.		OE		ME	
	a. strong	NEUT.			
	sg. nom.	S glæd		glad	
	acc.	S glæd			
	gen.	A glades			
	dat.	S/A gladum			
	inst.	S glade			
	pl. nom./acc.	S gladu		glade	
	gen.	A glædra			
	dat.	S/A gladum			
		OE		ME	
	b. weak	NEUT.			
	sg. nom.	S glade		glade	
	acc.	S glade			
	gen./dat.	S/A gladan			
	pl. nom./acc.	S/A gladan		glade	
	gen.	A glædra			
	(alt. gen.)	A gladena			
	dat.	S/A gladum			
2.	a. Early				
	nom.	<i>grene wōdes</i>	green woods	<i>the grenen wōdes</i>	the green woods
	acc.	<i>grene wōdes</i>	green woods	<i>the grenen wōdes</i>	the green woods
	gen.	<i>grener wōdes</i>	green woods'	<i>the grenen(e) wōdes</i>	the green woods'
	dat.	<i>grene(n) wōdes</i>	green woods	<i>the grenen wōdes</i>	the green woods
	b. Late				
	nom.	<i>grene wōdes</i>	green woods	<i>the grene wōdes</i>	the green woods
	acc.	<i>grene wōdes</i>	green woods	<i>the grene wōdes</i>	the green woods
	gen.	<i>grene wōdes</i>	green woods'	<i>the grene wōdes</i>	the green woods'
	dat.	<i>grene wōdes</i>	green woods	<i>the grene wōdes</i>	the green woods

Self-Testing Exercise SE-9.2 Pronominal Forms

1. a. hire (3rd p. sg. fem. gen.)
- b. he (3rd p. sg. fem. nom.)
- c. þū (2nd p. sg. nom.)
2. a. ich (1st p. sg. nom.)
- b. yē (2nd p. pl. nom.)
- c. hit (3rd p. sg. neut. nom.)

Self-Testing Exercise SE-9.4 Syntax and Word Order

1. There is no change in the imperative word order from Old English through Middle English to Modern English. The word order remains verb-initial throughout.
2. Sentence negation changes significantly from Old English to Middle English. In OE, *ne* precedes the verb or auxiliary (also the negated verb may be fronted). In ME, this pattern continues, but sentence negation may also be achieved by placing *nought/not* after the verb or auxiliary or by placing *ne* before and *nought/not* after the verb or auxiliary. Multiple negation continues to be possible. It is not yet obligatory to have an auxiliary in negative sentences, as it is in Modern English.
3. As in Old English, the perfect in Middle English may be formed with *be* or *have* plus the past participle, the former occurring with intransitive verbs and the latter with transitive verbs. However, over the ME period, *have* is gradually replacing *be* as the auxiliary of the perfect.
4. In the passive, Middle English sees the loss of *weorðan* 'become' as a possible auxiliary of the passive; only *beon* is possible. The preposition used to introduce the agent in the passive remains variable – *of, by, through, with, from, mid* – with *by* ultimately prevailing as the only form possible in Modern English.

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

Self-Testing Exercise SE-10.1 The Great Vowel Shift

1. bear [ē]
2. soon [ō]
3. try [ī]
4. stream [ē]
5. mode [ō]
6. cage [ā]

Self-Testing Exercise SE-10.2 EModE Vowels

1. The reason *ton* is not pronounced [tʌn] or [tɒn] today is that ME *u* was frequently spelled *o* in the presence of letters that also contained downstrokes (such as *m* or *n*) in order to prevent confusion. Despite the change in spelling the short vowel was still pronounced [ʊ], which became [ə].
2. The reason that *mute* does not rhyme with *moot* is that [ɪu] is often smoothed to [u] except after a labial, as in *mute*, or a velar, as in *cute*. The [u] in *moot* is the result of GVS shift of [ō] > [u].

Self-Testing Exercise SE-10.3 EModE and ModE Pronunciation

1.

	ModE	ME
a. might	[aɪ] < [ī] and loss of [ç]	[maɪt] [mīçt]
b. rung	[ə] < [ʊ], [ŋ] < [ŋg]	[rəŋ] [rʊŋg]

2.

	ME transcription	ModE transcription	ModE word
a. bustele(n) ‘to thrash about’	[bʊstələn]	[bəsəl]	bustle
b. blithe ‘happy’	[blɪð]	[blaɪð]	blithe
c. shoo	[ʃō]	[ʃu]	shoe
d. clene	[klēnə]	[klin]	clean

3.
 - a. variant pronunciations: [rʊf] or [ruf]
The lowering of [u] to [ʊ] or [ə] is variable in dialects.
 - b. variant pronunciations: [ɑmən(d)] or [ɒlmən(d)] or [æmən(d)]
The short vowel [ɑ] shifts to [æ], except before [l] + consonant, where it remains [ɑ]. The [l] is also lost. These changes explain the first pronunciation. The second reflects a spelling pronunciation in which [l] is enunciated because it stays in the spelling. The third represents a variant pronunciation in which [ɑ] shifts to [æ] even before [l] + consonant. The final *d* can be omitted in all cases.

- c. variant pronunciations: [biti] or [beiti]
In most dialects ME [ē] shifted to [ei] and then later to [i]. But in Irish English the second shift did not occur; thus, the second represents an Irish pronunciation.
- d. variant pronunciations: [klər̩k] or [klɑrk]
In line with other short vowels, [ɛ] is reduced to [ə] before [r], giving the first pronunciation. However, another possibility was the lowering and backing of [ɛ] to [ɑ], giving the second pronunciation (which is the one found in Britain).
- e. variant pronunciations: [tʊsdɛɪ] or [tusdɛɪ]
The diphthong [ɪu] develops from a merger of [ɛʊ] and [ɪʊ]. For some speakers, the diphthong [ɪu] is often smoothed or monophthongized by the loss of the [ɪ] glide following alveolar consonants such as [t].
- f. variant pronunciations: [tɪr] and [tɛr]
The first represents a normal GVS development from ME [ē] to [ei] and then later to [i]. In the second case, ME [ē] is shortened to [ɛ] before [r] and thus not affected by the GVS

Self-Testing Exercise SE-10.4 Renaissance Respelling

1. asthma: [æzmə] ME *asma* from Medieval Lat., etymological respelling based on Gk. *asthma*; no change in pronunciation
2. salmon: [sæmən] ME *saumon* from OF *saumon*, etymological respelling based on Lat. *salmōn*; spelling pronunciation for some speakers: [sɑlmən]; [ɑ] > [æ] for some speakers with loss of [l]
3. myrrh: [mɛr] ME *mirre* from OE from Lat.; etymological respelling based on Gk. *murrha*; no change in pronunciation

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

1. The nominative forms of the second-person pronouns are *ye* and *thou*. The objective forms are *you* and *thee*. Quite early in the EModE period, *you* and *ye* were used indiscriminately for both nominative and objective, probably because in unstressed contexts they were pronounced the same [jə].
2. a. ‘But, you must know, your Father lost a Father’ (Shakespeare, *Hamlet*).
– *You* is the subject of the sentence, so it should be *ye* in EModE; in ModE, *you* is correct.
- b. ‘Yes, you have seen Cassio and she together’ (Shakespeare, *Othello*).
– *She* is the object of the verb; it would be *her* in ModE. But in EModE it was common to use objective after *and*.
- c. ‘Oh, the dog is me, and I am myself’ (Shakespeare, *The Two Gentleman of Verona*).
– *Me* follows the verb ‘to be’ in the predicate of the sentence; it should be *I* in ModE.

3. Celia begins by addressing Rosalind using the intimate *thou* in an attempt to cheer her up. Rosalind replies rather coolly to the friendly overture by using the distancing *you*. She expresses displeasure that her father has been banished by Celia's father. Celia continues to use the intimate *thou* in hopes of persuading Rosalind to understand her position. Still, Rosalind replies with the distant *you*. Celia respond fairly angrily with *you* but switches again to *thou* and continues to try to persuade Celia of her loyalty and friendship.

Self-Testing Exercise SE-10.6 EModE Verbal Forms

1. swelled, swole, swollen
 - Past-tense forms *swole* and *swelled* show the shift from strong to weak verb class in EModE. *Swollen* is a strong past participle, still unchanged, but used primarily as an adjective. The past-participle form now alternates between *swollen* and *swelled*.
2. forlorn, lovelorn
 - The adjectival form *-lorn* is a remnant of the past participle of OE *leosan* 'to lose' *-luron*, showing the effects of Verner's Law. The *r*-forms are kept only in these adjectival forms. Otherwise, *lose* has become a weak verb: *lose/ lost/ lost*.



11 Early Modern English Verbal Constructions and Eighteenth-Century Prescriptivism

Self-Testing Exercise SE-11.1 EModE Syntax

1. ‘Stand not amaz’d: the prince will doom thee death . . .’ (Shakespeare, *Romeo and Juliet*).
– This sentence features a negative command without auxiliary. In ModE it would be *Do not* (or *Don’t*) *stand amazed*. Also, *death* would require *to* in ModE (*doom thee to death*, though the alternative order *doom (a) death for thee* does not require *to*).
2. ‘I do repent me that I put it to you’ (Shakespeare, *Othello*).
– This sentence features the use of *do* in an unemphatic, positive, declarative sentence. It also features a reflexive verb with simple pronoun; in ModE either the pronoun would be *myself* or the verb would be non-reflexive, i.e., *I repent (myself) that . . .*
3. I killed the slave that was a-hanging thee (Shakespeare, *King Lear*).
– This sentence contains an older form of the progressive with *a-* (from the preposition *on*). It also includes the 2nd person singular pronoun *thou*. Note that the use of *that* to refer to an animate being is perfectly acceptable in ModE.
4. all debts are cleared between you and I (Shakespeare, *Merchant of Venice*).
– This sentence contains the nominative case form ‘I’ as the object of a preposition. In ModE, the objective ‘me’ would be required. However, in conjoined structures (with ‘and’), it was common to find the nominative in EModE.
5. An honour in him which buys out his fault (Shakespeare, *Timon of Athens*).
– Here ‘which’ is used to refer to an animate being; ‘who’ would be required in ModE.
6. Forgive me this my virtue (Shakespeare, *Hamlet*)
– The use of the demonstrative with the possessive pronoun (‘this my’) is not permitted in ModE. It is likely that we would also require a preposition (‘Forgive me *for* . . .’).
7. on the sweet spoyle of beautie they did pray (Spenser, *Sonnets*)
– This contains *do* in an unemphatic, positive, declarative sentence. It also contains fronting of the object (‘on the sweet spoyle of beautie’) to the beginning of the clause.
8. Hear’st thou the news abroad, who are arrived? (Shakespeare, *King John*)
– This sentence contains the 2nd person singular pronoun *thou* and the ‘st verbal inflection agreeing with it. It is an interrogative sentence with simple inversion of the verb and subject (without an auxiliary).

Self-Testing Exercise SE-11.2 Eighteenth-Century Prescriptivism

In the eighteenth century, class distinctions based on birth were eroding (especially in urban settings), so language became a way to maintain separation. Grammars were initially written for the upper class to help them distinguish their usage from that of the lower orders of society. Grammars were later written for the middle and lower classes to provide a means of entry into

the higher classes. In either case, social distinctions helped to entrench a prescriptive understanding of usage.

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

1. Nor that is not the lark, whose notes do beat
The vaulty heaven so high above our heads (*Romeo and Juliet*, III, v, 21–2)
– by logic, double negatives are not allowed **R**
2. a. A majority of votes are all you need to be elected.
– *are* should be replaced with *is* (*majority* is considered as a unit or whole here, hence singular); note, however, that in British usage, collective nouns are typically treated as plural
- b. He thought that I was her.
– *her* should be replaced with *she* (because the nominative is used following a copula verb)
- c. Everybody in the class handed their papers in on time.
– *their papers* should be replaced with *his paper* or *his or her paper* (i.e. a singular noun to agree with the singular pronoun *everybody*)
- d. The bread was raising slowly.
– *raising* should be *rising* (*rise* is intransitive, *raise* is transitive; cf. *sit/set, fall/fell*)

Self-Testing Exercise SE-11.4 Eighteenth-Century Usage/Lexicography

In his 1697 *Essay upon Projects*, Defoe articulates an incipient interest in establishing an academy to regulate the English language. In Defoe's eyes, the language is more flawed than perfect. It lacks refinement, purity, and regularity. It is burdened with faulty innovations and erroneous customs and mired in pedantic style. This critique is based upon the assumption that the language is, in fact, perfectible. Indeed, the aim of the academy will be to bring the 'english tongue to a due perfection'. The individuals to accomplish this task are English 'gentlemen', including nobility, whose corporate authority rests upon the 'reputations' of its members. On the basis of that license, the group will act as arbiters of language and style.

By 1712, Swift will more fully articulate the plea for an academy in his *Proposal for Correcting, Improving, and Ascertaining the English Tongue*. Building on the kind of sentiments voiced by Defoe, Swift suggests that an academy would help to fix the language permanently in an idealized state. Even though an academy is never formed in England, the publication of Johnson's great dictionary and of grammar books and rhetoric manuals by other prominent men of letters comes to fulfill the same agenda: the emergence of Standard Modern English.

12 Modern English

Self-Testing Exercise SE-12.1 ModE Grammatical Changes

1. The details dealt with by him showed considerable ingenuity.
– prepositional passive
2. They heard about his plan and drew the conclusion from its complexity that he was highly skilled.
– composite predicate
3. If he was willing, they would take him back.
– non-subjunctive form in conditional clause; phrasal verb with particle in post-position
4. After being rehired, he was made future projects group leader.
– progressive passive; stacked noun

Self-Testing Exercise SE-12.2 Modern Borrowings

1. chassis: 1903 in current sense of ‘base frame of a car’, French < Late Latin, ‘box’
2. dope: *c.* 1800, Dutch, ‘dipping sauce’
3. kung fu: 1966, Cantonese, ‘boxing method’
4. lager: 1853/1855, shortening of German *lager bier* ‘beer brewed for storing’
5. larva: 1691/1768 in sense of ‘insect in grub state’, Latin, ‘ghost, specter’, learned
6. mediocre: 1586, Middle French < Latin ‘middle degree, quality, rank’, learned
7. toboggan: 1829, Canadian French < Mi’kmaq *topaġan*, ‘sled’

Self-Testing Exercise SE-12.3 Neologisms

1. **DVD**: initialism – d(igital) v(ideo) d(isk)
2. **walkie-talkie**: reduplication
3. **narc**: clipping – narc(otics agent)
4. **canary**: communization < Canary Islands
5. **GATT**: acronym — G(eneral) A(greement on) T(ariffs and) T(rade)
6. **blog**: blend < (we)b + log
7. **to gift**: functional shift < *gift* (N)
8. **nonstick**: functional shift < stick (V) _ + prefix *non-*
9. **vegeburger**: blend — vege(table) + (ham)burger
10. **sci fi**: clipping — sci(ence) fi(ction)

Self-Testing Exercise SE-12.3 Grammatical Changes in Progress

1. Use of the intensifier *so* instead of *very* is common in PDE. Those with more prescriptivist tendencies would insist that *so* can be used only with *that* (as in *He is so tall that he can reach the ceiling*), but many would accept this sentence as ‘correct’.

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2. The past tense form of *shrink* (historically) is *shrank*, so the ‘correct’ version of this sentence should be *She shrank away from me in fear*. However, the past tense (*shrank*) and past participle (*shrunk*) forms are quite often confused in PDE (as in the title of the movie “Honey, I shrunk the kids!”).
3. Use of the semi-modal *have to* in place of *must* would be considered entirely ‘correct’.
4. The expected comparative form of *sure* is *surer*. However, *surer* and *more sure* are used in almost equal numbers in PDE. Can we then say that both are ‘correct’?
5. The intransitive verb *lie* should be used in this context, hence, *The dog is lying on the carpet*. However, the transitive and intransitive verb forms (*lay/laid/laid* and *lie/lay/lain*, respectively) are widely confused in PDE, with the ‘wrong’ forms appearing in reputable written works. Can we say this is a change that has taken place.
6. The ‘correct’ form of the pronoun here would be ‘I’ since it functions in apposition to the subject ‘we’. However, in colloquial English, the objective form would be widely accepted, with the ‘correct’ form (*Susan and I and sometimes also Mom ...*) sounding rather stuffy and formal.

13 Varieties of English

Self-Testing Exercise SE-13.2 American Regionalisms

1. **chifforobe**: piece of furniture with drawers (blend of *chiffonier* + *wardrobe*)
2. **camp meeting**: open-air encampment for religious revival sessions
3. **doodley squat**: the slightest thing
4. **doofus**: an awkward, stupid, or foolish person

Self-Testing Exercise SE-13.3 Vocabulary of National Dialects

word	national variety	meaning	source
1. macushla	HE	my dear!	Irish Gaelic
2. kappie	SAE	sun-bonnet	Afrikaans
3. bake-apple	CanE	dried cloudberry	English
4. neep	SSE	turnip, swede	Latin
5. papoose	USEng	young Indian child	Algonquin
6. hangi	NZE	earthen oven	Maori
7. nambat	AusE	banded anteater	Aboriginal
8. pueblo	USEng	village	Spanish