

EXAMINATION #3 PREVIEW

Wednesday, 11/22

I. HISTORICAL

- review the historical trends that changed the English language through the 1600s
- what are the main linguistic features of Old English?
- how did many of the OE features evolve in Middle English?
- what impact did these languages have on the Old and Middle English word stock: Celtic, Latin, Scandinavian, and French?
- what's the difference between the four main periods of Latin influence on English vocabulary during the Old English period? What are some ways that linguists determine when a Latin word comes into Old English?
- Was Shakespeare's innovation in language one of grammar or vocabulary?
- Was the King James Bible's innovation in language one of grammar or vocabulary?
- The Old, Middle, and Renaissance periods are marked by rapid and drastic changes in language. What language trends over the last four-hundred years have contributed to greater language stability? Why do linguists consider these trends conservative or radical?
- Could you take a passage in Old English and restore it to a more common word order?

- Be prepared to discuss various specimens of Old, Middle, and Renaissance English, pointing to specific features characteristic of each. What sorts of word orders are common? How were negative statements formed? Was the double negative employed? What kinds of prose styles are demonstrated? How could you give specific examples of what you mean by synthetic and analytic languages?

Who are these people or things? Why are they important to the history of the English language? Are they associated more with the Old or Middle English period? (You'll find them all discussed in Crystal. If you want more details, consult Baugh and Cable (on reserve in the library).)

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|-------------------|---------------|-------------------------|
| – Alfred | – Cædmon | – William the Conqueror |
| – Augustine | – Caxton | – King James |
| – Bayeux Tapestry | – Shakespeare | |

--Review these interesting key concepts. Do you associate each particularly with the Anglo-Saxon or Middle English or Renaissance periods?

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| – synthetic vs. analytic language | – strong vs. weak verbs (and | – evolution of articles |
| – paratactic vs. hypotactic prose | weak verbs with strong | – Anglo-Saxon orthography |
| – popular vs. scholarly loanwords | participles) | (alphabet) |
| – origin of <i>-ly</i> suffix on adverbs | – strong vs. weak adjectives | – origins “schwa e” /ə/ at ends |
| | | of words |
| | | – great vowel shift |

How come...?

- Old English sounds so much like German?
- Middle English sounds so much like French?
- The word *name* is pronounced with an /e/ sound but is spelled with an “a”?
- Adverbs often end in *-ly*?

–People trying to sound like the Renaissance use “ye” for “the”?

II. SOCIO-LINGUISTIC

- Swearing
- Racial and ethnic epithets and other sorts of offensive speech

III. POPULAR CULTURE AND LANGUAGE (cartoon explication)

IV. TAKE-HOME COMPONENT

Before the exam, prepare the following document and hand it in with your test. It will be evaluated for specificity, engagement, and evidence of forethought.

After perusing Crystal's sections on the Anglo-Saxon, Medieval, and Early Modern Period, write six annotations about material you found interesting/memorable. You should have two entries from each period.

Each entry should provide this information:

1. Classification of the item as relevant to the Anglo-Saxon, Medieval, or Early Modern language periods. Note that Crystal uses some slightly different boundaries between historical periods. Some of the material that we've discussed as features of the Early Modern period are in Crystal's late medieval section. For the purposes of distributing your responses, you can either classification, but be sure that you assign two entries to each time period.
2. Page number
3. Brief summary of the item. Leave no doubt that you've read and understood it.
4. Reaction to material. Why have you chosen to discuss this piece? Does it provide material that's different than that covered in class? Does it clarify a class concept? Does it perhaps complicate or even contradict a class concept? There's no right, wrong, better, or worse answers here, so it's especially important to show evidence of how you're connecting the reading to the class material.