

**FALL 2008 FINAL EXAMINATION:
ADVANCED COMPOSITION, GRAMMAR,
AND HISTORY OF THE ENGLISH LANGUAGE**

I. (20 points) Briefly explain in one or two sentences the difference between the following ten sets of vocabulary terms; use examples if necessary to illustrate your point succinctly.

- (1) Early Modern English and Modern English
- (2) object complement and subject complement
- (3) restrictive clauses and non-restrictive clauses
- (4) present participles and gerunds
- (5) personal pronouns and demonstrative pronouns
- (6) *to* used as an *infinitive* and *to* as a *preposition*
- (7) prescriptivist grammar and descriptivist grammar
- (8) mood and tense
- (9) [On chalkboard]
- (10) complex sentences and compound sentences

II. (10 points) **Diagram the following sentence.**

The shore is composed of a belt of smooth rounded white stones like paving-stones, excepting one or two short sand beaches where frogs frolic, and it is so steep that in many places a single leap will carry you into water over your head, and (except for its remarkable transparency) that would be the last to be seen of its bottom till it rose on the opposite side.

--adapted from Henry David Thoreau,
"The Ponds," *Walden*

*You English words, I know you.
You are light as dreams, tough as oak,
Precious as gold, as poppies and corn,
Or an old cloak. . . .*

--Edward Thomas

Grammar is to a writer what anatomy is to a sculptor, or the scales to a musician. You may loathe it, it may bore you, but nothing will replace it, and once mastered it will support you like a rock.

—B. J. Chute

III. (5 points) Baugh has discussed how one of the goals of the Enlightenment movement in Britain was to "fix" the English language--but not necessarily in the sense of "repair." Explain what the Enlightenment goal was and why historians of English know such attempts are probably doomed to failure (2-3 sentences).

IV. (5 points) In Chapter 8, Baugh includes a quotation from *Hamlet*: "What do you read, my lord?" Similar sentences appear in *Macbeth*, such as "Goes the king hence today?" Shakespeare's sentence illustrates that early Modern English did not have expressions such as "What are you reading, my lord?" and "Is the king going hence today?" In Chapter 9, Baugh explains that French and German have verb forms such as *Je chante* and *Ich singe*--but English has "I sing," "I do sing" and "I am singing." State the name of the grammatical construction found in the phrases *are reading* and *am singing*. Also state their most common use in present-day English.

V. (5 points) In *The Ancrene Riwe*, a guide for nuns written about 1200 CE, one phrase reads, "On mihti kinges luue." In Modern English, the phrase translates as "one mighty king's love." Explain what historical forces caused the apostrophe to replace the *-es* inflection to form the genitive of singular nouns.

VI. (5 points) A child named Susie is learning to spell, and she becomes frustrated. Some words with an /sk/ sound are spelled <sch> such as *school*, *scheme* and *schedule*. Other words are spelled <sk>, such as *skid*, *skin*, and *skill*, and *ski*. She says this doesn't make any sense. Using the knowledge you have acquired from Baugh and Cable, explain to Susie how these different spellings arose in language even a ten-year old child could understand.

VII (5 points): Susie was impressed with your explanation of why some words are spelled <sch> and others are spelled <sk>. Thinking she can stump you, she now wants you to explain why she sees variations like *theatre/theater*, *valor/valour*, and *gray/grey*. Using your knowledge from Baugh and Cable, explain how these variations arose and who created them in language even a ten-year old child could understand.

VIII. (5 points): Using IPA symbols, write out this phrase: "Noah Webster rose from the dead."

IX (5 points) List Dr. Wheeler's three warning signs of the unholy sentence structure, passive voice, explaining what passive voice is, why it is evil, and how to avoid it.

X. (5 points) I have left blanks in the phonetic transcription of the following dictionary entries. The sound made by the <ch> letter combination will depend on when the word came into the English language, and the word's language of origin.

Determine the phonetic sound indicated by the letters <ch> and write in the appropriate phonetic marker in each blank. The three choices are as follows: /č/ /ʃ/ /k/

chive /__ iv/ n. [ME, fr. ONF, fr. L *cepa* onion] (14c): a perennial plant related to the onion.

archangel /ar__ ɛnjəl/ n. [ME, fr. OF, or LL; OF *archangele*, fr. LL *archangelus*, fr. GK ἀρχηαγγελος, fr. ἀρχη rule + ἀγγελος angel] (12c) 1: a chief angel 2 *pl.*: an order of angels.

chastise /__ as tiz/ vt. **chastised; chastising** [ME *chastisen*. alter. of OE *chasten*] (14c) : to inflict punishment on (as by whipping) 2: to censure severely. 3: *archaic*: chasten

chatoyant /__ ə-toi ənt/ adj [F, fr. *prp.* of *chatoyer* to shine like a cat's eyes] (1816): having a changeable luster or color with an undulating narrow band of white light <a ~ gem>

I doe not think that anie language, be it whatsoever, is better able to utter all arguments, either with more pith, or greater planesse, than our English tung is.

--Richard Mulcaster, 1582

Pick **either** passage A **or** passage B as listed on the next page. Answer the three questions below your chosen passage and conclude by writing an essay as indicated (30 points). You will impress your teacher if you can reveal a broad depth of knowledge, but also apply that knowledge to specific features or details found in the relevant passage.

PICK ONE:

A. The following passage comes from John Winthrop, former governor of the Massachusetts Bay Colony. Winthrop wrote the letter on July 23, 1630, to his third wife Margaret who would join him in the New World in 1631. In the letter, he is giving her instructions for her voyage.

Thou must be sure to bringe no more companye than so many as shall have full provision for a yeare & a halfe, for though the earth heere be very fertile yet there must be tyme & meanes to rayse it; if we have corne enough we may live plentifully. Yet all these are but the meanes which God hath ordayned to doe us good bye: our eyes must be towards him, who as he can withhold blessings from the strongest meanes, so he can give sufficient vertue to the weakest. I am so streightened with much businesse, as can no waye satisfie myselfe in wrightinge to thee. The Lorde will in due tyme lett us see the faces of each other againe to our great comferte.

1. Find one personal pronoun in the letter that shows that Winthrop was a user of early Modern English, not late Modern English. Copy Winthrop's sentence and underline the personal pronoun.
2. Baugh explains that users of 16th century English added a pronoun to the two previous ones already used as relative pronouns. Winthrop, writing in the early 17th century, has used this relative pronoun. Copy Winthrop's sentence that illustrates this use of the relative pronoun and underline this relative pronoun.
3. Write a brief essay commenting on any features of the passage that illustrate its historical background in terms of the development of English.

B. The following passage comes from a letter King James VI of Scotland wrote to his cousin, Queen Elizabeth of England. The letter itself is undated and unsigned, but the historical context suggests it was written about 1605.

*1. Madame and dearest sister, Quhairas by your lettir and bearare, Robert Carey youre
2. seruand and ambassadoure, ye purge youre self of yone unhappy fact. As, on the one
3. pairt, considdering your rank and sex, consanguinitie and longe professed good
4. will to the defunct, together with youre many and solemne attestationis of youre
5. innocentie, I darr not wronge you so farre as no to iudge honorablie of youre
6. unspotted pairt thairin, so, on the other syde, I uishe that your honorable
7. behaioure in all tymes heirafter may fully persuaide the quhole uorlde of the
8. same. And, as for my pairt, I looke that ye will geue me at this tyme suche a full
9. satisfaction, in all respectis, as s[h]all be a meane to strenthin and unite this
10. yle, establish and maintaine the treu religion, and obleige me to be, as of
11. befoire I-war, youre most louing.*

Note that the ME spelling <quh> for /wh/ is a standard spelling in 17th century Scottish-English dialects. The word *yone* in line three is a rare adjective from OE *geon*, a preposition typically meaning "yonder" or "beyond" but here functioning more like a demonstrative pronoun. The phrase *I-war* is a form related to ON *váru* and comes from areas of heavier Scandinavian settlement; it means "aware."

1. Find one example of a substantive adjective. Circle it.
2. Since this passage is written in the Early Modern English period, we can see notable differences between Renaissance spelling and Late Modern English spelling. Discuss those variations that demonstrate earlier attempts at spelling reform.
3. Write a brief essay commenting on any features of the passage that illustrate its historical background in terms of the development of English.