

ENGLISH 328 FINAL EXAMINATION (FALL 2009)

Note: You are English majors. Spelling, grammar, and punctuation all count.

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) an adjective and a participle
- (5) personal pronouns and demonstrative pronouns
- (6) prescriptivist grammar and descriptivist grammar
- (7) mood and tense
- (8) pejoration and amelioration
- (9) Enlightenment and Renaissance
- (10) A pattern nine sentence and a pattern six sentence

II. (5 points) Explain the difference between the two following sentences' use of the word *smooching*. (You may find it useful to diagram each one.)

- (a) His joy is *smooching* nymphs in a forgotten glade.
- (b) He is *smooching* nymphs in a forgotten glade.

III. (20 points) **Diagram the following sentence.**

Whether or not the elderly Mayor of London complied with this strange order is not recorded, but in 1326 the Mayor received a letter threatening mischief from one bandit who promised to murder Bishop Stapledon and demanded six-hundred pounds sterling if the Mayor wanted him to recall his violent band of cut-throat criminals before unleashing them to plunder the church, and the bandit signed his name as "The King of the Rout of Raveners."

--adapted from Andrew McCall, "Bandits, Freebooters, and Outlaws,"
pp. 105-106, in *The Medieval Underworld*. NY: Barnes and Noble Books,
1979.

"If the English language made any sense, a catastrophe would be an apostrophe with fur."
--Doug Larson, Cartoonist

IV. (5 points) The website, *The Smoking Gun*, ran an article last year about Mel Gibson's arrest for drunken driving and referred to Gibson having an "alcohololiday." The environmental magazine *Mother Jones* warned this summer about the potential for an "ecopocalypse." Lewis Carroll had his characters in *Alice and Wonderland* "chortle" at jokes. The under-ocean railroad line crossing the English Channel from Britain into France has been dubbed the "Chunnel." What do these four neologisms have in common?

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

V. (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.

VI. (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.

VII. (10 points): Using IPA symbols, write out the following phrase phonetically:

"Chaucer warned, 'Don't make me shift your vowels.'"

VIII (5 points): Little Susie wants you to explain why she sees spelling variations like *theatre/theater*, *valor/valour*, and *gray/grey* in modern publications. Using your knowledge from Baugh and Cable, explain how these particular variations arose and who created them in language even a ten-year old child could understand.

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. (20 Points) LINGUISTIC ANALYSIS OF HISTORICAL TEXTS:

The following two passages are from the New Testament account of John the Baptist and his death at the instigation of King Herod [Eroude] and Queen Herodias [Erodias]. The top example is from John Wycliffe's illegal translation of the New Testament (c. 1375). The bottom example comes from the King James translation of 1611.

[Wycliffite Bible, 1375] Sothly Johne seide to Eroude, "It is not leefful to thee, for to haue the wyf of thi brother." Erodias forsothe leide aspies to him, and wolde sle him, and miȝte not. Sothly Eroude drede John, witinge him a iust man and hooly, and kepte him. And him herd, he dide many thingis, and gladly herde hym. And whanne a couenable day hadde fallun, Eroude inhis birthe day made soupere to the princis and tribunys and to the firste of Galilee. And whanne the douȝter of thilke Erodias hadde entride yn, and lepte, and pleside to Eroude, and also to men restynge, the kyng seide to the wenche, "Axe thou of me what thou wolt, and I schal ȝyue to thee" . . . The whiche, whanne sche hadde gon out, seide to hir modir, "What schal I axe?" And sche seide, "The heed of John Baptist."

[King James Bible, 1611] For verily John had [a]ide unto Herod, "It is not lawful for thee to have thy brother's] wyfe." Therefore Herodia] had a quarrel against him; and woulde have killed him, but]he coulde not. For Herod feared John, knowing that he was a just man and holy, and ob]served him; and when he hearde him, he did many thinge], and hearde him gladly. And when a convenient day wa] come, that Herod on hi] birthday made a]upper to hi] lord], high captain], and the chief e]state] of Galilee. And when the daughter of the]aid Herodia] came inne, and danced, and pleae]d Herod and them that]at with him, the king]aide unto the dam]el, "A]k of me what]oever thou wilt, and I will give it thee." . . . And]he went forth, and]aid unto her mother, "What]hall I a]k?" And]he]aid, "The heade of John the Bapti]t."

1. We have learned in class that Middle English does not appear to have any silent letters. Given this knowledge, where can we find an example of a Middle English word that shows us a *consonant* that is no longer pronounced in late Modern English, but which must have been pronounced aloud in Wycliffe's day? Place brackets [like this] around that word in the appropriate Middle English passage above.
2. From our course packet, we have learned of the distinctions in rank and familiarity when using pronouns. Though that distinction is common in the fourteenth-century, we often lose it in late Modern English. Find one such pronoun that influences the way we read tone in the passage and underline it in the appropriate Middle English translation above. Then briefly explain how meaning differed between these pronoun choices.
3. In the top passage, I have added modern punctuation marks to help the modern reader, but the bottom passage employs punctuation found in the original text (with the exception of the ellipsis). Find one example in the Early Modern English text in which the writers use punctuation marks in a way we would not use it today. Circle an example of that punctuation mark used oddly by modern standards.
4. In the bottom passage, we see a verb conjugation that we lack today. Underline that verb and explain why that verb inflection probably fell out of usage.
5. In Middle English texts, the final grapheme of <e> at the end of words typically indicated a lightly accented schwa sound, the "organic" <e>. After that equivalent phoneme became silent, however, Renaissance scribes often used the "scribal" <e> decoratively in words where the schwa sound had never been pronounced. Find a spot where the early Modern Text uses a scribal <e>, circle that letter, and explain by comparison with the Middle English equivalent word that we know it is scribal and not organic.
6. Write a brief essay commenting on any features of the passages that illustrate changes in the use of English between the Middle English and Early Modern periods (2-3 paragraphs).

*"Grammaticum non scholae sed vitae discimus."
[We do not learn grammar for school, but for life.]
— Seneca*