

Section 1: Paradigms (indicate lack of forms where appropriate, too) 68 points, <5 minutes1. Third-person singular pronoun, *he, she, it, they* (5.3):

	Masc	Fem	Neut	Plural
Nominative	hē			
Accusative				
Genitive				
Dative				

2. Demonstrative pronoun, *the, that, those* (5.4):

	Masc	Fem	Neut	Plural
Nominative	se			
Accusative				
Genitive				
Dative				
Instrumental				

3. Verb personal endings (7.2):

Present Indicative

First person

Second person

Third person

Past Indicative (be sure to include weak and strong forms for the singular)

	Sing. Weak	Sing. Strong	Plural
First person			

Second person

Third Person

All subjunctives

All persons

4. Strong noun endings (6.1): Masculine Neuter Feminine

Singular Nominative:

Accusative:

Genitive:

Dative:

Plural Nomin/Accus:

Genitive:

Dative:

Section 2: Vocabulary from *Word Hoard*, groups 1-50. 40 points, 10 minutes (N.B. This mock exam is from an earlier iteration of the class when I had a different way of grading multiple meanings of the same word. On the actual exam, ALL the DISTINCT meanings of a single word will be worth a single point, as they have been on the quizzes to this point.)

1. mægen:

2. gūþ:

3. feorh:

4. sacan:

5. dom:

6. eafora:

7. ferhþ:

8. willa:

9. wela:

10. wynn:

11. wine:

12. winnan:

13. ġewinnan:

14 & 15. lēod (two meanings; one masculine, one feminine):

16 & 17. sīþ (two meanings: masculine noun and adverb):

18. heolstor:

19. gafol:

20. fūs (two meanings, both adjectives):

21. fruma:

22 & 23. byre (has two distinct meanings):

24 & 25. ealdor (has two distinct meanings; bonus for remembering their genders!):

26. sǣl:

27. sēl:

28. stellan:

29. ġestealla:

30. wita:

31. (ġe)witan:

32. wisian:

33. ā:

34. drēogan:

35. (ǵe)weorðan:

36. ǵesip:

37. cunnian:

38. mæg:

39. fela:

40. fultum:

Section 3: Grammatical principles (36 points; ca. 10 minutes; bullet-point answers fine!)

1. Briefly explain the semantic difference between the two forms of the verb *beon* (2 pts).
2. In what context would the *-ap* verb ending be third-singular present instead of, as you would expect, plural present? What would the plural present verb ending of such a verb be? (4 pts.)
3. Briefly explain when you can expect to see the strong forms of adjective and when the weak (4 pts).
4. What two words can you expect to see serving as a relative pronoun? What is the key difference between them? (4 points)
5. List at least three situations in which you would expect to find the subjunctive form of a given verb (3 pts; extra credit for providing more than 3).

6. What is unusual about the 2nd- and 3rd-person singular forms of Old English strong verbs? Is the distinctiveness of these forms related to the vowel gradations that govern the strong verb classes? (2 pts)

7. What are three possibilities about a given word that should occur to you upon seeing the *-um* ending? (3 pts)

8. What are three possibilities about a given word that should occur to you upon seeing the *-an* ending? (3 pts)

9. What are two possibilities about a given word that should occur to you upon seeing the *-ra* ending? (2 pts)

10. Many Old English prepositions can take both the dative and the accusative. What is the semantic suggestion of using one as opposed to the other? (2 pts)

11. What is a preterite-present verb? List at least four common ones (5 pts).

12. What are two frequent complications with how compound subjects are handled in Old English? (2 pts)

Section 4: Sight Translation (50 points; ca. 30 minutes)

1. Þā bær¹ se gōda mann hringas² in þæs dryhtnes healle.

2. Þā wigan sceoldon gān to þām ealdre and him hira helmas giefan.

3. Þā ēodon manige eorlas hira ġesteallan to ġesēcenne.*

4. Eall manna cynn sceal þone ēcan dryhten lufian.

¹ From *beran*

² *Hring*, strong masc. noun: ring and/or suit of (ring-mail) armor

5. Ðæs cyninges magas hēaldað þā lēode.

* Extra credit (1 pt): what is the grammatical term for *to gesēccanne* in sentence 3?

Section 5: Assisted Translation (50 points; 25-30 minutes)

I will give you a passage of Old English, taken in this case from Baker (so make sure you bring that text to the exam!), and you will have the final 25-30 minutes of the exam to complete as much of this passage as you can. I will specify a minimum amount to complete, which will be about eight or nine lines of prose. Any additional work you do will count as extra credit, but your focus should be more on accuracy in the required portion of the text than on rushing through to translate as much as possible.

This portion of the exam will be open-book (including the Magic Sheet, if you wish to bring it), which means that you will have to turn in Sections 1-4 *before* beginning Section 5.

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