

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	Neut	Fem	Plural
Nominative	hē	hit	hēo	hīe
Accusative	hine	hit	hīe	hīe
Genitive	his	his	hire	hira
Dative	him	him	hire	him

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

	Masc	Neut	Fem	Plural
Nominative	se	þæt	sēo	þā
Accusative	þone	þæt	þā	þā
Genitive	þæs	þæs	þære	þāra/þæra
Dative	þām	þām	þære	þām
Instrumental	þȳ/þon	þȳ/þon	n/a	n/a

3. Verb personal endings (7.2):

	Singular	Plural
<u>Present Indicative</u>		
First person	-e	-aþ
Second person	-st	-aþ
Third person	-þ	-aþ

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

	Sing. Weak	Sing. Strong	Plural
First person	-e	--	-on
Second person	-st	-e	-on
Third Person	-e	--	-on

All subjunctives

All persons	-e	-e	-en
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4. Strong noun endings (6.1): Masculine Neuter Feminine

<u>Singular</u> Nominative:	--	--	-u/--
Accusative:	--	--	-e
Genitive:	-es	-es	-e
Dative:	-e	-e	-e
<u>Plural</u> Nomin/Accus:	-as	-u/--	-a
Genitive:	-a	-a	-a
Dative:	-um	-um	-um

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: strength, military forces (WH group 5)
2. gūþ: war, battle (39)
3. feorh: life, soul person (37)
4. sacan: to fight (44)
5. dōm: judgment, reputation, glory, choice (26)
6. eafora: son, heir; descendants (plural) (4)
7. ferhþ: spirit, heart, time (37)
8. willa: desire, delight (6)
9. wela: wealth (6)
10. wynn: joy, delight (10)

11. wine: friend, friendly lord (10)
12. winnan: to contend, fight (10)
13. gewinnan: to win, achieve (10)
- 14 & 15. lēod (two meanings; one masculine, one feminine): man (m.), people/nation (f.); cf. *lēode* (pl.), people
- 16 & 17. sīþ (two meanings: masculine noun and adverb): journey, venture, exploit **or** time, occasion **or** later
18. heolstor: hiding place, darkness (42)
19. gafol: tribute (43)
20. fūs (two meanings, both adjectives): eager, hastening, ready **or** brilliant (48)
21. fruma: beginning, chief (11)
- 22 & 23. byre (has two distinct meanings): son, boy **OR** opportunity (12)
- 24 & 25. ealdor (has two distinct meanings; bonus for remembering their genders!): chief, prince (m.) **or** life (n.)
26. sǣl: time, occasion, happy time (14)
27. sēl: better (14)
28. stellan: to place, establish (15)
29. ġestealla: companion (15)
30. wita: wise man (29)
31. (ġe)witan: to know (29; preterite-present)

32. *wisian*: to guide, show the way (29)
33. *ā*: always (27)
34. *drēogan*: to perform, undergo, endure (19)
35. (*ge*)*weorðan*: to become, happen, be (aux.) (23)
36. *gesīþ*: companion, retainer (35)
37. *cunnian*: to test, find out by experience, try (33)
38. *mæg*: kinsman/kinswoman (34)
39. *fela*: much (of), full (28)
40. *fultum*: help, support (n.) (28)

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).

The “b”-forms of the verb (e.g., *beo*, *bist*, *biþ*) are used to express either futurity or a constant, “always true” state of affairs, like “the sun is a distant star”; the other, verb-initial forms (e.g., *eom*, *eart*, *is*) designate a current but changeable state of affairs, like “the sun is shining,” which might or might not be the case at any given time (Baker 67).

2. In what context would the *-aþ* verb ending be third-singular present instead of, as you would expect, third-singular plural? What would the third-plural present verb ending of such a verb be? (4 pts.)

Class 2 weak verbs, like *lufian*, end in *-aþ* in the third-singular present; their third-plural present ending is *-iaþ* (Baker 70).

3. Briefly explain when you can expect to see the strong forms of adjective and when the weak (4 pts).

Adjectives take the weak form if they follow a demonstrative pronoun or possessive adjective [or genitive noun or noun phrase]; otherwise they take the strong form (Baker 89 vs. M&R 264).

4. What two words can you expect to see serving as a relative pronoun? What is the key difference between them? (4 points)

The two possible words are *þe* and a form of *se/seo/þæt*. The former is indeclinable, while the latter agrees in case and number with the role that it serves in the following clause (Baker 47-48).

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).

1. Contrary-to-fact clauses (e.g., “if I *were* rich,” implying that I’m not)
2. In clauses following verbs of commanding and desiring (e.g., “I insisted that he *go* home”)
3. To express doubt or ignorance (e.g., “he wondered if she *were* wise”) or in reported action of which the speaker has no direct knowledge (where it may alternate with the indicative)
4. In concessive clauses (those that begin with words like *although*, *despite*, *even if*)
5. Hortatory subjunctive (e.g., *let them eat cake*; *may he be damned*)
(Baker 85-88)

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)

They display i-mutation, but this vowel shift is *not* related to the vowel gradations that define other strong verb forms (Baker 75).

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

1. Dative singular strong adjective
2. Dative plural adjective
3. Dative plural noun

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

1. Infinitive
2. One of many weak noun forms
3. One of many weak adjective forms

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

1. Genitive plural of many nouns, adjectives, and pronouns
2. Comparative adjective (e.g., *heardra*)

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)

The dative implies rest or stability; the accusative implies motion or purpose.

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

Preterite-present verbs use what look like strong-verb preterite forms to express present-tense meaning. Common such verbs include *cunnan*, *magan*, *motan*, *sculan*, *þurfan*, and *witan* (Baker 80-81).

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

1. The two (or more) parts of the compound noun may be separated from one another (see examples on Baker 108-09).
2. When this happens, the verb typically agrees with the *first* part of the subject (Baker 108).

Section 4: Sight Translation (50 points; ca. 25-30 minutes)

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

Then the good man bore rings into the lord's hall.

¹ From *beran*

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

2. Ðā wigan sceoldon gān to þām ealdre and him hira helmas ġiefan.

The(n) warriors had to go to the lord and give him their helmets.

3. Ðā ēodon manige eorlas hira steallan to ġesēcenne.*

Then many nobles went to seek their companion(s).

4. Eall manna cynn sceal þone ēcan dryhten lufian.

The entire race of men/humanity must love the eternal lord [i.e., God].

5. Ðæs cyninges magas hēaldap þā lēode.

Kinsmen [or sons] of the king protect/rule the people [or nation].

Less plausible but theoretically possible: The people [plural] protect/rule the kinsmen [or sons] of the king.

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

Inflected infinitive

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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21L.601J / 24.916J Old English and Beowulf
Spring 2023

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