

**Section 1: Paradigms (47 points)** *ca. 10 minutes*

Fill in the following paradigm charts (1 pt for each correct form):

1. Third-person singular pronoun, *he, she, it, they*:

	Masc	Fem	Neut	Plural
Nominative	<b>he</b>			
Accusative				
Genitive				
Dative				
Instrumental				

2. Demonstrative pronoun, *the, that, those*:

	Masc	Fem	Neut	Plural
Nominative	<b>se</b>			
Accusative				
Genitive				
Dative				
Instrumental				

3. Verb personal endings:                      Singular                      Plural

Present Indicative

First person

Second person

Third person

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

First person

Second person

Singular

Plural

Past Indicative  
Third PersonAll subjunctives  
All persons**Section 2: Vocabulary from *Word Hoard*, groups 1-50 (40 points) ca. 15 minutes**

1. mægen:
2. gūþ:
3. feorh:
4. sacan:
5. dōm:
6. eafora:
7. ferhþ:
8. willa:
9. wela:
10. wynn:
11. wine:
12. winnan:
13. gewinnan:
- 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.  $\bar{s}\bar{a}l$ :
27.  $\bar{s}\bar{e}l$ :
28. stellan:
29. ġestealla:
30. wita:
31. (ġe)witan:
32. wisian:
33.  $\bar{a}$ :
34. dreogan:
35. (ġe)weorðan:
36. ġesip:
37. cunnian:
38. mæg:
39. fela:
40. fultum:

**Section 3: Grammatical principles (41 points)** *ca. 20 minutes.*

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, third-singular plural? What would the third-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 gemination? What kinds of verbs display it and in about what percentage of the forms of such verbs does it appear? (3 pts)
7. What is unusual about the 2<sup>nd</sup>- and 3<sup>rd</sup>-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)
8. What are three possibilities about a given word that should occur to you upon seeing the *-um* ending? (3 pts)
9. What are five possibilities about a given word that should occur to you upon seeing the *-an* ending? (5 pts)
10. What are two possibilities about a given word that should occur to you upon seeing the *-ra* ending? (2 pts)
11. 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)
12. What is a preterite-present verb? List at least four common ones (5 pts).
13. What are two frequent complications with how compound subjects are handled in Old English? (2 pts)

**Section 4: Sight Translation (40 points; ca. 15 minutes)**

1. Beo god in þinum mode, for þam þe God wat eall þæt þu dest.
2. Þa wigan comon to þam ealdre and geafon him hira helmas.
3. Þa eodon fela eorla to ġesecanne hira ġesteallan.
4. Eall manna cynn sceal þone ece dryhten lufian.

5. Pæs cyninges magas healdap þas leod.

**Section 5: Assisted Translation (40 points; ca. 30 minutes)**

I will give you a passage of “real” (i.e., harder) Old English, taken from either Baker or Mitchell and Robinson (so you should bring both texts to the exam!), and you will have the final thirty minutes of the exam to complete as much of this passage as you can. You may use the glossary of the relevant textbook, but in order for Sections 1-4 to be meaningful, you will need to turn in those portions of the exam *before* beginning Section 5.

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