

Mock Exam 1: Key

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).

The “b”-forms of the verb (e.g., *beo*, *bist*, *bip*) 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 *-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.)

Class 2 weak verbs, like *lufian*, end in *-ap* in the third-singular present; their third-plural present ending is *-iap* (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, possessive adjective, or genitive noun or noun phrase; otherwise they take the strong form (Baker 89).

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* or 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. 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”).
4. In concessive clauses (those that begin with words like *although*).
(Baker 85-88)

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)

Gemination occurs in weak verbs with a short initial vowel and doubled consonant, like *sceþþan*. In about half of the verb forms, we see the doubled consonant, and in the other (approximately) half, only the single consonant (Baker 70).

7. 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).

8. 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 strong adjective
3. Dative plural strong noun

9. What are five possibilities about a given word that should occur to you upon seeing the *-an* ending? (5 pts)

1. Infinitive
2. Any of various forms of singular weak nouns
3. Any of various forms of plural weak nouns
4. Any of various forms of singular weak adjectives
5. Any of various forms of plural weak adjectives

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

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

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)

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

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

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

13. 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 (40 points; ca. 15 minutes)

1. Beo god in þinum mode, for þam þe God wat eall þæt þu dest.

Be good in your spirit, because God knows all that you do.

2. Þa wigan comon to þam ealdre and geafon him hira helmas.

The warriors came to the lord/leader and gave him their helms.

3. Þa eodon fela eorla to geseccanne hira gæsteallan.

Then many nobles [many of earls] went to seek their companions.

4. Eall manna cynn sceal þone ece dryhten lufian.

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

5. Þæs cyninges magas healdap þas leod.

The kinsmen/sons of the king protect/maintain the people.

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