

## Final exam study guide

Our exam will be on Thursday, December 4 at 8 am. You should come prepared with paper and pens. (No pencil, please.)

The exam covers only the second half of the semester, the section focused on the History of the English Language.

The exam will be a series of short-answer questions. Some of them will ask you to identify concepts or explain the situation of the language (or perhaps the cultural influences on it) at a given moment or to describe the development of a certain feature of the language or of attitudes toward the language. Others will ask you to engage with a sample text (all of which will come from *Inventing English* or the *Oxford English Dictionary*). Based on the nature of the question, you will be asked to respond in 1-2 sentences, or in 4-6 sentences.

There will be no matching of the sort that was the majority of the midterm. However, there are terms that you should be prepared to respond to in a question or sample passage, or to understand so that you can use them to write your responses. I have a list of these below, along with a list of developments you should be able to trace.

Remember that you have a timeline on the blog that should prove very useful as you study.

You may also find some episodes of the BBC series *The Adventure of English* to be a helpful review tool. It consists of 8 episodes, each one 50 minutes long, so you're unlikely to be able to watch them all. However, I have posted to the blog (under this study guide on the "Assignments" tab) a detailed summary of the content of each episode, so that can help you determine what section(s) you might find especially useful.

The exam should not take the full three hours, but we will start it at 8am.

Following are terms I encourage you to be familiar with—not just in general, but in terms of how they relate to the History of the English Language. Use the index and the glossary in *Inventing English* for assistance.

philology	Peterborough Chronicle
runes	Trilingual nature of Middle English
Old Norse	calque
compounds	Chaucer's <i>Reeve's Tale</i>
kennings	<i>Second Shepherds' Play</i>
Caedmon's Hymn	Chaucer
Exeter Book riddles	Shakespeare
Anglo-Saxon Conquest	Great Vowel Shift (remember the handout)
Norman Conquest	synchronic vs. diachronic difference
Alfred the Great	prescriptive vs. descriptive
William the Conqueror	Paston letters

Chancery	John Wilkins
Caxton	articulatory phonetics
English prose (when did it develop? influences on it?)	Samuel Johnson (and his <i>Plan and Preface</i> )
printing press	William Lowth
polysemy	Joseph Priestly
neologism	Noah Webster
theatricality and copia	African American English
reason and profit	supraregional
Sir Nicholas Bacon's speech to open Parliament	creole
orthoepy	pidgin
lexicography	Gullah
John Hart	etymology
Richard Mulcaster	orthography
John Wallis	weak verb

Germanic (5 Germanic languages of Old English period)

Latin (during Old English, Middle English, and Early Modern periods, separately)

French (during Middle English period especially)

Old English dialects: West Saxon, Northumbrian, Kentish, Mercian

Old English metrical patterns (and source)

Middle English metrical patterns (and source)

Know the dates for the different periods of English (Old, Middle, Early Modern, Modern) and be able to describe (in 3-4 sentences) distinguishing features of each period:

cultural influences

associated with trade, war/conquest, etc.—such as what Anglo-Norman features displaced what Anglo-Saxon features

areas of Britain where the influence from external sources was greatest, such as Old Norse in the north and French in the south

language characteristics

grammar [degree of inflection, for instance]

vocabulary [borrowing and/or word formation]

pronunciation

orthography

dialect variety

Be able to recognize Old English, Middle English, and Early Modern English based on examples offered in *Inventing English*.

Think about how the printing press and the internet have influenced the development of English.

Be clear on the sequence of efforts to standardize English—by orthoepists (spelling and pronunciation), lexicographers, grammarians—and develop a sense of the kind of figures who were involved in that process. Consider also: how does this play out in the US?

Recall the story of the development of dictionaries: early ‘hard words’ dictionaries (Cockeram, e.g.), Nathan Bailey’s, Johnson’s, Webster’s, the *Oxford English Dictionary*

Recognize the features regularly *associated* with American English (from Mencken in early 20th century)

Recall William Labov’s four characteristics of African American English from chapter 16.

Return to the African American English slides that I posted to the blog and be familiar with the central issues swirling around the place of African American English in American English.

Be familiar enough with the conventions of the *Oxford English Dictionary* to be able to analyze an entry for a word.

Consider what it means to describe English as “invented.”