

2nd Test: Preview

Closed note (ca. 70 pts)

You need to do **this part of the test** within a half hour of opening and email it immediately on completion. By submitting an exam, you are confirming that you have done it alone and without consulting any notes or sources.

1. Sound change: From these **Indo-European** forms, provide the Germanic and the (central, or southern if you specifically note that) Old High German forms. For changes in morphological class, I've given endings; just do up to the hyphen in each form. Probably 3 of 5, 4 pts. each. (12 pts. total.)

- A. *trb- -a -Ø
- B. *d̥ŋgh-u- -ōn -a
- C. *genHt- -a -Ø
- D. *ghost-imis [dat. pl.] gast-imz gest-im

From these **Proto-Germanic** forms, provide OHG forms (preferably central, but can be southern if you note it). Indicate major changes. Probably 4 of 6, 3 pts. each (12 pts. total.)

A. *greipana = grīfan, in central dialects. You just have monophthongization (an early process) and the Second Sound Shift of medial p > f, plus the loss of the final vowel.

B. *lētana

C. *halsa

D. *paḡa

E. *bidjana

2. Morphological alternations. Explain the alternations. Probably 4 of 6 at 3 pts per. = 12.

A. zīhan ~ zugum

B. hilfis ~ helfan This is height harmony, where the different vowel heights in the suffixes (-is versus -an) trigger differences in the stem vowel, namely raising of e to i.

C. sliofan ~ sliufit

3. Dialects: Identify the dialect (north, central, south, with additional details on location where possible) of the following OHG texts. Note exactly which features you use to make the identification with special attention to any inconsistencies you see. Remember that we often have conflicting evidence here; just take that in stride and note what evidence suggests what conclusion. Probably 4 of 5 texts, 4 pts each (16 pts. total).

A. Oba Karl then eid, then er when Karl carried out the oath which he
sīnemo bruodher Ludhuuuîge gesuor, swore to his brother Ludwig,
geleistit, indi Ludhuuuîg mīn hērro then er imo gesuor, forbrihchit, ob ih inan es iruuenden
ne mag, noh ih noh thero nohhein, then ih es iruuenden mag, uuidhar Karle imo ce follusti ne
uuirhdhit.

B. Trohtin got almahtigo, dir uuirdo ih suntigo pigihtic unti sancta Mariun unti allen gotes
engilun unti allen gotes heiligun unti dir gotes euuarte allero minero suntono unti allero
minero missitati, de ih eo missitete odo missidahta odo missisprah vona minero toupha unzi
in desin hutigun tach, dero ih gihukko odo ni gehukko, de ih uuizzunta teta odo unuuizunta,
notacodo unnotac, slaphanto odo uuachanto, tages odo nahtes, in suelichero steti odo in
suelichemo zite ih si gefrumeta, mit mir selbemo ...

C. Thô uuarð is uuisbodo
an Galilealand, | Gabriel cuman,
engil thes alouualdon, | thar he êne idis uuisse,
munilîca magað: | Maria uuas siu hêten, Maria she was called
uuas iru thiorna githigan. | Sea ên thegan habda, [she] was a fine/pure maiden
Ioseph gimahlit, | gôdes cunnies man,
thea Dauides dohter: | that uuas sô diurlîc uuîf,
idis anthêti. | Thar sie the engil godes
an Nazarethburg | bi namon selbo
grôtte geginuarde | endi sie fon gode quedda:
'Hêl uuis thu, Maria,' quað he, | 'thu bist thînun hêrron liof, ...'

4. Morphology. Select from the underlined forms above, or others given here, and provide morphological information (indicating ambiguities or uncertainties as needed). For nouns, give case, number, gender and class. For verbs, person, tense, and class. Do at least two nouns and two verbs. We'll focus on the main noun classes — masc./neut. a-stems, fem. \bar{o} -stems, plus i-stems and n-stems. For verbs, I won't give subjunctive/optative forms. 6 forms, 3 pts each (18 pts.)

1. uuisbodo: n-stem noun, nominative singular and masculine

2. _____

3. _____

4. _____

5. _____

6. _____

Test II: Open note (50 pts)

These questions aim to get you to draw together some pieces of the big picture, giving you a chance to think beyond classroom discussion and readings. The lines of argument are pretty simple but do not simply repeat what's on the handouts, etc., and **give good, clear examples**.

- Do not discuss this test with anybody under any circumstances, save to ask me for any clarifications you need. You may use your notes, handouts, and textbooks. If you use other sources, cite them. (You really won't need to do that, but are welcome to.)
- Be concise; **don't** write more than 1.5 pp. per answer; **1 page** will be perfectly adequate.
- **Make sure to give good examples.**
- 25 points each, total 50 pts.
- **Due within 24 hours of when you open it.**

Write on **ONE from each of the two pairs** of topics (so do 1 A or B **and** 2 A or B). Wherever possible, give examples from real OHG texts, from class or from a source like <http://texte.mediaevum.de/ahd.htm>.

1. General trends

A. Drawing evidence from one or more morphological class (e.g., *i*-stem nouns, cl. II strong verbs), show how sound change can (re)shape paradigms – splitting or collapsing classes, creating new morphological markers.

B. How does prosody help us understand ‘conspiracies’ in sound change?

2. Particular problems

A. In what sense is the Second Consonant Shift like and/or unlike the First Consonant Shift? Describe its possible connections to the *Medienverschiebung*.

B. It was long believed (and still believed in some circles, sigh) that all kinds of *i*-umlaut happened in one fell swoop — umlaut of *a*, even in ‘blocking environments’, of *â* and of other vowels, namely long and short *o* and *u*, diphthongs. Note some arguments against that position and explore one of them in some detail.

- **PS: Make sure to give good examples.**