

## Exam Specifications

The exam takes place Thursday 5 February in the usual place, KWZ 0.606, 08:30–10:00. We will start punctually, so be there early.

### Structure

1. Multiple choice questions
2. Open questions, mandatory
3. Open questions, choice

### What to Prepare

This index, like the underlining of items on the updated list of Concepts, is a guideline towards exam emphases only. It constitutes no guarantee and cannot be used to petition against the final form of the exam.

1. **Concepts** ([studium.langeslag.org/histling14a/](http://studium.langeslag.org/histling14a/)): focus on the underlined words on the updated list of Concepts.
2. **Readings:**
  - (a) Barber: chs 1–5, 7–8. Focal points:
    - All of ch. 1, and closely study Figures 1 and 4;
    - Section “Mechanisms of Linguistic Change”, pp. 38–48;
    - On Germanic, pp. 87–100;
    - On Old English, pp. 114–129;
    - On Middle English, pp. 161–171;
    - On Early Modern English, sections “The Dummy Auxiliary” and “Changes in Pronunciation”, pp. 198–207, and closely study Figure 11 on p. 202.
  - (b) Townend: focal points pp. 69–72, 82 (“As has been seen, ...”)–84.
  - (c) Crystal: using pp. 244–245 for visualization, only memorize the phoneme descriptions listed in the appendix below.
  - (d) Kortmann ch. 3: pp. 85–89, 94 (from III.3)–99, 103–109.
3. **Slides** ([studium.langeslag.org/histling14a/](http://studium.langeslag.org/histling14a/)):
  - The basics and examples of the High German Consonant Shift, week 6;
  - The basics and examples of inflectional levelling and loss, weeks 9 and 11;

- The dummy auxiliary, week 11;
- Otherwise just look them over for review purposes; most of the important content is also covered in your readings.

#### 4. Skills: Be prepared to

- Work with general linguistic terms (*phonology, orthography*) and notational conventions for *\*unattested* forms, <graphemes>, and /'fəʊni:mz/.
- Provide descriptions of specific phonemes, or identify phonemes when given descriptions. (NB that this knowledge will **likely** be tested via multiple choice!)  
Tip: for phonetic charts with an audible component, see [paulmeier.com/ipacharts/](http://paulmeier.com/ipacharts/).  
Example: What RP phoneme is described as a voiced alveolar plosive?
- Explain and apply the concept of the minimal pair.  
Tip: see [tedpower.co.uk/minimal.html](http://tedpower.co.uk/minimal.html).  
Example: Using a minimal pair, demonstrate that /m/ and /n/ are distinct phonemes of Present-Day English.
- Work with the parts of speech and basic grammatical concepts underlined in the Concepts for week 3.
- Recognize, define, and work with the different kinds of morphemes defined in the Concepts for week 4 (see also the Bound Morphemes handout for week 10 and the **Present-Day English** part on the Morphology Exercise for week 4).  
Examples: (1) What is a derivational morpheme? Give examples; (2) identify the types of morpheme in the following words: (a) *misunderstand*; (b) *greatness*
- Define and identify examples of word formation due to the processes underlined in the Concepts for week 4.  
Example: Identify and define the word formation processes that led to the following forms: (a) *ad*; (b) *sext*; (c) *foreword*
- Define and identify the processes of language change underlined in the Concepts for week 5, and be prepared to talk about the underlying principles.  
Example: For each of the following word pairs, identify which of these processes of linguistic change is at work: assimilation, breaking, epenthesis, front mutation, metathesis, syncope. (a) *\*manniz* – *\*menniz*; (b) *timrjan* – *timbrian*; (c) *abt* – *eabt*
- Define the Germanic language family and describe a few differences between it and the other Indo-European languages.
- Talk about the influences of language contact (see Townend).  
Example: Describe two ways in which the Norse settlement of England influenced the English language.
- Answer basic questions about prominent vowel shifts between the periods of English.  
Example: What happened to /a:/ in Middle English <maken> in the course of the transition to Modern English?
- Describe Grimm's Law and the Great Vowel Shift, and identify representative examples of these shifts as well as of the High German Consonant Shift (but not Verner's Law).  
Example: For each of the following word pairs, identify the sound law at work and briefly describe the main processes covered by this law: (a) *pepper* – *Pfeffer*; (b) *piscis* – *fish*

- Describe the main characteristics of each of the three stages of English.  
Example: What are the main inflectional differences between Old and Middle English?

## Appendix: Consonant Phonemes of RP

//	e.g.	definition	//	e.g.	definition
/p/	pit	voiceless bilabial plosive	/f/	fear	voiceless labiodental fricative
/b/	bit	voiced bilabial plosive	/v/	veer	voiced labiodental fricative
/t/	tin	voiceless alveolar plosive	/θ/	bath	voiceless dental fricative
/d/	din	voiced alveolar plosive	/ð/	bathe	voiced dental fricative
/k/	cram	voiceless velar plosive	/s/	bus	voiceless alveolar fricative
/g/	gram	voiced velar plosive	/z/	buzz	voiced alveolar fricative
/m/	moon	bilabial nasal	/ʃ/	ship	voiceless palato-alveolar fricative
/n/	noon	alveolar nasal	/ʒ/	beige	voiced palato-alveolar fricative
/ŋ/	pang	velar nasal	/h/	hip	glottal fricative
/l/	lip	lateral	/r/	rock	postalveolar approximant
/j/	year	palatal semivowel	/w/	wok	bilabial semivowel
/tʃ/	chip	voiceless palato-alveolar affricate	/dʒ/	edge	voiced palato-alveolar affricate

For the vowels of RP, see Figure 4 on p. 12 of Barber!