

LING 2301 (003) Spring 2008
Quiz 7 Homework Assignment

For this assignment, you are expected to use the Oxford *English Dictionary* (*OED*). There are two ways that you can access information in the *OED*:

1. Virtual Reality

- a. Go to the UT Arlington Library's Home Page: <http://library.uta.edu>.
- b. Along the left of the page, under "Research Resources," you will find a link titled "Library Databases A-Z." Click!
- c. On the database page, click on "O" to locate the link for the *Oxford English Dictionary*.
- d. Log in using your UT Arlington Net ID username and password.
- e. Once inside the *OED*, you can begin searching for entries by typing the desired word in the text box located in the upper right-hand corner.
- f. To see more about an entry's history, be sure to click on the tab labeled "etymology." You might find the other tabs useful, too. Explore!
- g. In the lower right-hand corner, you'll find a "help" button. There's lots of useful information here, including tips on how to read an *OED* entry and a list of abbreviations. The *OED* is chock full of abbreviations.

2. Real Reality

- a. Go to the second floor of the Central Library.
- b. Seek out the *OED* using its Library of Congress call number: PE 1625.O87 1989. (The full dictionary is in several volumes).
- c. Start looking up words the old fashioned way.
- d. At the front of volume 1, you will find a list of useful abbreviations. The *OED* is chock full of abbreviations.

If you get lost, confused, or overwhelmed, ask one of the Reference Librarians for assistance. They're there to help.

The point of this assignment isn't so much assembling a collection of cocktail party facts, though you may find these bits of information great for "small talk." Rather, it's all about lexical exploration. Enjoy the journey you'll take through the language.

Note: I'd strongly advise against leaving this assignment for the last minute. Working through the *OED* at first may take you longer than you realize. Moreover, if you do require some assistance, you'll be glad that you didn't try to locate a reference librarian at 3:48 AM on April 17. Trust me.

All responses must be typed, double-spaced, in a standard 12 point font (e.g., Times or Arial). Your answers are **due at the beginning of class on Thursday, April 17, 2008.**

Be sure to answer the questions asked appropriately. In some cases, a single word answer will suffice. Do not simply cut and paste information from the OED to your document. If you do, you will not receive full credit.

Scoring: Items #1 – #8 = 0.5 point each.
Items #9 – #14 = 1 point each.

1. The 3rd person plural pronouns *they* and *them* entered English from what language?
 2. The following words come from the same part of the world: *dungaree*, *bungalow*, *khaki*. What's their common geographical origin?
 3. Consider the following animal terms: *skunk*, *raccoon*, *caribou*, and *woodchuck*. To what part of the world are these critters native?
 4. From what language do the following words all come: *giraffe*, *harem*, *algebra*?
 5. Historically, who is most likely to look after a *bellwether*: an historian, a stockbroker, a shepherd, a priest or a meteorologist?
 6. The following three words all refer to flowering plants: *wisteria*, *begonia*, and *zinnia*. Aside from their botanical references, what else do these three words have in common?
 7. Look up a word – any word – that interests you. For each, answer the following questions.
 - a. What is its language of origin?
 - b. When and where did it first appear in English?
 - c. How has its meaning changed since it was first recorded?
 8. Repeat (7), this time looking up a different word.
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9. Here are three more flower terms: *dandelion*, *daisy*, *foxglove*. Metaphorically speaking, what do they have in common?
 10. For many people, the symbol of the *swastika* is associated with hatred and evil. Given the word's etymology, why might such an association be considered ironic?
 11. Consider the following beverages: *champagne*, *burgundy*, *sherry*, *port*. Etymologically speaking, what do these words have in common?
 12. Which of the following lexical items were once unambiguously compound forms: *sheriff*, *woodchuck*, *gospel*, *belfry*. For those that were compounds, identify the two components that made up earlier forms of each.
 13. Locate and take note of the Old English forms for *bird*, *horse*, and *third*. When you compare the old forms to the current ones, what sort of sound change do you notice?
 14. Imagine yourself transported to the year 800. If the king asked you to lead a *here* composed of 5,000 *aquernes* and *coneyes*, would you be a *nice* to accept? Would you achieve great *wulder* with such a *here*? Explain.
(Hint: All of the key terms are nouns.)