LEVEL 1B ENGLISH LANGUAGE & LINGUISTICS

*From Early Modern English (EModE) to Present-Day English (PDE)*

As I flagged at the beginning of last week’s ‘lecture pack’, in the lectures for this course-component TWO linked RECORDED videos of around 20 minutes each are posted on the Moodle site at the beginning of each week. A full script for this recorded material, plus the accompanying slides, is posted to accompany the videos. Students are asked to watch these lectures ANYTIME over the following three days, when convenient to them.

There will then, at the class hour (1500 on Thursdays) be a dedicated LIVE drop-in Q&A session relating to this material, which students are strongly advised to attend. I will also include in these LIVE sessions, if time remains after Q&As are covered, some images illustrating contemporary culture; please note that this material is for background interest only, and will NOT BE EXAMINED. I will post these images on the Moodle site after the LIVE event.

Today’s ‘lecture-pack’ focuses on two areas: (1) the extension of English within and beyond the British Isles, and (2) questions of evidence for ModE.

*1. The extension of English*

1.0 As my colleague Angela Gayton will discuss next week, English is no longer the possession of the English. It has extended beyond the area where it emerged first, i.e. in the south and east of what is now England, when speakers of the varieties of West Germanic known as Anglian and Saxon came into contact, during the fifth century CE: the ‘settlement’ period that followed the Roman withdrawal from the province of *Britannia*.

1.1 This extension derives of course from the political and cultural extension of the English-speaking *imperium*, first within the British Isles, and then in phases as the British Empire emerged, fuelled by the unions of Crowns (1603) and Parliaments (1707, 1800). These phases are traditionally identified as follows:

* **I: Ireland, Scotland (but SCOTS), Wales**
* **II: North America and West Indies**
* **III: Australia, New Zealand, South Africa**
* **IV: India, Africa, Far East**

[Please note the reference to Scots: a distinctive usage that existed in the medieval period. Scottish Standard English is first described in the eighteenth century. Colleagues have already flagged the emergence and development of this variety, which has a claim to be a language distinct from English, albeit closely related.]

1.2 Here are some of the earliest texts in Anglo-Irish, Scots, and Anglo-Welsh respectively:

* ***The Land of Cokaygne*, from the Book of Kildare (first half of fourteenth century)**
* **Barbour’s *Bruce* (1375, though first manuscripts date from a century later)**
* ***The Welsh Hymn to the Virgin* (the first manuscript copy dates from the late fifteenth century)**

These three texts are evidence – fragmentary, of uncertain evidential value -- for the first thrust of English beyond the area of primary Anglo-Saxon settlement. During the fourteenth century, English kings, frustrated in their attempt to reconquer their ancient lands in northern France, decided to colonise other parts of the British Isles; and these attempts left their mark.

**[Texts presented: slides 3-5]**

1.3 On the emergence of Anglo-Irish:

* **Medieval Anglo-Irish was spoken in the ‘Pale’ surrounding Dublin and in certain outlying strong-points, such as Wexford; however, most of the countryside spoke Erse (Irish Gaelic). By 1600, Irish resistance – most famously the so-called ‘rebellion’ of Tyrone in the late sixteenth century – meant that English was almost extinct in Ireland by 1600.**
* **Present-Day Irish English is the result of settlements undertaken in the seventeenth century, from England (particularly Western England) in the South (modern Eire), giving rise to the so-called ‘Anglo-Irish Ascendancy’, and from Scotland in the North (the plantations of 1609 in what is modern Ulster).**

Southern Irish English shows closer connexions with Erse, which seem to lie behind the dental plosives in place of dental fricatives in “thirty”, “then” etc., while Ulster English – sometimes known as Ulster Scots, or Ullans, though there are political sensitivities there – demonstrates characteristic features of Scots such as the Scottish Vowel Length Rule. Some sectarian shibboleths have been identified for instance, e.g. (cf. Catholic ‘haitch’ vs. Protestant ‘aitch’ for <H>.

1.4 On Scots:

* **The original Northumbrian settlement in south-eastern Scotland was comparatively slight. Just as important for the history of Scots was the settlement, from the twelfth century onwards, in the new ‘burghs’ of David I by ‘pioneer burgesses’ from Northern England: folk who spoke a kind of English strongly affected by contact with Norse. Most of the Norse words in present-day Scots (e.g. *gang*, *muckle* etc.) came into the language by this ‘backdoor’ route.**

1.5 And on Wales:

* **There are places in Wales that have had English-speakers for many years (e.g. Pembrokeshire, and some of the ‘debatable lands’ in Monmouthshire and Herefordshire).**
* **But Welsh English is in general a rather recent creation; indeed, as a native language, it is actually younger than varieties of English spoken in North America.**

*2. English beyond the British Isles*

2.0 We can now move to the second phase of English’s expansion, correlating with the development of what used to be called the ‘first British empire’:

* **In what is now the USA, it is traditional to detect northern, midland and southern dialects in the east: that is, the dialects of New England and NY State (including Massachusetts), of the mid-Atlantic states of New Jersey and Pennsylvania, and of the ‘old south’ (e.g. Virginia and the Carolinas). These states contained the original settlements, and by 1700 most of the population was concentrated in the major cities in these areas: Boston, New York, Philadelphia and Charleston. At the time of Independence, Boston and Philadelphia were the second- and third- largest English-speaking towns in the world.**
* **In the central and western USA, we see the development of General American.**

2.1 Part of this empire remained after the American revolutionary war of 1776-1783, viz. Canada:

* **Canadian English shares many features with that of the US, although there are some differences, e.g. the pronunciation of PRICE, where CanE often has schwa rather than an open unrounded front vowel as the first element of the diphthong in the environment of a following voiceless consonant.**

2.2 Here is an example of some of the earliest identifiable colonial North American usage. It is a legal attestation of practices of witchcraft (reminding us that the famous Salem witch-trials took place not that long afterwards, in 1692-3).

**From John Remington’s deposition (*Judicial Archives of the State of Massachusetts*, 1665)**

* **This deponant Testifieth that I herd Iohn Godfry saie to my father that if he drived the Cattell vp to the wods to winter then my ffather shod say and haue cas to repent that he did drive them vp and thes wordes said in a great rage and Pashon and after this my father and I did drive vpe the cattell and I for the most part did tend them: and a bout the midell of desember last as I was a coming home from the cattell a bout a Mile from them: then the Hors I rid on begun to start and snort and the dog that was with me begun to whine and cry and it still I mad a shift to sit on the horse still for a matter of a quarter of a mill and then I smelt a sweet smill like seder and presently I locke vp in to the swamp and I se a crow come to wards me flying and pecht vpon a tre a gainst mee and she locke at me and the horse and doge and it had a veary great and quicke Ie and it had a veary great bill and then the Sd crow flew of that tre to a nother after mee then I begune to mistrust and thinke it was no crow and thought if it was not a crow it could not hurt my soule though it hurt my body and Horse ...**

2.3 There are many features of interest in this passage, but we might note the word ***swamp***. Here is the OED entry:

* **1. a. A tract of low-lying ground in which water collects; a piece of wet spongy ground; a marsh or bog. Orig. and in early use only in the N. American colonies, where it denoted a tract of rich soil having a growth of trees and other vegetation, but too moist for cultivation (see quots. 1741, 1766, 1875).**
* **1624 CAPT. J. SMITH *Virginia* IV. 163 Some small Marshes and Swamps there are, but more profitable than hurtfull. 1685 PENN *Further Acc. Pennsylv.* 7 Our Swamps or Marshes yeeld us course Hay for the Winter.**

According to OED, the word seems first to have entered English through contact with Low German/Dutch, and it fits with a wider pattern:

* **North America was a place where residualisms survived; Noah Webster, the lexicographer, records how ‘.. most of the phrases used by Shakespear [*sic*] ... are still heard in the common discourse of the New England yeomanry’.**
* **Forms like *ax* ‘ask’, *chimlys* ‘chimneys’ and *dafter* ‘daughter’ are found in early records, as in regional English usage back in Britain.**
* **Dutch immigration gave American English such words as *cookie* ‘small cake’ (Dutch *koekje*), first attested 1703, and of place-names ending in -*kill* ‘creek’, e.g. *Catskill* etc.**

2.4 Some of these residualisms are clearly marked in passages such as this:

**From Mark Twain, *Huckleberry Finn* (1884)**

* **He was most fifty, and he looked it. His hair was long and tangled and greasy, and hung down, and you could see his eyes shining through like he was behind vines. It was all black, no gray; so was his long, mixed-up whiskers. There warn't no color in his face, where his face showed; it was white; not like another man's white, but a white to make a body sick, a white to make a body's flesh craw -- a tree-toad white, a fish-belly white. As for his clothes -- just rags, that was all. He had one ankle resting on t'other knee; the boot on that foot was busted, and two of his toes stuck through, and he worked them now and then. His hat was laying on the floor -- an old black slouch with the top caved in, like a lid.**
* **I stood a-looking at him; he set there a-looking at me, with his chair tilted back a little. I set the candle down. I noticed the window was up; so he had clumb in by the shed. He kept a-looking me all over.**

There are many features here of interest, but I might note *a-looking*. The construction derives from an Old English prepositional phrase consisting of the preposition on plus an inflected gerund/verbal noun, i.e. *on lōcunge*, and is a feature of traditional English dialects. I’ll turn to that construction again shortly.

2.5 But an important second element is the following (Black English Vernacular):

* **African slaves, brought to North America from the early days of European settlement, were forced to adopt pidgins for communicative purposes since, in order to avoid revolts, slavers mixed up speech-communities. These pidgins subsequently became creoles.**
* **Richard Simson’s *Voyage to the Straits of Magellan and the S. Seas* (1689): ‘The means used by those who trade to Guinea, to keep the Negroes quiet, is to choose them from severall parts of ye Country, of different Languages; so that they find they cannot act joyntly ...’**
* ***goober* ‘peanut’, *yam*, *jive*, *dig* ‘understand’, *okay***

2.6 I’d like to unpack that last form, viz. ***okay***:

* **.. it seems clear that *O.K*. first appeared as a jocular alteration of the initial letters of *all correct* (i.e. *orl korrect*) in 1839, and that in 1840 it was used as an election slogan for ‘Old Kinderhook’ .. Thence by stages it made its way into general use. Other suggestions, e.g. that *O.K*. represents the Choctaw *oke* ‘it is’, or French *au quai*, or that it derives from a word in the West African language Wolof via slaves in the southern States of America, all lack any form of acceptable documentation.**

2.7 And here is an important novel by James Baldwin, set in 1950s Harlem (New York)@

* **‘You know, the Lord is a wonder,’ said the praying mother, ‘Don’t you know, all this week He just burdened my soul, and kept me a-praying and a-weeping before Him? Look like I just couldn’t get no ease nohow – and I *know* He had me a-tarrying for that boy’s soul.’**
* **‘Well, amen,’ said Sister Price. ‘Look like the Lord just wanted this church to *rock*. You remember how He spoke through Sister McCandless Friday night, and told us to pray, and He’d work a mighty wonder in our midst? And He done *moved* – hallelujah – He done troubled *everybody’s* mind.’**

Notice the deployment, inter alia, of *a-tarrying*.

2.8 An important element in Black English Vernacular are features derived from Scots, it seems through Scots-speaking plantation owners/managers. And some of these usages have entered West Indian popular culture, e.g. *crabbit* ‘angry’:

**CRABBIT**

2.9 And here is how West Indian usage appears, in this poem by Linton Kwesi Johnson:

* **youdauta,**
* **you are di queen of do day and di nite is your mite.**
* **site? ovastan. youdauta.**
* **check out di tide before yu jump in di watah;**
* **den swim, year sing, sing youdauta.**
* **youtrebel,**
* **yu know bout di flame yu livin fire.**
* **yu know, youtrebel, yu livin fire.**
* **guide di flame fram di wheat to di tares;**
* **watch dem burn an flee free**

We might note the impact of religious discourse here: *fram di wheat to di tares* clearly reflects one of Jesus’s parables (Matthew 13: ‘The kingdom of heaven is like a man who sowed good seed in his field; but while men slept, his enemy came and sowed tares among the wheat and went his way ..’).

2.10 Finally, I’ll refer briefly to further developments – more from Angela later! First Australian/NZ/South African, where there are some distinctive accentual features:

* **‘All reflect … the developments which had taken place in the south of England [by the early nineteenth century]: they are non-rhotic and have BATH Broadening’ (Wells 1982)**
* **Recent settlement has implications, viz. high level of homogeneity of accents/dialects within colonies. There are minor differences between Australia and NZ (latter has schwa in KIT, whereas the vowel in Australian English is much as in RP). There are differences between ‘conservative’, ‘respectable’ and ‘broad’ SA English, e.g. the vowel in TRAP appears progressively closer as one moves from conservative to broad usage.**

2.11 And then some remaining areas – again, more anon!

* **India**
* **Africa**
* **Far East**

*3. The cult of correctness revisited*

3.0 Fascinatingly in all these areas we see to persistence of that ‘cult of correctness’ I flagged last week. Here is Noah Webster:

* **But a capital advantage of this reform in these states would be, that it would make a difference between the English orthography and the American. This will startle those who have not attended to the subject; but I am confident that such an event is an object of vast political consequence. For,**
* **The alteration, however small, would encourage the publication of books in our own country. It would render it, in some measure, necessary that all books should be printed in America. The English would never copy our orthography for their own use; and consequently the same impressions of books would not answer for both countries. The inhabitants of the present generation would read the English impressions; but posterity, being taught a different spelling, would prefer the American orthography.**

3.1 But these attitudes persist. A standard textbook in Indian schools remains a Raj-era book, Wren and Martin (1935), whose contents echo very closely Bishop Lowth’s prescriptive outlines from the eighteenth century. Here is a recent advert!

* **This book is a comprehensive guide to make you perfect in English. The book contains approximately 10,000 sentences, 7000 solved questions, 7000 knowledge words and 550 Solved Exercises covering the minute concepts of English Grammar & Composition. This book is also gonna teach you tricks and Techniques and solve few kind of questions within seconds. So Don’t miss to download Wren and Martin English Grammar pdf and study for your next competitive exams for which you are preparing.**

**BREAK**

*4. Evidence and resources*

4.0 What evidence do we have for Modern English? Well, it is during this period that we have the first recordings using technology such as the **phonograph of Edison**, or the **graphophone of Bell**:

**The earliest recordings of English (1): Thomas Edison’s phonograph (1877)**

**The earliest recordings of English (2): Alexander Graham Bell’s graphophone (patented 1886)**

4.1 And this means that we can actually listen to people like this:

**Florence Nightingale (1820-1910)**

**William Gladstone (1809-1898) – Prime Minister**

**Robert Browning (1812-1889) – Poet**

**John Buchan (1875-1940) – first Baron of Twedsmuir**

**Berliner Lautarchiv**

**(all available through the British Library)**

4.2 But before the coming of recordings, what sources do we have, other than the analysis of primary texts? They fall into the following groups:

* **The orthoepists**
* **The early phoneticians**
* **Grammarians and lexicographers**

4.3 Here are some early(ish) examples of the first two (all rather eccentric):

**William Bullokar (c.1531-1609)**

**Owen Price (d. 1671)**

**James Elphinston (1721-1809)**

* ***Inglish Orthography Epittomized: and Propriety's Pocket-Diccionary* (1790); *A Miniature ov Inglish Orthoggraphy* (1795); *A Dialogue, Contrasting … Dhe Practice and Propriety ov Inglish Speech and Spelling* (1797); *Forty Years' Correspondence between Geniusses ov Boath Sexes and James Elphinston* (1791), and *Fifty Years' Correspondence, Inglish, French, and Lattin, in Proze and Verse* (1794); *Dhe Sentencious Poets … Arrainged and Translated into Correspondent English Mezzure* (1794)**

4.4 But the serious study of the subject really begins in the nineteenth century, and here are two of my heroes (see entry in ODNB for Joseph for his history):

**Joseph (1855-1930) (started out as a weaver, goes to Oxford, teaches women, respectable, baked cakes for students) and Elizabeth (1863-1957) Wright, *English Dialect Dictionary* (1905)**

***English Dialect Grammar* (1905)**

4.5 And these works were added to by key works such as these:

The *New (Oxford) English Dictionary* (1857-1928)

* Sir James Augustus Henry Murray (1837-1915)

4.6 And the OED remains a key resource: **the OED today**

4.7 Here is an example, going well beyond Dr Johnson:

**SILLY (Aj) in OED**

* **†I. Senses relating to worthiness or blessedness. 1. Chiefly *Scottish*.**
* **a. Worthy, good. Also: pious, holy. Cf.** [**seely *adj.* 4**](https://www-oed-com.ezproxy.lib.gla.ac.uk/view/Entry/174808)**. *Obsolete*.In quot.** [***a*1450**](https://www-oed-com.ezproxy.lib.gla.ac.uk/view/Entry/179761?rskey=4BlB1g&result=1&isAdvanced=false) ***sylyman* probably has the sense ‘goodman, husband’.**
* ***a*1450   *Seven Sages* (Cambr. Dd.1.17) (1845) l. 1361   The sylyman lay and herde, And hys wyf answerd.**
* **1559   D. Lindsay *Test. Papyngo* 908 in *Wks.* (1931) I. 83   The sillye Nonnis did ȝeild thame haistelye.**
* **1597–8   in J. Stuart *Misc. Spalding Club* (1841) I. 120   Sindrie vther orisonis, sic as of Sanct Johne, and of the thrie sillie brethrene.**
* ***a*1598   D. Fergusson *Sc. Prov.* (1641) sig. A3v   A sillie bairne is eith to lear.**
* **1825   J. Jamieson *Etymol. Dict. Sc. Lang.* Suppl.   *Silly*,..8. Good, worthy; a sense peculiar to Liddesdale.**

4.8 And here is something we at Glasgow are very proud of:

***Historical Thesaurus of English***[**https://ht.ac.uk/**](https://ht.ac.uk/)

**Michael Samuels (1920-2010), Christian Kay (1940-2016)**

I’ll conclude by showing you what the HTE can reveal:

**FOOLISH in the *Historical Thesaurus* (1)**

* [**dizzy**](http://www.oed.com/view/Entry/56217%23eid6326903) **c825 Now only *dial.* (Not in general use since 13th c.);** [**unwise**](http://www.oed.com/view/Entry/219621%23eid16137334) **c825** [**redeless**](http://www.oed.com/view/Entry/160247%23eid26365755) **OE** [**unwitty**](http://www.oed.com/view/Entry/219657%23eid16141245) **c1000 Now *rare*.** [**witless**](http://www.oed.com/view/Entry/229708%23eid14194831) **?c1200** [**cang**](http://www.oed.com/view/Entry/27038%23eid10083506) **a1225 (In quot. 1225 ? wanton.)** [**adoted**](http://www.oed.com/view/Entry/2718%23eid10101294) **?c1225 Also as *n.*: foolish people;** [**cangun**](http://www.oed.com/view/Entry/27038%23eid10083587) **?c1225 = *canged* *adj.*;** [**egede**](http://www.oed.com/view/Entry/59861%23eid5772050) **c1225** [**fool**](http://www.oed.com/view/Entry/72642%23eid3962930) **?c1225 Now *colloq.* (freq. in U.S.);** [**canged**](http://www.oed.com/view/Entry/27038%23eid10083575) **a1250** [**snepe**](http://www.oed.com/view/Entry/183179%23eid22158712) **a1250** [**aerwitte**](http://www.oed.com/view/Entry/3218%23eid9556135) **c1275** [**sotly**](http://www.oed.com/view/Entry/185035%23eid21803107) **c1275** [**unsly**](http://www.oed.com/view/Entry/218063%23eid16372264) **c1275** [**unwitter**](http://www.oed.com/view/Entry/219650%23eid16140203) **c1275** [**folted**](http://www.oed.com/view/Entry/72581%23eid3952380) **a1300** [**unwily**](http://www.oed.com/view/Entry/219595%23eid16134922) **a1300** [**nice**](http://www.oed.com/view/Entry/126732%23eid34773088) **c1300 *Obs.*** [**goosish**](http://www.oed.com/view/Entry/80055%23eid2886944) **c1374** [**unskilful**](http://www.oed.com/view/Entry/218013%23eid16368443) **c1374 *Obs.* *rare*.** [**lewd**](http://www.oed.com/view/Entry/107735%23eid39386634) **c1380 *Obs*** [**foolish**](http://www.oed.com/view/Entry/72662%23eid3965388) **a1382** [**mis-feeling**](http://www.oed.com/view/Entry/119588%23eid36686916) **a1382** [**folly**](http://www.oed.com/view/Entry/72578%23eid3951828) **1387** [**dotty**](http://www.oed.com/view/Entry/56998%23eid6161303) **14… *colloq.* or *dial;*** [**peevish**](http://www.oed.com/view/Entry/139746%23eid31483091) **c1400 *Obs;*** [**fon**](http://www.oed.com/view/Entry/72596%23eid3953880) **c1440** [**folious**](http://www.oed.com/view/Entry/72538%23eid3941677) **a1450** [**daft**](http://www.oed.com/view/Entry/46858%23eid7385557) **?c1450** [**daffish**](http://www.oed.com/view/Entry/46850%23eid7384634) **1470-85** [**insapient**](http://www.oed.com/view/Entry/96615%23eid326139) **c1470** [**gucked**](http://www.oed.com/view/Entry/82211%23eid2290986) **?a1500** [**wanwitty**](http://www.oed.com/view/Entry/225560%23eid15323205) **a1500** [**furious**](http://www.oed.com/view/Entry/75656%23eid3318621) **1526 *Obs;*** [**insipient**](http://www.oed.com/view/Entry/96880%23eid355604) **1528 *Obs.* (Now mostly, or wholly, disused to avoid confusion with *incipient*.)** [**seely**](http://www.oed.com/view/Entry/174808%23eid23729777) **a1529** [**dawish**](http://www.oed.com/view/Entry/47512%23eid7482622)**?1529** [**momish**](http://www.oed.com/view/Entry/121021%23eid36213158) **1546** [**base-witted**](http://www.oed.com/view/Entry/15854%23eid26739916) **1547** [**stultitious**](http://www.oed.com/view/Entry/192125%23eid20315422) **a1549** [**folliful**](http://www.oed.com/view/Entry/72565%23eid3946370) **c1550** [**foolage**](http://www.oed.com/view/Entry/72645%23eid3963922) **1563 *Sc.*** [**senseless**](http://www.oed.com/view/Entry/175960%23eid23595258) **1565** [**mopish**](http://www.oed.com/view/Entry/122054%23eid36027090) **1568** [**unsensible**](http://www.oed.com/view/Entry/217743%23eid16348140) **a1586** [**fondly**](http://www.oed.com/view/Entry/72610%23eid3956438) **1587** [**dizzardly**](http://www.oed.com/view/Entry/56212%23eid6326362) **1594** [**follial**](http://www.oed.com/view/Entry/72556%23eid3945667)**1596** [**featless**](http://www.oed.com/view/Entry/68842%23eid4547351) **c 1598 *Sc.Obs.*** [**fopperly**](http://www.oed.com/view/Entry/72752%23eid3984584) **1599 ….**

**FOOLISH in the *Historical Thesaurus* (2)**

* [**…. inept**](http://www.oed.com/view/Entry/94965) **1604** [**simple**](http://www.oed.com/view/Entry/179955) **1604 (now *dial.*).** [**foppish**](http://www.oed.com/view/Entry/72755) **1608*Obs.*** [**unsage**](http://www.oed.com/view/Entry/217460) **1608 (UN- *prefix* 7.)** [**wisdomless**](http://www.oed.com/view/Entry/229491) **1608** [**fool-begged**](http://www.oed.com/view/Entry/72642) **a1616** [**Gotham**](http://www.oed.com/view/Entry/80222) **1621*attrib.* (Gotham College *n.* an imaginary institution for the training of simpletons.)** [**noddy**](http://www.oed.com/view/Entry/127584) **1645** [**badot**](http://www.oed.com/view/Entry/14585) **1653** [**dosserheaded**](http://www.oed.com/view/Entry/56954) **1655** [**infrunite**](http://www.oed.com/view/Entry/95656) **1657** [**nonsensical**](http://www.oed.com/view/Entry/128097) **c1661** [**slight**](http://www.oed.com/view/Entry/181788) **1663 *Obs.*** [**sappy**](http://www.oed.com/view/Entry/170885) **1670 (Cf. SAP *n.*)** [**dateless**](http://www.oed.com/view/Entry/47420) **a1686 Chiefly *Eng. regional* (*north.* and *midl.*).** [**noddy-peaked**](http://www.oed.com/view/Entry/127588) **1694** [**nizy**](http://www.oed.com/view/Entry/127434) **1709*Obs.*** [**shay-brained**](http://www.oed.com/view/Entry/177678) **1806** [**folly-stricken**](http://www.oed.com/view/Entry/72576) **1807*Comb.*, as folly-blind, folly-drenched, folly-fallen, folly-painting, folly-stricken adjs.**[**goosy**](http://www.oed.com/view/Entry/80056) **1811** [**spoony**](http://www.oed.com/view/Entry/187431) **1813** [**niddle-noddle**](http://www.oed.com/view/Entry/126836) **1821** [**gumptionless**](http://www.oed.com/view/Entry/82553) **1823** [**anserous**](http://www.oed.com/view/Entry/8138) **1826** [**spoonish**](http://www.oed.com/view/Entry/187424) **1833** [**as crazy as a loon**](http://www.oed.com/view/Entry/110160) **1845** [**anserine**](http://www.oed.com/view/Entry/8137) **1858 As the goose is conventionally (though erroneously) a type of unintelligence** [**gormless**](http://www.oed.com/view/Entry/80153) **1883** [**daffy**](http://www.oed.com/view/Entry/46857) **1884 = DAFT *adj.*** [**jay**](http://www.oed.com/view/Entry/100930) **1889 (*U.S.* *colloq.*)** [**pithecanthropic**](http://www.oed.com/view/Entry/262957) **1897** [**silly ass**](http://www.oed.com/view/Entry/179761) **1901** [**goofy**](http://www.oed.com/view/Entry/80008) **1921** [**boob**](http://www.oed.com/view/Entry/21387) **1934** [**nerkish**](http://www.oed.com/view/Entry/240409) **1975**

4.9 I hope you have enjoyed these videos! Next week: Angela will be discussing how ‘world English’ works.

[END OF VIDEO 3]