LIFEPAC®

LANGUAGE ARTS

STUDENT BOOK

8th Grade | Unit 2

Alpha Omega
PUBLICATIONS

Language Arts 802

All About English

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All About English

Introduction

In this LIFEPAC® you will be introduced to the origins of the English language. You will see that English is related to many of the other languages in the world, and you will do research of your own to discover the origins of words.

You will learn how to classify English words. You will be able to recognize and use nouns, verbs, pronouns, adjectives, and adverbs in original sentences.

In studying adjectives and adverbs more intensely, you will practice writing and will develop skill in describing through the proper use of modifiers.

Through practicing vocabulary words and studying their definitions, you will increase your written and spoken vocabulary.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. When you have finished this LIFEPAC, you should be able to:

1. Give examples of words that correlate in several languages.
2. Name the steps through which the English language has developed.
3. Name the original language from which English and its related languages come.
4. Demonstrate that a word may be traced to its original language.
5. Identify nouns, pronouns, verbs, adjectives, and adverbs.
6. Explain what a noun, pronoun, verb, adjective, or adverb does.
7. Use a noun, pronoun, verb, adjective, or adverb correctly in a sentence.
8. Select vivid adjectives and adverbs to make your writing more effective.
9. Demonstrate in an original composition your ability to express yourself clearly.
10. Spell new words.

Survey the LIFEPAC. Ask yourself some questions about this study and write your questions here.

1. HISTORY OF THE ENGLISH LANGUAGE

Why do you use the English language to communicate? In most cases it is because you learned it from your parents. They did not make a conscious effort to teach it to you; but you acquired it, first by listening and later through speaking and other forms of communication. Your parents probably learned the English language in the same way from their parents.

There was a time, however, when no English language existed. In this section you will see how our language developed. We realize from studying the Old Testament that God created all the languages, but these languages have changed over the years. The purpose of this section is to trace the development of the English language.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Give examples of words that correlate in several languages.
2. Name the steps through which the English language has developed.
3. Name the original language from which English and its related languages come.
4. Demonstrate that a word may be traced to its original language.

10. Spell new words.

VOCABULARY

Study these words to enhance your learning success in this section.

analytical (an' u lit' u kul). Logical; able to separate into elements.

correlation (kôr u lā´ shun). A mutual relationship.

dominion (du min' yun). Supreme authority; rule; control.

etymology (et u mol' u jē). The study of the origin and history of a word.

Germanic (jėr man' ik). Of Germany, its people, or their language.

Hellenic (he len' ik). The branch of the Indo-European family of languages that includes the various dialects of Greek.

High German (hī jėr' mun). The literary and official language used throughout Germany and Austria.

Indo-European (in' dō yur' u pē´ un). Having to do with a group of related languages in India, Western Asia, and Europe.

Italo-Celtic (i tal' ō sel' tik) The form of the Italic which was spoken in Italy before the Celts migrated westward.

linguist (ling' gwist). One who studies and compares languages.

Low German (lō jėr' mun). Collectively the language of the Low Countries—Dutch, Flemish, and Frisian and of the northern lowlands of Germany.

philologist (fu lol' u jist). A scientist who studies records of languages and words.

predecessor (pred' u ses' ur). Thing that came before another.

Sanskrit (san' skrit). The ancient literary language of India.

Semitic (su mit' ik). Group of languages including Hebrew and Arabic.

Slavic (slä' vik). Having to do with the people and languages of Eastern Europe.

Note: *All vocabulary words in this LIFEPAC appear in* **boldface** *print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.*

Pronunciation Key: h**a**t, **ā**ge, c**ã**re, f**ä**r; l**e**t, **ē**qual, t**ė**rm; **i**t, **ī**ce; h**o**t, **ō**pen, **ô**rder; **oi**l; **ou**t; c**u**p, p**u̇**t, r**ü**le; **ch**ild; lo**ng**; **th**in; /ŦH/ for **th**en; /zh/ for mea**s**ure; /u/ represents /a/ in **a**bout, /e/ in tak**e**n, /i/ in penc**i**l, /o/ in lem**o**n, and /u/ in circ**u**s.

THE DEVELOPMENT OF LANGUAGE

The study of the development of language involves an understanding of what language is, how it is important to man, and how it changes as time goes on. Language includes written symbols, spoken symbols, and sign language. Individuals have to agree that a word stands for a certain concept or idea before the word has any meaning. If I say to you, "Bring me the skruztblug," you would have no idea of what I mean. We have not agreed that the word *skruztblug* has a certain meaning between us! However, if I say instead, "Bring me the newspaper," you know exactly what I want, because we have agreed that the word *newspaper* is the symbol for the daily periodical delivered to my home.

Animals are sometimes thought to have a communication system, but it is by no means as well developed as that of man. When God created mankind, He gave him **dominion** over the animals. One of the gifts that man has is an **analytical** brain. This brain can sort and separate and develop a language system. In this manner each item in man's world can be controlled and identified by written and oral symbols. Written language is one of man's most important tools. Man not only has a more developed capacity for communication, he also has many languages with many dialects.

Through language man is uniquely capable of communicating abstract ideas by the use of symbols. When something new is found or invented, man creates new words to communicate the new thing. This is one of the most important ways that our language develops. The variety and complexity of languages used by man separates him from the animals and identifies him as unique in God's creation.

Although a language like our American English has commonly agreed upon symbols, meanings will change over a period of years. Our English language developed from earlier languages over many centuries. In addition to its roots in the Germanic languages, our English has been influenced by other languages such as Latin, Greek, and French. As a result, many of our English words have quite a diverse history. The study of the origin of a word is called **etymology**. Most good dictionaries give the etymology of words when their etymology is known. Etymologies document the changes in meaning that occur over long periods of time. Ever since dictionaries were first made available, meanings of words have changed dramatically. For example the word *let* in today's dictionary means *allow* or *permit.* In 1611, the word *let* meant *hinder* which is almost the opposite of allow or permit.

Answer this question.

1.1 Why is language so important to man?

_____

_____

_____

Look up the meanings.

1.2 If you have access to an English-to-French or English-to-Spanish dictionary, look up the translations of the following words and write them in the space provided.

a. chair _____ b. bed _____

c. tree _____ d. food _____

e. teacher _____ f. school _____

g. book _____ h. desk _____

Look up the abbreviations.

1.3 Using the chart at the front of your dictionary, look up the following abbreviations for Indo-European languages related to English.

AF _____ HG _____

Dan. _____ L, Lat. _____

Du. _____ LG _____

E _____ MF _____

F, FR. _____ OE _____

G, Ger. _____ OF _____

Gk. _____ OHG _____

Heb. _____ Sp. _____

How languages change. As groups of people move away and develop their own civilizations, their languages move and change with them. Look at the following passages.

Whan that Aprill with his shoures soote
The droghte of March hath perced to the roote
And bathed every veyne in swich licour
Of which vertu engendred is the flour;
Chaucer

... Go ye into the village over against you;
in the which at your entering ye shall find
a colt tied, whereon yet never man sat: loose
him, and bring him hither.
Luke 19:30

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.
Robert Frost

All three of these passages are written in English. Yet, the first one is very difficult to understand. You may also have some trouble reading the second. The first passage was written in the fourteenth century; the second, in the seventeenth century; and the third, in the twentieth century. These passages are examples of the changes English has undergone during the last six centuries.

How dialects develop. Languages change at different rates in different areas. These changes account for the many dialects we have in American English today. If an area is more isolated, in the sense not having much contact with the civilization near or surrounding it, its language demonstrates this isolation. When the English settlers began to cross the Appalachian Mountains in the early 1800s, some stayed in the mountains, built log cabins, and supported themselves by fishing, hunting, and gardening. The descendants of these early English settlers are the mountaineers of Kentucky and West Virginia today. Words in their vocabulary, such as *vittles, kin, folk, varmint*, and *spell*, have fallen into disuse among the rest of the Americans. They are old-fashioned words and are disappearing from modern English. For example, in the illustration of the lady to the right, she may be heard saying, "Howdy, folks! Want to come in an set a spell? I've got some vittles on the stove."

Complete this activity.

1.4 How many words or expressions can you recall that would fit into dialects? These words would be understood in only one certain area of the country. For example, in Louisiana, a paper sack is called a "poke." Is that true for your area? _____

Write in the following space as many of these words as you can recall.

_____

_____

_____

THE INDO-EUROPEAN FAMILY

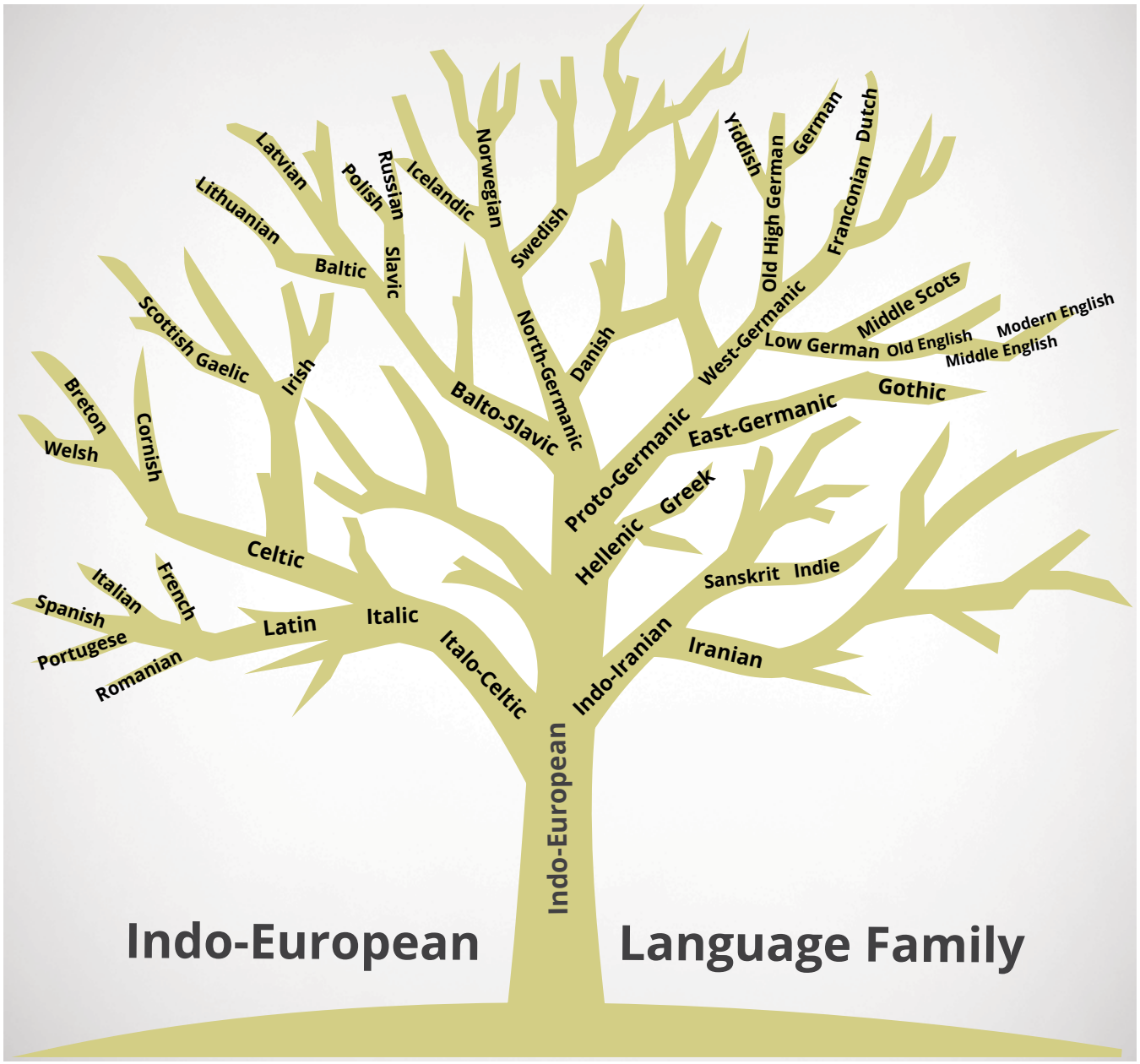
The English language that we speak today developed from **Indo-European**. **Philologists** and **linguists**, scientists who study languages, have determined a number of relationships among European languages. Through years of study they have been able to trace these languages back to a common parent language called "Indo-European." This language has been recreated by studying the changes many words have gone through in each language. Then the process is reversed to give the original words in Indo-European. Study the comparison chart to see **correlation** among the various languages.

Comparison Chart

English	French	Latin	Celtic	Greek	Sanskrit
three	trois	tres	tri	treis	tri
seven	sept	septem	secht	hepta	sapta
mother	mere	mater	mathair	meter	matar
night	nuit	noctis	—	nuktos	nakta

Because of this similarity among words in different languages, it is logical to study the theory that at one time we had a common language from which others developed. We do not have any written records of such a language, however. The speakers of Indo-European probably lived in east central Europe about 3500 B.C. As those people increased in number, various groups began to migrate to new areas. Some settled in northern Europe; others, in eastern Europe and Asia. The various languages their descendants speak all belong to the Indo-European family.

The Indo-European family is one of many language families which developed in similar fashion. Aramaic, the language Jesus spoke, belongs to the **Semitic** family, which also includes Hebrew, Phoenician, and other Middle-Eastern languages. Other language families developed in Africa and China. None of these language families is as large as the Indo-European family.



Answer this question.

1.5 How do language scientists know that an Indo-European parent language existed? (Example:)

_____

_____

_____

_____

Complete the following activities using the Indo-European family tree.

1.6 With a colored pencil, trace on the tree the development of the English language from Indo-European to Modern English.

1.7 Write the steps in the development of modern English, beginning with Indo-European.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

Complete these activities using the Comparison Chart.

1.8 What spelling difference sets the English word *three* apart from the same word in other Indo-European languages? _____

_____

1.9 What differences do you notice for the words? _____

_____

_____

_____

_____

_____

The non-Germanic branches. By 2200 B.C. several groups had broken off from the main Indo-European population. Some of these groups settled in Asia; others, in Europe. Those who settled around the Italian peninsula spoke **Italo-Celtic**, which later developed into two branches, Latin and Celtic. The Celts migrated westward to settle in Britain; another group of Indo-Europeans settled in Greece. These people spoke **Hellenic**, the **predecessor** of Greek. Other branches included **Slavic** and **Sanskrit**.

The Germanic branch. The **Germanic** groups quickly subdivided, just as their Indo-European predecessors had done. Some went north; others went southeast or west. The group that included the ancestors of the Anglo-Saxons occupied central and western Europe. Their West Germanic language was further subdivided into dialects, including **High German** and **Low German**. English developed from Low German.

What set the Germanic languages apart from other Indo-European languages was pronunciation. Germanic accented the root syllable, using a stress accent rather than the pitch accent of Greek. The consonant system was also different in certain respects. For example, words that had begun with *f* earlier in the development of Germanic now began with *b*. The word *brother*

is related to the Latin word *frater*, which was not affected by the changes in the Germanic consonant system.

The grammar of Germanic was very similar to Latin and Greek. Inflections were used to show case, mood, gender, and so forth. Word order was not important.

The grammar and pronunciation patterns of Germanic were continued in Anglo-Saxon, the language which German invaders brought to England about A.D. 450. Other changes affected English during later periods. Contact with the languages of other people, the impact of new ideas during the Renaissance, and the technological advance of the twentieth century all have acted to make the English of today very different from Anglo-Saxon.

Answer these questions.

1.10 From which branch of Indo-European did English develop? _____

_____ .

1.11 What type of accent did Germanic use? _____

1.12 What type of accent did Greek use? _____

1.13 Which two languages developed from Italo-Celtic? a. _____ , and

b. _____ .

1.14 What people spoke Hellenic? _____

SPELLING

Learn to spell and define the words from Spelling Words-1. These words are from the vocabulary list and from other parts of this section.

Spelling Words-1

analytical	expression	philologist
civilization	Germanic	Sanskrit
communication	identify	Semitic
concept	Indo-European	Slavic
correlation	isolated	separate
descendant	language	signal
dialect	linguist	symbol
distinguish	peninsula	
dominion	phenomenon	

Write sentences using these spelling words.

1.15 analytical _____

1.16 correlation _____

1.17 dialect _____

1.18 distinguish _____

1.19 dominion _____

1.20 linguist _____

1.21 phenomenon _____

1.22 philologist _____

Ask your teacher to give you a practice spelling test of Spelling Words-1. Restudy the words you missed.

Review the material in this section in preparation for the Self Test. This Self Test will check your mastery of this particular section as well as your knowledge of the previous section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Complete these statements (each answer, 3 points).

1.01 English belongs to the _____ language family.

1.02 Indo-European includes these five major branches:

a. _____ b. _____

c. _____ d. _____

e. _____

1.03 Reading and understanding fourteenth-century English is so difficult for us because

_____

_____

1.04 English went through these steps to become the language we know as modern English:

a. _____ b. _____

c. _____

Match these items (each answer, 2 points).

1.05	_____ Aramaic	a.	an extinct form of German
1.06	_____ High German	b.	includes Greek dialects
1.07	_____ Italo-Celtic	c.	a member of the Indo-Iranian family
1.08	_____ Hellenic	d.	appeared on Egyptian tombs
1.09	_____ Low German	e.	the official language of Austria and Germany
1.010	_____ Sanskrit	f.	the language Jesus spoke
		g.	spoken by the ancient Aarams
		h.	the form of Italic spoken before the Celtic migration
		i.	includes Dutch, Flemish and Frisian

List the language each abbreviation represents (each answer, 2 points).

1.011 HG _____

1.012 OF _____

1.013 Sp. _____

1.014 Gk. _____

1.015 F _____

1.016 MF _____

1.017 OE _____

1.018 OHG _____

1.019 Du. _____

1.020 Heb. _____

Choose the correct answer (each answer, 2 points).

1.021 *Varmint* is an example of _____ .

a. High German b. Dutch c. Greek d. American dialect

1.022 The term used for a person who studies and compares languages is _____ .

a. linguist b. predecessor c. analyst d. correlator

1.023 The Latin word *mater* means _____ .

a. matter b. mother c. monster d. mister

1.024 The French word *sept* and the Greek work *hepta* means _____ .

a. help b. September c. sides d. seven

1.025 The Celtic and Sanskrit forms for *three* are _____ .

a. tri b. trees c. sapta d. secht

Define these terms (each answer, 5 points).

1.026 Dialect: _____

_____

_____

1.027 Philologist: _____

_____

66/82 **SCORE** _____ **TEACHER** _____ _____
initials date

ABC **Take your spelling test of Spelling Words-1.**

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