LIFEPAC®

LANGUAGE ARTS

STUDENT BOOK

▶ **10th Grade** | Unit 1

Alpha Omega
PUBLICATIONS

LANGUAGE ARTS 1001
The Development of English

LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

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Introduction

If you came across the words *si thin nama a gehadgod*, you probably would not recognize them as English. Actually the phrase is a fragment of Anglo-Saxon (Old English) corresponding to *hallowed be thy name*.

How could English have changed so much in a mere one thousand years? Part of the answer is that language reflects culture, and twenty-first-century America* bears little resemblance to Anglo-Saxon England. Cultural change and linguistic change are equally inevitable. Historical events, inventions, discoveries, ideas, and individuals all have an impact on culture that is mirrored in language.

Even though old words sometimes die and new ones are constantly being added in a process of revision that parallels cultural change, the past lives on in our language. The most ancient words still commonly used in English reflect unchanging needs and values—family relationships, food, work, play, and God. In this LIFEPAC® you will see how English has changed as its speakers encountered new cultural forces, from the Norman Invasion to the Industrial Revolution and beyond. You will learn about specific processes of linguistic change. You will understand why English is spoken differently in the United States than it is in Great Britain, and learn how different dialects developed within the United States. You will learn that the slang you speak among friends is one of many instruments of linguistic change, and you will glimpse the future of the English language.

*Editor's note: In our unified (elementary and secondary) curriculum, ALPHA OMEGA PUBLICATIONS writers and editors endeavor to use the terms *America* and *American* to include all the countries and people of our hemisphere. We recognize respectfully that all people of Canada, the United States, Mexico, Central America, and South America are Americans. In this LIFEPAC however, the terms *America*, *American*, and *Americanisms* are used to refer to the people and language of the thirteen original colonies and of the United States.

Objectives

Read these objectives. The objectives will tell you what you will be able to do when you have successfully completed this LIFEPAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAC, you should be able to:

1. List the major types and processes of linguistic change.

2. Explain how the culture of a people affects their language.

3. Trace the etymology of any English word.

4. Identify the parent language of certain "loan" words cited in the LIFEPACs.

5. Tell how affixes are used to form new words.

6. Explain why scientific terms are formed from classical languages.

7. Name the four major periods in the development of English, giving corresponding dates.

8. Tell who the Normans were and how they affected the development of English.

9. Summarize the historical development of American English.

10. Name the major United States regional dialects.

11. Distinguish between American and British usage.

12. Identify and be able to choose the correct variety of English to use in the appropriate situation.

13. Demonstrate an understanding of the specialized terms used to describe language.

1. CHANGES IN LANGUAGE

Living languages, like the cultures of which they are a part, are constantly evolving. Old words are dropped and new ones are added. Words change their meanings and rise or fall in respectability. Over long periods of time, massive changes mayoccur in the structure of a language. Pronunciation and spelling also change.

Linguistic or language change can be deliberate or accidental, systematic or arbitrary. Contact with cultures whose customs, concepts, and artifacts are unfamiliar speeds linguistic change. Historical crises and social reforms also have an impact. Every new thing, every new idea encountered, requires a new word if it is to be communicated or discussed.

In this section you will learn about the processes of linguistic change and how they affect a language.

Section Objectives

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

1. List the major types and processes of linguistic change.
2. Explain how the culture of a people affects their language.
3. Trace the etymology of any English word.
4. Identify the parent language of certain "loan" words cited in this section.
5. Tell how affixes are used to form new words.
6. Explain why scientific terms are formed from classical languages.

Vocabulary

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

amelioration	analytic language	Anglicize
archaic word	conjugation	connotations
declension	dialect	etymology
generalization	Germanic Consonant Shift	grammatical meaning
guttural	imperative mood	indicative mood
inflection	loan word	morpheme
morphology	orthography	pejoration
phonetic	rhetorical punctuation	runic symbols
semantic meaning	specialization	structural punctuation
subjunctive mood	syntax	synthetic language
verbal		

CHANGES IN VOCABULARY

The most obvious aspect of any language is its vocabulary. All languages are made up of consonant and vowel combinations with meanings agreed upon by their users. These meaningful sound clusters (words) symbolize things, actions, concepts, and relationships.

You might think that the words in any given language differ from the words in any other language only in sound, not sense. The English word *man*, the Spanish word *hombre*, and the ancient Greek word *anthropos*, for example, all mean *adult male human being*. Tribes have been discovered, however, that have names for individual men, but no word that denotes man in general. Such languages may have words for particular species of trees or animals, but no word linking *elm* and *palm* or *deer* and *rabbit* into one concept. On the other hand, a language like Navajo may have twenty words for *black*.

Most modern languages, of course, have one word for *man*, for *tree*, and for *black*. They also have words for such abstract concepts as *justice* and *democracy*, which have no equivalents in the languages of people whose primary concern is survival. Only with the development of such institutions as law and government does a need for such terms develop. Every culture, whether primitive or advanced, has some form of religion. Every language has names for its deities or a word for *God*.

Read Genesis 2:19-20 and answer these questions.

1.1 What did God ask Adam to do? _____

1.2 Though Adam could not outrun a gazelle or fly like a hawk, he was superior to the animals God had made. What set him apart from them? _____

Read Exodus 16:14-15 and answer these questions.

1.3 What did the Israelites find? _____

_____

1.4 What name did they give it? _____

1.5 What is the literal meaning of the word *manna*? (If you do not know, ask your teacher or look up the word in a dictionary.) _____

1.6 What does the answer to Question 1.5 tell you about people and language? _____

_____

Vocabulary additions. When we encounter a new thing, we immediately want to know its name; if it does not have a name, we feel called upon to supply one. We may choose to borrow a word from another language or we may invent a new word.

Borrowed words. To borrow a word from another culture is easier than to invent a new one. This method of vocabulary addition is used frequently by peoples moving into an area already occupied by members of another tribe or ethnic group. Similarly, when one nation or tribe conquers another, words and customs are often borrowed on both sides. A more sophisticated type of borrowing occurs when a reader encounters a new idea in a foreign literature and borrows the term or phrase.

Loan words may be borrowed intact or changed to fit the language of the borrower. Just as the ancient Romans Latinized the Greek words that they borrowed, we **Anglicize** our loan words by eliminating sounds or combinations of sounds that do not occur in English. The word *chthonian*, borrowed from Greek, looks unpronounceable to us. We solve the problem by retaining the Greek spelling but pronouncing it *tho' ne un*. For some words the spelling is also changed: *chocolatl* became *chocolate* and *humanus* was Anglicized by lopping off the non-English ending. *Hula*, however, was borrowed whole.

Examining the **etymology** of words can be a useful and interesting activity. Most dictionaries give in brackets the name of the language or languages from which the word has come.

book [Old English boc]

ducat [<Middle French<Italian *ducato*, ultimately<Latin *ducem* leader (because it bore the title of the ruler issuing it)]

Note: (<) means *derived from or taken from.*

✎ **Look up** *etymology* **in your dictionary.**

1.7 What is the etymology of *etymology*? (If the symbols you find are unfamiliar to you, ask your teacher to explain them.)

_____

_____

_____

1.8 What is the relationship of etymology to borrowed words?

_____

_____

_____

✏️ **Poll your friends.**

1.9 Names, like other words, have etymologies. Most English names have been borrowed from other languages. Take a poll of your classmates to see whether they know what their first names mean and what languages they came from.

Look up any "mystery" names. (A librarian can help you, an inexpensive book of name derivations can be found in a bookstore, or resources are available online.) Write your findings on a sheet of notebook paper. Put your own name and its derivation here.

_____

Coined words. Word borrowing is a simple and obvious solution to the naming problem when a word is available in another language. However, a totally new thing, whether it is an invention or a newly discovered element, must also be named. The only recourse is to invent, or coin, a word.

One way to coin a word is to use the elements already present in the language and apply them to the new entity. The colonists used this method to name the *ground hog*, an animal not found in the Old World. (*Woodchuck*, another name for the same animal, is not a coinage, but is an Anglicization of the Ojibwa Indian word *wejack*.)

The other method, actually a variation of word borrowing, is to take familiar elements from another language and compound them. This type of coinage is extremely common in English, especially in the naming of ideas and inventions. A classic illustration is the word *automobile*. The prefix *auto-* (self) was borrowed from Greek by way of French; the stem *mobile* (moving) was derived from the Latin *mobilus*.

Vocabulary deletions and replacements. Some words, like *father, mother, God*, and *I*, never outlive their usefulness. Others are more transient, passing into the language and out again so quickly that they are scarcely noticed. When inventions are superceded or fashions change, the words associated with the outmoded items fade or become dated. *Rumble seats* and *bustles* are museum pieces; *boogie woogie* and *pitching woo* sound so silly as to be embarrassing. These words are all old-fashioned, but none is in immediate danger of being dropped from the language. The items to which they refer are firmly ingrained in our cultural past.

When a word becomes obsolete, or passes completely out of use, it is usually because some synonym took its place. The Norman word *uncle* competed with its Anglo-Saxon counterpart *eam* for many years before the older word finally dropped out. *Rede* was replaced by *advice* or *counsel*. The pretentious word *oscitate*, however, never succeeded in replacing *yawn*. *Oscitate* is an example of an obsolete word. Not only is this word never used, it has been virtually forgotten.

Words that are in the process of becoming obsolete are called *obsolescent*. An example of this type of word is *mercaptan*, a chemical term for the sulfur compound *thiol*.

Sometimes a word passes out of common use but is retained in literature and poetry because it preserves the flavor of a period. Such **archaic words** are often beautiful in themselves. Others are associated in our minds with the King James Version of the Bible or the works of Shakespeare. Because their **connotations** make them valuable to us, we still sometimes use archaic words in church services and other religious ceremonies such as weddings and funerals.

Read Ruth 1:16-17 and answer these questions.	

1.10 Many of the words in this beautiful passage are no longer in common use.

a. Are these words archaic or obsolete? _____

b. What meaning does *ought* have in this passage? _____

1.11 Both *where* and *whither* are used in the passage. *Whence* was also used at the time the King James Version of the Bible was first printed. All three meanings have since merged into the single word *where*.

a. Explain the distinction between *whence* and *whither*.

_____

_____

b. Explain the use of *where*.

_____

_____

CHANGES IN MEANING

Words have an agreed upon **semantic meaning**, and that meaning can change. The connotations of a word can affect its denotative meaning. Meaning can become more specific or more general. A formerly respected word may come to be shunned by educated users; a slang word can climb up the social scale to become an accepted part of the language. Even the misuse of a word can change the meaning of that word if the mistake is made frequently enough.

If a word is used in a new way and that new way is generally accepted, the new meaning becomes part of the language.

✎ **Answer the following questions.**

1.12 The word *helpmate* was coined to cover up or smooth over the error made in combining the words *help meet* into the false form *helpmeet*.

a. What is the literal meaning of the words *help meet* in Genesis 2:20? _____

_____

b. What was the meaning of *helpmeet* as inferred from the false reading? _____

_____

c. How does this compare with the meaning of *helpmate*? _____

_____

1.13 *Bridegroom* is another word that started out as an error. Look up the etymology of *bridegroom* and the various meanings of groom in your dictionary.

a. How do you think the mistake happened?

_____

_____

_____

b. What did this mistake do to the literal meaning of

bridegroom? _____

_____

_____

c. How did this new association affect the connotations of *groom*? _____

_____

Pejoration and amelioration. The process by which a word becomes more respectable or its meaning becomes more pleasant is **amelioration**. The history of *groom* provides a good illustration. *Marshal* and *constable* were also raised in status from horse grooms to police officers. *Cnicht*, the Anglo-Saxon word for *knight*, started out meaning *servant*.

The opposite process, by which a word becomes disreputable or its meaning degenerates, is **pejoration**. Probably the best example

of the pejorative process and its effects is the word *ain't*. Originally *ain't* was spelled *an't* and pronounced *ahnt*. It was a contraction for *am not* and used only with *I*. But untutored American settlers began using the word (by then pronounced *ant*) with *he, she,* and *they*, extending its meaning to *are not, is not,* and even *have not*. The word was so frequently abused that educated people began to avoid even the once respected use meaning *am not*.

Identify the following changes in meaning as either *pejoration* **or** *amelioration*.

1.14 The noun *cavalier* (from the French *chevalier, knight, horseman*) became an adjective meaning *arrogant* or *haughty*. _____

1.15 *Fond*, which meant *foolish* in Shakespeare's time, now means *affectionate*. _____

1.16 *Prestige*, borrowed from the French, is derived from the Latin *praestigium, illusion,* or *juggler's trick*. _____

Answer the following questions.

1.17 Look up *surly* in your dictionary.

a. What are the elements (root plus suffix) which make up the word? _____

b. What is its current meaning? _____

c. Does the etymology of *surly* illustrate pejoration or amelioration? _____

Specialization and generalization. Connotations can change a word's meaning in other ways besides raising or lowering its acceptability. Use in a particular context or situation can lead to the broadening or narrowing of semantic meaning.

When the meaning of a word is extended to cover a similar or related idea, it undergoes **generalization**. When its meaning becomes more specific, it undergoes **specialization**. In either case the old meaning may be kept along with the new, or the original may become obsolete and be replaced entirely by the new meaning.

Admire is a word that has undergone specialization. Originally it meant to *wonder* or *to marvel*. The sense of wonder is still present in the meaning of *admire*, but we have added *approval* or *pleasure* to it. We no longer *admire* what is horrible or terrifying. Shakespeare would have *admired* both a volcano and the Parthenon. We *admire* only the latter.

The word *prevent* has gone in the opposite direction, from a specialized meaning to a general one. Originally it meant to *precede* or *go before*. Imagine a king whose soldiers *prevent* (precede) him into an enemy stronghold. By hindering the enemy, they *prevent* injury to him (keep it from happening). A sense of *anticipation* is present in both uses.

The specific use meaning *precede* was extended to the associated meanings *hinder*, *forestall*, *avoid*, which in turn replaced the older meaning. *Prevent* now means to keep anything from happening, from accidents to forest fires.

Generalization also occurs when the meaning of a word is broadened to include a related concept. *Board*, *a flat piece of lumber,* was extended to mean the *table* made from the *board* and later *meals* (served on the *board*) *received as pay*. *Board* was also extended in connection with another kind of table to mean a group of people in conference. Although *board* has not lost its original meaning, few people think of a piece of lumber when speaking of the *chairman of the board*.

✏️ **Match the words and meanings with the process illustrated.**

Write the letter from the following list that corresponds to the process in the example. Letters may be used more than once.

a. specialization   b. generalization   c. pejoration   d. amelioration

1.18 _____ **Noble**. The noun *noble* (from Latin *nobilis, well known*) means *aristocrat*. The adjective means *illustrious* or *morally superior*.

1.19 _____ **Chairman**. At medieval conferences the only man privileged to sit in a chair was the one in authority. Today *chairman* means *one who presides over a meeting*.

1.20 _____ **Nice**. This word was derived from the Latin *nescio*—"I do not know." *Nice* meant *silly* or *ignorant* when borrowed into English. Through the phrase a *nice distinction* it came to mean *precise*. Today it means *pleasing* or *friendly.*

1.21 _____ **Propaganda**. Originally *propaganda* meant a system for propagating (spreading) religious doctrines, then any kind of ideas. As used today, it generally means the dissemination of political opinions for the purpose of biasing judgment.

1.22 _____ **High-minded**. As used in the Bible, *high-minded* means *haughty* or *proud*. Today's meaning is *noble in thought or sentiment*.

1.23 _____ **Naughty**. *Naughty* as used in the Bible and Shakespeare means *evil* ("So shines a good deed in a *naughty* world"). Today it means *mischievous* or *disobedient*.

1.24 _____ **Doom**. The original meaning was *judgment*, whether favorable or unfavorable. The sense of *condemnation* prevailed, making *doom* synonymous with *destruction*.

1.25 _____ **Imbecile**. The original meaning was *feeble-bodied*, not *feeble-minded*.

1.26 _____ **Rent**. (From Latin *reddita, things which are returned*.) *Rente*, the French original of *rent*, meant *income*. The English meaning is *income from property*.

1.27 _____ **Beef**. The Old French word *boeuf,* meaning *ox*, was borrowed into Anglo Saxon as *beef*, the *meat of an ox*.

SELF TEST 1

Match each term with its definition (each answer, 2 points).

1.01	_____ etymology	a. morpheme added to a base
1.02	_____ pejoration	b. passing out of use
1.03	_____ specialization	c. lowering in meaning
1.04	_____ amelioration	d. broadening in meaning
1.05	_____ conjugation	e. ending denoting grammatical function
1.06	_____ inflection	f. word derivation
1.07	_____ generalization	g. relations of sentence parts
1.08	_____ syntax	h. relations of word parts
1.09	_____ declension	i. noun inflections
1.010	_____ affix	j. elevation in meaning
		k. narrowing in meaning
		l. verb inflections

Write the letter of the correct answer (each answer, 3 points).

1.011 "Go and teach all nations" is an example of a sentence in the _____ .
a. imperative mood   b. infinitive mood   c. indicative mood   d. subjunctive mood

1.012 _Ain't_ is a word that has undergone the process of _____ .
a. specialization   b. amelioration   c. pejoration   d. generalization

1.013 The Germanic Consonant Shift illustrates which type of linguistic change? _____.
a. pronunciation   b. vocabulary   c. grammar   d. spelling

1.014 An example of a borrowed word is_____ .
a. bride   b. beef   c. man   d. knight

1.015 Word order and word relationships are aspects of _____ .
a. semantics   b. syntax   c. morphology   d. orthography

Write the answers in the blanks (each answer, 4 points).

1.016   English pronoun forms show gender and _____ .

1.017   Latin, Greek, English, and Balto-Slavic are all _____ languages.

1.018   Three types of verbals are the gerund, infinitive, and _____ .

1.019   The two types of base to which affixes are added are a. _____s and

b. _____s.

Answer true or false (each answer, 2 points).

1.020   _____   The plural form of *fungus, fungi,* has been Anglicized.

1.021   _____   *Helpmeet* is an example of an obsolete word.

1.022   _____   *Denotative* meaning is synonymous with *literal* meaning.

1.023   _____   Pronunciation is more likely than spelling to remain constant.

1.024   _____   Words can be borrowed from "dead" languages.

Write a paragraph to complete these items (each answer, 5 points).

1.025   Tell briefly how language reflects culture and how culture affects language.

_____

_____

_____

_____

_____

_____

_____

1.026   Explain the difference between *pejoration* and *amelioration* and give an example of each.

_____

_____

_____

_____

_____

1.027 Examine the statement *There is no tracing of ancient nations, but (except) by language.* Give specific examples of things you know about early cultures through language to help you explain.

_____

_____

_____

_____

_____

_____

Define these terms (each answer, 4 points).

1.028 morphology _____

_____

1.029 orthography _____

_____

1.030 archaic _____

_____

1.031 obsolete _____

_____

1.032 Anglicize _____

_____

80 / 100   **SCORE** _____   **TEACHER** _____ _____
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