LANGUAGE ARTS
STUDENT BOOK

10th Grade | Unit 1
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The Development of English

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

<table>
<thead>
<tr>
<th>English word</th>
<th>Etymology</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>[Old English boc]</td>
</tr>
<tr>
<td>ducat</td>
<td>[&lt;Middle French&lt;Italian ducato, ultimately&lt;Latin ducem leader (because it bore the title of the ruler issuing it)]</td>
</tr>
</tbody>
</table>

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?

________________________________________________________________________________________________
________________________________________________________________________________________________
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Unit 1 | The Development of English
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.
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.

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? ______________________

   __________________________________________
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

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>1.18</td>
<td><strong>Noble</strong>. The noun <em>noble</em> (from Latin <em>nobilis</em>, well known) means <em>aristocrat</em>. The adjective means <em>illustrious</em> or <em>morally superior</em>.</td>
</tr>
<tr>
<td>1.19</td>
<td><strong>Chairman</strong>. At medieval conferences the only man privileged to sit in a chair was the one in authority. Today <em>chairman</em> means <em>one who presides over a meeting</em>.</td>
</tr>
<tr>
<td>1.20</td>
<td><strong>Nice</strong>. This word was derived from the Latin <em>nescio</em>—“I do not know.” <em>Nice</em> meant <em>silly</em> or <em>ignorant</em> when borrowed into English. Through the phrase <em>a nice distinction</em> it came to mean <em>precise</em>. Today it means <em>pleasing</em> or <em>friendly</em>.</td>
</tr>
<tr>
<td>1.21</td>
<td><strong>Propaganda</strong>. Originally <em>propaganda</em> 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.</td>
</tr>
<tr>
<td>1.22</td>
<td><strong>High-minded</strong>. As used in the Bible, <em>high-minded</em> means <em>haughty</em> or <em>proud</em>. Today’s meaning is <em>noble in thought or sentiment</em>.</td>
</tr>
<tr>
<td>1.23</td>
<td><strong>Naughty</strong>. <em>Naughty</em> as used in the Bible and Shakespeare means <em>evil</em> (“So shines a good deed in a naughty world”). Today it means <em>mischievous</em> or <em>disobedient</em>.</td>
</tr>
<tr>
<td>1.24</td>
<td><strong>Doom</strong>. The original meaning was <em>judgment</em>, whether favorable or unfavorable. The sense of <em>condemnation</em> prevailed, making <em>doom</em> synonymous with <em>destruction</em>.</td>
</tr>
<tr>
<td>1.25</td>
<td><strong>Imbecile</strong>. The original meaning was <em>feeble-bodied</em>, not <em>feeble-minded</em>.</td>
</tr>
<tr>
<td>1.26</td>
<td><strong>Rent</strong>. (From Latin <em>reddita</em>, <em>things which are returned.</em>) <em>Rente</em>, the French original of <em>rent</em>, meant <em>income</em>. The English meaning is <em>income from property</em>.</td>
</tr>
<tr>
<td>1.27</td>
<td><strong>Beef</strong>. The Old French word <em>boeuf</em>, meaning <em>ox</em>, was borrowed into Anglo Saxon as <em>beef</em>, the <em>meat of an ox</em>.</td>
</tr>
</tbody>
</table>
Match each term with its definition (each answer, 2 points).

1.01  _______ etymology
1.02  _______ pejoration
1.03  _______ specialization
1.04  _______ amelioration
1.05  _______ conjugation
1.06  _______ inflection
1.07  _______ generalization
1.08  _______ syntax
1.09  _______ declension
1.10  _______ affix

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.

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
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**Define these terms** (each answer, 4 points).

1.028 morphology _______________________________________________________________________________
______________________________________________________________________________________________

1.029 orthography _______________________________________________________________________________
______________________________________________________________________________________________

1.030 archaic ______________________________________________________________________________________
______________________________________________________________________________________________

1.031 obsolete _____________________________________________________________________________________
______________________________________________________________________________________________

1.032 Anglicize ____________________________________________________________________________________
______________________________________________________________________________________________