

THE DEVELOPMENT OF ENGLISH

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 twentieth-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 LIFEPAAC® 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 LIFEPAAC 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 LIFEPAAC.

When you have finished this LIFEPAAC, 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 LIFEPAACs.
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.

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? _____

PARTICIPIAL PHRASES

Participial phrases, which are composed of participles, and their objects and modifiers, should be placed as close as possible to the noun they modify. *Worried about the weather, the umpire canceled the game* makes more sense than *Worried about the weather, the game was canceled by the umpire*. The umpire was worried; the game obviously was not. A participial phrase that is placed far from the noun it modifies with another noun or pronoun in between is called a *dangling participle*.

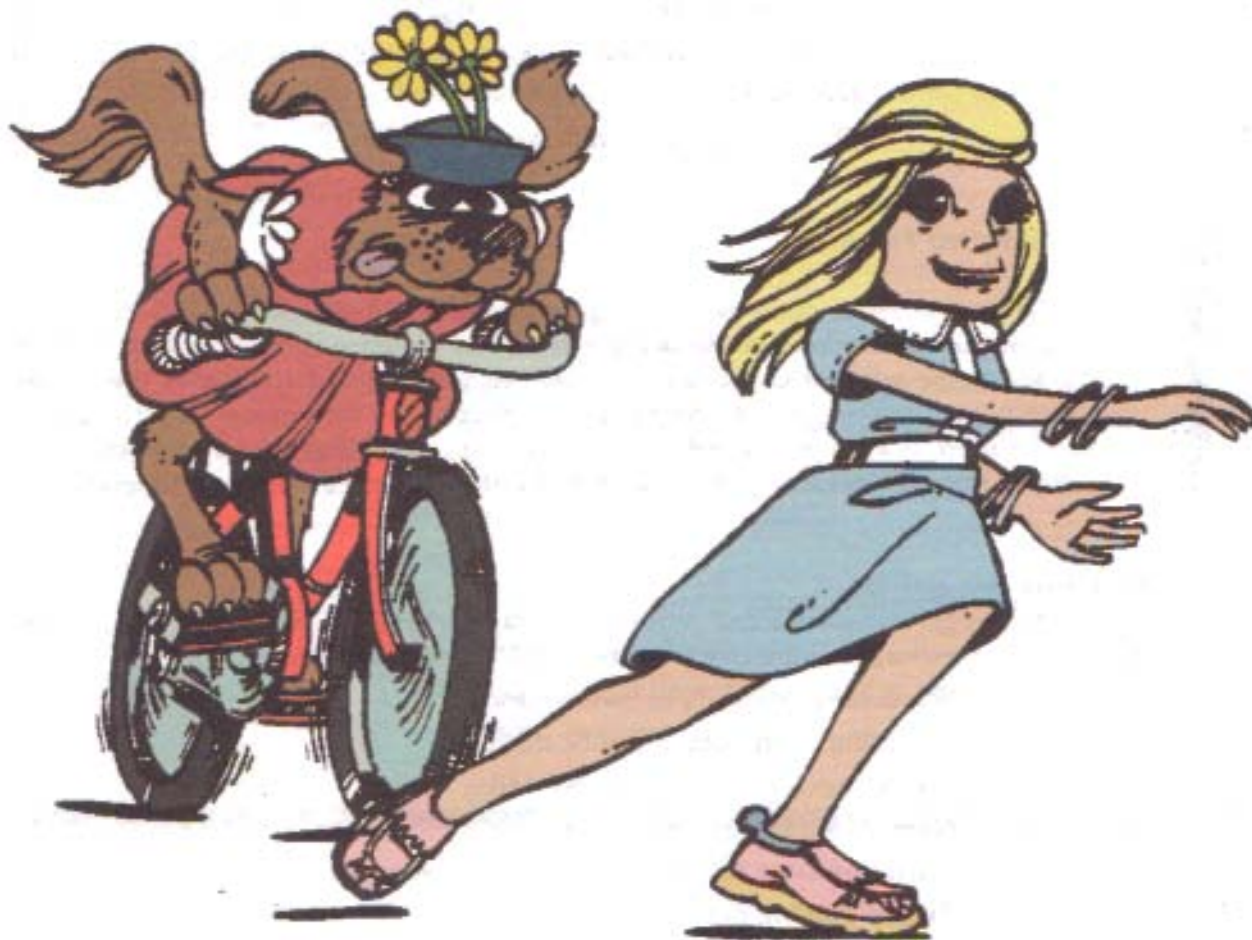
In the phrase *worried about the weather*, the prepositional phrase about the weather is clearly a modifier, but whether it acts as an adjective or an adverb is not immediately clear. Since it tells why the umpire was worried, it acts as an adverb. The participle *worried* retains enough of the characteristics of a verb to be modified by an adverb rather than an adjective.



Play a game.

2.39

Start with an unlikely situation such as a dog riding a bicycle and make up a dangling participle sentence to fit the situation. Challenge a friend to come up with a sillier dangling participle. Invite as many friends to join the game as you (or as your teacher will allow).



Riding her bike, the dog chased my sister.



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

SELF TEST 1

Match these items (each answer, 2 points).

- | | | | |
|-------|-------|-------------------|---|
| 1.01 | _____ | descriptive prose | a. memorization |
| 1.02 | _____ | narrative prose | b. sticking together |
| 1.03 | _____ | cutting | c. physical motions |
| 1.04 | _____ | expository prose | d. graphic discourse that describes |
| 1.05 | _____ | gestures | e. careful shortening of a reading |
| 1.06 | _____ | cohesion | f. beneath the conscious level, sub-conscious |
| 1.07 | _____ | enunciation | g. language that uses the senses |
| 1.08 | _____ | eye-contact | h. prose that tells a story |
| 1.09 | _____ | voice-print | i. prose that explains or persuades |
| 1.010 | _____ | paraphrase | j. clear articulation |
| | | | k. looking up at audience regularly |
| | | | l. summarizing passage in your own words |
| | | | m. poise, self-command |
| | | | n. like fingerprint, unique to its owner |

Answer true or false (each answer, 1 point).

- | | | |
|-------|-------|---|
| 1.011 | _____ | Oral reading is not so important today as it was 100 years ago. |
| 1.012 | _____ | Lowell Thomas said, "Make it sound as if it were not being read." |
| 1.013 | _____ | One's ability to read aloud will have little effect on his business or profession. |
| 1.014 | _____ | Reading aloud does not necessarily require one to understand what he is reading. |
| 1.015 | _____ | Those who read aloud best make it look easy. |
| 1.016 | _____ | One's voice is affected by his attitude toward himself. |
| 1.017 | _____ | The resonators are the mouth, nose, and lips. |
| 1.018 | _____ | The articulators are the tongue, teeth, palates, and lips. |
| 1.019 | _____ | One inherits a strong or weak voice. |
| 1.020 | _____ | Speaking rapidly in a large gymnasium causes your words to run together; making them hard to distinguish. |

Complete these statements (each answer, 3 points).

- 1.021 When you read something too fast, you rob the material of its a. _____, and the listener of b. _____.
- 1.022 Optimum pitch is _____.
- 1.023 You can relax your sound-producing mechanism before a performance by a. _____, b. _____ and c. _____.

