



LANGUAGE ARTS

STUDENT BOOK

▶ **8th Grade** | Unit 9

Language Arts 809

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Speak and Write

Introduction

This LIFEPAC® deals with the English language, which is spoken by over 400 million people across the world. Over half of these people use English every day.

If we did not constantly obey its rules and supply its needs, the form of language might begin to crumble and our ability to communicate would begin to break down. If we look closely at the rules of grammar, we can see that our language was designed to help us think in a logical way.

In the first section of this LIFEPAC, you will study English as a “living” language. You will learn about changes occurring throughout the history of English. You will study the etymology of the English language and you will examine English in the United States. You will also learn about standardization of language.

In the second section you will learn about problems in using grammar. You will learn to recognize double negatives, dangling modifiers, shifts in person, subject-verb agreement, and shifts in mood and tense. You will learn how to avoid and how to correct these sentence errors.

In the third section you will learn how to use language effectively in organizing, writing, and presenting an oral report.

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. Describe English as a growing language.
2. Explain how some of the changes in language came about.
3. Explain etymology.
4. Identify and explain certain terms used in describing language.
5. Spell new words correctly.
6. Identify and correct sentences with double negatives.
7. Identify and correct sentences with dangling modifiers.
8. Identify and correct sentences faulty in person and number.
9. Identify and correct sentences faulty in subject and verb agreement.
10. Restate the elements of the pentad.
11. Explain the functions of an oral report.
12. Explain various elements in preparing and presenting an oral report.

1. ENGLISH IS ALIVE

Students of **linguistics** classify languages as either “living” or “dead.” Latin, the language of the ancient Romans, is considered to be a dead language because it is no longer written or spoken today except by scholars. Dead languages such as *Latin*, *Sanskrit*, and *Old Norse* have not changed since their people stopped using them. These languages have no more words today than when they “died”; their grammar has not changed since then and it never will.

English, however, is a “living” language like all modern languages. In many parts of the world, English is being used every day. It continues to grow and to change as other living things do. Today, English has many more words than it did in 1611, the time the King James Version of the Bible was first published. Modern words have replaced **archaic** English forms.



SECTION OBJECTIVES

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

1. Describe English as a growing language.
2. Explain how some of the changes in language came about.
3. Explain etymology.
4. Identify and explain certain terms used in describing language.
5. Spell new words correctly.

VOCABULARY

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

archaic (är kā´ ik). Outdated, belonging to a much earlier time.

assimilate (u sim´ u lat). To absorb or become absorbed, as with knowledge.

culture (kul´ chur). The social patterns characteristic of a certain people.

derive (di rīv´). To obtain or come from a source.

evangelism (i van´ ju liz um). The zealous spreading of the Gospel, as through missionary work.

linguistics (ling gwis´ tiks). The study of languages.

obsolete (ob su lēt). No longer in use.

standardization (stan dur du zā´ shun). Something established by authority or general agreement to be used as a rule or model of quantity or quality.

vulgar (vul´ gur). Of or associated with common people.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

CHANGES IN THE ENGLISH LANGUAGE

Living languages continue to change for several reasons. Primitive England was invaded repeatedly by Germanic tribes. Not only did these warlike people bring with them their weapons, but they also brought their **culture** and language. The Britons were forced to accept the invaders' language along with their own defeat, and as a result the English language as we know it today has many similarities to German.

In A.D. 1066 the Normans conquered England and forced the English to adopt French as their language. Of course, the English did not abandon their language altogether. Although English was looked upon as a **vulgar** tongue and although no educated person would think of writing in English, it was commonly spoken in rural areas. Not until the great English poet, Geoffrey Chaucer (1340-1400), began to write in English did people begin to take written English seriously.

The theologian John Wycliffe was so excited about establishing the English language in literature that he translated the Bible into English. As you can see from the following selection from John 17:1-3, English today is quite different from the English of 1388:

These thingis Jesus spak, and whanne he hadde cast up hise izen into hevene, he seide: "Fadir, the our comith; clarifie thi sone, that thi sone clifie thee; as thou has zovun to hym power on ech fleisch, that al thing that thou hast zovun to hym, he zyve to hem everlastynge liif. And this is everlastynge liif, that thei knowe thee very God aloone, and whom thou hast sent Jesu Crist."

War was not the only thing that changed languages. Trade and **evangelism** also had an effect. When merchants sailed to other lands to trade for foreign goods, they had to learn to communicate with the natives. As a result, each side **assimilated** bits of the other's language. The Christian evangelists were even more responsible for the exchange of languages. Priests were commonly on board the trading vessels, hoping to convert the natives to Christianity. Of course, to make conversions, both sides had to understand each other very well.

Thus, today, English is a fairly common language throughout the world, and our vocabulary contains thousands of foreign words. Some of the earlier words are now considered **archaic** and other words have become **obsolete**.

**Complete these statements.**

- 1.1 Before the Norman invasion, English was most heavily influenced by the _____ language.
- 1.2 The Normans spoke _____ .
- 1.3 The poet, _____ , was greatly responsible for establishing English as a written language.
- 1.4 Besides war, a. _____ and b. _____ helped spread English and collect new words for the language.

Match these words, using only clues from the text.

- | | | | |
|-----|---------------------|----|--|
| 1.5 | _____ archaic | a. | people who spread the Gospel |
| 1.6 | _____ Normans | b. | translated the Bible into English |
| 1.7 | _____ vulgar | c. | outdated; belonging to an earlier time |
| 1.8 | _____ John Wycliffe | d. | common |
| 1.9 | _____ evangelists | e. | invaded England in 1066 |
| | | f. | translated the whole Bible in 1611 |

Match the archaic word with the modern word that you think has the same meaning. If you have difficulty with these words, use your dictionary.

- | | | | |
|------|--------------|----|-------|
| 1.10 | _____ shoon | a. | you |
| 1.11 | _____ gavest | b. | spoke |
| 1.12 | _____ doth | c. | shoes |
| 1.13 | _____ thou | d. | gave |
| 1.14 | _____ spake | e. | does |

ETYMOLOGY OF ENGLISH WORDS

Etymology is the history of a word, tracking its development from its earliest source. Most good dictionaries have an etymology section that can be found in brackets directly following the phonetic spelling and the abbreviation indicating the part of speech. The following example shows an etymology:

di a lect (di´ e lekt), n. 1 form of speech characteristic of a class or region and differing from the standard language in pronunciation, vocabulary, and grammatical form. See **language** for synonym study. 2 one of a group of closely related languages: *Some of the dialects descended from the Latin*

language are French, Italian, Spanish, and Portuguese. 3 words and pronunciations used by certain professions, classes of people, etc. —adj. dialectal. [<Middle French *v* < Latin *dialectus* < Greek *dialektos* discourse, conversation, ultimately <*dia-* between + *legein* speak]¹

The guide to the abbreviations found within the brackets is usually found in the front of the dictionary. In the case of the word *dialect*, the abbreviations mean that it **derives**, or comes, from the Middle French word *dialecte*, which comes from the Latin word *dialectus*, which comes from the Greek word *dialektos*, which means *conversation*.

¹From THORNDIKE-BERNHART ADVANCED DICTIONARY by E. L. Thorndike and Clarence L. Barnhart. Copyright © 1988 by Scott, Foresman and Company. Reprinted by permission.



Put an X by those words you think are new additions to our language. If you *need* help, use your dictionary *after* you have tried. (Hint: new words have no etymology listed.)

- 1.15**
- | | |
|------------------|----------------------|
| a. _____ X-ray | b. _____ mountain |
| c. _____ horse | d. _____ laser |
| e. _____ book | f. _____ supercharge |
| g. _____ subway | h. _____ leather |
| i. _____ pitcher | j. _____ nylon |

Complete these activities.

1.16 Pick a page of the dictionary at random.

a. List the different languages you find in the etymologies.

b. Which language seems to be the most common? _____

c. Which, the most rare? _____

1.17 Look up the etymologies of the words in the following list. In the space provided write the language or languages of the word's origin and, if possible, the word(s) from which it derives. The first one is done for you.

frail, fr. Middle English, fr. Middle French "fraile," fr. Latin "fragilis" fr. "fragere."

a. jury _____

b. panic _____

c. chant _____

d. oyster _____

e. oven _____

f. carousel _____

g. kaleidoscope _____

h. interfere _____

i. chintz _____

j. meadow _____

1.18 OPTIONAL ACTIVITY: Try to find an *unabridged*, not condensed, dictionary (the *Oxford English Dictionary* is the best) and look up the etymology and meaning of your name. You should try to find both your first and last names.

a. _____

b. _____

TEACHER CHECK

_____ initials

_____ date

ENGLISH IN THE UNITED STATES

Perhaps you have heard an English person speak and have noticed that not only is his accent different from yours, but some of his word choices are also different. For example, an English person would refer to what we call an elevator as a *lift*; to him a windshield is a *wind screen* and a subway is *the tube*. If he were going to have his tonsils removed, he would probably say he was going *to hospital* instead of *to the hospital*.

By now you may be thinking that the English you speak is not just English but is “United States English.” In a sense it is. You live in a culture that was made up of several different cultures. Perhaps you discovered, when you looked up the etymology of your name, that it comes from German or Italian. Of course, this country was originally settled by the English;

consequently, most of our customs and most of our language derive from that country.

However, the United States has been called the “melting pot” of the world because settlers from all over the world came to make their homes in this land, each bringing their language and traditions. Unlike the Normans, who forced the English to speak French; the English settlers did not attempt to force the other settlers to speak English. As a result we use a great many foreign words, often without realizing they are foreign. *Minnesota* is an Indian name; *Los Angeles* is Spanish; *Phoenix* is Greek; and *New Orleans* is French.

Besides borrowing foreign words, people in the United States have made up quite a few of their own. The word *blizzard*, meaning a severe

snowstorm, was invented in Estherville, Iowa around 1860. *Driveway*, *halter*, and *sand burr* are also terms of United States origin.

New words are continually flowing into “United States English.” Currently, the two greatest influences seem to be technology and slang. The space program has introduced such words as *launch pad*, *liftoff*, and *spacecraft*. Words from other technologies are *tape deck*, *cyber-space*, *pager*, *nuclear accelerator*, and *turbo-charged*. Slang words are usually only appropriate in casual speech and not in writing. You might tell a friend she is wearing a cute dress, but if you were describing a scene for a book

review, you would have to choose a more formal adjective. The reason for this choice is that slang words are often not precise in their meanings. If you walked into a hardware store and asked for some “stuff” for building a doghouse, the clerk would not know what you wanted: and if you told a policeman you had been “ripped,” he would not know whether you had been robbed, if you were angry, or if your clothes had been torn.

For language to be effective, both the speaker and the listener must agree upon the meaning they use. However, you do not have to be a student of linguistics to communicate effectively.





Complete these activities.

1.19 Read a page or two of a newspaper.

a. Pick out several words that come from slang. (The sports section is a good place to find these terms.)

b. Now turn to a different section and pick out several words that seem to come from technology.

c. Why do you think words were invented for technical things?



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

SELF TEST 1

Define these terms (each answer, 4 points).

- 1.01 linguistics _____

- 1.02 archaic _____

- 1.03 assimilate _____

- 1.04 unabridged _____

- 1.05 derive _____

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

- 1.06 _____ German is a “dead” language.
- 1.07 _____ English has changed very little since the time of the King James Version of the Bible.
- 1.08 _____ Latin has no new words.
- 1.09 _____ The Normans conquered the English in 1066 but let them keep their language.
- 1.010 _____ Chaucer showed England that their language need not be considered vulgar.
- 1.011 _____ The etymology section in the dictionary is found in brackets.
- 1.012 _____ A people’s language and their culture go together.
- 1.013 _____ Slang words are usually acceptable in writing.
- 1.014 _____ English in the United States does not include many foreign words.
- 1.015 _____ The word *lift-off* probably originated in the fifteenth century.

Match these items (each answer, 2 points).

- | | | |
|--------------|---|-----------------------|
| 1.016 | _____ the study of word origins | a. archaic |
| 1.017 | _____ rarely used in writing | b. standard English |
| 1.018 | _____ invented the printing press | c. Gutenberg |
| 1.019 | _____ rules for speaking and writing | d. grammar |
| 1.020 | _____ a word from technology | e. assimilate |
| 1.021 | _____ a language whose grammar
never changes | f. etymology |
| 1.022 | _____ what written English should be | g. doth |
| 1.023 | _____ helped spread and develop
language. | h. slang |
| 1.024 | _____ outdated words | i. John Wycliffe |
| 1.025 | _____ words no longer in use | j. trade |
| 1.026 | _____ an archaic word | k. Sanskrit |
| | | l. obsolete |
| | | m. King James Version |
| | | n. radar |

Answer these questions (each answer, 5 points).

1.027 How did the invention of the printing press aid in the standardization of language? _____

1.028 What is the function of slang? _____

1.029 Explain the difference between a *living* and a *dead* language. _____

54 67		SCORE _____	TEACHER _____	initials	date
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ABC Take your spelling test of Spelling Words-1.



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