# LIFEPAC®

# LANGUAGE ARTS

STUDENT BOOK

▸ **12th Grade |** Unit 10

Alpha Omega
PUBLICATIONS

# LANGUAGE ARTS 1210
# LANGUAGE AND ENGLISH LITERATURE REVIEW

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

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**Alpha Omega**
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# Language and English Literature Review

## Introduction

God gave people language with which to express themselves and to communicate with others. Some people communicate most effectively with their voices, but others use the written word to express themselves. Those who write may extend factual information to their readers, or they may express their thoughts, experiences, and feelings in poetry or in stories.

In this LIFEPAC® you will review those means of expressing ideas. You will review some of the literature of great writers and you will write your own expository essay, poem, and short story.

## 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 will be able to:

1. Explain theories of language development.
2. Define words in relation to their prefixes and suffixes.
3. Explain the method of reading with comprehension.
4. Identify specific elements of poetry and short story.
5. Identify the Anglo-Saxon literary forms.
6. Explain the importance of feudalism and the church as reflected by Chaucer's *Canterbury Tales*.
7. Identify characters and selections from the *Canterbury Tales*.
8. Identify the literary forms and devices used in English poetry and prose.
9. Identify the characteristics of English writers.
10. Trace the development of English drama.
11. Explain tragedy, plot, and characterization as they apply to *Hamlet*.
12. Explain the three methods and five steps of writing a critical essay.
13. Explain the resulting social unrest caused by rapid political, economic, and cultural changes.
14. Identify the life and works of major seventeenth- and eighteenth-century authors.
15. Explain neoclassicism and its influence on the literature of the time.
16. Explain the changes in literature brought about by the industrialization of England.
17. Identify and explain the major characteristics of romantic poetic theory.
18. List traits characteristic of Victorian behavior.
19. Discuss the characteristics and styles of seventeenth- and eighteenth-century writers.

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

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# 1. LANGUAGE

The study of language includes the study of words as they originated, as they are used correctly today, as they are used in sentences and paragraphs, and as they are used to convey meaning. The study of language is the study of communication in its many forms.

In this section you will review language by re-examining words, expository writing, sentence structure, grammar, and the techniques of reading with understanding. You will also review the methods of gathering information from written sources.

## Section Objectives

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

1.  Explain theories of language development.
2.  Define words in relation to their prefixes and suffixes.
3.  Explain the method of reading with comprehension.
4.  Identify specific elements of poetry and short story.

## Vocabulary

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

| | | |
|---|---|---|
| **conducive** | **pose** | **theorize** |
| **enhance** | **prevail** | |
| **impose** | **subtle** | |

**Note:** *All vocabulary words in this LIFEPAC appear in* **boldface** *print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.*

## WORDS

Words are the elements by which people think, speak, and write. Words are the most common form of communication. They also indicate **subtleties** about the communicator, such as his level of education, his native language, and his comfort in using the language.

The origin of words and language provides a basis for understanding word forms, grammar, and meaning in language today. The words people use to communicate ideas are a conscious or subconscious choice indicating sophistication of thought and knowledge of language.

**Origins.** From the earliest times, people have **theorized** about the origin of language. Indian legends credit Veracocha, god and creator of the Inca, with the establishment of language. The Scandinavians believed that only the gods were able to communicate in words. The gods eventually gave the gift of speech to the people.

The Bible, too, associates communication with God. God spoke to the beings he created, according to the Bible. In the account of the Creation, Adam spoke to God and understood God's words.

Some recent theories about the origin of language are based on Charles Darwin's theory of evolution, which presented people as descendants of ape-like creatures. The apes developed primitive methods of communicating with each other. According to Darwin, these methods descended to man and became the complex language and reasoning of modern civilization.

Man's ability to reason and communicate with complexity depends on the size and organization of his brain. Man's brain is larger than the brain

of an ape. Man's brain is also organized so that specific cognitive skills and motor skills are located on specific sides of the brain. These skills are associated with speech. Man's brain also contains an area through which run nerves that connect vision, speech, and motor control. Scientists believe that apes do not have these areas in their brains.

Other theories of language origin are the "bow-wow" theory, the "pooh-pooh" theory, and the "yo-he-ho" theory. The "bow-wow" theory assumes that first words were imitations of animal cries and other natural sounds. The "pooh-pooh" theory says that the first words were exclamations of emotion and later became connected with the object or situation that caused the exclamation of emotion. The "yo-he-ho" theory supposes that speech began with the rhythmic chants of people working together or with the gestures and songs of children at play.

When taken together, these theories may account for the development of some primitive languages. The theories, however, do not account for the complex grammar or language changes that **prevail** in modern language. Modern linguists believe that in the primitive stages of language development, sounds were strung together and no distinction was made between sounds and words. Vocabulary, they believe, consisted of words for emotions and for specific items and general categories.

Linguists continue to study the origin of language for definite answers to questions about its beginning. The origin of many individual languages, however, can be traced with accuracy. English developed from a Germanic language, which had developed from Indo- European languages. These languages and others became the "language of the land" as one country conquered another country and **imposed** its language on the conquered people.

**Complete these activities.**

**1.1** List three theories of the origin of language.

a. _____

b. _____

c. _____

**1.2** Describe each of the theories listed in 1.1.

a. _____

_____

b. _____

_____

c. _____

_____

**1.3** List two legends about the origin of language.

a. _____

b. _____

**1.4** How does the ape's brain differ from man's brain relative to language?

_____

_____

_____

**1.5** What is one way that an individual language became the "language of the land"?

_____

_____

_____

**Forms.** Words are composed of elements that convey meaning. These elements are the root, the prefix, and the suffix. The root is the main portion of the word and conveys primary meaning. To the root a person may add a prefix at the beginning or a suffix at the end to change or modify the meaning of the root word. This list of prefixes and suffixes and their meanings further explains the concept of prefixes and suffixes.

| Prefixes | Meaning |
|---|---|
| ab- | away, away from |
| ad- | to, toward |
| e- | out, forth, away |
| in- | into, within |
| inter- | between |
| pre- | before |

| Suffixes | Meaning |
|---|---|
| -able, -ible | capable of |
| -al, -ial | process, act of doing |
| -ate | to act or possess |
| -ion | act or process |
| -ive | one who performs an action |
| -or, -er | one who does a specific thing |

Note the changes that occur in the meanings of these root words when prefixes and suffixes are added to them.

| root word | + prefix | + suffix = | | meaning |
|---|---|---|---|---|
| ven (to come) | in- (into) | -tion (process) | *invention* | something thought up or created |
| norm (usual) | ab- (away from) | -al (process) | *abnormal* | not usual |
| dict (to say) | pre- (before) | -able (capable of) | *predictable* | able to foretell |

By adding prefixes and suffixes to words, the meanings of the word can be altered substantially. Note the prefixes and suffixes of words when you are reading in order to understand the meaning that the author conveys.

**Write the definition of the root word in the first column. Then write the definition of the root word with its prefix or suffix in the next column. Use your dictionary.**
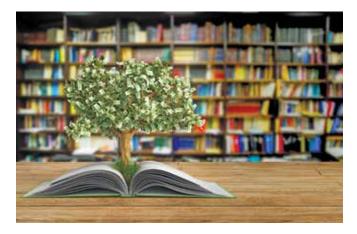
| | root word | definition | root word with prefix or suffix | definition |
|---|---|---|---|---|
| **1.6** | view | a. _____ | preview | b. _____ |
| **1.7** | here | a. _____ | adhere | b. _____ |
| **1.8** | edit | a _____ | editor | b. _____ |
| **1.9** | collect | a. _____ | collection | b. _____ |
| **1.10** | quote | a. _____ | quotable | b. _____ |

**Grammars.** People who study languages describe the structures of those languages through their grammars. Three types of grammar are traditional grammar, structural grammar, and transformational grammar.

Traditional grammar is based on the Latin language. Traditionalists tried to relate English to Latin through study of parts of speech and inflections. Attempts to correlate the two languages were not always successful because English relies on sentence structure rather than the inflections present in Latin.

Traditional grammar usually begins with the definition of a sentence and a description of parts of speech, clauses, and phrases. The definitions and rules of usage are often confusing because many exceptions exist.

Because some people believed that traditional grammar did not accurately describe English grammar, they created structural grammar. Structural grammarians believe that logical fallacies existed in the traditional definitions of parts of speech, and that the grammar of a language consists of linguistic facts. Therefore, they do not label particular usages "correct" or "incorrect." The principles upon which structural grammar is based are these: grammar has set patterns that depend on the community in which the language is spoken or written; each language or dialect has its own patterns; analysis and description of a language is based on scientific theory in simplicity, consistency, completeness, and adaptability to



change. Structural grammar emphasizes spoken languages over written languages. It analyzes language by beginning with word forms and working back to meaning.

Transformational grammar was developed to find rules that, if followed, would generate all possible grammatical sentences in language. The rules are statements that a community must follow to communicate successfully.

Transformational grammarians assume that all members of the community know the rules or they would not be members of the community. The sentence analysis make possible orderly and regular working with sentence elements. It also avoids confusion that results from definitions based on meaning.

**Answer** *true* **or** *false*.

**1.11**    _____    Structural grammar was developed because people believed traditional grammar did not accurately describe English grammar.

**1.12**    _____    Traditional grammar is based on the French language.

**1.13**    _____    Structural grammar defines a sentence and parts of speech.

**1.14**    _____    Transformational grammar attempts to find rules that, if applied, would create all possible grammatical sentences.

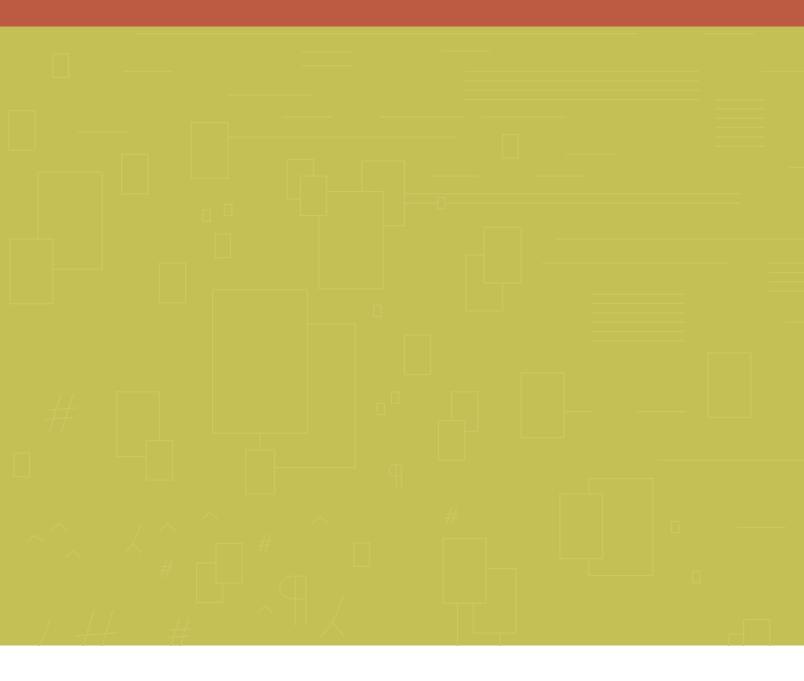**1.15**    _____    Exceptions to the rules of traditional grammar seldom occur.

**Semantics.** Semantics is the scientific study of word meanings. It is especially concerned with the history of words and the changes that occur in the meanings of certain words. Semantics also concentrates on the influence of words on human behavior, the symbolism of some words, and theories of meaning.

Some semanticists study the ways in which words are used in advertising, cartoons, and politics to elicit a certain response from the person who is hearing or reading the words. People who are hearing or reading words must understand the word in its context. The content includes any words, parts of sentences, or paragraphs that surround the word. In some political speeches or advertisements, the word is so out of context that a point or idea cannot be proved. Merchants whose advertising at Christmas time encourages people to spend large amounts of money on Christmas presents are using ideas or words that are out of context. The merchants associate the real meaning of Christmas with the spending of money instead of with the day's religious significance.

Context is also important in understanding plays on words and other verbal jokes. "That's another kettle of fish" cannot be taken literally. Its context is essential to the understanding of the expression.

Usage is also important in semantics. People use different levels of usage in discourse with different groups of people. A person uses less formal language when he is speaking to his family than he uses when he is talking with his teachers. He finds a more formal level of usage in his textbooks. The person who uses the textbook formal level of usage with his family or friends will probably find himself unable to communicate.

People in certain occupations use words and phrases that are understood only by others of those occupations. The words and phrases seem out of place in general conversation, but they simplify communication among workers. Firefighters speak of *catching the plug*, *turnouts*, and a *stinger*. Journalists use terms such as *op-ed*, *byline*, and *stringer*. Physicians talk of diseases and surgery of which the average person has not yet heard. The meaning is clear to those in the occupation, but outsiders have difficulty understanding the words, sometimes even in context.