

Week One

Lesson 1—History of the English Language: Read Aloud

In the British Islands, the first known language spoken is one which is not used in England, but it still exists, in various forms, in Wales, the Highlands of Scotland, and in many parts of Ireland. This language is the language of the Celts and it's called Gaelic. Many places, both in England and in the Lowlands of Scotland, derive their names from this language, but few Celtic words have remained in the English language. Some words you may know are: clan, crag, loch, trousers, and shanty.

In the fifth century, the Saxons, from Lower Germany, landed in the southern parts of the British islands. They drove the Celts into the western and northern parts of the country, where their descendants and Celtic language continued. As the Saxons spread over the island a new language began to be spoken. The country took the name of England, from a leading branch of the Saxons, called Angles and the new language that dominated was called Anglo-Saxon. Today we refer to this as Old English.

This language was a branch of the Teutonic — that is, the language of the Teutones, a nation which occupied a large portion of central Europe at the same time as the Celts. The Danes, the Dutch, the Germans, and the English, are all considered as nations chiefly, of Teutonic origin; and their various languages resemble each other.

For the next five hundred years, Old English continued to be used with little change. Some Latin was introduced by Christian missionaries such as: abbot, altar, candle, clerk, mass, minister, monk, nun, priest, school and pope. The Viking raiders from Scandinavia also brought Old Norse as they raided and settled in England. Some of their words were: anger, awe, awkward, bag, berserk, bleak, egg, freckle, and hell. However these new words were incorporated into the Old English.

In the year 1066 the Duke of Normandy, from France, invaded England. From that time French became the language of the ruling class of England and Anglo Saxon was considered the language of the peasants. As the languages melded two words often existed to describe the same thing such as: cow or beef, deer or venison, kingly or royal, smell or odour, drought or famine. The French words were considered to be more refined and sophisticated than the peasant words. Over the next few hundred years these two languages blended together and became known as Middle English.

By the end of the 15th century English had become the first language of the ruling class and French was a second language that was taught in

schools along with Latin. Shakespeare began to write plays and the King James Bible was printed in 1611 in what is called Early Modern English. The language continued to mature into what we call Modern English.

Modern English is spoken in many countries around the world, including England, Australia, North America, Canada, and New Zealand. There are nearly one billion people who speak English as a first or second language. English has become the common language of business and is used for shipping, computer technology and science. Whilst many countries have indigenous languages they choose to adopt English as their official language.

[Watch this TED Ed video How English Began.](https://www.youtube.com/watch?v=kIzFz9T5rhI)

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1. Tell someone all that you have learned about the origins of Modern English.

Lesson 2—Root Word and Base Words

Many words have been borrowed from different languages, particularly Latin and Greek. We often call the origins of these words root words or base words. These words are the basic meaning of the word. To these words we can add parts to the beginning called prefixes and parts to the end called suffixes.

When we apply suffixes and prefixes to a base word we can completely change the meaning.

1. Watch these two videos:
 - Suffix <https://www.youtube.com/watch?v=HUtMHT7DovI> 2min 40sec
 - Prefix <https://www.youtube.com/watch?v=1170VtskxKA> 2min 44sec
2. Here are three common prefixes used today:
 - A. pre – meaning before
 - B. pro – meaning forward
 - C. sub – meaning under.

Can you list a few words that begin with these prefixes; you can use a dictionary.

3. Here are three common suffixes used today:
 - A. ful – means full of
 - B. tion – often turns a verb into a noun
 - C. ure – turns something into a procedure or function
4. Can you list a few words that begin with these suffixes.

Lesson 12*—Homonyms

Note: Words that are alike in sound but different in meaning are called homonyms.

1. Find the meaning of the following homonyms and use each in a sentence:

- | | | |
|----------------|---------------|--------------|
| A. steal/steel | E. sun/son | I. fore/four |
| B. knot/not | F. no/know | J. meet/meat |
| C. feet/feat | G. hour/our | K. see/sea |
| D. ate/eight | H. would/wood | L. hour/our |

2. Write the following sentences and fill in the blank with words from the list above.

- A. Take off your muddy shoes and wash your_____.
- B. The athlete performed a dangerous_____.
- C. We_____cake and drank tea.
- D. I will_____you there in an_____.
- E. Go to the butcher and get some_____.
- F. The bridge was made of _____.
- G. The _____and his father went to chop some_____for the fire.
- H. Thou shalt not _____ .
- I. There was a _____in the girl’s hair that she could_____brush out.
- J. I will _____ you there at _____o’clock.
- K. The _____shone as we sat on the beach and watched the_____.
- L. “Test me on the alphabet for I _____it all,” she said.

Lesson 15*—Singular and Plural: Spelling with f or fe

SINGULAR	PLURAL
wolf	wolves
shelf	shelves
wife	wives
calf	calves

1. Study the words. Which of the words end in **f** in the singular?
2. Which ends in **fe**?
3. In forming the plural, **f** or **fe** is changed to what letters?
4. Write the plural of the following:
 - A. knife
 - B. life
 - C. self
 - D. half
 - E. thief
 - F. beef
 - G. loaf
 - H. sheaf
 - I. leaf
5. Copy the following sentence, filling the blanks to make a rule for this formation of the plural.

Most words ending in **f** or **fe** form the plural by changing _____ or _____ to _____ .

Week Seven

Lesson 19*—Poetry Selection for Study

THE WINDFLOWER

“Windflower, Windflower, why are you here?
This is a boisterous time of the year
For blossoms as fragile and tender as you
To be out on the roadsides, in spring raiment new.
The snowflakes yet flutter abroad on the air,
And the sleet and the tempest are weary to bear;
Have you not come here, pale darling, too soon?
You would seem more at home with the blossoms in June.”

“Why have I come here?” the Windflower said;
“Why?” and she gracefully nodded her head
As a breeze touched her petals. “Perhaps to show you
That the strong may be sometimes the delicate, too.
I am fed and refreshed by these cold, rushing rains;
The first melting snowdrifts brought life to my veins;
The storm rocked my cradle with lullabies wild;
I am here with the Wind—because I am his child.

—Lucy Larcom

The Windflower is another name for the Japanese flower, the anemone. It flowers in Australia around April, our autumn. In North America the Windflower of this poem flowers in Early Spring which is also around April so the reference to June is referring to summertime in North America.

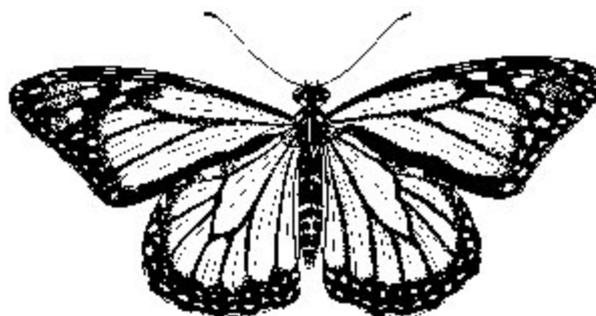
1. Explain the meaning of this poem.
2. Personification is the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form. Give some evidence of this in the Windflower Poem.



Week Eight

Lesson 22—Conversation: The Monarch Butterfly

A beautiful orange and black butterfly flew slowly over the meadow. Near the milkweed stalk it paused and lighted on one of the tender green leaves. After a while it flew away, but on the milkweed it had left a number of tiny eggs.



Finish the story. Tell of the hatching of one of the eggs, the caterpillar, its growth and food, the chrysalis, and the butterfly.

Lesson 23*—Selection to Study: A Grammar Land Story

Background: This story is set in a fictional kingdom called Grammar Land. All the characters in the story are parts of speech and they are on trial for disruption in Grammar Land. [You can read the whole story online here.](#)

MR ADJECTIVE

The next Part-of-speech called up before Judge Grammar was Mr Adjective.

“My young friends of Schoolroom-shire,” said Sergeant Parsing, “must know Mr Adjective well. He is the greater chatterbox and the veriest gossip that ever lived. You never in all your life, my lord, knew anyone who could say so much about one thing as Mr Adjective - Mr Noun cannot mention a word, but Mr Adjective is ready to tell all about it, whether it is little or big, blue or green, good or bad, and mischief enough he does in Schoolroom-shire. For instance, if noun mentions Willy's pen-‘Nasty, spluttering , cross-nibbed thing, whispers Adjective, and Willy thinks that is why he wrote such a bad copy, and did not dot his i's. If Mr Noun points out pussy, who is coming into room, purring and rubbing her head against the leg of each chair as she passes, Adjective whispers that she is a dear, sweet, soft, warm, little pet, so Milly leaves off her sums to pick her up and play with her. Ann, the housemaid, finds dirty boot-marks on her nice clean stairs, and as soon as she sees Tom she tells him he is a 'tiresome, untidy, disobedient, and naughty boy,' not knowing that Mr Adjective was whispering all those words in her ear. Indeed, Mr Adjective causes more quarrels in Schoolroom-shire, and other places too, than anyone can tell. Only yesterday Jane and Lucy had a quarrel, I hear, because Jane pulled the arm off Lucy's doll. If Mr Adjective had not put into Lucy's head to call Jane naughty and unkind, Jane would not have answered that Lucy was cross and disagreeable. She

Week Eleven

Lesson 28—Picture Study: Wordless Stories



Three paintings by Duverger, *School Mistress*, *Little Drummer Boy*, and *Puppet Show*

1. What is happening in the first painting?
2. What is happening in the second painting?
3. Do you think the first two stories go together? Give reasons for your answer.
4. Do you think the third picture, *Puppet Show* is part of the set? Give reasons for your answer.
5. Write a list of events that happened between picture one and two. Begin your story with:

A young girl and her brothers were playing schools in the lounge room.



Lesson 29*—Complex Sentences

When we write a sentence it has a main idea. When we write a complex sentence we add another idea to our main idea. We call these additional ideas clauses. A clause has a subject and a verb but it might not have a complete idea. When a clause's idea is not complete we call it a dependent clause (or subordinate clause) because it depends on the main idea to make sense.

- A. **Now that Sarah is free**, she will go home.
- B. **Although I would love that**, I have to finish my work.
- C. **While I waited**, he cooked me a pancake.
- D. **If you have time**, can you buy some milk
- E. **When I have found my book**, I will finish it.

1. What is the main idea in sentences A, B, C, D, E?
2. What is the dependent clause in sentences A, B, C, D, E?
3. What is the subject in the dependent clauses of A, B, C, D, E?
4. Complete the sentences below by adding the main idea.
 - A. If I was sixteen, _____.
 - B. When I get enough money, _____.
 - C. Now that John has eaten, _____.
 - D. Since you are sick, _____.
 - E. Even if she can't go, _____.
 - F. Although I am only young, _____.
 - G. As you walk, _____.