

Topic 3 **HISTORY**

1. Vocabulary

- |                       |                 |                           |                       |
|-----------------------|-----------------|---------------------------|-----------------------|
| 1. <b>Tribes</b>      | *Tribes         | 6. <b>Conquer</b>         | *Con quer             |
| 2. <b>Invade</b>      | In *vade        | 7. <b>Linguistic</b>      | Lin *guis tics        |
| 3. <b>Inhabitants</b> | In *hā bi tants | 8. <b>Distinct</b>        | Dis *tinct            |
| 4. <b>Derive</b>      | De *rive        | 9. <b>Standardization</b> | *Stan dard iz *a tion |
| 5. <b>Roots</b>       | *Roots          | 10. <b>Preserve</b>       | Pre *serve            |

2. Vocabulary Definitions and Samples

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
1	<b>Tribes</b>	n	A social group comprising numerous families, clans, or generations together with slaves, dependents, or adopted strangers	The wedding of the King's daughter joined the two <b>tribes</b> together.	Similar to <i>blood, clan, kin</i>	Tri bal adj.
2	<b>Invade</b>	v.	To enter for conquest or plunder	The troops <b>invaded</b> the city at dawn quickly taking control.		In va sion n In va der n.
3	<b>Inhabitants</b>	n.	One that occupies a particular place regularly, routinely, or for a period of time < <b>inhabitants</b> of large cities> <the tapeworm is an <b>inhabitant</b> of the intestine>	The <b>inhabitants</b> of the town don't like the tourists.	Similar to <i>dweller, habitant, occupant, resident.</i>	
4	<b>Derive</b>	v.	To have or take origin	The river <b>derives</b> its name <u>from</u> a Native American tribe.	Usually is found with <i>from</i> . <i>Comes from</i> can also be used.	Der i vat ion n.
5	<b>Roots</b>	n.	Something that is an origin or source (as of a condition or quality) <the love of money is the <b>root</b> of all evil >	Hip hop <b>roots</b> can be traced back to tribal music in Africa.	Thing of the <b>roots</b> of a plant or a tree...the beginning.	Root ed adj. Root ed ness n. Root less adj. Root less ness n Root like adj.

	Word	Form	Definition	Example	Usage Tips	Parts of Speech
6	<b>Conquer</b>	v.	To gain or acquire by force of arms : <b>SUBJUGATE</b> < <b>conquer</b> territory>	The city was <b>conquered</b> by the ancient Romans.	Similar to <i>overpower, subjugate.</i>	Con que ror n. Con quest n.
7	<b>Linguistic</b>	adj.	Of or relating to language or linguistics (the study of language)	Children begin to acquire <b>linguistic</b> skills around the age of 12 months.	Similar to <i>verbal, lexical, vocabulary.</i>	Lin guis ti cal ly adv. Linguist n.
8	<b>Distinct</b>	adj.	Distinguishable to the eye or mind as discrete : Separate <a <b>distinct</b> cultural group> <teaching as <b>distinct</b> from research>	The phrase has three <b>distinct</b> meanings.	Similar to <i>different, diverse, non-identical.</i>	Dis tinct ly adv. Dis tinct ness n.
9	<b>Standardization</b>	n.	To bring into conformity with a <b>standard</b> (something established by authority, custom, or general consent as a model or example : <i>Criterion</i> <quite slow by today's <b>standards</b> >)	The <b>standardization</b> of the Suneong exam by the Korean government helps to compare students across the country.	Similar to <i>homogeny, normalization.</i>	Stan dar dize v.
10	<b>Preserve</b>		To keep safe from injury, harm, or destruction, loss	These laws are intended to help <b>preserve</b> our natural resources.	Similar to <i>protect, maintain, keep.</i>	Pre serv abil I ty n. Pre serv able adj. Pres er va tion n. Pre serv· er n.

### 3. Vocabulary Practice

A. Please put the correct word into the correct sentence. Change the form if needed.

**Preserve**      **Linguistic**      **Derive**      **Tribes**      **Invade**

1. The two \_\_\_\_\_ went to war over the land, causing many innocent lives to be taken.
2. It is a widely held belief that the USA \_\_\_\_\_ Iraq.
3. It is difficult to \_\_\_\_\_ our traditional culture these days, due to globalization.
4. My name Seanan, \_\_\_\_\_ from a St. Senan who lived in Co. Clare in Ireland.
5. I studied \_\_\_\_\_ in university, looking at the history and structure of language.

B. Please match the word on the left with its near opposite on the right.

- |                                |              |
|--------------------------------|--------------|
| 1. <b>Conquer</b> ____         | a. end       |
| 2. <b>Distinct</b> ____        | b. deviation |
| 3. <b>Roots</b> ____           | c. visitor   |
| 4. <b>Inhabitants</b> ____     | d. free      |
| 5. <b>Standardization</b> ____ | e. similar   |

#### 4. Listening & Reading

### A short history of the origins and development of English

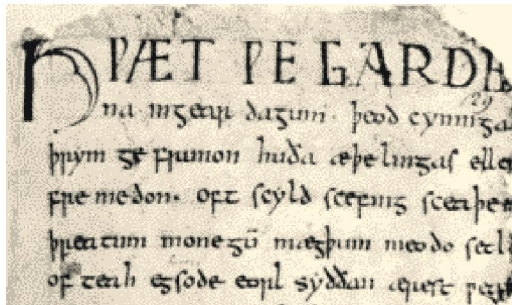
The history of the English language really started with the arrival of three Germanic **tribes** who **invaded** Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the **inhabitants** of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" [*sic*] and their language was called "Englisc" - from which the words "England" and "English" are **derived**.



### Old English (450-1100 AD)

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English **roots**.

The words *be*, *strong* and *water*, for example, derive from Old English. Old English was spoken until around 1100.



Part of *Beowulf*, a poem written in Old English.

### Middle English (1100-1500)

In 1066 William the **Conqueror**, the Duke of Normandy (part of modern France), invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of **linguistic** class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is

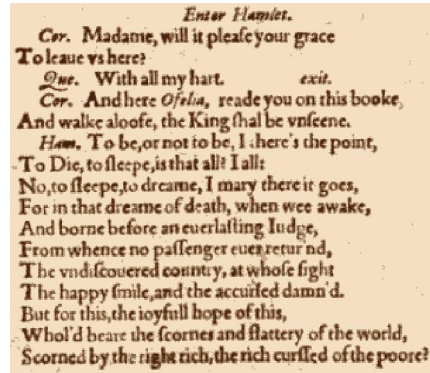
And whan I sawgh he wolde never fine  
To reden on this cursed book al night,  
Al sodeinly three leves have I plight  
Out of his book right as he redde, and eke  
I with my fist so took him on the cheeke  
That in oure fir he fil bakward adown.  
And up he sterte as dooth a wood leon  
And with his fist he smoot me on the heed  
That in the floor I lay as I were deed.  
And whan he swagh how stille that I lay,  
He was agast, and wolde have fled his way,  
Till atte laste out of my swough I braide:  
"O hastou slain me, false thief?" I saide,  
"And for my land thus hastou mordred me?  
Er I be deed yit wol I kisse thee."

called Middle English. It was the language of the great poet Chaucer (c1340-1400), but it would still be difficult for native English speakers to understand today.

## Modern English

### Early Modern English (1500-1800)

Towards the end of Middle English, a sudden and **distinct** change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world. This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought **standardization** to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.



### Late Modern English (1800-Present)

The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

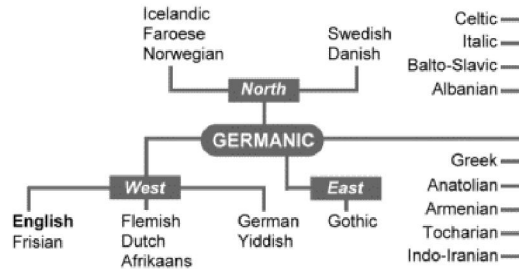
### Varieties of English

From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words "froze" when they reached America. In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call "Americanisms" are in fact original British expressions that were **preserved** in the colonies while lost for a time in Britain (for example *trash* for rubbish, *loan* as a verb instead of lend, and *fall* for autumn; another example, *frame-up*, was re-imported into Britain through Hollywood gangster movies). Spanish also had an influence on American English (and subsequently British English), with words like *canyon*, *ranch*, *stampede* and *vigilante* being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But

there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

### The Germanic Family of Languages



### 5. Listening and Reading Practice

With your partner, can you summarize the reading orally in 1 minute?  
Have a go, thanks.

### 6. Phrasal Verbs

These *Phrasal Verbs* are very common in relation to **History**.

#	Phrase	Meaning	Collocation	Structure	Example
1	<b>Date back</b>	When something was first made, produced.	<b>Century</b>	Inseparable No Object	This coin <b>dates back</b> to the 5 <sup>th</sup> Century
2	<b>Dig up</b>	To find something through digging and searching	<b>Remains</b> <b>Fossil</b> <b>Artifact</b>	Separable Object dig + up + O dig + O + up dig + OPr + up	This <b>fossil</b> was <b>dug up</b> in the west of Ireland.
3	<b>Come across</b>	To find something by accident	<b>Remains</b> <b>Fossil</b> <b>Artifact</b>	Inseparable No Object	The hikers <b>came across</b> the <b>remains</b> while they were out hiking.
4	<b>Pull out</b>	To open and look at	<b>Records</b>	Separable Object	If we <b>pull out</b> the <b>records</b>

		something		pull + out + O pull + O + out pull + OPr + out	we can clearly see that this man was born on the 5 <sup>th</sup> of July 1954.
5	<b>Bring back</b>	To return something to its original condition, through restoration	<b>Original state</b>	Separable Object bring + back + O bring + O + back bring + OPr + back	We have <b>brought</b> these coins <b>back</b> to their <b>original state</b> . Now we can clearly see the depiction of King Edward on the face of the coins.
6	<b>Dredge up</b>	To talk about, bring up something from the past ( usually difficult to talk about it)	<b>The past</b>	Separable Object dredge+ up + O dredge + O + up dredge + OPr + up	It's not good to <b>dredge up the past</b> .
7	<b>Rake up</b>	To talk about, go over something from the past( usually difficult to talk about it)	<b>The past</b>	Separable Object rake+ up + O rake + O + up rake + OPr + up	I didn't feel entirely comfortable <b>raking up the past</b> but I agreed to support her whatever she decided.
8	<b>Delve into</b>	To look at, examine	<b>The past History</b>	Inseparable Object	He documentary <b>delved into</b> the <b>history</b> of the second world war.
9	<b>Look back at</b>	To recall,	<b>The past</b>	Inseparable	It's not

		remember.		Object	always good to <b>look back at the past.</b> Nostalgia can be bad sometimes.
10	<b>Go over</b>	Look at, summarize, repeat.		Inseparable Object	Let's <b>go over</b> that again. The book was written in 1955.

### 7. Phrasal Verb Practice

A. Please put the correct *Phrasal Verb* into the sentence below. Please change the form of the Phrasal Verb if needed.

**dig up**      **date back**      **come across**      **bring back**      **pull out**

1. The painting by Van Dyke will be on show to the public today after it was \_\_\_\_\_ to its original state following fire damage.
2. When I was a teenager I \_\_\_\_\_ an old axe in my back garden. I thought it was worth something, but it turned out to be of little value.
3. The dentist \_\_\_\_\_ my dental records to see what procedures I had taken in the past.
4. The oldest book I have \_\_\_\_\_ to the 1860's.
5. I \_\_\_\_\_ an old photo of my father and mother when I was back in Ireland and I showed it to my fiancé.

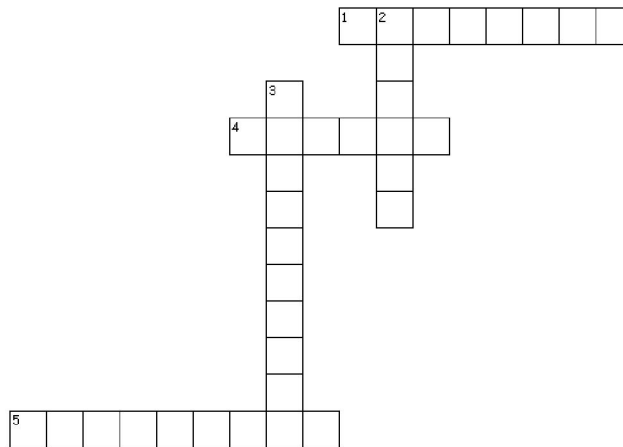
B. Please complete the puzzle with the correct Phrasal Verb. Thank you.

**Across**

- 1. bring up something
- 4. repeat
- 5. examine

**Down**

- 2. talk about
- 3. recall



**8. Conversation Strategies**

*Keeping or Killing the Conversation*

**Keepers**

- What do you think?
- How do you feel?
- How about you?
- What about you?

**Killers**

- I don't really know
- That's a good question.
- I'm not sure.
- I have no idea.
- I'd have to think about that.
- Umm, ahhh, I'd rather not say.

## 9. Conversation Strategy Practice

Step 1. Ask your partner these questions. Also, listen to your partner's questions, but do not answer them. Use the "killers" and "keepers" to respond.

### Student A:

1. What's the best age to get married?
2. Do you like my hair?
3. How old are you?
4. How much money do you make?

### Student B:

1. Do you think there will be a big war soon?
2. Do you believe in ghosts?
3. How much do you weigh?
4. Have you ever stolen something?

## 10. Idioms

These *Idioms* are very common and they are connected to **History**.

#	Idiom	Meaning	Situation	Example
1	<b>Ancient history</b>	Someone or something from so long ago as to be completely forgotten or no longer important, as a former relationship.		Bob: I never think about Bob anymore. He's <b>ancient history</b> .
2	<b>(the) rest is history</b>	Everyone knows the rest of the story that I am referring to.		Bob: Hey, what happened between you and Sue? Bill: Finally we realized that we could never get along, and <b>the rest is history</b> .
3	<b>Go down in history</b>	to be recorded in a particular way		I think that, in the end, this will <b>go down in history</b> as a very

				important project.
4	<b>Make history</b>	to do something important that will be remembered for a long time		Faulkner <b>made history</b> Wednesday when she became the first woman to register for classes at the all-male college.
5	<b>I'm history.</b>	Good-bye, I am leaving.		<b>I'm history.</b> See you tomorrow.
6	<b>A blast from the past</b>	Something that suddenly and strongly makes you remember a previous time in your life		Hearing that record again was <b>a real blast from the past.</b>
7	<b>A thing of the past</b>	Something that does not exist or happen any more		Writing handwritten letters is almost <b>a thing of the past.</b> People just text today.
8	<b>Be past your sell-by date</b>	If someone is past their sell-by date, they are not wanted or useful anymore because they are too old	<i>Usage notes:</i> A sell-by date is a date put on food products to show the latest date that they can be sold.	There's plenty of time to have a baby, <b>I'm not past my sell-by date yet.</b>
9	<b>Be past it</b>	To be too old for a particular activity		He was a great footballer in his day, but <b>he's past it</b> now.
10	<b>Live in the past</b>	To live while dwelling on past memories without participating in the present or planning for the future.		You are just <b>living in the past.</b> Join us in the twenty-first century.

