

Cultural Geography

INTENSIVE FOCUS: LANGUAGE

Name _____

- Use the text (c. 5) to gather content relevant to the geography of language.
 - You will need to respond to the following questions/prompts on separate paper.
 - Page numbers are provided in brackets [] to assist you.
-
-

1. [143-145] Explain or illustrate the difference between language *families*, *branches*, and *groups*.
2. [144-145] Identify the three most widely spoken languages.
3. [144-145] English, Afrikaans, German, and Dutch are all members of which language *group*?
4. [144-145] What are the four major language *branches* in the Indo-European language family?
5. [146-147] Record the distribution of each major language with over 100 million speakers.
 - Ex: HINDI & BENGALI: South Asia
 - Hint: You may want to use the World Regions Chart in your CIVGAME folder.
6. [146-147] Discuss the structure of the Chinese language (*how* is it written).
7. [148] Read the “Pause and Reflect” box on p. 148. Respond to the question.
8. [149] What is unique about the Niger-Congo language of Swahili? What does this reveal?
9. [149] Examine the text associated with Figure 5.8. Why are there so many languages in Africa?
10. [149] Examine the gold “Check-In” box. Where are the 2 largest language families distributed?
11. [150-151] Identify the major languages associated with each of these Indo-European groups:
West Germanic group; North Germanic group; Indic group; Iranian group.
12. [152] How did the Russian language contribute to the rise and fall of the Soviet Union (a block of Russian-controlled republics in Eastern Europe, which lasted from 1922-1991)?
13. [153] Identify the 4 major Romance languages, and name the language from which they evolved.
14. [Internet] List the 6 official languages of the United Nations.
15. [154] Study Figure 5-15. Explain how English became the language of the British Isles: What groups of invaders pushed the native Celtic language into the remote parts north and west?
16. [155] Explain how English diffused to parts of South and Southeast Asia.
17. [156-157] Examine, in particular, Figures 5-18 and 5-19. What do war and farming have to do with the diversity embedded within the Indo-European language family?
18. [158] Define these terms: *Dialect* and *Isogloss*.
19. [158-159] There is a diversity of dialects spoken in the eastern part of the US. As one goes west, however, one observes that western Americans find the northeastern and southeastern dialects to be far more unusual than the midland dialect. Why is that?

Cultural Geography

INTENSIVE FOCUS: LANGUAGE

20. [159] What is the purpose of Figure 5-22?
21. [160] What is a *standard language*?
22. [161] Englanders brought English to North America, yet Americans not speak RP, the *Received Pronunciation* of England. Why?
23. [162] Record some of the numeric statistics related to Spanish and Portuguese. (These are good stats to have in your toolbox.)
24. [163] What is a *creolized language*?
25. [164] Contrast the diffusion of English and Icelandic languages.
26. [164-165] Contrast the experiences of multilingual states: Belgium, Switzerland, and Nigeria.
27. [166] The fact that Basque and Icelandic remain – as isolated languages – tells you what about the cultures attached to each language?
28. [166-167] Thinking about what has happened to so many Native American languages and to Gothic languages in Eastern and Northern Europe, explain the ultimate (long-term) and proximate (immediate) reasons for the death of a language.
29. [167] Summarize the narrative of Hebrew.
30. [168-169] Read the first 2 paragraphs on p. 168 and the last paragraph on p. 169. Why are languages like Celtic so hard to preserve?
31. [170] Create a VENN diagram that compares and contrasts Australian and New Zealand language realities/policies.
32. [171] Read the *Preserving Lesser-Used Languages* box. What is EBLUL, and why is it significant (what does its story tell us about language preservation)?
33. [172] Read the text and examine Figure 5-42. Record some statistics that speak to the dominance of English in the world.
34. [172-173] Define *lingua franca*, and give 3-4 examples besides English. Then define *pidgin language*.
35. [173] What impact has the global dominance of English had on American English-speakers?
36. [174] Explain how the diffusion of English as a *lingua franca* has changed over time.
37. [174] First, explain what AAVE is. Then explain why it is controversial. Finally, offer your opinion: Should AAVE be taught in schools? (Why or why not?)
38. [174] “Some Appalachian residents are ‘bidialectic.’” How is bidialectic similar to code-switching [term not in the book]?
39. [174-175] Compare and contrast *Français* and *Spanglish*.
40. [176] What is the central idea of the section entitled, “Spanish-Speaking United States”?
41. [177] How has the Internet affected the dominance of English?