

Introduction

Livewire Learning is a comprehensive on-line learning resource for secondary school students providing detailed teaching material and graded questions in English from Years 7-12.

The goal of your teachers and school is that you become a self-directed life-long learner. Teachers will help you achieve this but you have to help yourself as well. Like any sport, computer game or cultural activity where practice makes perfect, you have to practise your English and literacy skills. This workbook combined with the elearning program is designed to help you to acquire the knowledge and skills you need to succeed.

Our aim with this second book in the series is provide hard copy notes (which you can refer to in the years ahead) from our eLivewire site and some graded exercises that you can complete in class. Then you can practise this skill on line in your own time. Once you have mastered the easier Achieved-Only (AO) versions of a module on line, you can challenge yourself with the harder Merit and Excellence level questions in the normal modules.

As a student you can now

- highlight key points in the teaching notes
- apply your understanding in class
- go on line and use the eLivewire programme to practise your knowledge and understanding of this material with Achieved level questions
- gain success and confidence
- get instant feedback from the hundreds of online questions + explanations to accelerate your learning
- extend yourself by re-sitting modules to improve your score out of 10 and your 'working at' level
- track your record of learning and your place on the leader boards

We hope that this resource will motivate and equip you to succeed in this subject.

All the best for your learning.

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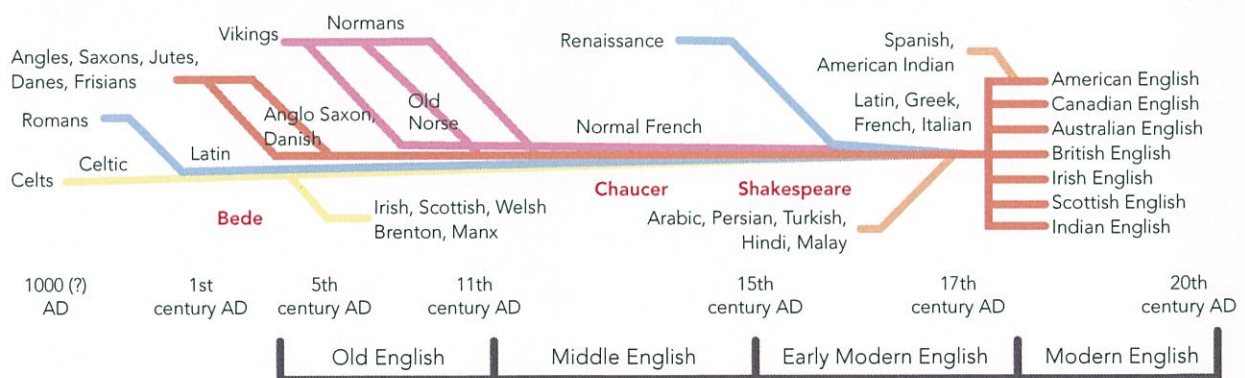
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THE HISTORY OF THE ENGLISH LANGUAGE, DERIVATIONS, WORDS

The History of the English Language in Summary

Period	Example	Explanation
Old English / Anglo Saxon 450 - 1066 AD	<i>saede = said</i> <i>healpen = to help</i> <i>broþer = brother</i> <i>fot, fet = foot, feet</i> <i>were = man</i>	The Angles, Saxons and Jutes (originally from Germany) eventually gained control of the whole of Britain. Their language was called Anglo-Saxon or became known as Old English.
Middle English 1066 - 1500	' <i>Whan that Aprille with his shoures soote</i> ' = 'When April with its sweet showers'	The invasion of the French speaking Normans in 1066 brought significant changes to the English people and their language. Many French words entered the language.
Early Modern English 1500 - 1800	' <i>Shall I compare thee to a summer's day?</i> <i>Thou art more lovely and more temperate.</i> '	There was a flourishing of literature over these years (Shakespeare, Milton, Pope). This was also the beginnings of an era of global exploration which brought many new words into the language.
Modern English 1800 to the present day	- <i>radio, automobile, radar, Sputnik, transistor radio, television, computer, cell phone, iPhone 3G and 4G</i> - <i>2 txt or not 2 txt dat is da ?</i>	The last 200 years has been a time of amazing technological change and is reflected in the technical language that has been created and then fallen out of use. The addition and creation of words continues at an ever-increasing pace.



5 The Old English Period 450-1066 AD

A. Introduction - Borrowing

1. All the words in the modern English language are **derived** or **borrowed** from another language or from an earlier version of English. These are known as the **roots** of English because this is when and from where the words first came into existence and use.
2. Over time the spelling and pronunciation of words change, and often their meanings alter for better or for worse.
For example, the word 'marshal' originally meant someone who looked after horses. However by the 18th Century, it was a high rank in Napoleon Bonaparte's army, and of course, in the Wild West it described a lawman.

B. Races in England pre 450 AD

The Celts

The first people in England that we know something about were the Celts, sometimes called Ancient Britons. They had arrived from Europe and established themselves throughout the British Isles including Wales, Scotland and Ireland. Their language is today known as Celtic (or for the Scottish and Irish Celts, Gaelic). It is believed that King Arthur (if he actually existed) may have been a Roman-Celtic leader who fought against the invading Anglo-Saxons in the later 5th and early 6th Centuries.

The Romans

The Romans first visited England in 50 BC and finally invaded England in AD 43, and left around AD 410 after about 400 years of occupation. (It is interesting to note that very few Latin words actually entered the language during this period).

The Saxons

a. Next to arrive were the Angles, Saxons and Jutes who eventually gained control of the whole of Britain. Their language was called Anglo-Saxon or Old English and subsequently formed the basis of modern English. We can see this when we look at Old English words, which bear a resemblance in sound (if not always in appearance) to our Modern English words. Often, saying the word aloud will help you to find its modern equivalent.

b. Here is a piece of Old English (OE)

Worked Example 1:

'Ohtere sæde his hlaforde, Ælfrede cyning, þæt he ealra Norðmonna norðmest bude.'

Ohtere said to his lord, Alfred the king, that he of all Northmen north most dwelt.

c. The language was **inflected**, that is, the endings of words indicated whether a noun was the subject or object of the sentence, or whether the verb was in the singular or plural form, or whether the tense was in the present, past or future.

8 The Modern English Period 1800

1. The 1800s to the present day marks what can be called the Modern English era. During this time there have been significant developments in exploration, trade, settlement and technology all of which have brought new words into English.
2. In New Zealand we have borrowed from a number of different countries or areas as a result of trade and immigration. The words we have borrowed usually describe foods, customs, and concepts that are new to English speakers. Some of these countries or areas are: Maori, Japan, Australia, the Pacific (which refers to islands like Samoa, Tonga and Fiji), South Africa, the Middle East, China, Russia, and Scandinavia

Worked example 10:

the term 'typhoon' was originally borrowed from Asia.

In Chinese, a hurricane or typhoon is called 台风 (tái fēng).

3. Borrowing from other languages has continued right up to the present day. As contact with other countries is extended through trade, tourism, immigration and television, so loan words are added from these new sources. Note the increased familiarity with Asian or Pacific words in New Zealand. Some relate to food and drink—'sushi' and 'sake'—for example; others relate to customs such as 'haka' and 'hongi'.



Challenge yourself

1. Write in the meanings of these Māori words that we have borrowed.

Maori	Means	Maori	Means	Maori	Means
Hui	A meeting or gathering	Tapu		Morena	
Marae		Taonga		Tena koe	
Haere mai		Turangawaewae		Tena korua	
Nau mai		Tino rangatiratanga		Tena koutou	
Wiata		Whakapapa		Tena tatou katoa	
Tangi		Whenua		Arero	
Karanga		Ariki		Koha	
Manuhiri		Hapu		Aroha	
Tangata whenua		Iwi		Waka	
Whaikorero		Kaumatua		Kia ora	

2. Add some Māori place names from around your area and provide the English translation.

<i>Maori</i>	<i>Means</i>	<i>Maori</i>	<i>Means</i>

3. List other words from the Pacific Region that we have borrowed and identify the country of origin. (You may need to google these or use a dictionary.)

<i>Word</i>	<i>Country of origin</i>	<i>Word</i>	<i>Country of origin</i>



COMPUTER WORK - Log on to www.livewirelearning.co.nz and test your understanding.

MODULE	First Attempt /10	Working at	Second Attempt /10	Working at
The Development of English 7 – Modern 1				
The Development of English 7 – Modern 2				
The Development of English 7 – Modern 3				

J. Neologisms are **new** (from Greek *neo*) **words** (from Greek *logos*) that are coming into common use but may not be in widespread use.

1. Origins

Neologisms come from a variety of sources:

- a. advances in new areas of learning, for example – *pulsar*
- b. words created or invented to add sparkle to advertising, for example – *coconutty*
- c. new technology, for example – *pxting, txtng*
- d. new collocations that will often begin by being hyphenated and then become one word, for example – *hot-head* → *hothead*;
- e. popular culture, for example – *hip-hop, rapping, social media, to google*

Note how the internet, social networking and You Tube have been responsible for the spread of new words and expressions like ‘*flash mob*’ and ‘*Nek minit*’.

2. Advertising is a particularly fruitful source of neologisms.

Worked examples 18:

‘*The new Chocomint is a truly temptational treat!*’

- *Chocomint* - a food brand name

- *temptational* – a **blend** or combination of ‘*temptation*’ and ‘*sensational*’.



Challenge yourself

You might like to look up this url: <http://en.wikipedia.org/wiki/Neologism> and write down the date when the words below entered the language. You might enjoy tracing the origins of these words as well.

Word	Date	Word	Date	Word	Date
Science and Technology		Science fiction		Popular culture	
x-ray		hyperspace		political correctness	
laser		robotics		astroturf	
black hole		phaser		soccer mom	
internet		warp speed		genocide	
Taser		cyberspace		prequel	
google		xenocide		blog	
photoshop		Orwellian		webinar	

K. Puns are word or phrase that have two meanings, or are similar in sound to another word. It is sometimes called 'ambiguity' or a 'play on words'.

1. Uses

a. To create humour

Puns are used in a number of language situations. They are most frequently encountered in conversation, newspaper headlines and advertising. Although we tend to groan when we hear them in everyday use because the humour is considered corny, puns are still a sign of wit and cleverness.

Worked example 19:

The rabbit was hopping mad.

This sentence contains a pun on the word 'hopping'. This word could mean either very mad and it could mean the way a rabbit moves by hopping so both meanings make sense in a given context.

b. To attract attention

They are used in headlines and advertising to attract attention to the message or product and make it memorable.

Worked example 20:

MEAT WORKERS IN A STEW

c. To confront

In Shakespeare's day, puns were considered very humorous. He uses them extensively in his plays for both comic and serious purposes.

Worked example 21:

*'Three corrupted men, ... Have for the **gilt** of France – o **guilt**, indeed...'*

The extract above is from Shakespeare's Henry V, in which a character tells the audience that some English nobles have agreed to betray King Henry to his enemies, the French. The speaker clearly plays on the sounds of the two words 'gilt' meaning gold and 'guilt' in order to enrich the passage and emphasise the link between the traitor's greed and the guilt of their treason.

2. Visual puns These reflect the meaning of the word in the graphical layout.

Worked examples 22:

He ate a LARGE meal.

The 'hottest' way to learn

where the meaning of the word 'hottest' looks hot like a flame.



Challenge yourself

Identify and list on the following page as many visual and verbal features as you can find. For example: slogan, balance, formal language, informal expressions, imperative, personal pronouns, pun, visual pun, lettering etc.



Splash your skin clear

Clearskin Clearasil

NEW Clearasil Complete Daily Face Wash

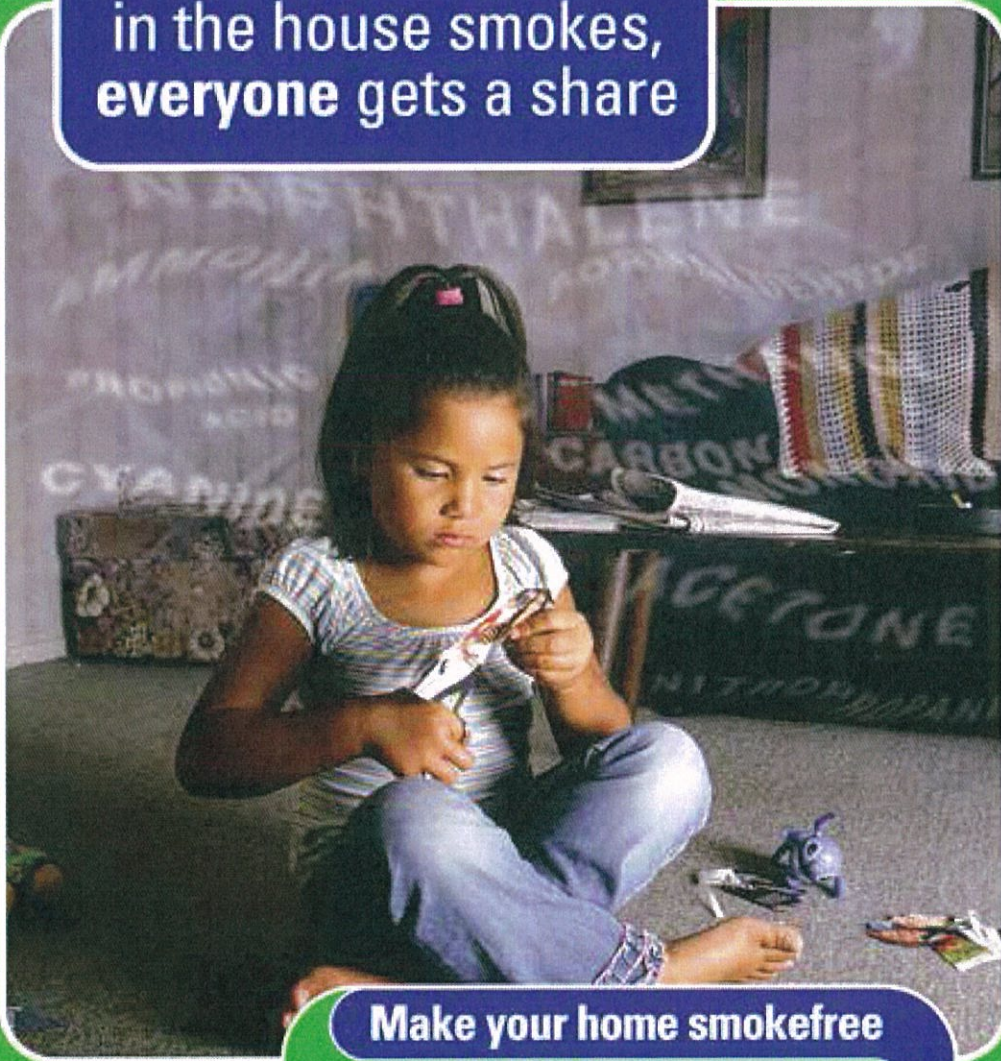
Unlike ordinary soap and water, Clearasil's new microbead formula fights the 3 main causes of pimples, without overdrying. It deep cleans to unclog pores, remove dirt and bacteria. Used daily, it helps to leave you with clear, healthy looking skin.

BIMACOBIS



5. Close Reading Passage – Poster: Smoke Free

When someone
in the house smokes,
everyone gets a share



Make your home smokefree
Kia auahi kore ō tātou whare

Second-hand smoke contains over 200 poisons that travel throughout your home and linger long after the smoke has disappeared.

Protect the health of your children.
Make your home smokefree.



www.smokefreehomes.org.nz

Livewire Scores:

1. /10 – Working at
2. /10 – Working at

