



2015 specification
first exams in 2017 (2016 for AS)

Homeworks

for AS and A Level AQA English Language

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7866

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Teacher's Introduction

This resource comprises 20 homeworks for the post-2015 AQA English Language AS and A Level specification.

Each homework includes a **variety of tasks** on a variety of topics, **testing a range of skills** and culminating in an Extension Task designed to **push advanced students even further**. The focus is on **developing and consolidating the skills and knowledge** needed for exams. Because this is a homework resource, the activities are designed so that students can complete them independently, and each homework should take between 30 and 50 minutes to complete depending on the student's familiarity with the topic.

A table including details of all the homeworks, additional resources required, learning outcomes and specification points covered is included to help you navigate the resource and find the right homework for your students.


Since there is a heavy focus on the analysis of texts in the specification, we have included a range of texts for students to analyse. Teachers are free to adapt these texts for use in in-class mock examinations if they prefer.

Finally, answers to all activities have been provided at the back of the resource, to help support teachers in their marking of homeworks. If teachers prefer, they could even ask the students to mark their own work by providing the relevant section of the answers – they are written in a concise and clear manner.



Any homework where an additional resource (e.g. Internet access) is required for the completion of certain homework tasks is marked with a diamond symbol (in black and white). This has been done so that you can take the necessary steps to ensure students can complete these tasks, or ask students not to complete them.

September 2017

 For all links go to zzed.uk/7866

Free Updates!

Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Assessment Objectives

The assessment objectives for AS and A Level English Language span from familiarise yourself with them so that you know exactly what each exam question will ensure you get the most marks! The complete and official wording of the tables below, but to refresh your memory:

- AO1 – concerned with the application of terminology, such as the language
- AO2 – concerned with the use of theory
- AO3 – concerned with how context and features of language create
- AO4 – concerned with comparing and contrasting multiple sources
- AO5 – concerned with how you use language to communicate with

AS Level Exam Question Assessment Objectives

Assessment Objectives		Q1
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	✓
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.	
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.	✓
AO4	Explore connections across texts, informed by linguistic concepts and methods.	
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.	

A Level Exam Question Assessment Objectives

Assessment Objectives		Paper 1			
		Q1	Q2	Q3	Q4
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	✓	✓		✓
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.				✓
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.	✓	✓		
AO4	Explore connections across texts, informed by linguistic concepts and methods.			✓	
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.				

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Specification Overview

Specification Area	Homework Title	No. of Tasks	Additional Resources	
3.1 Language and the Individual	3.1.2/3.2.2 Methods of Language Analysis	1. Introduction to Phonetics 9 Tasks + Extension	N/A	Students to use a better understanding of this language.
		2. Introduction to Lexis and Semantics 9 Tasks + Extension	Dictionary/Internet access Glossary template	
		3. Introduction to Grammar, including Morphology 9 Tasks + Extension	Internet for Extension Task	
		4. Introduction to Pragmatics 6 Tasks + Extension	N/A	
		5. Introduction to Discourse 6 Tasks + Extension	Recording device for Extension Task	
		6. Introduction to Grammar 9 Tasks + Extension	Internet	
	3.1.1 Textual Variations and Representations and 3.1.2 Methods of Language Analysis	7. Analysing Texts: Mode 4 Tasks + Extension	N/A	Students to model and employ.
		8. Analysing Texts: Representation 6 Tasks + Extension	N/A	Students to represent.
		9. Developing Textual Analysis Skills 6 Tasks + Extension	N/A	Students to employ.
		10. Developing Textual Analysis Skills 4 Tasks + Extension	Internet for Extension Task	Students to employ use.
		11. Developing Textual Analysis Skills 5 Tasks + Extension	N/A	Students to employ.

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Specification Overview

Specification Area		Homework Title	No. of Tasks	Additional Resources	
3.1 continued	3.1.1 and 3.1.2 continued	12. Developing Textual Analysis Skills	5 Tasks + Extension	N/A	Students employ
		13. Exam Preparation	5 Tasks + Extension	N/A	Students objective question
3.2 Language Varieties	3.2.1 Language Diversity and 3.2.2 Methods of Language Analysis and 3.2.3 Writing Skills	14. Language Varieties: Gender	9 Tasks + Extension	Theory memoire template / Television show or film for Extension Task	Students unders
		15. Language Varieties: Occupation	4 Tasks + Extension	Theory memoire template Internet access for Extension Task	Students unders
		16. Language Varieties: Social Groups	5 Tasks + Extension	Theory memoire template	Students unders
		17. Language Varieties: Regional and National Variation	8 Tasks + Extension	Theory memoire template	Students regional variation
		18. Behind the Scenes	4 Tasks + Extension	N/A	Students writing studied
		19. Developing Textual Analysis Skills	5 Tasks + Extension	N/A	Students employ
		20. Exam Preparation (incl. Exam Practice)	5 Tasks (incl. Exam Practice)	N/A	Students answer

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Phonetics

Homework Objective: You will exercise your knowledge in phonetics, understanding of some of the common discussed language level.



Activity 1: Phonological Stylistic Devices

1. a. Read 'Anthem for Doomed Youth' (1917) by Wilfred Owen and highlight phonological devices as you can find.

What passing-bells for these who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells;
Nor any voice of mourning save the choirs, –
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.
What candles may be held to speed them all?
Not in the hands of boys but in their eyes
Shall shine the holy glimmers of goodbyes.
The pallor of girls' brows shall be their pall;
Their flowers the tenderness of patient hands,
And each slow dusk a drawing-down of blinds.

- b. Which of these phonological devices? Pick three of them and discuss.

Tip: Think about why the writer has used them; this will help you to accomplish.

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Activity 2: Phonetics, Transcription and the International Phonetic Alphabet

2. a. Below is a phonetic transcription of the poem studied on the previous page. Fill in the missing gaps using the table of transcribed words (some of them are missing). Alternatively, you could transcribe them in your own accent using the International Phonetic Alphabet.

wɒt pasɪŋ belz fɔ: ði:z hu: daɪ az _____

əʊnlɪ ðə _____ aɪn ɔ: ʃaɪnz

əʊnlɪ ðə sɪfəlz ræpɪd ɪtəl

kæŋtə əʊt ðə _____ vɪsəns

nəʊ mʌkəɪz naʊ fɔ: ðem nəʊ prɛəz nɔ: belz

nɔ:ɪ enɪ vɔɪs ɒv mɔ:nɪŋ seɪv ðə kwaiəz

ðə ʃɪl dɪmentəd _____ ɒv weɪlɪŋ ʃelz

and bju:ɡəlz kɔ:lɪŋ fɔ: ðem frʌm sɑd ʃaɪəz

wɒt kændəlz meɪ bi: held tʊ spi:d ðem ɔ:l

nʌt ɪn ðə haɪndz ɒv bɔɪz bʌt ɪn ðeə aɪz

ʃal _____ ðə hærli: ɪn ɔ:l ɡʊdbaɪz.

ðə _____ braʊz ʃal bi: ðeə pɔ:l

ðeə nʌvəz ðə _____ ɒv peɪfənt maɪndz

and i:ʃ sləʊ dʌsk ə drɔ:ɪŋ daʊn ɒv blaɪndz.

mɒnstɪəs	haɪstɪ
catəl	ʃaɪn
heɪstɪ	mɒnstəɪəs
kwaiəɪz	katəl

- b. What words would we use to describe the vowels in /passing/ and /passing/ and how are they different from each other?

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- c. i. Complete the table below, filling in the missing consonant details.
- ii. There are some blank rows at the bottom for you to fill in with your own examples.

Consonant	Voice	Place
/k/	Voiceless	
/tʃ/		Postalveolar
	Voiced	Bilabial
/s/	Voiceless	Alveolar
/ʃ/	Voiceless	
	Voiced	Alveolar
/j/		Palatal

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Activity 3: Prosody

3. a. Read the following sentence out loud with the indicated prosodic feature. What meaning is being conveyed by the use of this feature. Arrows and italics symbolise stress.

I think she'll leave ↘tomorrow. (falling intonation)

.....

.....

I think she'll leave ↗tomorrow. (rising intonation)

.....

.....

I think *she'll* leave tomorrow.

.....

.....

I think she'll leave *tomorrow*.

.....

.....

- b. What other meaning can you draw out of the sentence above through prosodic features? Try reading it at different tempos, with different intonations etc.

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Extension Task

Write a poem or short story (max. 500 words) using at least four different prosodic devices. Label the devices you have used and explain why you chose to use them to their desired effect. You could use one of the following prompts to get you started.

1. a poem about the rising fear of terrorism and xenophobia in Europe
2. a short story about an investigative journalist, looking into corruption in the

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Lexis and Semantics

Homework Objective: You will exercise your knowledge in lexis and semantics and develop your understanding of some of the common discussion points at AS and A Level language levels.



Activity 1: Meaning

1. a. Using a dictionary or the Internet, write down the first definition of the following words, and then suggest at least three potential connotations.



Word	Denotation	
Red		
Pig		
Childish		
Cheap		
Dove		

- b. Lots of names for animals have specific connotations. This is likely to be the case where a name evokes distinctly human traits (such as emotions) or where the name is associated with specific examples of animals with different connotations as a result of their behavior.

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3.
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- c. Match the types of associative meaning with their correct definition. Some definitions are missing – you will need to write your own in its place.

Connotative
Referential

Social

Collocative

Affective

invokes additional meanings from other meanings

personal or emotional expression of the speaker or writer

emotional meanings associated with a word

associated beliefs about social groups and markers

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Activity 2: Figurative Language

2. a. How many types of figurative language can you think of? Start an inventory of figurative language to support your analysis of future texts (either below or use Appendix 1). Below are a few examples to help get you started.



Metaphor

Personification

Hyperbole

- b. Pick two random nouns, and write them into the top two spaces in the table below. In the space between your two nouns, write down as many similar metaphors as you can think of, however obscure or obvious they are.

Tip: For example, the words *bread* and *sun*. They both rise. They both give off heat (if the bread is fresh!). They both have religious connotations.

Now take your two random nouns and write a metaphor or simile using them.

Tip: It doesn't matter if it isn't very poetic! 'In the morning, we were like the sun.'

- c. Pick up another kind of figurative language. Read the puns below and write down how they are effective?

When she got married, she got a new name and a dress.

.....

MI5 have set up a secret bakery. The location is on a knead-to-know street.

.....

This car park is for frogs only, anyone else will be toad.

.....

I dreamt we were a band of thieves last night. You were on drums, she was on bass.

.....

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Activity 3: Register

3. a. What is *register* in the field of sociolinguistics?

.....

.....

- b. What kinds of situations would you use different registers in? Pick a register would be used, any salient features it may have, and why it has been done for.

Register	Where Used	Salient Features
Wedding vows	Church/Weddings	Archaic lexis (I take thee); strict formal parallelism (for richer for poorer, etc)

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- c. Joos (1961) suggested five levels of register, each with a varying degree of formality: Formal, Consultative, Casual and Intimate. Which of these levels best describes the registers you came up with in part 3.b? Why?

Tip: The register of wedding vows comes under the *Frozen* category. The register has changed significantly over time, e.g. 'I do' still use archaisms.

If you need to refresh your memory of the five levels of register, you can find a summary at <https://www.zigzagged.uk/7636144>.

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2.

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3.

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Extension Task

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Create a list of ten words that you think have some form of associative meaning. Ask different people what words they associate with your list of ten, and make notes.

Using your data, comment on patterns and differences. Do some words have more associations than others that are consistently used by multiple individuals? Why might this be the case?

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Grammar, including Morphology

Homework Objective: You will exercise your knowledge in grammar, and understanding of some of the common discussion level.



Activity 1: Word Class

1. a. Identify the word classes of each word in the following sentences.



I am counting my calories but I

--	--	--	--	--	--	--

The quick brown fox jumps nimbly over

--	--	--	--	--	--	--

- b. What are open and closed class categories? How are they distinct?

.....

.....

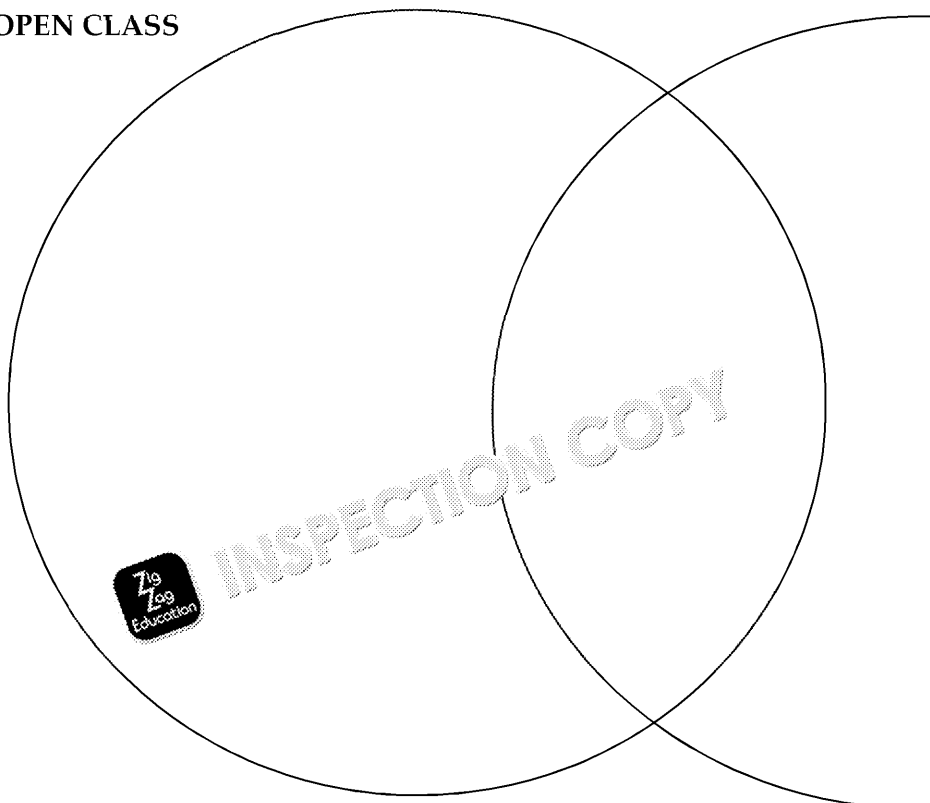
.....

.....

- c. Organise the word classes you identified in 1.a into the Open/Closed diagram below.



OPEN CLASS



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Activity 2: Grammar in Action

2. a. Look at the list of sentences below.

Ask not what your country can do for you, ask what you can do for your country.

... government of the people, by the people, for the people, shall not perish from the earth.

The general who became a slave; the slave who became a gladiator; the gladiator who became a slave.

And I called for a drought upon the land, and upon the mountains, and upon the cities, and upon the people.

Powerful you have become, the dark side I sense in you.

What is significant about the grammar and syntax of these constructions? How do they make them effective or stand out?

- b. For each sentence, think of any examples of grammatical deviation?

- c. What is prescriptivism and how does it relate to the use of grammar?

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Activity 3: Morphology

3. a. Define:

Morphology

.....

Morpheme

.....

- b. Morphemes can be bound or free (unbound). Read the words below and demonstrate the morpheme-breaks. The first one has been done for you.

Word	Morphemes
Unkindness	UN ▪ KIND ▪ NESS
Desirability	
Permit	
Alcoholism	
Anger	

- c. Inflections are a part of morphology. Look at the following list of inflected morphemes. Then suggest what effect each inflection has on the word.

Cars

.....

Walked

.....

Longest

.....

Running

.....

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Extension Task

Look up the following grammatical and syntactic rhetorical devices:

chiasmus; epistrophe; anadiplosis; polysyndeton; anastrophe

Come up with your own examples of these rhetorical devices.

Pragmatics

Homework Objective: You will exercise your knowledge in pragmatics, and identify some of the common discussion points within the topic.

Activity 1: Cooperative Principle

1. a. Which of the following are Grice's (1975) Maxims of Cooperative Principle?

- ☐ Be truthful; have adequate evidence for what you say.
- ☐ Avoid being direct so as not to produce face-threatening acts.
- ☐ Be as informative as required (do not oversupply or under-supply).
- ☐ Be as informative as possible.
- ☐ Do not interrupt or overlap with other interlocutors.
- ☐ Be relevant.
- ☐ Use expressive and complex language to better convey information.
- ☐ Avoid being ambiguous; be brief, don't be long-winded.

b. Fill in the gaps using the correct words from the word pool below.

violated	surface-force	flouter	subtext	context
----------	---------------	---------	---------	---------

When a maxim is _____, an _____ is generated. This means that _____ in the _____ of the utterance is conveyed. This is part of the _____ of the utterance, which is shared by individuals interacting with shared knowledge or with a shared understanding of the world.

c. With regard to cooperative principle, which maxims are being flouted in the following dialogues?

A: Do you want to go for a jog?

B: It's snowing.

A: What are you doing this weekend?

B: Oh, you know, polishing my Ferrari, taking my new yacht for a spin at the new private theme park. Nothing much.

A: So, tell me everything about your first date with James.

B: It was nice.

A: The Corleone family profited greatly from the disappearance of Vincent. Was the Corleone family complicit in his disappearance?

B: That might be a fair deduction.

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Activity 2: Euphemism and Dysphemism

1. a. What is the difference between a euphemism and a dysphemism?

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- b. The following extract is a sample newspaper article extract. It has been written by someone known as 'warspeak'. Rewrite the extract without using any euphemisms or dysphemisms.

The Defence Department announced a new air support protocol to help pilots while on missions to neutralise terrorists abroad today. The decision came into effect last Friday witnessed a rise in the number of riots and demonstrations in the city. The government has decided to use Area Denial Weapons. Officials detailed plans for the use of precision strikes.

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- c. What do you think 'warspeak' is, and why might someone use it?

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Extension Task

What kinds of semantic fields typically contain a lot of euphemisms? *Death* is one. Provide three topics (not including death) and, for each, provide two euphemisms. Why do you think people use euphemisms for these fields?



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Discourse

Homework Objective: You will exercise your knowledge in discourse, and of some of the common discussion points within it.



Activity 1: Cohesion

1. a. Look at the following list of sentences from two different newspaper articles. They are mixed up – reorganise the sentences so that they make sense. You could do this by cutting them out or noting down the order.

1 ROBIN HOOD'S SHERWOOD FOREST FACES FUTURE

2 Jamie Vardy has been branded a 'cheat' by Samir Nasri, who admits he was angry after Leicester's dramatic Champions League victory.

3 Campaigners have called on the government to block any possible fracking in the area.

4 The latest battleground for the future of fracking in Britain looks set to be the legendary home of folk hero Robin Hood and now the target of a serious campaign.

5 Nasri, on loan at Sevilla from Manchester City, was furious following a foul aimed at striker Vardy during the second half of Tuesday night's thriller.

6 CHEAT! SAMIR NASRI SLAMS 'FRAUD' LEICESTER'S JAMIE VARDY IN HEADPU

7 The chemical multinational which relocated its headquarters back to the area have agreed with the Forestry Commission to start burying chemical waste in 'chipper trucks' or vibroseis machines to search for shale gas.

8 The Foxes went on to beat the 10 men 2-0 – enough to secure their place in the Premier League on Friday morning.

- b. How is cohesion established in both of the newspaper extracts?

Tip: Consider the lexical, semantic and referential choices made.



- c. What type of reference is being used in the following sentences? Identify the referent.

Two years after signing the Molotov-Ribbentrop pact with the USSR, Hitler turned on his ally and invaded Poland.

Stalin met with Roosevelt and Churchill at the Yalta Conference in 1945 and agreed to hold free elections in Poland.

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Activity 2: Spoken Discourse

2. a. Read the following transcript of a dyadic (meaning two participants)

- 1 A: hey what's up
 2 B: hey (.) just (.) just doing a bit of essay writing
 3 A: do you want to go to that pub quiz later
 4 B: I want to but (.) er (.) I really need to finish this assignment is taking
 wanted to hand it in but I can't
 5 A: do you want to help with it?
 6 B: no I just need to crack on (.) remove all distraction (.) but
 7 oh well give me a call if you finish up early (.) quiz doesn't start
 8 will do
 9 A: good luck with the essay

Provide an example of each of the following features from the transcript

- Adjacency pair
 Ellipsis
 Anaphoric reference
 Repetition
 Non-fluency feature

- b. Discourse markers are units of meta-linguistic meaning* – used in slightly different ways to help create a coherent and structured utterance or sentence in the context in some way. Highlight all the findings in the following transcript.

- A: I was like (.) completely uninterested in this guy (.) you know (.) he
 hint (1) like (.) no means no (.) it got to the point where he was threatening
 had to pull a Suzy (.) excuse myself (.) and er get out of there (.) really
 disaster that was (.) worst night out since tequila-gate frankly

*(That is, they often highlight the textuality of a text – the sense of utterances – and an awareness that one is using language. Don't worry about this for now)

- c. Is there a pattern of word class when it comes to discourse markers

.....

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Extension Task

Put on a little investigation. Ask two friends or family members for permission to record them speaking (you **must** have permission!). Record your two volunteers for a few minutes and transcribe their speech (you **don't** need to use the International Phonetic Alphabet). You could use your phone or laptop to record their speech. Carry out a discourse analysis on the transcript.
Hint: you might want to provide your volunteers with a topic to get them speaking



Graphology

Homework Objective:



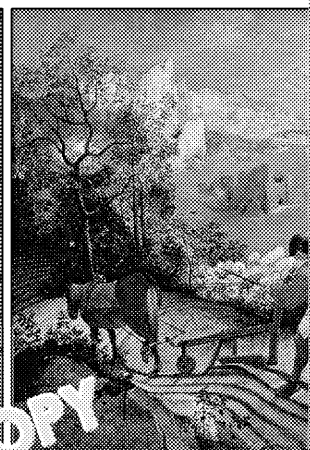
You will exercise your knowledge in graphology understanding of some of the common discussion level.

Activity 1: Imagery and Typography

1. a. Look at the two images below (you can find them in a higher resolution for a closer look). What is foregrounded? How do they achieve this? (Someone is in the foreground (i.e. nearest to us) doesn't need to be foregrounded).



The Railway by M. J. Leighton
painted in 1866



Landscape with the Old Mill by J. M. W. Turner
painted in 1844



- b. Look at the following typefaces. What do you think the affective of each typeface is? Where might you expect to see fonts similar to these being used?

The quick brown fox jumps over the lazy dog

THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG

The quick brown fox jumps over the lazy dog

- c. What is the difference between a serif font and a sans serif font, and which one is being used?



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Activity 2: Orthography

2. a. Spelling can be used in novel and creative ways.

Look at the following advertising slogans. How and why do they work?

- Beanz Meanz Heinz (by Heinz)
- Be Cointreauversial (by Cointreau)
- H²Eau (by Perrier)
- E. Zog Education Mature Cheese (by Canadian Cheddar)

.....

.....

- b. Add punctuation marks and capital letters to the following passage

even the games that aren't triple a titles have films on the way the
temple run this could be the beginning of a new era of video game
 believe that if *warcraft* and later this year *assassin's creed* is a cry
 studios might just give the genre a little bit of dc

Why do we use capital letters?

.....

.....

.....

- c. In what contexts might we capitalise ...

- the first letter of every word except articles, conjunctions and prepositions
- every letter
- no letters?

Extension Task

Find a print advert or leaflet that might have had some of these stuffed through recently. You could look online.

What kind of orthographical features do they employ?

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Analysing Texts: Mode

Homework Objective: You will be able to analyse texts and discuss the use of linguistic features (spoken and electronic) on the use of linguistic features.



Activity 1: Written Texts

1. a. In what way might you expect a written text, a spoken text and a digital text to differ from each other?

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- b. Annotate the following text using the language levels of analysis, and discuss how the mode has influenced the use of language.

HAMMOND'S DEATH WARNING

Former *Top Gear* presenter Richard Hammond, known for his love of cars and his tendency to live on the dangerous side, it seems. In a video for the upcoming series of *The Grand Tour* on Saturday, Hammond sustained 'serious' injuries after falling from a motorcycle in Mozambique.

Co-presenter Jeremy Clarkson said that Hammond had injured himself 'quite badly', but Hammond himself took to DriveTribe, the social network founded by the three *Grand Tour* presenters, and posted that he was 'fine', dispelling fears by saying that he wouldn't get a book deal out of the incident. He also referenced his autobiography *Edge: My Story*.

News of the crash comes exactly 10 years and months after Hammond was rendered comatose in another vehicle accident in 2006. During an attempt to recreate footage of former British land speed record holder *Vampire*, a jet-powered car, Hammond was sent rolling at 288 mph when the front tyre

Series 2 of *The Grand Tour*, and no doubt footage of the incident, will be coming to Amazon Prime subscribers in November 2017.

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Activity 2: Spoken Texts

2. a. Annotate the following text using the language levels of analysis, and how the mode has influenced the use of language.

John: go on then (.) tell me about (.) thingy

Kathy: Berlin

John: yeah

Kathy: er (.) I think it (.) you wouldn't have (.) too rainy

John: I don't mind rain (.) I just don't want it if I'm on holiday (.) but doing [stuff]

Kathy: [yeah] (.) well it only rained on two of the days (1) not many days so that's not too bad

John: what did you do

Kathy: eeerm (.) oh (.) oh my **god** you're not going to believe this (.) it broke into the Berlin Olympic Stadium

John: um

Kathy: I know

John: how do you break in somewhere by accident

Kathy: right (.) so (.) imagine (.) there's the main stadium part and with the bell tower which is like (.) a five minute walk maybe (.) but still within the (.) within the stadium ground

John: right (.) is this going to be like one of your chuckle brother's

Kathy: no (.) a little (.) but it's up

John: [the tower]

Kathy: listen (.) seriously (.) we got locked in the um (.) bell tower (.) through the stadium part (.) ok (.)

John: right

Kathy: because there was a football game on that evening (.) so it was with you inside

John: with you inside

Kathy: right (.) so we're stood at this huge metal gate (.) thinking (.) this wasn't here before [laughter] so we climbed this [gate]

John: [stupid]

Kathy: into the stadium (.) to get back to the coach (.) and this place was one else around

John: did you not get caught

Kathy: we did (.) Hansel popped us out of nowhere with a machine gun

John: [laughter]

Kathy: he escorted us off the premises (.) don't think he spoke English

John: no way his name was Hansel

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- ## Unvaccinated children will be banned from all childcare in Australia, under plans announced by the Fed

submitted 20 hours ago

517 comments share



Education
 T... now it should be. If you are so against vaccination then please I

The real sad part of the whole issue is, it's these children of anti-science because of the anti-science beliefs.

Until some individual that is immunocompromised or comes in contact with a disease that we should have had a health issue, not just an issue for the family who doesn't like their iPhone, no science there ... FML.

Oh, I have an Idea!

I'm going to found iScience, it's new, it's hip and you have to pay a lot of money for it!

I lived with the general distrust of doctors and big pharma. I can't even begin to explain how doctors come about. Did they not know an

Highschool student -> college student -> medical student
a passion to help people -> ??? -> pharma shill who's pro
sick instead of curing us to make money
Same with scientists.

Do I trust anyone in a labcoat? No. Do I tend to believe educated people who could literally be anyone who put on a white coat and say they're a doctor? No. Do I think that people will universally join in to a conspiracy once they get to that point? No.



Choose two texts from Activity 1.b, 2.a or 3.a and answer the following exam question:

Compare the similarities and differences in the use of language between Texts 1 and 2.

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Analysing Texts: Representation

Homework Objective: You will be able to discuss how linguistic features are used to represent various topics.



Activity 1: Identifying Representation in a Text

1. a. Read and analyse the two opposing EU Referendum adverts below.



Advert 1 - Remain

We stand to lose £36 billion in public service funding.
Who's going to pay for it?

BRITAIN

vote.remain

What is it?

☐ A London
☐ B Brussels
☐ C Frankfurt
☐ D Luxembourg

Take control

- b. How is the topic of each text represented to the reader?

Tip: Think about how the subject is being portrayed – positive, negative, neutral.



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- c. How do you know they are being represented this way? How has this led to this conclusion of representation?

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Activity 2: Identifying Multiple Representations in a Text

- 2 a. Read and annotate this discussion on The Student Room for use of This text has two contributors (two authors).

Contributor 1

the issue i have with an EU referendum is people will say they want out for the wrong reasons, prejudice surrounding immigration, but pulling out of the EU is NOT the way to go

if we pull out, Marie Le Pen in France will gain momentum and pull out as well, and we will all stick together, especially with the growing (albeit silent atm) threat of Russia again

the reason a referendum is this: there is not enough education surrounding the issue, and I don't think a referendum will lead to knowledge - it will lead to confusion

conservatives win because they play to the prejudice and fears of the nation, and not the pros and cons of the EU.

Contributor 2

Because everyone is misinformed about leaving the EU

I want to leave the EU... Everyone here just assumes that when someone says they want to leave the EU, their argument for leaving the EU would be due to immigration

There are so many benefits to leaving the EU. We would do better leaving the EU. We would have more control over our borders and immigration.

I'm torn between UKIP and conservatives... I want to vote conservatives but I don't like their promises for 2017...

Reproduced with kind permission of The Student Room

- b. How is the topic of the text represented to the reader by each contributor?

Contributor 1	

- c. How do you know these representations are being produced? How does the language lead you to this conclusion of representation?

Contributor 1	

Extension Task

Here's a challenge for you: now do you represent something as being negative without saying so explicitly? Write your own text (in any form or mode – limit it to no more than 250 words) on a topic of your choice (or the suggested topics below) and attempt to be negative through your use of language, but without being explicit about it.

Suggested topics: Scottish Referendum; a celebrity's lifestyle choice; an issue of your choice

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Developing Textual Analysis Skills

Homework Objective: You will be able to analyse the use of linguistic features in a text, with a focus on audience, purpose and mode.



Activity 1: Annotating Text

1. a. Annotate the text below using the language levels of analysis, with a focus on audience, purpose and mode.



mumsnet
by parents for parents

Search



Talk

Advanced search

Active | I'm on | I'm watching | I started | Last 15 minutes | Last hour | Last Day

Topics » AIBU?

Start new thread in this topic | Flip this thread | Refresh the display

Add a message

This is page 1 of 1 (This thread has 15 messages.)

To feel cross with this nurse? (15 Posts)

Tue 21-Mar-17 14:02:11

Add message | Report

I'll start by stating that I am medical and I love the NHS. I also have an appreciation for how stretched everyone is and I really try not to pick fault but this episode has been feeling a bit flat...

DGM has dementia and has been in hospital for nearly a week. She has been moved to the rehab ward in preparation for home. They have a strict 24-hour policy and a big sign stating children are welcome.

I trailed in with my DT and now I've kept them away as I completely understand that the last thing we need are my boisterous babies giggling and running around.



Given the ward policy and the rehabilitative nature of the ward I decided to go for it.

The nurses were fab and the ladies in the ward were showering them with praise and sweets. It was all quite jolly and DGM who is a little confused appeared to be delighted and proud.

After about 45 minutes I decided to call it a day. At that point a nurse appeared and told me "you need to keep the noise down as there is a lady passing away next door and it's not fair on the family".

I was mortified and quickly packed the babies up to the protestations of the other ladies on the ward. I felt like a right plum to be honest.

My DM visited afterwards and asked the nurse why the ward had such a policy on visitors and rehab if they were also providing end of life care.

The nurse stated that no one was passing away but that she likes a quiet ward.

I'm annoyed because:

She didn't introduce herself-I've no idea if she's the HCA/ ward sister/ my DGM's named nurse etc

She lied

She could have been nicer about it

The other patients were gutted and told my DM as much

It just felt mean spirited

The only contact we had with the nurse was to give one

The whole thing has played out a lot worse than I'd expect. DM has been sharp elbowed due to basic failings in communication. I wonder if we're all being punished?



Tue 21-Mar-17 14:10:42

Add message | Report

I'll make a complaint to the manager definitely. It's NOT professional.

And if somebody was at end of life next door, that's a MASSIVE breach of confidentiality and loss of dignity

Tue 21-Mar-17 14:12:59

Add message | Report

Yanbul I think it's awful that she lied. She could have just asked if you would mind keeping the noise down because there were patients resting or something.

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Activity 2: Audience, Purpose and Mode

2. a. i. Who do you think the intended audience of the text is?

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- ii. How have the author(s) used language to target this audience?



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- b. i. What do you think the purpose of the original post is?

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- ii. How has the author used language to convey this purpose?



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- c. What influence has the mode of the text had on use of language?

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Extension Task

Create a checklist of features to look for in electronic texts. It would be in exhaustive and comprehensive, but it might help prompt future analysis of it into a table similar to the example below.



Check	Electronic Texts
Slang	
Acronyms	





Developing Textual Analysis Skills

Homework Objective: You will be able to analyse the use of linguistic features in a text, with a focus on recognising patterns of language.



Activity 1: Annotating Text

1. a. Annotate the tweets below using the language levels of analysis.



Donald J. Trump
@realDonaldTrump

Follow

James Clapper and others stated that there is no evidence Potus colluded with Russia. This story is FAKE NEWS and everyone knows it!

RETWEETS 16,556
LIKES 66,693



3:35 AM - 20 Mar 2017

25K 17K 67K



Donald J. Trump
@realDonaldTrump

Follow

North Korea is behaving very badly. They have been "playing" the United States for years. China has done little to help!

RETWEETS 20,722
LIKES 87,829



6:07 AM - 17 Mar 2017

25K 21K 87K



Donald J. Trump
@realDonaldTrump

Follow

disgrace that my full Cabinet is still not in place, the longest such delay in the history of our country. Obstruction by Democrats!

RETWEETS 36,963
LIKES 159,621



5:04 PM - 7 Feb 2017

75K 37K 180K



Donald J. Trump
@realDonaldTrump

Follow

National Review is a failing publication that has lost it's way. It's circulation is way down w its influence being at an all time low. Sad!

RETWEETS 2,160
LIKES 5,887



7:56 PM - 21 Jan 2016

1.3K 2.5K 5.9K



Donald J. Trump
@realDonaldTrump

Follow

@CNN and many others refused to show the massive crowd at the arena yesterday in Oklahoma. Dishonest reporting!

RETWEETS 1,982
LIKES 5,777



6:04 AM - 21 Jan 2016

832 2.8K 5.8K

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Activity 2: Analysis Focus: Patterns of Use

2. a. What patterns in language use can you find across the compilation?

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- b. Look at the choice of language on the lexical and semantic level. Pay attention to how they are being used, and any potential associative meaning that they carry.

Tip: Are there patterns to the way these words are used? What connotations do they carry? Positive, negative, aggressive, victimising, etc.

Word	How is It Used?	

- c. What influence has the mode of the texts had on use of language?

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Extension task

Choose another politician's twitter feed – such as Obama, David Cameron, Theresa May, or Narendra Modi (the Prime Minister of India) – and compare four or five of their tweets with the ones at the beginning of this homework. Try to choose tweets from their time in office. Are the tweets alike in any way? Are they very different? Why might that be?

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Developing Textual Analysis S

Homework Objective: You will be able to analyse the use of linguistic features in a text, with a focus on the construction of identity



Activity 1: Annotating Text

1. a. Annotate the text below using the language levels of analysis, with a focus on how identity is constructed.

(.)	micropause
(1)	duration of pause in seconds
//	interruption
	overlap
::	extended sound
abc	emphasis
?	indicates question (though not necessarily an indicator of a question)
=	immediate run-on

Anika (20 yrs, female), Jamie (21 yrs, male), Rob (23 yrs, male), Lucy (20 yrs, female)

At the beginning of the interaction, Jamie enters the room.

- 1 J: whatup?
 2 R: watching the shop on the telly (.) can't find the remote
 3 J: lucy?
 4 L: i don't know
 5 J: oh (.) I was thinking about going to play pool later if you want
 6 R: I'm up for that (.) lucy?
 7 L: um (.) yeah I could come down for a (.) game or two
 8 R: I've got lacrosse training at four but could come meet you
 9 A:
 10 R: don't=
 11 L: =a jolly good game of lacrosse (.) old chaps (.) great scott
 12 R: why:: do you do this?
 13 A: fancy a //
 14 R: // every time
 15 A: barnaby (.) old bean (.) how do you fancy a ruddy good kno
 16 R: first of all (1) it's barney
 17 All: [laughter]
 18 R: actually it's coach barney, to you
 19 A: o:h (.) i don't like the game (.) when you're showering each other
 20 R: it's not that bad is it?
 21 R: =yeah what is this (.) is this because I stained your oven tray
 22 A: I knew it was you

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Activity 2: Constructing Identity

2. a. What do you think identity is?

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- b. We construct identity through lots of different means: accent, voice choice, language and variety choice, the way we talk about things, pronouns etc. Think about your identity. What aspect of your identity is linguistic means?

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- c. i. What identity are Anika and Lucy constructing with their use of 14 and 15?

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- ii. What are they implying? How do you know this? Root your answer in the text and context.

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Extension task



'Identity is a process and not a set list of personal attributes.'

What do you think this means? Do you agree or disagree with this statement? Justify your answer from a social constructionist view?

Developing Textual Analysis Skills

Homework Objective: You will be able to analyse the use of linguistic features in a text, with a focus on audience, purpose and mode.



Activity 1: Annotating Text

1. a. Annotate the text below using the language levels of analysis, with a focus on audience, purpose and mode.

Spring is definitely in the air and that means it's running season again. Of course, the hardcore runners have been out for months – and good for them – but many of us can't bring ourselves to head out for a jog in wintertime. The cold winds, the icy ground, or the dark early nights. Spring is the perfect time to start working out again. There are some great tips for anyone hoping to avoid injury and make their runs as enjoyable and safe as possible.

For many of us, running gear consists of that old T-shirt we got at a team building exercise at work or a pair of shorts we can find in the bottom drawer. This is fine, and for some people the gear they use makes all the difference. But buying the right gear – lighter, warmer (or cooler, if overheating is your problem) and a good pair of running shoes can make a big difference to your gait and whether or not you develop an injury, such as the infamous Iliotibial Band Syndrome. So do a little research into your own running gait and what kind of shoes might help you.

Another advantage of investing in some high-quality running gear is that it can make you feel prepared and enthusiastic about your fitness regime. Having better gear will make you excited to get outside and run.

It is also a good idea to invest in a foam roller if you haven't already. A foam roller is used to massage your muscles and can help with any problem areas that are tight or causing you pain. If you are having problems with your IT band, it could actually be an IT band issue. The way to address it is to use a foam roller along your IT band, allowing it to relax.

For runners who were stuck inside over winter, the biggest problem is that they are in such a bad shape from the previous year that they overexert themselves in the first few weeks and give themselves a bad piece of advice for any runner is for them to pace themselves carefully at the start and to build up distances gradually. If you rush into things then you're in danger of developing IT band syndrome, so be very careful! Start off with a small, safe distance for your first few runs in order to gauge your own fitness. Of how many miles in total you run each week. As you progress and begin adding on more distance to your overall weekly mileage. This is generally agreed to be the right rate to avoid injury and give your ligaments enough time to catch up with your cardiovascular fitness.

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Activity 2: Audience, Purpose and Mode

2. a. Who is the intended audience of the text and how are they addressed?

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- b. i. What is the purpose of the text?



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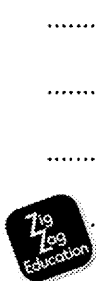
.....

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- ii. How has the author used language to convey this purpose?



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- c. In what ways has the mode influenced the use of language?

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Extension Task



Draw a cartoon that encompasses the concepts of purpose, audience, mode. You could draw a crowd (audience) at the cinema (mode) watching a horror film (purpose).

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Exam Preparation

Homework Objective: You will be able to confidently write for specific purposes, annotate exam stimulus texts and plan and answer questions.



Activity 1: Assessment Objectives

1. a. What do you think the assessment objectives are actually assessing at? Write your own definitions in the table below using your own words to explain each objective.

AO	Definition	
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.	
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.	
AO4	Explore connections across texts, informed by linguistic concepts and methods.	
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.	

- b. Now try writing a sentence or two that you think covers the requirement of each assessment objective below. You can use the text on the next page for inspiration.

AO1

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AO2

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AO3

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AO4

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2. a. i. Read and annotate Text A below with salient features. You can use the following conditions.

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- a. ii. Use the text on the previous page to fill in the analysis table below, where possible. Try to link your analysis comments to an assessment column.

Language Level	Analysis
Grammar	
Lexis and Semantics	
Phonetics	
Pragmatics	
Discourse	
Graphology	

- b. Answer the following exam-style question, using the analysis table above to help you answer.

Explore the ways language and contexts are used in Text A to construct a representation.

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Extension task

Self-mark your own response to the exam-style question above, using the AQA Mark Scheme to help you. The mark scheme can be accessed here (pp. 7–9):

 <http://filestore.aqa.org.uk/resources/english/AQA-77011-SMS.PDF>





Language Varieties: Gender

Homework Objective: You will be able to apply theory to data, and gain the ways language and gender interlink.



Activity 1: Application of Theory

1. a. Read the following text and the three accompanying theories. Explain any (or don't) to the text.

A: 23-year-old female; B: 21-year-old male

A: if you write evian backwards it spells //

B: // naive yeah (.) but that's a coincidence

A: ah but is it

B: yes

A: do you think there are companies with hidden messages in their advertising (.) like (.) what's it called (2) back (.) backmasking (.) isn't it

B: pass me a teabag (4)

A: I want one

B: milk two sugars

A: yeah (5)

B: there were stories at school about the word sex in the lion king

A: oh (2) did that actually happen though (.) I thought that was just one of those (.) //

B: // yeah I'm pretty sure it's true (2) we need more teabags

A: it's your turn

B: pretty sure it's |your turn|

A: |don't you| dare

B: it's fine (.) I can reuse teabags (2) no skin off my nose

A: that's (.) oh don't p- (.) that's disgusting (.) do you know how many germs are on there (.) at least put it in a cup or something

Zimmerman
Internet
conversations
made

Fishman
Tag questions
responses
used by
men.

Lakoff
Women
hedge
questions
than men
lexis.

- b. Start a theory memoire for a language and gender theorists. You can use the course, and refer to it during revision. Draw out the template template in Appendix 2.

Theorist(s)	Date	Relevant Theories

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Activity 2: Representation of Gender

2. a. What do you think we mean when we say a text is (1) gendered and

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- b. i. 'The way we use language reflects the way we view the world' (1929)



What do you think this means? Do you agree or disagree with

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.....

- ii. How do you think this hypothesis relates to language and gender



Tip: You might discuss the dichotomy of taboo terms for

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- c. i. 'That's one small step for man, one giant leap for mankind.' -



Why might this perpetuate an idea of the inferiority of women



Tip: You might discuss Tannen (1990) *Male as Norm* or the

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- ii. Armstrong claimed to have said 'That's one small step for mankind.' Why do you think this is 'better' than what he is considered



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Activity 3: Approaches to Language and Gender

3. a. Fill in the table below with a brief description of what each approach and relevant theory.

Approach	Deficit	Dominance
School of Thought	Essentialism	Essentialism
 Believed		
Example Theory		

- b. The Discourse approach comes from the social constructionist school of thought. Gender is acquired and performed through language to construct identity. What do we mean when we talk about *performing* identity? How can people *perform* their identities?

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Extension Task

- a. While watching a film or television episode of your choice, see if it passes the following rules:
- (1): There must be at least two named female characters.
 - (2): They must talk to each other...
 - (3):  about something other than men.
- b. Some feminists argue that a fourth rule should be introduced:
- (4): They must speak to each other for longer than 60 seconds. Why do you think this fourth rule should be introduced?





Language Varieties: Occupational

Homework Objective: You will be able to apply theory to data, and gain the ways language and occupation interlink.



Activity 1: Application of Theory

1. a. Read the following text and the three accompanying theories. Explain the application (don't) to the text.

Workplace email.

Hi team,

Couple of points:

Andy will need to lock up tonight about 5.20. If anyone wants to stay later, please can they check with Andy or myself and we'll arrange for another key holder to stick around.

Liz has asked me to quickly remind everyone to please update the Toner Count spreadsheet when you replace a toner in a printer.

When entering disbursements for the KPIs, pay attention to the ongoing projects that are working on the site, but not the door.

Finally, Sam T's leaving next Friday, so I thought I should email round for gift ideas, etc. Down in Unit 2 we were thinking maybe some kind of snake toy/thing, in reference to his love of 'snaking', as he calls it. Maybe something in addition to that as well, depending on how much it costs / how many people want to chip in.

Thanks,
Toby

Grice (1967)
Maxim of Quantity
Maxim of Quality
Maxim of Relation
Maxim of Manner

Herrgans (1998)
Jargon is a feature of the workplace

Fairclough (1992)
Workplace language is more than just communication
Conversations are a form of work
is occurring

- b. Start a theory memoire for language and occupation theorists. You will need to use the template provided in your course, and refer back to your revision. Draw out the template provided in appendix 2.

theorist(s)	Date	Relevant Theory

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Activity 2: Language of Occupation in Practice

2. a. Look at the short extract from a transcription of Martin Luther King's speech below.

I am not mind\ful (1) that some of you have come \here (1) out of great trials and \tribulations (1) or you have come fresh from \narrow jail \cells (1) or you have come from \areas where your cre\ for \freedom (1) left you battered by the \storm of \ecution (1) and staggered by the winds of \lavery.



What linguistic features can you find in this short extract?

★ **Tip:** Focus on phonetic, semantic, lexical and grammatical language.

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- b. Look at the short extract from a speech by a defence lawyer in court. What occupation influenced the use of language?

Your Honour, ladies and gentlemen of the jury, we are called upon today to defend a man brought against him, Alan Mayhew. I believe, and fully expect the people of the court to find that the case brought before us is not only unfounded and baseless, but also that the evidence heard about this man's character. A distinguished, respected and member of his local community, Alan Mayhew has spent the last two years of his life among those who are less fortunate than ourselves. Your Honour, ladies and gentlemen, in consideration of the evidence we see today, I see no way a guilty verdict can be reached.



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Extension Task

Find a performance of a political speech of your choice online. Note down five linguistic features that you find in the performance. Try to identify features from a range of linguistic levels.



Some suggested speeches:

- ☛ *Ich bin ein Berliner* by Kennedy
- ☛ *We will fight them on the beaches* by Churchill
- ☛ *We are a country awakened to danger and called to defend freedom* by George Washington



Language Varieties: Social Groups

Homework Objective: You will be able to apply theory to data, and gain an understanding of the ways language and social groups interlink.



Activity 1: Application of Theory

1. a. Read the following text and the three accompanying concepts. Explain the concepts (or don't) to the text.



T (teacher); N (pupil, male); Y (pupil, female); J (pupil, male)

N: have you found them all (.) yet

J: no (.) missing two

Y: I got em

N: no one cares pea head

T: nathan

N: soz miss

T: soz (?)

N: sorry (.) but she has got a new account she

Y: least I ant got a new head

N: in a minute imitation of Y] me noggin too small

T: nathan

J: am done

T: take the pen out your mouth (.) I lent you that and I don't want it covered in spit when I get it back (.) thank you very much

N: finished

T: right (.) let's hear some answers (.) yasmin you go first

Y: the first one is (.) um (.) montague

J: damn

Miller
Teasing
verbal
technique
communication
development
skills

Snell
Some
possessions
are used
effectively
working

Cover
When
used in

- b. Start a theory memo for language and social group theorists. You will need to use the template provided in Appendix 2. Draw out the template and use it to provide a theory memo for the data provided in Appendix 2.



Theorist(s)	Date	Relevant Theorist(s)

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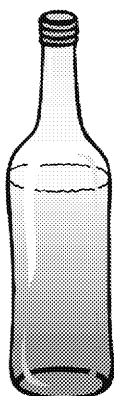
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Activity 2: Different Social Groups

2. a. Labov (1966) New York Study. Labov investigated the effect of pronunciation on the perception of a word. You can try a similar experiment yourself.

Show the picture below to a family member or friend and ask them to say 'bottle'. Pay very close attention to how they pronounce the word. Then, pretend you haven't heard them and ask them to say 'bottle' again. Pay close attention to how they pronounce /bottle/. Quickly note down whether it changed slightly the second time. Especially close attention to the plosive in the middle of the word, 'g' to 't' or a plosive.



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- b. What effect do you think age has on someone's use of language? Compare your parents' use of language is different from yours? Or ways your language is different from yours or your parents?

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- c. What does it mean for a text to be heteronormative? Give two examples.

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Extension Task

Choose one of the social groups covered on this page (class/age/sexuality), and write an article for this social group. Your article should include a discussion of the language used by this social group and these social groups.

You should write your intended audience and purpose before you begin; for example, The 'Issue' of Youth Language, targeted at older generations, to

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Language Varieties: Regional and National

Homework Objective: You will gain a better understanding of the ways national variation interlink, including attitudes to



Activity 1: Application of Theory

1. a. Do you think language and dialect are an integral part of our identity? Do you think you are a centre and all the different elements of your identity? Which element is integral to your identity.



- b. Sometimes, speakers *accommodate* other speakers and converge towards a common form. Do you think you have done this? Can you give any examples where you have?



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- c. Can you think of any examples where you might do the opposite someone else is speaking?

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- d.  Start a theory memoire for language and variation theorists. You c course, and refer back to it during revision. Draw out the template template provided in Appendix 2.

Theorist(s)	Date	Relevant Theorist(s)



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Activity 2: Accent, Dialect and Attitudes

2. a. What British accents do you hear on a regular basis? Think about specific celebrities, strangers, etc.

.....

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- b. i. Pick three of those accents and fill out the attitudes grid below or family member to rank the accents.

Attitudes		
	Most Intelligent	Middle
Accent		
	Most Friendly	Middle
Accent		
	Most Attractive	Middle
Accent		

- ii. Did one accent fare better or worse than the rest (consistently

.....

.....

- c. Do you think this is related to your opinions of the speakers of the accent itself? Explain your answer.

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Extension Task

Some people think certain varieties of a language (or indeed some entire languages) are inadequate in some way. In what ways might a language variety be considered inadequate? Does language adequacy matter?

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Behind the Scenes

Homework Objective: You will gain a better understanding of how a text is created, how to analyse it, and how to write your own, incorporating the linguistic features we have studied in this course.



Activity 1: Writing Your Own Texts

1. a. A good way to consolidate your knowledge of texts (both written and spoken) is to write your own. You can look back over your notes and feedback to see which features you think are most effective if you wish.

You must write for a different theme for questions 1.a, 1.b and 1.c.

[Electronic] Write a blog post (max. 500 words) suitable for **one** of the following themes:

- gender
- occupation
- social groups
- regional and national variation

- b. [Written] Write a newspaper article (max. 500 words) suitable for **one** of the following themes:

- gender
- occupation
- social groups
- regional and national variation

- c. [Spoken] Write a speech transcript (max 300 words) suitable for **one** of the following themes:

- gender
- occupation
- social groups
- regional and national variation

Tip: Think about what it is that makes speech transcripts believable. Consider the linguistic features that make them sound like real speech.



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Activity 2: Analysing Your Own Texts

2. a. Choose one of the texts you wrote in Activity 1, and use it to fill in

Analysis Frameworks	Your
Audience	
Purpose	
Context	
Mode	
Language Levels (where applicable)	Your
Phonetics	
Lexis and Semantics	
Grammar including morphology	
Graphology	
Pragmatics	
Discourse	

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Extension Task

Self-assess your written text from the previous tasks in this homework. Pick two things you could improve upon. You could even suggest *how* you would improve them.

Developing Textual Analysis Skills

Homework Objective: You will be able to analyse the use of linguistic features in a text, with a focus on audience, purpose and mode.



Activity 1: Annotating Text

1. a. Read and annotate the text below using the language levels of analysis on the effects of audience, purpose and mode.



Dear Us,

This is for all the white, straight, cisgender men out there having your privilege checked. Who are sick of being 'discriminated' – and let's just say it – sick of being identified as white, straight man, because that's not what you identify as.

Wasn't it awesome back before we were seen as white, straight man? 'I don't see race', you might have said. 'I'm colourblind friends. I've been to gay bars. And I wasn't even freaked out at Yale solely on my own merit', you kid.

We don't see ourselves as white, straight, cisgender, and we know. 'Just Sam.' 'I'll try and assume you know me.'



We see ourselves in the protagonists of the World's most famous stories from the Crusades to the Slave Trade. 'The Holocaust was wasn't me. It was just a bunch of horrible people who happen to have the same identities. Why are you all trying to make me feel so guilty?'

I get it. It bites. We used to just be people, then suffrage and civil rights made us white and Harvey Milk made us straight and now what is this, you're telling me I'm cis? I'm more than just a box, boxes.'

It's a bummer to get called out for getting something you want.

But being bummed out doesn't mean you aren't privileged. Having a rough life, doesn't mean you are. Only you can tell your narrative, and I can't tell yours. What is, but 'my great granddad was a soldier, my dad worked in the factory, and all this 'I had a tough childhood' mean you're privileged.



Because of who you were born to be – because of who we are – we are handed a lot of things. Among them, we can live openly, be employed and be ourselves and nobody can ever legally tell us not to. A few ways we can react to this. We can feel guilty. We can feel angry. We can ignore it all and pretend it's a liberal conspiracy and continue to live our lives.

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Or we can engage with our identities.

We can have conversations that will expose us and make us question ourselves and find answers, help us better understand others. You have a race, you have a gender, you have a sexuality. You are not the default, an unmarked canvas. And start thinking things mean to you critically. Learn to think, grow. Develop empathy.

And hopefully, one day, you'll realize your role in all that has been taken from you. You didn't make the mess. It's wrong to blame people did throughout history. Adding shame to the mess can lead to productivity. But allowing yourself to continue unexamined, experiencing unearned privileges in your life is perpetuating oppression. A decision to do nothing is action in support of bigotry.

If you don't want that, change it. If you don't know how, feeling freaked out, worried, nervous, scared, dazed, or confused is normal: that of a conscious life.

And to all of my social justice warriors, kings, queens, queens, everything else and in between: I got your back.

With love, SK

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Activity 2: Audience, Purpose and Mode

2. a. Who is the intended audience of the text, and how do you know this?

.....

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- b. i. What is the writer of the text trying to tell us? What is the purpose?

.....

.....

.....

.....

- ii. How has the author used language to convey this purpose?

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- c. In what ways has the mode influenced the use of language?

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Extension Task

Try the following exam-style question.

Discuss the idea that men can be affected by language issues as much as women. Refer to the beginning of this homework and your own examples to support your answer.

Exam Preparation

Homework Objective: You will be able to annotate exam stimulus texts, style questions.



Activity 1: Language Varieties Questions 1 and 2

1. a. i. Read and annotate Text A below with salient features. You can find the answers in the questions.



BUSINESS INC. Employee Handbook

1. BYOD – Bring Your Own Device. We believe you should work on a platform of your choice, whether it be iPad or smartphone.
2. Afternoon Yoga – We don't want you to feel stressed. We certainly don't want work to contribute to bad health. Relax your feet – try the afternoon yoga sessions.
3. Talk to Us – We use an internal instant messaging system. All departments of the business keep in touch!
4. Dress Code – We want you to be as comfortable as possible. It doesn't interfere with your work. If your ideal is to knock out, knock out. If you're into the hippie scene, wear your dreads.
5. Time at Work ≠ Time Working – We know you can't be at work all of the time, and now you don't have to be. You're not done – if that's after four hours then we'll see you at ten hours, we'll compensate you for the overtime.



Welcome aboard.

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- a. ii. Use the text on the previous page to fill in the analysis table below as far as possible. Try to link your analysis comments to an assessment column.

Language Level	Analysis
Grammar	
Lexis and Semantics	
Phonetics	
Pragmatics	
Discourse	
Graphology	

- b. Answer the following exam-style question, using the analysis table above as far as possible.



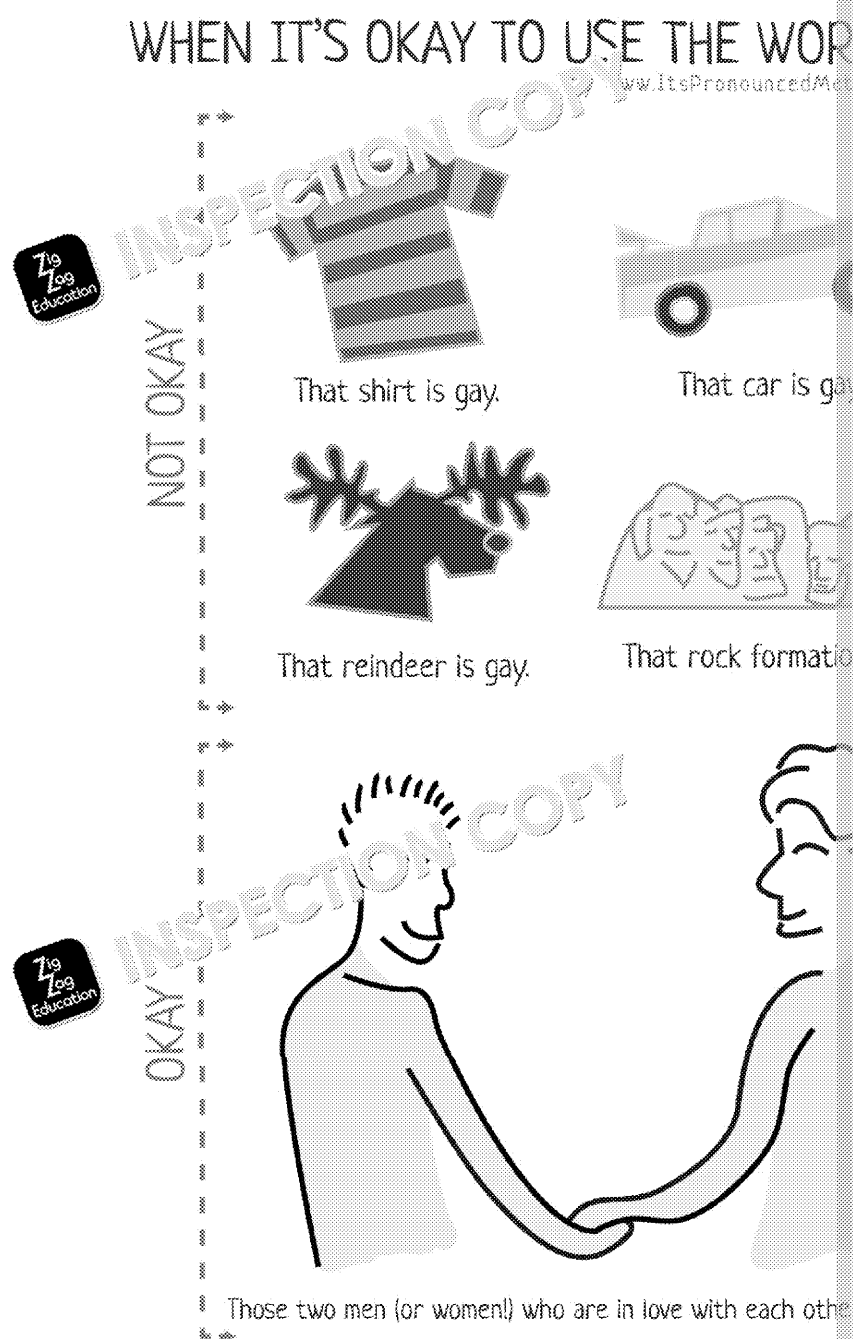
Discuss the idea that workplace discourses are becoming less and less formal. You should discuss concepts and issues from language study. You should use supporting examples and the data in Text A.

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Activity 2: Language Varieties Question 3

2. a. Read Text B below.



- b. Answer the following exam-style question.

Write an opinion article in which you discuss issues surrounding the use of the word 'gay' to describe different social groups including, but not limited to, gender identity. In writing your article, you must state your intended audience.

Here is a quick reminder of the assessment objectives for this question:

AO2: Demonstrate critical understanding of concepts and issues relevant to the topic
AO5: Demonstrate expertise and creativity in the use of English to communicate

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Appendix 2: Theory Memoire Te

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Homework	Activity																			
1. Phonetics	1	a	Alliteration (rifles' rapid rattle, dusk a drawing-down); rhyme (the rapid rattle); onomatopoeia (rattle); consonance (candles, h																	
		b	Responses might include: reference to emphasis, tempo, e																	
	2	a	1. [katəl] 2. [mʌnstɪəs] 3. [heɪstɪ] 4. [kwa																	
		b	'Passing' uses two vowels: [a] and [ɪ], both monophthongs one vowel: [aɪ], a diphthong (tongue moves during the pro																	
		c. i		<table><tr><th>Consonant</th><th>Voice</th></tr><tr><td>/k/</td><td>Voiceless</td></tr><tr><td>/kʰ/</td><td>Voiceless</td></tr><tr><td>/g/</td><td>Voiced</td></tr><tr><td>/s/</td><td>Voiceless</td></tr><tr><td>/ʃ/</td><td>Voiceless</td></tr><tr><td>/l/</td><td>Voiced</td></tr><tr><td>/j/</td><td>Voiced</td></tr></table>	Consonant	Voice	/k/	Voiceless	/kʰ/	Voiceless	/g/	Voiced	/s/	Voiceless	/ʃ/	Voiceless	/l/	Voiced	/j/	Voiced
			Consonant	Voice																
			/k/	Voiceless																
			/kʰ/	Voiceless																
	/g/		Voiced																	
	/s/	Voiceless																		
/ʃ/	Voiceless																			
/l/	Voiced																			
/j/	Voiced																			
c. ii		<table><tr><th>Consonant</th><th>Voice</th></tr><tr><td>/θ/</td><td>Voiceless</td></tr><tr><td>/ɪ/</td><td>Voiced</td></tr><tr><td>/d/</td><td>Voiced</td></tr></table>	Consonant	Voice	/θ/	Voiceless	/ɪ/	Voiced	/d/	Voiced										
	Consonant	Voice																		
/θ/	Voiceless																			
/ɪ/	Voiced																			
/d/	Voiced																			
3	a	1. Implies a degree of confidence. 2. Implies a lack of confidence person's rather than someone else. 4. Implies the speaker th																		
	b	Responses might include: Emphasis on 'I' could suggest the not.																		
	Extension Task	Responses will vary.																		

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Homework	Activity			
2. Lexis and Semantics	1	a	Word	Denotation
			Red	Of a colour at the end of the spectrum next to orange and opposite to blue
			Pig	A domesticated animal
			Childish	Of, like, or appropriate to a child
			Cheap	Low in price
			Dove	A stocky bird with a small head
		b	Responses might include: Pigs are greedy, foxes are sly, lions are ferocious	
		c	<ul style="list-style-type: none"> Connotative – emotional meanings associated with a word Reflected – invokes additional meanings from other words Social – associated with beliefs about social groups and mores Collocative – meaning derived from words that frequently occur together Affective – personal or emotional expression of the speaker 	
	2	a	Responses might include: metaphor, personification, hyperbole	
		b	Responses will vary.	
		c	<ol style="list-style-type: none"> Homophonic pun (a dress vs address) Homophonic pun (need-to-know basis vs knead as in knead dough) Homophonic pun (toad vs towed) Homographic pun (bass instrument vs bass fish) 	
		d	Responses will vary.	
	3	a	Register is a variety of language used in specific contexts, such as formal or informal, or use in the pub.	
		b	Responses will vary.	
		c		
	Extension Task			

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Homework	Activity		
3. Grammar, including Morphology		a	1. Pronoun – Pronoun – Auxiliary Verb – Verb – Possessive Pronoun – Adverb – Verb – Noun 2. Determiner – Adjective – Adjective – Noun – Verb –
		b	Help us categorise word class – open class (e.g. nouns and verbs) whereas closed class (e.g. pronouns and prepositions) rarely
		c	OPEN CLASS – noun, verb, adjectives. CLOSED CLASS – determiners. MIDDLE – adverbs can be open or closed class adjective, but adverbs that perform more like adjuncts are
	2	a	1. Grammatical parallelism/symmetry (chiasmus). 2. Repetition of PREP-DET-NOUN structure (epistrophe). 3. Each new sentence begins with the last word of the previous sentence. 4. Frequent use of 'and' and conjunctions (polysyndeton). 5. Changed the S-V-C structure to O-S-V (anastrophe).
		b	Responses may include: double negatives, e.g. We don't need
		c	They may believe that one variety of a language is more valuable than another. Use of grammar and spelling; some of them are often used in the infinitive.
	3	a	Morphology refers to the structure of words and the way they are made up of words.
		b	desire + able + ity (1 bound, 2 free); per + mit (2 bound, 0 free); anger (0 bound, 1 free)
		c	Cars (plural); Walked (past participle); Longest (superlative)
	Extension Task		Responses will vary.
4. Pragmatics	1	a	Quality – Be truthful; have adequate evidence for what you say. Quantity – Be as informative as required (do not oversupply information). Relation – Be relevant. Manner – Avoid being ambiguous; be brief, don't be long-winded.
		b	1. flouted 2. implicature 3. surface-force 4. subtext
		c	1. Maxim of Relation is flouted. 2. Maxim of Quality is flouted. 3. Maxim of Quantity is flouted. 4. Maxim of Manner is flouted.

Homework	Activity		
4. Pragmatic language (continued)	2	a	A euphemism is a (typically polite) mild or indirect way of referring to an unpleasant or taboo subject. A euphemism is the opposite – a (typically impolite) harsh, direct or neutral.
		b	The Defence Department (originally the War Department) help minimise collateral damage (civilian casualties) while the decision came after the incursion (invasion) into enemy territory. The decision came after the incursion (invasion) into enemy territory. The decision came after the incursion (invasion) into enemy territory.
		c	'Warspeak' is the jargon of war and the military. It's often used to lessen the impact of, say, bombing and civilian deaths.
	Extension Task		Responses will vary.
5. Discourse analysis	1	a	Order for Robin Hood Fracking article: 1, 4, 7, 3. Order for Full articles can be found here: https://www.theguardian.com/business/2017/jan/01/robin-hood-fracking http://www.mirror.co.uk/sport/football/news/cheat
		b	Metonymic and cataphoric references, repetition of specific words, field of aggression with threat, battleground, target, 'thunder' has a semantic field of aggression, with slams, clash, confrontation.
		c	1. Cataphoric reference ('Germany' clarifies former use of 'the country')
	2	a	Adjacency pair (Turns 1 and 2); Ellipsis (Turn 7 – [the] quiz); Non-fluency features (Turns 3 and 7 – quiz, 2, 4 and 9 – essay);
		b	so I was <u>like</u> (.) completely uninterested in this guy (.) <u>you</u> no (.) it got to the point where he was throwing himself at me out of there (.) ran into Mark (.) <u>I mean</u> what a disaster that was
		c	Discourse markers include interjections (you know, so), interjections and conjunctions (and, but). This might suggest there is not a firm conclusion. All sample size may not be representative of wider population.
	Extension Task		Responses will vary.

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Homework	Activity		
6. Graphology	1	a	<i>The Railway</i> - The woman and child are foregrounded (the train and the railway is backgrounded (divided by the road). In the foreground, a drowning Icarus is foregrounded through the ship). The title draws our attention to him.
		b	Responses might include: 1. Old English / German (often cursive) 2. Handwriting
		c	Serif fonts are considered more formal – they have little flourish
	2	a	1. Rhyme/parallelism 2. Brand name pun 3. Pun on foreign words 4. All use non-standard spelling to make them memorable.
		b	<ul style="list-style-type: none">Even the games that aren't Triple-A titles have films or TV series at the beginning of a new era of video game to film adaptation (e.g. <i>Creed</i>) is a critical or financial success, studios might just adapt it.We use punctuation to aid readability and understanding (e.g. 'Grampa' is a simple, innocent declarative, the other adjectives are more complex).
		c	Responses might include: 1. Titles 2. To show shouting 3. To show a character's emotion
	Extension Task		Responses will vary.
7. Analysing Texts: Mode	1	a	Responses might include: discussions of formality, lexical choice, audience and purpose.
		b	Responses might include: <ul style="list-style-type: none">The mode is a written newspaper extract – there are several paragraphs (the first paragraph which includes the main point of the article).There's also some telling syntactic structures – newspaper style is clear and concise as possible: 'Former <i>Top Gear</i> presenter...'There's also some variety, to hold the reader's interest (e.g. 'scenes for the upcoming series of <i>The Grand Tour</i> on Saturday...').
	2	a	Responses might include: <ul style="list-style-type: none">The mode is a spoken conversation – there are several paragraphs (the first paragraph which includes the main point of the article).There's also some telling syntactic structures – newspaper style is clear and concise as possible: 'Former <i>Top Gear</i> presenter...'There's also some variety, to hold the reader's interest (e.g. 'scenes for the upcoming series of <i>The Grand Tour</i> on Saturday...').

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Homework	Activity		
7. Analysing Texts: Mode (continued)	3		Responses might include: The mode is an online electronic forum discussion – the (themercury.com.au) and what we can assume are hypothetical allusions to other technologies (iPhone, iScience > internet usernames rather than given names (anonymity).
	Extension Task		Responses will vary.
8. Analysing Texts: Representation	1	a	Responses might include: • rhetorical question (Who's going to pay for it? On the hypophora), play on words (Britain), intertextuality (re option is the only lifeline left, referring to the referendum)
		b	Advert 1 (Bremain) – Leaving the EU is bad, the UK would EU is good, Britain will take back control and preside over
		c	Bremain – Focus on necessary loss, visual impact of pointing obvious answer, yet thought-provoking if readers feel they line 'Take back control'; Ask the Audience is last 'lifeline' <i>What if I Be A Millionaire?</i>
	2	a	Responses will vary.
		b	Bremain – Leaving the EU is bad. Brexit – Leaving the EU
		c	Bremain – focus on the 'wrong reasons' for wanting to leave 'prejudice and fears of the nation'. Brexit – 'misinformed' repetition of 'leaving the EU' / parallelism.
	Extension Task		Responses will vary, but might include: Scottish Referendum – Voters have been very vocal about Together campaign has been frugal with their funds (con independent Scotland) the next few years (connotations
9. Developing Textual Analysis Skills	1	a	Responses will vary.
	2	a. i	Responses might include: other mothers (due to focus of w in a popular parenting website').
		a. ii	Responses might include: 'I'll start by stating that I am mo in with my DTs' (mothers).

Homework	Activity		
9. Develop Textual Analysis Skills (continued)		b. i	Responses might include: seeking agreement/support/validating with those who have undergone similar experiences. It might be a place where one can be anonymous (no need to worry about being judged).
		b. ii	Responses might include: posting in a subforum called 'Am I just annoyed because ...' (outlet for frustration), 'I wonder if we should ...' (outlet for speculation).
		c	Responses might include: acronyms/initialisms (efficiency), spelling (informal setting, proofreading not necessary) and creativity – as long as communication is not impeded).
	Extension Task		Responses will vary.
10. Develop Textual Analysis Skills	1	a	Responses will vary; see following answers for ideas. This blog post provides a very interesting analysis of Donald Trump's tweets: http://variancemag.com/wp/2016/05/analyzing-trumps-tweets/
		a	Responses might include: Tweets often end with a punchy statement, e.g. 'The FAKE NEWS and everyone knows it!', 'The FAKE NEWS is the best reporting!' – they also often end with an exclamation mark, e.g. 'The FAKE NEWS' and 'playing'.
		b	Responses might include: use of 'sad', used to mean disappointed or unhappiness.
		c	Responses might include: acronyms to save limited character (lack of spellchecker), e.g. it's instead of its, elision of function words, e.g. 'I'm not a doctor, but I think I can help you'.
	Extension Task		Responses will vary. Tweets might vary in style due to who is making them: tweets made by political figures is written by staff members rather than the person themselves. Some talking points: <ul style="list-style-type: none"> • Are the tweets mostly negative or positive? • How does the character limit affect the use of language? • What do the tweets address? Who or what are they about? • Do they make use of hashtags? Why or why not? • What about their use of modals? Degrees of certainty/uncertainty? • Frequency of interrogatives, declaratives, imperatives, etc.

Homework	Activity		
11. Develop Textual Analysis Skills	1	a	Responses will vary.
	2		...ntly (or identities, since people can enact more than one... generally considered inferior to the social constructionist v... identity is fluid and performed.
		b	Responses will vary.
		c. i	Responses might include: A posh, upper-class persona is a lacrosse, a sport once considered to be played by the upper...
		c. ii	The speakers are implying that lacrosse is a sport played by a certain way. Additionally, they may also be implying that... of as a modern sport). Phrases like 'I say' and 'old chaps' as people.
	Extension Task		Responses might include: People are not born with a complete temper our identities continuously. This is a social construction.
12. Developing Textual Analysis Skills	1	a	Responses will vary.
		a	Responses might include: joggers, specifically people looking 'spring'.
		b. i	Responses might include: to inform/advise ('guide', etc.).
		b. ii	The title of the text is very much indicative of the purpose suggest something informative or advisory.
		c	Responses might include: informal, 'light-hearted look at...
	Extension Task		
13. Exam Preparation	1	a	Responses will vary.
		b	
	2	a. i	Responses will vary. They may include reference to: <ul style="list-style-type: none"> • slang/lexis (love, dovey, ass, damn) • capital letters / word elongation ('Rightttttt' – is indicative of context, visual marker of intonation) • punctuation ('All. The. Time.' – for effect, again perhaps) • ellipsis of pronouns ('That sounds very familiar damn')
		a. ii	Responses will vary; see answer to a.i for ideas.
		b	Responses will vary.

Homework	Activity		
14. Language Varieties: Gender	1	a	Responses will vary, but might include reference to: Tannen – Man and West – Based on this tiny amount of data Fishman – Based on this tiny amount of data, Fishman's theory Lakoff – Based on this tiny amount of data, again the theory
		b	Responses will vary.
	2	a	1. When something is gendered, it favours one gender over the other associated with gender. 2. Gendering is assigning whether something is 'male' or 'female'. The process of gendering can result in a gendered text.
		b. i	Responses might include: Our use of language affects our perception of using mankind to describe our species invalidate women?
		b. ii	As mentioned in the previous answer, the use of marked terms (doctor may be considered male) also, invisibly marked terms (doctor may be considered male) compare the 'male' or 'female' terms to describe men and women. Words with male connotations than with male.
			As previously mentioned, man and mankind to refer to the human race they are not equal. Tannen wrote about the way language is used here, we are allowing harmful ideologies to be perpetuated.
		c. ii	Student responses will vary, but might include: Yes – the invisibility for the human race with the use of 'man', rather he was speaking making women invisible is still present.
	3	a	Responses might include: Deficit – Women's language is different to men's language (Zimmerman & West) Difference – Women's language is different to men's language (Tannen)
		b	Responses might include: Men are not simply masculine or women are not simply feminine. Both genders use masculinity and femininity in the construction of their identity. We may perform identity through accent, tone, etc.
		Extra activities	

Homework	Activity		
15. Language Varieties: Occupation			Responses will vary, but might include reference to: • Maxim of quality (content is truthful), maxim of quantity (discussion which is considered by some to be bad email), maxim of relevance (some, though we could assume anyone receiving the email is relevant; however, this maxim could have been further explored). • Herrgard – There is little jargon in this text, so one would expect it to be relevant. • Fairclough – Particularly the last paragraph of the email.
		b	Responses will vary.
	2	a	Responses might include: metaphor ('storms of persecution' 'some of you have come' x3).
		b	Responses might include: fixed lexis (Frozen, according to the field of the law (guilty, verdict, charges, Your Honour), deontic authority).
	Extension Task		Responses will vary.
16. Language Varieties: Social Groups	1	a	Responses will vary, but might include reference to: • Snell – We are given little information about the background of the data; however, we can comment on the 'head' of the data. • Covert prestige – We might say that the children in the study are with the teacher. The teacher uses Standard English and the student, whereas the children use non-standard varieties.
		b	Responses will vary.
	2	a	Responses will vary.
		b	Responses might include: lexical items (the 'coolness' factor) speakers.
		c	Teachers might be seen as though heterosexuality is the norm, and the children as a way.
	Extension Task		Responses will vary.

Homework	Activity	
17. Language Varieties: Regional and National Variation	1	a Responses will vary.
		b Example situations: in a workplace, at a sporting event, when making a speech. Example situations: in an argument, when making a complaint, when making a speech (minority vs a majority)
		d Responses will vary.
	2	a Answers could include a discussion of accents on the BBC Radio 5 Live and less likely on CBeebies, Radio 2 and Radio 4. Accents are more likely on soap operas than on documentaries.
		b. i Responses will vary depending on which accents the student chooses. For example, a student might have chosen a Birmingham accent (from national news), the Essex accent (from the <i>TOWIE</i>), or a London accent (from <i>EastEnders</i>).
		b. ii Responses will vary depending on the accents chosen, and the student's opinion of them.
		c Responses will vary, though it is likely most speakers do not judge an accent as inadequate because of their opinion of certain speakers.
18. Behind the Scenes	Extended Task	
	1	a Responses will vary, but one example might be: a blog post about regional and national variation in music (The Monkeys, The Proclaimers, Damien Rice). The mode would be informal. You could also encourage discussion among readers in a comment section. You could also encourage discussion among readers in a comment section. You could also encourage discussion among readers in a comment section.
		b Responses will vary, but one example might be: a newspaper article about employment in the technology sector. The mode would be formal. The audience would be those without prior experience or knowledge of the sector. The language would be clear and concise. The language would be clear and concise. The language would be clear and concise.
		c Responses will vary, but one example might be: a speech about the language of teachers would also be appropriate. The mode would be formal. The audience would be those without prior experience or knowledge of the sector. The language would be clear and concise. The language would be clear and concise. The language would be clear and concise.
	2	a Responses will vary.

Homework	Activity		
18. (continued)	Extension Task		Responses will vary.
19. Develop Textual Analysis Skills	1	a	Responses will vary.
		a	White, straight, cisgender men ('Dear Us')
	2	b. i	White, straight, cisgender men are privileged, even if they privilege. The purpose is to inform and perhaps persuade
		b. ii	'It's a bummer to get called out for getting something you 'Because of who you were born to be — because of who w writer includes himself, thus avoiding the sense of 'criticis (e.g. pathos, by exploring the oppression experienced by o
		c	Letter-like conventions, informal style
	Extension Task		Responses will vary.
20. Exam Preparation	1	a. i	Responses will vary, but might include reference to: initialism (BYOD for informal, attempt to be current and rel order to minimise a faceless organisation), parallelism (W te stereotypes (exclamatives, imperatives, declaratives).
		a. ii	Responses will vary; see potential annotations in part a.i. R application of concept and theory.
	2	b	Responses will vary.
		a	Responses will vary. Students do not need to analyse the u However, the key thing to take away from the text is that w gay, i.e. lame/bad) with no intended commentary on sexual
		b	Responses will vary.

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