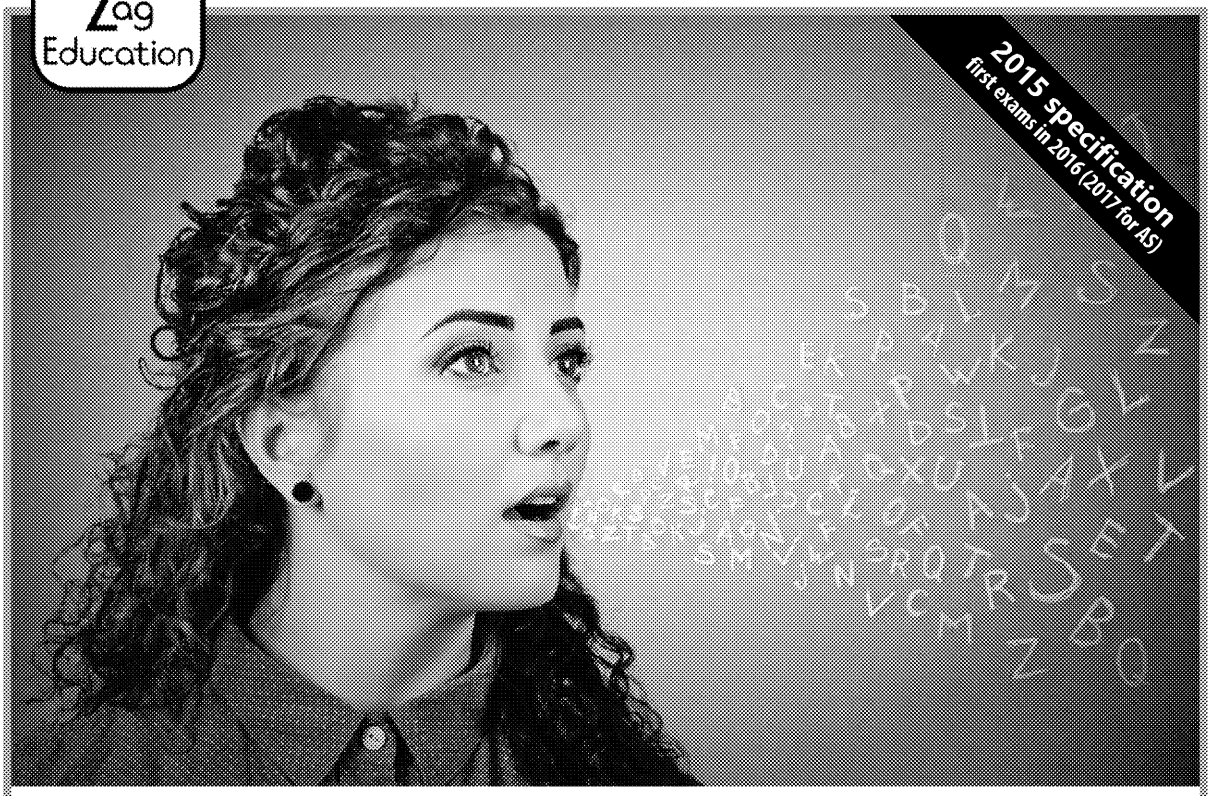
English Language AS and A Level | AQA | 7701/7702



Starters and Plenaries

For AS and A Level AQA English Language

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POD 7868

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Teacher's Introduction

This resource comprises 30 starter or plenary activities for teachers to incorporate into their lessons, based on the AQA AS and A Level English Language 2015 specification. The activities are well-developed, and structured in such a way that teachers can pick up and use them with minimal effort. They're also suitable for a range of learning styles, with tasks that will appeal to all students. Answers and indicative content are provided where appropriate.

- A contents list of activities is provided, with notes on the activity; whether individuals or groups, and which aspect of the specification it covers. The intention of making the process of picking the right starter or plenary as easy as possible.
- The starters and plenaries can be used to introduce new topics, recap previous topics or supplement topics students are currently studying.
- Each activity sheet should take between 10 and 15 minutes to complete, but this is based on the ability of the students or their familiarity with the topic.
- We also provide a suggestion as to whether the activity should be used as a starter or plenary, but you are free to use each activity as best suits your lesson.
- The activities focus on developing skills and knowledge that can be applied to exam assessment.

The activities are flexible, so you can adapt or revise them to cater to the strengths of your students if you desire.

*A web page containing all the links listed in this resource is conveniently available on Zig Zag Education's website at **zzed.uk/7868***

You may find this helpful for accessing the websites rather than typing them.

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Activity-by-Activity Pl

Spec. Area	Activity No.	Activity Description				
3.1.2 and 3.2.2 Methods of Language Analysis	1	Language Level: Phonetics – definitions, labelling grams and describing consonants and vowels	✓			Students w Manner an quadrilater students.
	2	Language Level: Lexis – comparing lexicons	✓	✓		If students you could answer sec or region th
	3	Language Level: Semantics – identifying types of meaning and figurative language, constructing metaphors and similes	✓			The euphe may result
	4	Language Level: Gra fying word class, voice a	✓			Task i. on t be asked to If a particu a word clas
	5	Language Level: Morphology – identifying und and free morphemes and experimenting with affixes	✓			Students w basic unde
	6	Language Level: Pragmatics – identifying flouted maxims and using politeness strategies to negate face-threatening acts	✓	✓		Students w implicature
	7	Language Level: Discourse – investigatin of view, deixis and intertextualit	✓			Students m intertextua place to loo intertextua

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Spec. Area	Activity No.	Activity Description				
3.1.2 and 3.2.2 Methods of Language Analysis	8	Language [illegible] – investigating [illegible] typography, image and colour	✓			To extend t stills from f significant, made.
	9	Synonyms and Antonyms – thinking of synonyms and antonyms for words provided	✓	✓		Students co you could f complete it included in scratch.
	10	Tense and Aspect – fill in the gaps; identifying tense and aspect	✓			To extend t the tense an Alternative Perfect Pro
	11	Verbs – investigating tr[illegible]ve, [illegible]nsitive, modal and auxil[illegible]verb	✓			While a bri auxiliaries existing kn
3.1.1 Textual Variations and Representations	12	[illegible]urp[illegible]function – responding to example texts, identifying purpose and function	✓	✓		Students co analysis sk
	13	Audience and Positioning – flow chart / mind map for influences of audience on use of language	✓	✓	✓	This task b A3 sheets a
	14	Variety of Genres – comparing and contrasting genre in example texts	✓	✓		Students co paper, or li extracts co AS and A L
	15	Modes – investi[illegible]g th[illegible]atures associated with dif[illegible]s and creating texts	✓			Students co modes to c in their ow (iii), and pr differences

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Spec. Area	Activity No.	Activity Description				
3.2.1 Language Diversity	16	Sociolects – [illegible] different characters [illegible] sociolects			✓	Students co[illegible] dynamics b[illegible] based on th[illegible] challenge e[illegible]
	17	Accent – identifying accents and opinions of accents	✓	✓		For this act[illegible] should play[illegible] Yorkshire l[illegible] **English-di[illegible]** Somerset **h[illegible]** **English-di[illegible]** Durham **ht[illegible]** **English-di[illegible]** Edinburgh [illegible] **dialects/BB[illegible]** London (H[illegible] **http://soun[illegible] C1190X000[illegible]** Merseyside **http://soun[illegible] C1190X002[illegible]** North Wale[illegible] **and-dialec[illegible]**
	18	Attitudes to Language Diversity – identifying attitudes, investigating prescriptivism and descriptivism	✓		✓	Students co[illegible] backgroun[illegible] might be in[illegible] about the s[illegible]
	19	Importance of Context – usi[illegible] i[illegible] ultiple contexts to change m[illegible]	✓	✓		Students co[illegible] can be used[illegible] words that[illegible] they could[illegible] zero deriva[illegible]
	20	[illegible]cc[illegible]dation – investigating accommodation [illegible]d their responses to different scenarios	✓			If students[illegible] could sepa[illegible]

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Spec. Area	Activity No.	Activity Description	1	2	3	
3.2.1 Language Diversity	21	Language and Gend[illegible] texts for students to compare [illegible] for use of language and [illegible]	✓			This task c and A Lev Questions
	22	[illegible]nguage and Occupation – sample texts for students to compare and annotate for use of language and occupation	✓			This task c and A Lev Questions
	23	Sociolinguistic Profile – students comparing their own language and dialect		✓	✓	Students c include oth
	24	Language and Regional and National Variation – investigating dialects and assessing attitudes to dialects	✓	✓		Students c film and te could ever in the medi
	25	Deficit, Dominance, Difference – in[illegible]es gati[illegible] approaches to language and ge[illegible]	✓			This activi investigate
	26	Interpreting Lan[illegible]ge D[illegible]t and Research Findin[illegible]s[illegible]g[illegible]pts to talk about language [illegible]e	✓			The data i the style o
3.2.3 Writing	27	[illegible]nning a Response – planning responses to write about language issues in academic essays	✓			This task c Level Pap
	28	Opinion Piece – writing introductions for different non-specialist audiences	✓			This task c Level Pap
Revision	29	Run and Revise – quick-fire questions from across the course; students must be on [illegible]en for for this one.		✓	✓	If students and forth, buzzer sou Students c the other t
	30	Chinese W[illegible]n – [illegible]sing key term to defi[illegible]d back to key term along a [illegible]ispered chain of students			✓	To be repe You can ev task tricki

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3.1.2 and 3.2.2 Methods of Langu

S Activity 1: Language Level – Phon

Phonological Devices

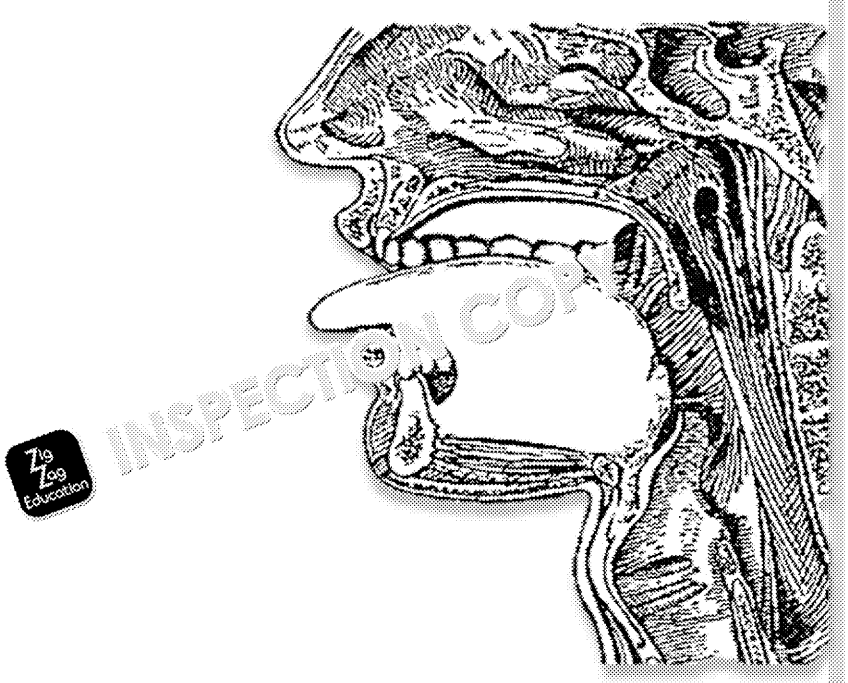
(i) Provide at least one exa[illegible] of the following key phonologi

Te[illegible]	Example
Alliteration	
Assonance	
Consonance	
Sibilance	
Rhyme	
Onomatopoeia	

The Vocal Tract

(ii) Label the diagram w[illegible]e following key terms.

[illegible]eolar ridge	Lips	Hard palate
Soft palate	Teeth	Larynx
Tongue blade	Tongue front	Tongue back



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Describing Consonants

(iii) What is the Voice-Place-Manner of the following consonants? Use th
memory. Compare your answers with a partn

Voice	Voiced	Voiceless			
Place	Labio-[illegible]	Dental	Bilabial	Alveolar	Pos
Ma	Plosive	Nasal	Fricative	Approximant	

/t/ .....

/d/ .....

/m/ .....

/s/ .....

/b/ .....

/v/ .....

/l/ .....

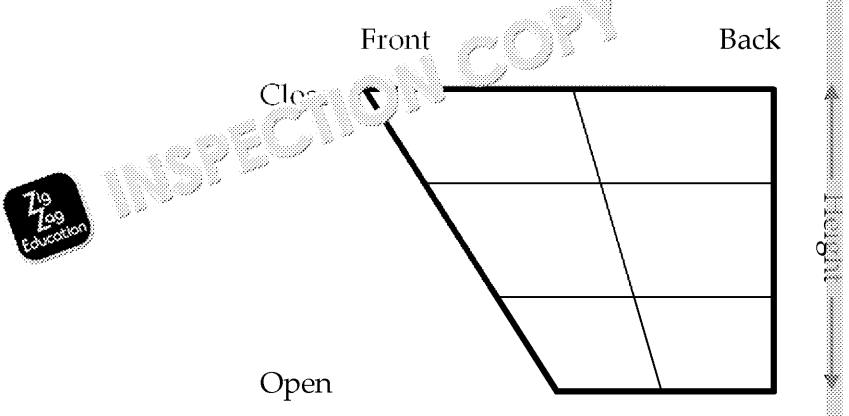
/k/ .....

/g/ .....

⇨ Extension: Describing Vowels

(iv) Read each of the following vowels out loud and map them onto the
should consider vowel frontness/backness and vowel height. Pay cl
of your tongue.

TRAP [a]
FLEECE [i:]
LOT [ɒ]
COMMA [ə]



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Activity 2: Language Level – Le

Slang and Jargon

(i) Chose a hobby or interest you have that has its own distinct lexicon, words in your chosen field as possible.

Compare your list with a partner. Can they guess what your chosen words you've provided? Do they know what they all mean?

For example, if you're interested in certain video games, you might u Per S…), 'Easter Egg' (hidden message by developers), 'GG' (Go…

.....

.....

.....

.....

.....

(ii) Read the following prompts and write down the word(s) you would

What do you wear on your feet during PE/gym practice? .....

What do you push around a supermarket carrying foodstuffs? .....

What do you call your friends' parents? .....

What do you call a cup of tea? .....

What do you call a fizzy drink? .....

What do you call trousers? .....

What do you call an alleyway? .....

What do you call a potato? .....

(iii) Compare with a partner – do you use the same words or are some o… this be the case?

.....

.....

.....

.....

.....

.....

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Types of Meanings

(i) Look at the following words and their given meaning in a particular meaning is being demonstrated for each example (denotative, social reflected, connotative)?

Word/Phrase	Intended Meaning/Con
Miser	Someone who hoards mo
Miser	A scrooge, someone uncha
Erect	To build (but evokes sexual n
I dint do nothin'	I didn't do anything.
Prodigal	'Prodigal son' rather than 'da
He lectured me.	He berated me.

Figurative Language

Constructing a Metaphor

(ii) Using the labels below (Target Domain and Source Domain), write a

If you are stuck for ideas, choose one of the following topics: water, an emotion.

.....

Target Domain *(the concept we're describing)*	*(the concept w*

Constructing a Simile

(iii) Using the labels below (Target Domain, Connecting Word and Sourc of a simile.

If you are stuck for ideas, choose one of the following topics: a plane

.....

Target Domain *(the concept we're describing)*	Connecting Word *(e.g. like, as, etc.)*	*(the con*

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Metonymy and Synecdoche

(iv) Which of the following examples are metonymy and which are syne

TIP

Metonymy: when X and Y are linked in some way, b... is **not** a componer...
Synecdoche: when X is referred to as Y, and ... component of X or vice ...

Example
I ha... ee... cans to feed at home.
We need to get bums on seats as quickly as possible.
There was a group of suits getting drunk in the hotel lobby.
Downing Street put out a statement this morning.

Euphemism and Dysphemism

(v) Pick one of the following areas and list five euphemisms.

death	bodily functions	...	old

	Euphemism
1.	
2.	
3.	
4.	
5.	

(vi) Using these five euphemisms, write a text (max. 400 words) associat... example, if you chose death, you might write a short leaflet for a fun...

(vii) Where possible, replace all five euphemisms ... r text with dysph...

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Word Class

(i) Identify the word class of each word in the f llowing sentences.

Jane		in	

	I	go	

A	secret	file	

She	quickly	walked	

What	purpose	does	

I		talk	

cuse	send	him	

The	captain	helms	

We	walked	into	

The	lioness	are	

The	owl	delivered	

Yesterday's	walk	was	

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Voice

(ii) Identify whether the following sentences are active or passive.

Alice smashed the vase. .....

The piggy bank was emptied. .....

That election is going to be rigged. .....

A group of armed men hijacked the plane. .....

(iii) Now change the sentences in the opposite voice (i.e. active > passive

Alice smashed the vase. .....

The piggy bank was emptied. .....

That election is going to be rigged. .....

A group of armed men hijacked the plane. .....

(iv) What is the effect of using the passive voice? Why might a politician

.....

.....

.....

Sentence Function

(v) When would you use the following sentence function types? Provid

Declarative .....

.....

Interrogative .....

.....

Imperative .....

.....

Exclamatory .....

.....

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Morphemes

(i) What is a morpheme?

.....

.....

(ii) In wh[illegible]y are the following inflectional morphemes (-s) allomorp[illegible]

TIP

Allomorphs are bound morphemes that share meaning, but not pronunciation.

ROCK<u>S</u>

.....

RHINOCEROSE<u>S</u>

.....

RUN<u>S</u>

.....

Bound ar[illegible]ee [illegible]orphemes

(iii) How many morphemes are there in the following words, and which

Word	Number of Morphemes
Impractical	
Antidisestablishmentarianism	
Win	
Happy	
International	
Animation	
Mo[illegible]e	

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Affixes

(iv) How many affixes (prefixes, suffixes and infixes) can you add to the

Run .....

Capital .....

Absolute .....

Conform .....

Proc .....

Person .....

Social .....

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Grice's (1975) Maxims

(i) Which maxims are being flouted in the follo[illegible] examples?

(1) [B is a customer, A is a waiter.]

B: [illegible] some food?
A: I've already taken the last order.

.....

(2) [A and B are acquaintances.]

A: Where are you going for your holiday?
B: Oh, you know, away.

.....

(3) [A and B are friends.]

A: You're going to be so bored while they're away.
B: I know. Gonna hang myself.

.....

(4) [A and B use code words to talk about their boss when she's w[illegible] th[illegible] co-worker, does not know the code.]

A: Did you hear about what happened between Flimflam and Bugle?
B: Ridiculous, wasn't it? Flimflam needs to doctor off.
C: What on earth are you two talking about?

(ii) What could be the implicature in each case?

(1) .....

(2) .....

(3) .....

(4) .....

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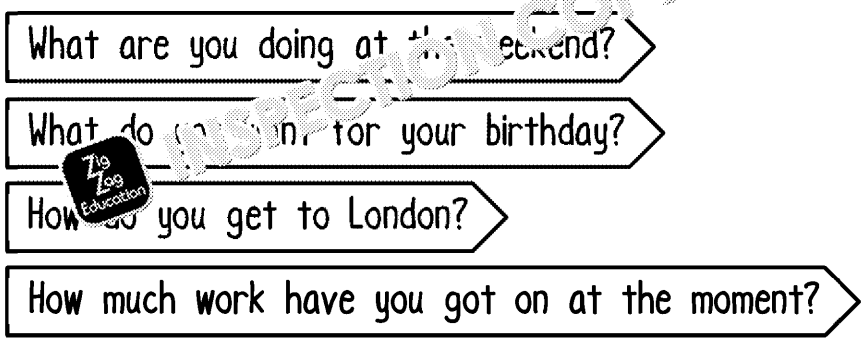
(iii) Get into pairs and label yourselves A and B.

A will ask B one of the following questions or come up with their ow
B will then have to flout a maxim of their choice in response.
A must guess which maxim has been flouted.
A and B may then swap roles.



Politeness

Face-Threatening Acts (FTAs) and Politeness

(iv) Look at the following potential FTAs. Suggest how each example co
impact of a potential FTA. Try to use as many diff rent politeness st

This essay is not at the standard w e e t to be.

.....

The e is tomorrow and there's no way I can extend it.

.....

Close the door on your way out.

.....

Can I borrow your car?

.....

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Point of View

(i) What's the difference between first, second and third person? Give an example.

.....

.....

.....

.....

(ii) Suggest what kinds of texts each point of view might be found in.

.....

.....

.....

Deixis

(iii) What type of reference are the following examples? They could be anaphoric or exophoric.

Example
Tristan tiptoed through the empty house. His palms started to itch.
That looks nice.
After he sold the company, John moved to the south of Spain.
The scientists tested the hypothesis, but they were unsuccessful.

Intertextuality

(iv) What's the difference between [illegible] intertextuality and interdisc

.....

.....

.....

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Typography

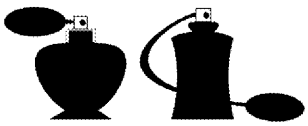
(i) What is typography concerned with? What does it involve?

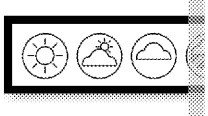
.....

.....

Images

(ii) Are the following images icons or symbols? Explain why you think
There may be more than one correct answer depending on the conte





.....

.....

Colour

(iii) Colo n have meaning. Choose a context in which you might us
sugge hy you might use them (e.g. connotations).

Red .....

Gold .....

Green .....

Pink .....

Yellow .....

Orthography

(iv) Comment on the non-standard features of orthography in the follow
mention: spelling, capitalisation and punctuation.

> The s of Westminister were ful and humid and niosy beneath a cloudless p
> business men in tailered charcoal suits – they took long, confident strides, with
> and briefcases swinging steadily by their sides the Palace of Westminster was les
> the grate bell chimed for five oclock, the crowds slowed to a crawl, the grey b
> blue jeans, white bell-bottoms an orange cardigans.

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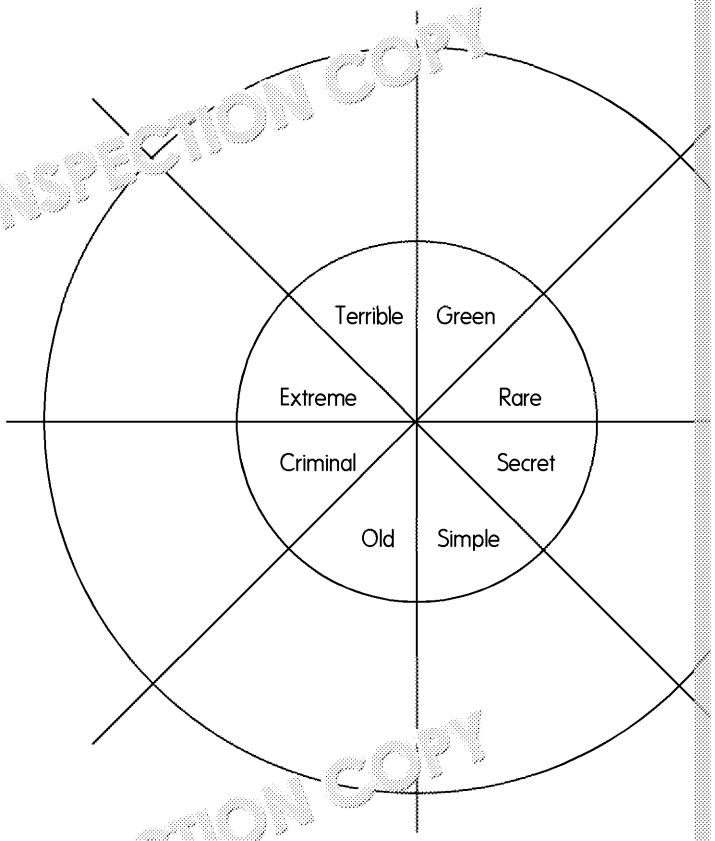
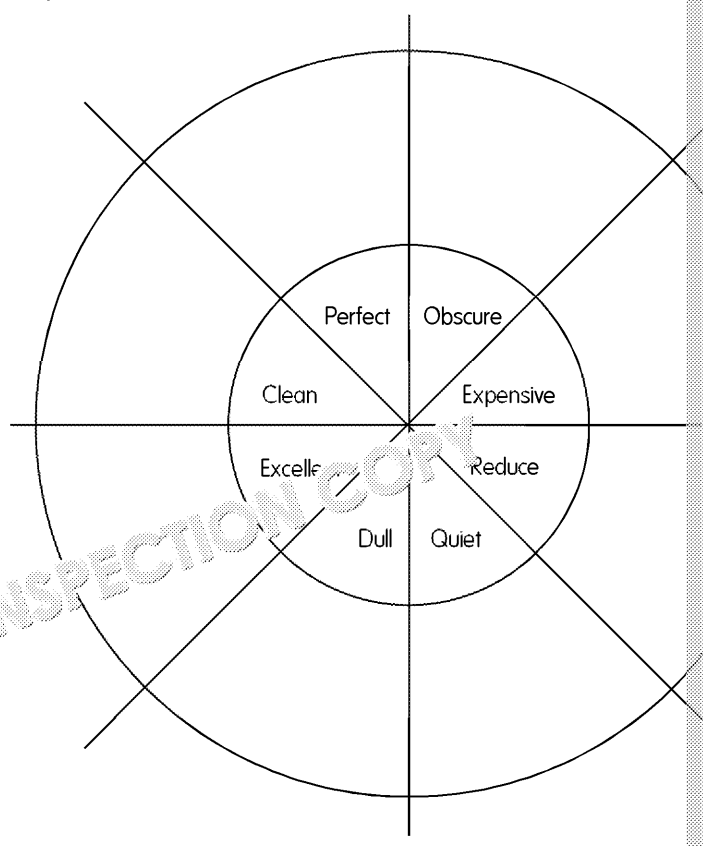
Activity 9: Synonyms and Anton

(i) Choose a content word from the selection below (or come up with y
synonyms for it as you can.



(ii) Choose a co rd from the selection below (or come up with y
anto for it as you can.



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Activity 10: Tense and Aspect

(i) First, fill in the missing gaps in the tense and aspect table below.

TENSE	ASPECT	
	Simple Used to convey habitual actions and facts.	**Progressive** Used to convey ongoing action lasting a limited
Past Specifies that an action or event happened before the moment that communication took place.		Was singing
Present Specifies that an action or event is taking place at the current moment.	Sing/Sings	
Future Specifies that an action or event will be taking place at some point after the current moment.		Will be singing

(ii) Using the table as guidance, what are the tense and aspect of the following?

John wept into his pillow. .....

There'll be a showdown [illegible] .....

It's raining [illegible] .....

She has won the bid. .....

⇨ **Extension:**

Alice had been waiting for her exam results for months. .....

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Activity 11: Verbs

Intransitive and Transitive

Intransitive verbs do not have an object. Transitive verbs have at least one object.

(i) Look at the list of sentences below. Highlight the main verb and decide if it is transitive or intransitive.

I will [illegible] a new coat soon. ...

Van Gogh painted some of the most iconic paintings in the world. ...

Jackie stopped crying. ...

The flight to Turkey was cancelled due to the political climate. ...

Did you visit your grandma? ...

The dog bit the postman. ...

The cat purred. ...

The stadium does not open until later. ...

Sign on the dotted line. ...

Modal

A modal verb is a type of auxiliary verb (a modal auxiliary), in that it 'helps' the main verb to express modality, which is a sense of force ranging from possibility to certainty to necessity. can, could, shall, should, may, might, must are the common examples in English. We use epistemic and deontic modality to describe the potential modality of a sentence.

(ii) Look at the following sentences and underline the modal verbs. What modality is exemplified?

I might come and visit you later. .....

I would advise that you do. .....

You can go home now. .....

She must come with us. .....

Jude will join us later. .....

You [illegible] be tired. .....

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Auxiliary

An auxiliary verb 'helps' the main verb in a sentence. It helps express tense, aspect, also allow us to invert sentences into questions, e.g. It was hurting the economy > W

(iii) Look at the following sentences. Highlight the auxiliary verb and su express (tense, aspect, modality, voice, etc.) where applicable.

She is closing the arcade now.

.....

It was hidden from view.

.....

They are calculating the best course of action.

.....

The car had exploded on impact.

.....

I am cycling to work.

.....

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3.1.1 Textual Variations and Rep

P Activity 12: Purpose and Functi

(i) Read the following text extracts and suggest w[illegible]ach was written (g
them does (function).

An advert for Albin's non-alcoholic drink

Sigh, as you slump on the couch.
Clink, as you reach for the bottle.
Tsss, as you twist the top.
Glug glug glug. *Aaaaaaaaah*.
Satisfied.

Albin's – re**fresh**ing and **flavour**some.

An extract from a piece of travel writing about Caulms

The trees pull back under lazy sunshine, and the wood throws off t
the town, with only the faint cries of a church bell daring to disturb
grasslands stretch out, mottled with hikers, [illegible]kers and resting cycli
somehow it's still quiet; people w[illegible]pe[illegible]r[illegible]f the branches that bord
are already books amor[illegible]brary of trees.

An extract from a discussion about the connection between primate calls and human language

First, it is important to define the two components of the discussion
and human language. Primate calls refers to a vocalisation containin
significance, whether it be for mating purposes or to serve as a w
by conspecifics. Human language on the other hand is marked by
and variability, but most of all, the feature lacking from primate voca
compositionality.

An extract from a blog post about i[illegible]stalling a piece of s

First, you're going to open [illegible]o[illegible]earch and enter %appdata%.
Once here you [illegible]ss[illegible]e Roaming files for the programmes y
installed [illegible]on my screen I can see Macromedia, Skype,
s[illegible]

Open DSMT5 and locate the .txt file. If it's not there, restart your
return to this point.

(ii) Write a short text for a partner (max. 100 words) and ask them to ide

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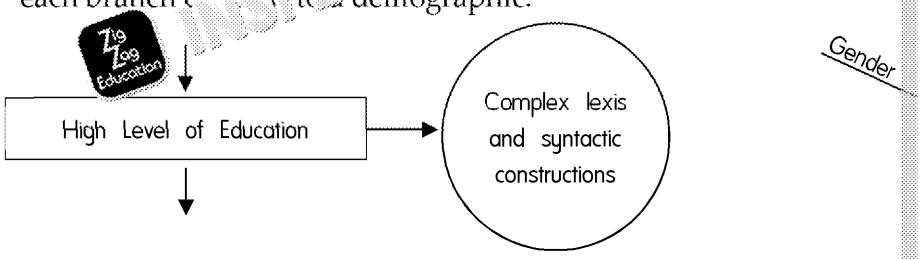
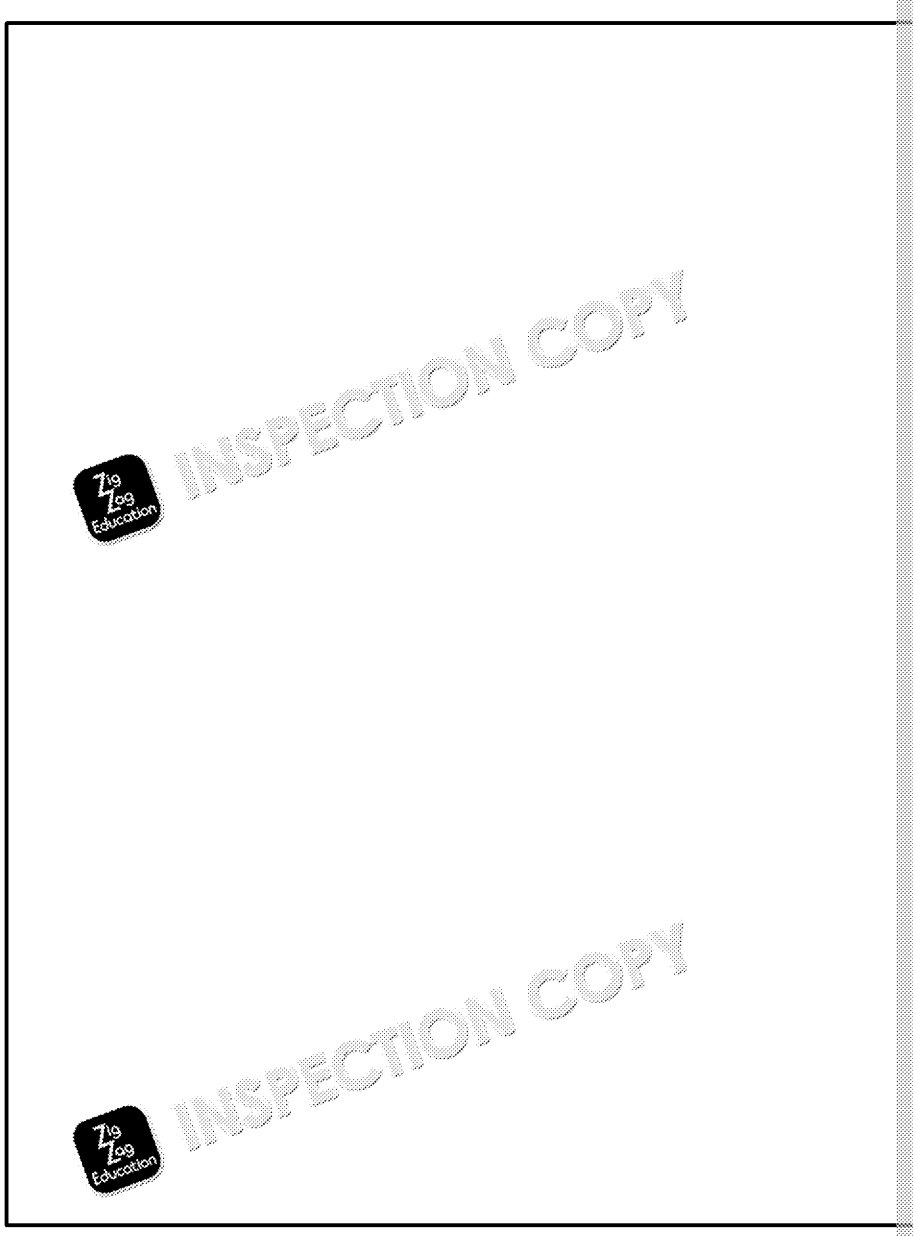
Activity 13: Audience and Positio

(i) Get into small groups. Create a flow chart or mind map on things to investigating the target audience of a text and what features you mig targeted at specific audiences. You might consid age, gender, edu

For example, you might choose square boxes for a specific dem example features, or you might choose to put 'Audience' in the centr each branch de to a demographic.





(ii) Swap with a partner and ask them to add one more branch to your f on the shapes chosen to represent the different features.

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P Activity 14: Variety of Genres

(i) Look at the following extracts from three different genres. What fea
What stands them apart? Analyse their use of language in accordan
specific attention to the influence of genre. A lan age level analysi

ex. t from a film review blog

There's been a tre Hollywood for a while now where an old classic gets
Won Snow White and the Huntsmen to name a few). I
rebo they'll keep churning them out as long as they bring in the money.

Not only do we have this years The Jungle Book, we also have Andy Serkis's
in 2018 (with an equally talented cast, including Christian Bale, Benedict Cumberbo
take this opportunity and announce that I too will be working on a Jungle Boo
to be released in 2027.

Anyway, back to the film at hand.

It was a slightly odd experience. I hadn't been to the cinema to see a film w
since I myself was part of that demographic, and I didn't realise I was the o
six year olds until I was in my seat. It didn't help that I'd gone on my own.
take on The Jungle Book wasn't all that bad. The last project I'd seen him a
unenjoyable, it was very safe.

An extract fro nce fiction encyclopaedia describing

Rough, greyish sk of tree bark provides defence against the har
nativ et. ally, once they began migrating in larger numbers to other
the arvesting industry thanks to their tolerance of the sweltering temper
heat, they become extremely irritable and aggressive in the cooler climate cycles,
on their ability to further integrate into other societies and cultures. This is a
stage.

An extract from a personal diary

This is the third night in a row. THIRD NIGHT. IN A ROW. How am I sup
I can't deal with a confrontation about this right now, but the longer it goes
get. Jeeze, keeping this diary has made me realise how much of a resentful
were supposed to be cathartic.

An extract from an es the linguistic landscape

In the last few decades, ot esearch into the usage of Luxembourgish, Fre
carried little weig e linguistic community because of the way it has been
is c ng and the definition of who a Luxembourger *is* has not always
to e subject of research – or defining the subject incompletely – car
data.

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Language Level	Text 1	Text 2	Text 3
Lexis and Semantics			
Grammar			
Phonetics			
Graphology			
Pragmatics			
Discourse			

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S Activity 15: Modes

(i) In your exam, you could be given texts in either written, spoken or e
different snippets of text (max. 100 words), each in a different mode,

Some topic suggestions include:

- cooking
- films
- sports
- weather

Some suggestions include:

- newspaper article
- blog post
- speech
- email

Think about the kinds of features and conventions each mode has. F
have false starts, overlaps and interruptions. You may also consider
identities of the writers or speakers (including gender).

Written

Spoken

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Electronic

(ii) Swap your texts with a partner and ask them to annotate as many fea

(iii) The list below comprises the general attributes of written, spoken and
attributes into their most relevant column in the table below (you ma
relevant to multiple columns).

(1) Uses Standard English
(2) Uses non-standard English
(3) Is planned
(4) Is spontaneous
(5) Is formal
(6) Is informal
(7) Is permanent
(8) Is temporary
(9) Is fluent
(10) Is non-fluent

	Spoken	

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3.2.1 Language Diversi

P Activity 16: Sociolects

(i) Get into groups of five. Each of you will take on the role of one of th

1. A doctor	2. A criminal	3. A janitor	4. An elde

Set the scene: You are all in a hospital lift when there grinds to a halt. You don't know how there. Think about your character, the sound. Make notes below.

.....

.....

.....

(ii) Once you have started talking – in character – with your fellow class noticeable features they are using.

What stands out about their speech? What does their speech make y particularly salient? Do they use mostly standard English? Do they use any dialect words, or is there an absence of dialect words? Wha

A doctor

.....

.....

A criminal

.....

.....

A janitor

.....

.....

An elderly person

.....

.....

A child

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.....

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(iii) How much are you aware of your own idiolect?

Explore your own language for a moment – what makes it yours? D
What do they say, and how does it make you feel? Are there more s
compared to your parents? To your classmates? To your teachers?

If you're unsure, ask a partner what they [illegible] about your language

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P Activity 17: Accent

(i) Listen to the audio clips carefully. Where in the UK do you think th
the map with your answer.

A .....

B ..... F .....

C ..... G .....

D .....

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(ii) What do you think about the different accents you have just heard? I
Feminine or masculine? Do they make words sound drawn-out, or p

.....

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.....

(iii) Add your own accent to the map (if it has not been heard already).

How would you compare your accent to the other accents on the ma
worse? More prestigious? Cooler? More non-standard? Kinder?, e

.....

.....

.....

.....

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S Activity 18: Attitudes to Language D

(i) How do you feel about the following quotations? What or who do t
there anything inherently wrong with any of them?

Me and Louise are going to the cin[illegible].

Why you lyin' for?

Ca[illegible]t a burger and chips please?

The creation of the universe was an inexplicable event, and
comprehension at present. Science *can* prevail, given time.

He went to quickly eat something before we go out.

Can I have a cup of tea please?

Cut it out bruv.

I don't fink it's warm outside.

.....

.....

.....

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.....

(ii) In as few words as possible, define the attit[illegible]rescriptivism an

Prescriptivism .....

.....

Desc[illegible]sm .....

.....

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(iii) Split into groups, and assign each group as **descriptive** or **prescripti**

Set up a formal debate for the pros and cons of prescriptivism and d
to make notes for potential arguments and counter-arguments belov

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P Activity 19: Importance of Cont

(i) For each word listed below, write as many sentences as you can in w
different word class or with a different meaning. An example has be

Better	(adjective) *It's a better film*
	(adverb) *He he' a ed ter today.*
	(noun) *, ' igger, the better.*
	(b) *He bettered their academic achieve*
Clean	(adjective)
	(adverb)
	(noun)
	(verb)
Will	(verb)
	(noun)
	(adverb)
Doctor	(verb)
	(noun)
	(adjecti)
	(b)
	(adverb)
	(noun)
Double	(adjective)
	(adverb)
	(noun)
	(verb)
Light	(noun)
	(verb)
	(adjective)
	(a
Second	(verb)
	(noun)
	(adjective)
	(adverb)

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S Activity 20: Accommodation

(i) Read the following prompts and then write a response as though yo individual(s) indicated.

Think about how you would change yo[illegible]er while talking to s groups and in these given conte[illegible]d whether your language wou diverge away from a p[illegible]ariety.

Your [illegible]oy - you are at work and need to ask for time o family [illegible]t.

.....

.....

.....

.....

Your sibling / close relative - you need to ask to borrow a p

.....

.....

.....

.....

Your [illegible]d - you need to ask if they will help you revise fo

.....

.....

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.....

A stranger at the bus stop - you want to ask them if they is coming.

.....

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.....

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Your teacher – you need to ask for some advice about a pie

A policeman – you need to tell them about some criminal activ

A telesales operator – you are called by an unwanted salesma

An unknown caller – you are called by a stranger who dialled

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(i) Look at the following side banners from the 'Become a Man' and 'Tw
subreddits.

How is language used to construct mea a representations of g
similar and different? Use the l ge level analysis template on t

WELCOME, MEN

Join us and get motivated. From /r/theredpill comes a new subreddit dedicated to making the transition from the boy you were to the man you will become.

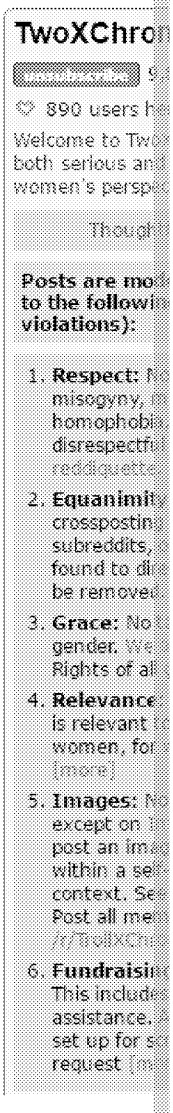
WHAT WILL YOU BECOME?

Our goal is to help you build stronger:

- Confidence
- Muscle
- Conversational Repertoire
- Relationships with Friends
- Relationships with Women
- Sense of Self
- Sense of Humo

POSTING RULES

- Please no top-level posts, this will be reserved for the moderators.
- All posts should be pertinent to the subject of the monthly challenge. Questions should be posted in the most recent AskBaM thread. Posts not following this rule will be redirected/deleted.
- Constructive criticism only, no insults/ad hominems.



Welcome to Tw
both serious an
women's persp

Posts are mo
to the followi
violations):

1. **Respect:**
2. **Equanimit**
3. **Grace:** No
4. **Relevance**
5. **Images:**
6. **Fundraisi**

https://www.reddit.com/r/becomeaman/ https://www.reddi

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Language Level	Become A Man	Tw
Lexis		
Semantics		
Grammar		
Phonetics		
Graphology		
Pragmatics		
Discourse		

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Activity 22: Language and Occupa

(i) Look at the following texts taken from workplace environments. Ho
meaning and representations of occupation? In what ways are they s

Transcript

(*A is B's super*

A: y so (.) you're going to get these to me by Monday and I'l
before (.) forwarding them |to Steve |
B: |yeah | (3) mm (.) is there a w
A: yes (.) I'll talk to someone about that and get that cleared this
twiddling your thumbs all day (.) which might be preferable
B: [laughter]

Email

Subject: Carrying over holiday into the new holiday year
To: everyone@workplace.co.uk

Hi all,

There has been so ion about holiday and Richard has asked
clarif

In the employee handbook, it says that holiday cannot be carried ov
another (i.e. your allocation for one year must be used by the end of
new allocation starting in April). Employees will be paid for any un
out.

While we don't have a system for carrying over holiday (we want to
encourage people to take their holidays), I have been informed that
carrying over holiday. If there are good reasons for carrying over ho
company late in the holiday year or taking a special lifetime holiday
submit a request to your line manager.

Line managers can approve up to two d ys ca ed over.

Please do let your line ma know if you have any more queries.

Reg

Suzanne

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P Activity 23: Sociolinguistic Profi

(i) Fill out the sociolinguistic profile below.

(a) Name .....

(b) Age .....

(c) Where were you b[illegible] .....

(d) W[illegible] grow up (approx. between ages 5 to 10)? .....

(e) W[illegible] language or dialect does your mother speak? .....

(f) What language or dialect does your father speak? .....

(g) What language or dialect do your grandparents speak? .....

(h) What language or dialect were your first words in? .....

(i) What other languages (if any) can you speak, and when did you

.....

(j) What is something people often pick up on in your accent or dia
or funny?

.....

(k) What is sor[illegible] you (used to) say but were taught was incor

.....

(l) What language or dialect do you speak to your parents?

.....

(m) What language or dialect do you speak to your friends at school?

.....

(n) What language or dialect do you speak to strangers?

.....

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(ii) Compare your sociolinguistic profile with the rest of the class and ar

Is everyone's sociolinguistic profile generally quite similar or are so
examples.

.....

.....

.....

.....

What languages are most common? Which dialects are most commo

.....

.....

.....

.....

Look at the responses for: *'What is something people often pick up on in
think is weird or funny?'* Are there any patterns? Do you agree or dis
that the feature is weird or funny)?

.....

.....

.....

.....

(iii) In groups, pick **one** of the questions **(e)** to **(n)**. Compile all the data f
responses and present it as a table or chart (whichever format you th
findings).

For example, you could create a bar chart showing the dialect/langu
words were spoken. Or you could create a graph comparing where
language or dialect you speak to your friends with.

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P Activity 24: Language and Regional and Na

Accent and Dialect

(i) What dialect do you speak?

.....

What kinds of v... a... unique to your dialect? Consult a partner i

.....

Do you think your dialect is broad (strong or weak)?

.....

What is your opinion of dialect? Think about dialects in general, an Geordie and cockney.

.....

Attitudes to Dialect

(ii) What attitudes towards dialects are hei... g t... s... l...yed in the following suggested about dialects?

> 'If dial... is ... 's... says Norman Thomas, 'you don't correct it. You say tha but ... the way which has wider currency. You don't say 'You don't talk p
>
> Andrew Morley, deputy head at St Gregory's, says that when children use regio stop and question them. 'I would want to know what they meant and what t was,' he says. 'But you can't always jump on them straight away because the it is when they are trying to convey their ideas.'

http://www.independent.co.uk/life-style/inside-story-illiterate-england-so-wot-if-i-dont-write-proper-miss-1471557.html

> Our beloved 'th' is likely to be replaced with 'd', 'f' and 'v' sounds, with people their muvver and their bruvver, the study suggests [...] because foreigners apparen consonants – whereby a sound is created by pushing your tongue against your

https://www.thesun.co.uk/news/1876518/th-sound-vanishing-from-englis... iage-with-cockney-and-otl immigration/

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S Activity 25: Deficit, Dominance, Diff

(i) Complete the table below with definitions and theory of your choice (though you are free to use another).

Deficit	Dominance
Definition	
Theory	
Jesperson (1922)	Zimmerman and West (1983)

(ii) What is the difference between Essentialism and Social Construction?

.....

.....

.....

(iii) What is the main problem with [illegible] approach to language and gend[illegible]

.....

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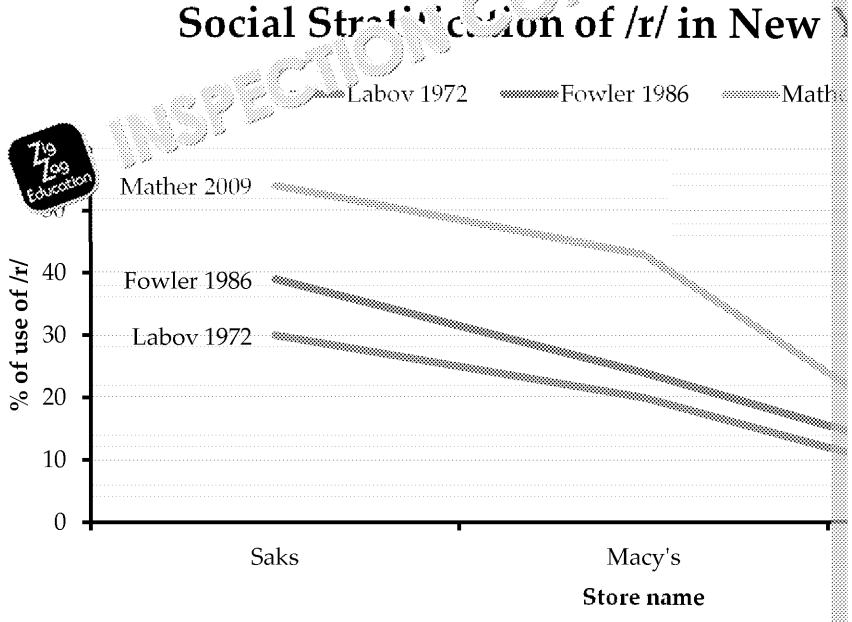
(i) Look at the data below from Labov's (1972) New York study, Fowle follow-up studies.



What information is the graph showing?

.....

.....

.....

(ii) What does the graph suggest about the use of postvocalic /r/ across t

.....

.....

.....

.....

(iii) How might we apply the concept of covert and overt prestige to the New York studies?

.....

.....

.....

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S

Activity 27: Planning a Respons

In your exams, you will need to write about la[illegible]ge issues at lengt[illegible] the key to achieving this is through pla[illegible]. Below is an exam-styl[illegible]

Discuss the ide[illegible]men's language is deficient. Use Table A sup[illegible]vo[illegible]ver.

Table A

Table A is a compilation of data collected from the transcript of an h[illegible] between two men and two women, using Lakoff's (1975) list of featu[illegible]

Feature	Women (No. of Instances)	Men (N[illegible]
Intensifiers	7	
Hedge	4	
Taboo lexis	1	
Tag questions	9	
Indirect requests	5	

Here is a sample plan [illegible]he exam-style question above.

A[illegible]ment Objectives	Plan		
	Point 1	Point 2	Po[illegible]
AO1 Apply appropriate methods of language analysis, using associated terminology and expression.	Results of Table A – broadly in line with Lakoff's features, yet women use taboo lexis and men use indirect requests just as often.	Indirect requests – more indicative of politeness culture than gender? Positive vs negative politeness, so not a deficiency.	Tag que[illegible] theory c[illegible] by Dubo[illegible] Crouch/[illegible] The way used rat[illegible] frequen[illegible]
AO2 Demonstrate critical understanding of c[illegible]ots [illegible] iss[illegible]evant to language use.	Deficit – Jesperson (192?); Lakoff [illegible] and Atkins (1980)	Do[illegible]ac[illegible] – Zi[illegible]erman and West (1983)	Differen[illegible] Tannen [illegible]

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(i) Now you try. Read the question below and the accompanying data, t
You can use the empty plan table at the bottom of this page, or you c
you prefer.

**Discuss the idea that a person's class might affect their use of lan
your own examples to support your answer**

Table B

Table B shows the use of specific linguistic features by three differen
towns in South Yorkshire.

Feature	Working Class (%)	Middle Cla
TH-fronting	79	37
Omission of word-final fricatives and plosives, e.g. 'jus' instead of 'just'	63	59
Realisation of word-final -ing, e.g. 'running' instead of 'runnin'	32	46
H-dropping	2	69

Assessm... tiv...	Plan		
	Point 1	**Point 2**	**Po**
AO1 Apply appropriate methods of language analysis, using associated terminology and expression.			
AO2 Demonstrate critical understand... c... ts and issu... levant to language use.			

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S Activity 28: Opinion Article

The opinion article is worth **40 marks** of AS Level Paper 2. Both AO2 what does this mean?

	Assessment Objectives
AO2	Demonstrate critical reading of concepts and issues relev
AO5	Demonstrate expertise and creativity in the use of English to co

(i) Rewrite AO2 in your own words, explaining what it means.

.....

.....

.....

Rewrite AO5 in your own words, explaining what it means.

.....

.....

.....

(ii) Write the first paragraph (approx. 200 words) in response to the foll for readers of *The Guardian* editorial articles.

Write an opinion article in which you discuss the issues surround in the workplace and the potential effects of this on language use

Text A

Does a regional accent hold you back? Academic clain to 'posh up' how they sound to avoid discr

Tackling 'accentism' – discrimination against people with regional a the fight against racism, ageism and sexism, it has been claimed. Prejudice against certain accents is the 'last bastion' according to Ma Dr Alex Baratta, who says people have begun to feel 'fake' when they talking.

'While this is common practice, we should not assume that it is a wit issue. As part of my ongoing research, many participants s synonymous with selling out and a clear threat to their sense of sel

http://www.dailymail.co.uk/news/article-2684637/Too-workers-posh-accent-avoid-accentism-

Fo

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(iii) Now rewrite the first paragraph for a different intended audience (y

Intended audience: .....

.....

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(iv) What notable changes did you make to differentiate between the nee audiences?

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P

Activity 29: Run and Revise

(i) Get into two teams.

The teacher will ask a rando[illegible] of the following questions.

When you c[illegible]ber of your team knows the answer, you (or they
befo[illegible]ng the answer.

Whoever taps the board first gets to answer the question. If the ques
the other team has an opportunity to answer. First team to 8 points

1. What word is used to describe when a conversational ma
2. What word is used to describe when a conversational ma
3. What is a fricative?
4. How many morphemes are there in the following word: ge
5. What is the tense and aspect of th[illegible]lowing sentence:
   when you get home.'?
6. What is an [illegible]?
7. [illegible] the difference between a metaphor and a simile?
8. What is the difference between metonymy and synecdoch
9. Give an example of an anaphoric reference.
10. What is dialect levelling?
11. What is an occupational register?
12. What word class is 'on' in the following sentence: 'Are yo
13. Give an antonym of the word 'smart' [illegible] then a synony
14. What is foregrounding [illegible]w can it be achieved?
15. What is [illegible] personalisation?
16. [illegible] is covert prestige?
17. What is the difference between a serif and a sans serif
18. What is interdiscursivity?

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P Activity 30: Chinese Whispers Revision

(i) This is Chinese whispers with a twist.

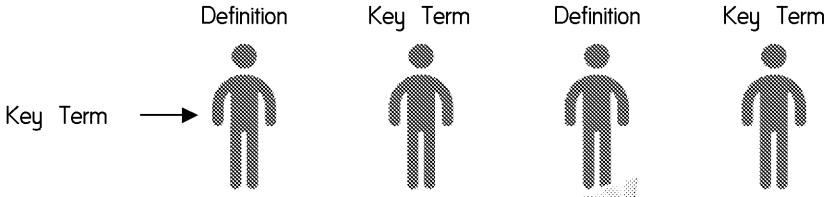
Choose a key term from an area of language study - it might be a lan
much broader. For the purposes of this exam, we're going to use '

The speaker at the start of the chain whispers the definition of 'adjec
chain (without actually using the word 'adjective'!).

The listener must then decide what key term is being defined, before
the next speaker in the chain …

… who will in turn whisper the definition to the next speaker.

Repeat this key term > definition all the way to the end of the chain a



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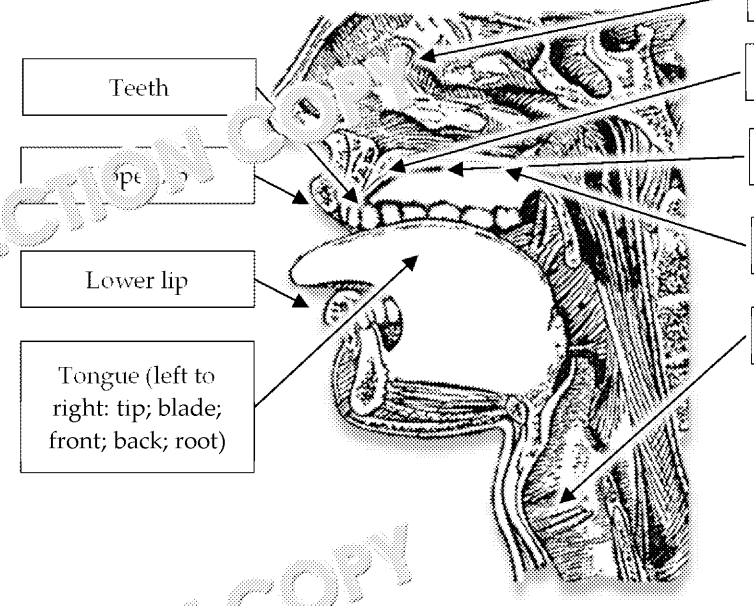
Answer Section

Activity No.	Activity Title	Answ
1	Language L…	(i) **J**enny **j**umped with **j**oy. (alliteration) L**e**t's clean the m**e**ss before we g**e**t rats **e**verywhere. (assonance) B**e**cause Mi**k**e was stru**ck** with bad lu**ck** he believed in **k**arma. (… **S**o **s**orry for the **s**light inconvenien**ce**. (sibilance) 'What a m**ess**!' said J**ess**. (rhyme) The ball **crashed** through the window. (onomatopoeia) (ii)  (iii) /t/ … voiceless alveolar plosive; /d/ voiced alveolar plosive; /m/ voi… /s/ … voiceless alveolar fricative; /b/ voiced bilabial plosive; /v/ voi… /l/ voiced alveolar lateral approximant; /k/ voiceless velar plosiv… (iv) [a] is a low (open) front vowel; [i:] is a high (close) front vowel; …

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Activity No.	Activity Title	Answ
2	**Language Level: Lexis**	(i) Student response will vary. Example: cricket (beamer, googly, B (ii) runners, sneakers, trainers, joggers, kicks, pumps trolley, shopping cart granddad, grandfather, grandpa, pop grandma, grandmother, gran, nana cuppa, brew pop, fizz, soda, fizzy drink bottoms, kecks, pants, trouser ginnel, snicket, alley, backstreet tater, spud, potate, yam (iii) Student response will vary. Ids may be similar or different b
3	**Language Level: Semantics**	(i) 1. Denotative 2. Connotative 3. Reflected (ii) The world is my stage. (iii) Blind as a bat (iv) 1. Synecdoche 2. Synecdoche (v) Responses for death may include 1. popped her clogs 2. pushing daisies 3. put down Student response will vary. (vii) Student response will vary.

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Activity No.	Activity Title	Answ
4	Language Level: Grammar	(i) (PN = Pronoun); (V = Verb); (PREP = Preposition); (DET = De ADJ = Adverb); (AUX = Auxiliary) **PN – V – PREP – DET – N** **V – PRN – V – PREP – PRN** **DET – ADJ – N – V – V** **PRN – ADV – V – ADV – N** **DET/PRN – N – V – PRN – V** **PRN – AUX – V – ADJ – N** **ADV – V – PRN – DET/PRN – N** **DET – N – V – DET – N** **PRN – V – PREP – DET – N** **DET – N – V – DET/PRN – N** **DET – N – V – DET – N** **N – N – V – ADV – AL** (ii) Active Passive Passive Active (iii) **Turned passive**: The vase was smashed (by Alice). **Turned active:** Someone emptied the piggy bank. **Turned active:** Someone is going to rig that election. **Turned passive**: The plane was hijacked (by a group of armed m (iv) Allows you to omit the actor/subject, so 'bad news' happens sidestep the blame or avoid putting the blame onto their associa (v) **Declarative** – statements **Imperative** – commands **Interrogative** – questions **Exclamatory** – expressing emotion

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Activity No.	Activity Title	Answ
5	**Language Level: Morphology**	(i) A morp[illegible] the smallest meaningful unit that makes up wor (ii) [illegible]-s[illegible]ed in the same way with the same meaning but has diff (iii) 1x bound (im-) 1x free (practical) 5x bound (anti-, dis-, -ment, -arian, -ism) 1x free (establish) 1x free (win) winning, wins, winnable, unwinnable Tricky one – 2x bound morphemes (happ-, -y) mishap, happen, 1x free (national) 2x bound (inter-, -al) 1x free (animate) 1x bound (-tion) 1x free (morph) 1x bound (-eme) (iv) Some examples: **Run** – runs, running, runner **Capital** – capitalist, capitalis[illegible]pitulate **Absolute** – absolut[illegible]os[illegible]locdy-lutely, absolution, absolutiz **Conform** – [illegible]or[illegible]it[illegible]conformation, conformance, conformer, **Pro[illegible]or** – [illegible]oducing, products, produce, producer **Pers[illegible]** – chairperson, layperson, nonperson, newsperson, perso spokesperson, salesperson **Social** – sociable, socialist, subsocial, biosocial, parasocial, pseud
6	**Language Level: Pragmatics**	(i) Flouts maxim of relevance (response doesn't seem relevant to q Flouts maxim of quantity (response doesn't supply enough info manner, as 'away' is ambiguous. Flouts maxim of quality (response isn't truthful). Is an example Flouts maxim of manner (response is ambiguous, expression is (ii) Implies: No, I can't take your order. Implies: I don't want to [illegible]u. Implies: I'm going to b[illegible]ed to death. Implies: [illegible]t want anyone to know what we're talking abo (iii) Student response will vary for creating their own flouted maxi (iv) Strategies might include: apology, hedging, pessimism, seeking respect, etc. Example: *It's very cold in here, isn't it? I don't suppos* pessimism with 'I don't suppose').

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Activity No.	Activity Title	Answ
7	**Language Level: Discourse**	(i) [illegible]ons; ideology, spatio-temporal and psychological v (ii) Student response might include: first person – autobiography, diary entry, social media posts second person – songs, speeches third person – fiction, essays (iii) 1. Anaphoric reference 2. Exophoric reference (iv) Manifest intertextuality is alluding to or quoting another separa conventions of a different genre.
8	**Language Level: Graphology**	(i) Typography is concern[illegible] t[illegible] appearance and display of ty (typeface), lett[illegible] si[illegible]e, l[illegible]pacing (leading), paragraph spacing, (ii) [illegible]. Ic[illegible]esembling perfume. 2. Symbol representing Christianity. 3. Icon resembling weather, yet could be symbol – can be remov 4. Symbolises which notes to play. (iii) Student response will vary, but may include reference to: Red – fire, passion, anger, love Gold – wealth, royalty, success, prestige Green – environmental, recycling (iv) The streets of **Westmin**[illegible]**re full** and humid and **noisy** bene in **tailored** cha[illegible]co[illegible] su[illegible]hey took long, confident strides, wit steadil[illegible]y[illegible] sides. **The** Palace of Westminster was **fewer** th [illegible]crowds slowed to a crawl, the grey blur of bureaucr [illegible]digans.

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Activity No.	Activity Title	Answ
9	Synonyms and Antonyms	(i) S… response may include: **Te…rible** – awful, bad, poor, abysmal **Green** – fresh, lush, verdant **Rare** – unique, limited, uncommon **Secret** – hidden, unrevealed, covert, classified (ii) **Perfect** – bad, flawed, imperfect, inferior, wrong **Obscure** – clear, common, definite, known, straightforward **Expensive** – cheap, worthless, economical **Reduce** – enlarge, expand, extend, grow, increase Consult a thesaurus for complete lists.
10	T…e a… t	(i) AS TENSE Simple / Prog Past: Sang / Was Present: Sing/Sings / Is s… Future: Will sing / Will b… (ii) 1. Simple Past 2. Progressive Future 3. Progressive Present
11	Verbs	(i) Transitive (purchase); Transitive (painted); Intransitive (crying); Intransitive (purred); In…v… (open); Transitive (open) (ii) Epistem… …t); Epistemic (would); Deontic (can); Deontic (m… …Present Progressive / Active (The arcade is being closed dow… Present Progressive / Active (The best course of action was calcu…

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Activity No.	Activity Title	Answ
12	P...pos... ...ion	(i) ...ce readers to purchase product. ...describe a specific setting; to entertain and perhaps inform 3. To inform; present a discussion. 4. To instruct; inform. (ii) Student response will vary.
13	**Audience and Positioning**	(i) Student response will vary, but might include comments on age complexity, graphology, grammatical and lexical choices, etc. (ii) Student response will vary.
14	...iety of Genres	(i) Student response will vary, but might include reference to: **An extract from a film ... ...og:** *Lexis and Semantics:* ...g' (negative connotations), connota... ...and or unoriginal) ... 'I myself' (reflexive pronoun) used for emp... *...gmatics:* Indirectness with 'while it wasn't unenjoya... *Discourse:* 'anyway' (discourse markers) **An extract from a science fiction encyclopaedia describing a fi...** *Lexis and Semantics:* semantic field of science and astronomy (... (treebark skin) *Discourse:* linear discourse structure (point leads on... **An extract from a personal diary:** *Lexis and Semantics:* non-standard spelling ('jeeze'), taboo lexi... *Grammar:* repe... ...breaking sentences in non-stan... *Pragmatics:* ...eic... expressions that require context to ... *Discourse:* ...exophoric references ('all *that* racket'), chr... **An ... ...rom an essay about the linguistic landscape of Lux...** *...ammar:* passive voice ('has not always been answ...

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Activity No.	Activity Title	Answ
15		(i) Student response will vary based on topic chosen to write abou (ii) Student response will vary. (iii)

Written	Spoken
Uses Standard English	Uses non-standard Eng
Is planned	Is spontaneous
Is formal	Is informal
Is permanent	Is temporary
Is fluent	Is non-fluent

16	Sociolects	(i) Student response will vary, but might include reference to: **Doctor** – jargon/acronyms; fo l speech (most senior/prestigio **Criminal** – non-stand guage, perhaps taboo language, sla **Janitor** – non-s an ar guage **Eld** be slow speech, may have trouble understanding **Chi** depending on how young the child is, might exhibit sin (ii) Student response will vary. (iii) Student response will vary.
17	Accent	(i) A. Yorkshire B. Somerset C. Durham D. Edinburgh (ii) Student response will vary, but ight include reference to: broa unintelligence (or attrac s nd intelligence), associations w (iii) Student resp e ill ary.
18	Attitudes to ua sit	(i) S es ase will vary, but might include comments such a A icanised', 'split infinitives', 'ending on a preposition', 'wo (ii) **Prescriptivism** – This is the belief that one variety of a language **Descriptivism** – This refers to the study of how language is use (iii) Student response will vary.

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Activity No.	Activity Title	Answ
19	Importance of Context	(i)

Clean	(adjective) She was wearing clean clothes.
	(adverb) It was cut clean in half.
	(noun) It was time for a spring clean.
	(verb) They cleaned up afterwards.
Will	(verb) He will come and see you.
	(noun) I've written my will.
	(adverb) He would not willingly submit.
Doctor	(verb) The forensic evidence has been doctored.
	(noun) Docto[illegible]
Firm	(adjective) It was a firm pear, not quite ripe.
	(verb) We need to firm up our business relations.
	(adverb) She firmly gripped his arm.
	(noun) I'll see you back at the firm.
Double	(adjective) It was a double bed.
	(adverb) It's very expensive, doubly so for young p
	(noun) 'At the double!' shouted Lieutenant Mark.
	(verb) He doubled over in pain.
Light	(noun) He turned the light on.
	(verb) The firew[illegible]s lit up the night sky.
	(adje[illegible] A [illegible]ht breeze
	[illegible]ve[illegible] He did not take the allegations lightly.
Second	(verb) He seconded the motion.
	(noun) I'll be one second.
	(adjective) Second to none
	(adverb) Secondly, it's none of your business.

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Activity No.	Activity Title	Answ
20	Accommodation	(i) S[illegible] response will vary, but may include reference to: Your employer: responses are likely to be polite, perhaps defere **Your sibling / close relative:** responses are likely to be more inf **Your friend:** responses are likely to be more informal. **A stranger at the bus stop:** responses are likely to be more form request may lead to a more relaxed response. **Your teacher:** likely depends on the relationship with the teache approach. **A policeman:** formal, respect for authority, deferential. **A telesales operator:** curt, perhaps not polite depending on the **An unknown caller:** likely polite.

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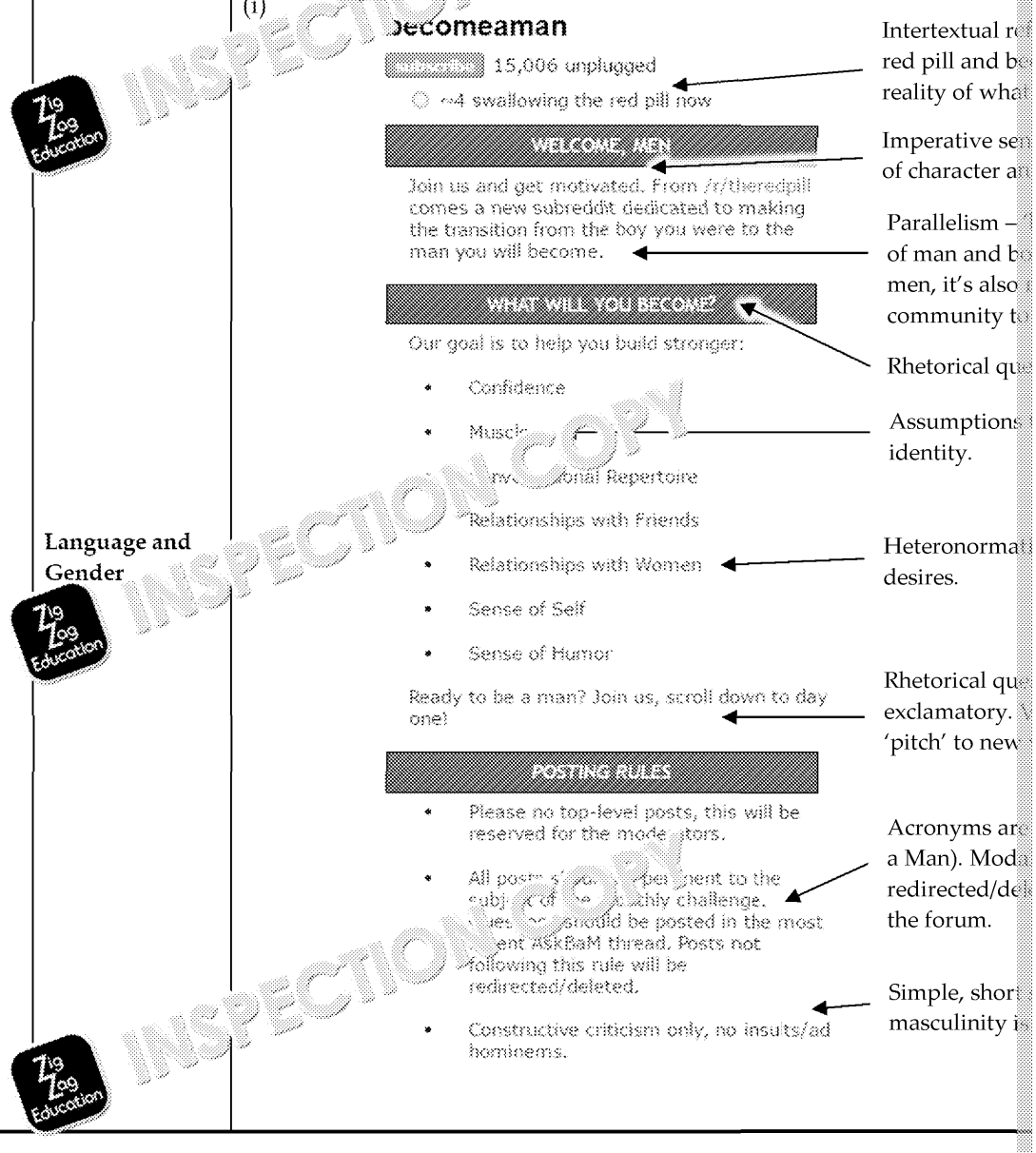
Activity No.	Activity Title	Answ
21	Language and Gender	(i)



Intertextual re
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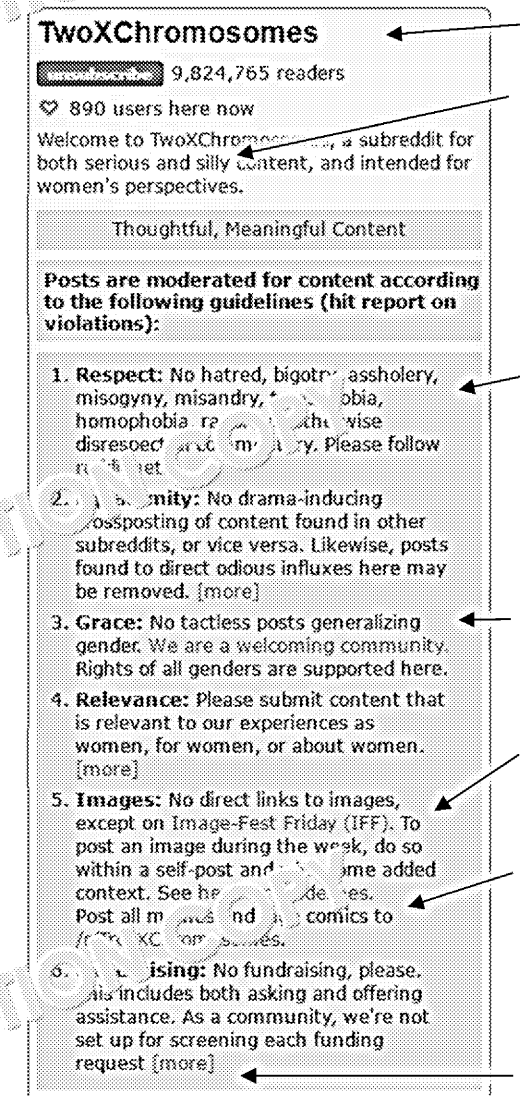
Activity No.	Activity Title	Answ
21	Language and Gender	



TwoXChromosomes

9,824,765 readers

890 users here now

Welcome to TwoXChrom… a subreddit for both serious and silly content, and intended for women's perspectives.

Thoughtful, Meaningful Content

Posts are moderated for content according to the following guidelines (hit report on violations):

1. **Respect:** No hatred, bigotry, assholery, misogyny, misandry, … phobia, homophobia, … otherwise disrespectful or … y. Please follow …
2. **… mity:** No drama-inducing …ossposting of content found in other subreddits, or vice versa. Likewise, posts found to direct odious influxes here may be removed. [more]
3. **Grace:** No tactless posts generalizing gender. We are a welcoming community. Rights of all genders are supported here.
4. **Relevance:** Please submit content that is relevant to our experiences as women, for women, or about women. [more]
5. **Images:** No direct links to images, except on Image-Fest Friday (IFF). To post an image during the week, do so within a self-post and … me added context. See he… de…es. Post all m… nd … comics to …
6. **…ising:** No fundraising, please. …is includes both asking and offering assistance. As a community, we're not set up for screening each funding request [more]

Reference t…

'Serious and sill… Content' – conce… community.

More rules than … perhaps becaus… attention of uns… matter.

Affixation of a t… misogyny and m… 'redditquette', a…

Epistemic moda… will be removed…

Rule of three –…

Initialism (comm…

Hyperlinks – in…

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Activity No.	Activity Title	Answ
22	ıag ıu ation	(i) S… …onse will vary, but responses may include referenc…

(*A is B's superior.*)

A: okay so (.) you're going to get these to me by Monday and I … forwarding them | to Steve |

B: | yeah | (3) mm (.) is there a way that I …

A: yes (.) I'll talk to someone about that and get that cleared th… twiddling your thumbs all day (.) which might be preferabl…

B: [laughter]

Epistemic modality – … to) – given power by …

Use of humour to build relationships in the workplace.

Subject: Carrying ove… …o… …y into the new holiday year
To: …ne… …rkplace.co.uk

H… a

There has been some confusion about holiday and Richard has asked …

In the employee handbook, it says that holiday cannot be carried over … your allocation for one year must be used by the end of March, and th… April). Employees will be paid for any untaken holiday, so no one los…

While we don't have a system for carrying over holiday (we want to c… people to take their holidays), I have been informed that there is some … there are good reasons for car… …over holiday, such as joining the c… taking a special lifeti… …on… …/ h…neymoon, then you can submit a …

Line … …ag… …n approve up to two days carried over.

P… …ase do let your line manager know if you have any more queries.

Regards,

Positive politeness marker

Suzanne

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Activity No.	Activity Title	Answ
23	Sociolingui… …le	(i) S… …onse will vary. (ii) Student response will vary. (iii) Student response will vary.
24	Language and Regional and National Variation	(i) Student response will vary. (ii) **First extract –** The text's general attitude is that dialects are fine *if* the speakers … yet it is important to understand that the context of the speech u… proper here' – interestingly, this would be a form of codeswitch… appropriate to use a dialectal c…e, and when it's appropriate to … dialect from their spee… …le also recognises that the focus … *how* it is conve…ed La…guage will always evolve, and the best w… differ… fr… …e way children of past generations convey infor… …tan…a…English, and are not taught the value of Standard Engl… …n adult, where they most certainly *will* be judged on their us… **Second extract –** The text takes a subtly negative view of the new linguistic varia… variants; the use of 'foreigners' to entrench in-groups and out-g… *apparently* struggle to pronounce interdental consonants' – the u… that there are sounds not native to English that we would strug… 'foreigners').

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Activity No.	Activity Title	Answ
25	Deficit, Dominance, Difference	(i) **Deficit** / **Dominanc** **Definition** Women's language is deficient. / Women's language is d… men's language. **Theory** Jesperson's theory of 'The Woman' / Zimmerman and West's interruptions in mixed-… conversations (ii) **Essentialism** The belief that someth… g… sts universally, and is valid and tru… static proper… a… d … ate. **…oci… …onstructionism** …eliefs about something that are bound to a specific society or so… are in fact constructed by a society, demonstrable by the fact tha… between different societies. (iii) Main problems: (1) Deficit – women's language is clearly not deficient (this is a… inferior sex). (2) Dominance – doesn't take context into account (e.g. some in… women's speech, sugges… omen are powerless and victim… (3) Difference – c… me… i… s… ll neglected, does not address simi… bet… n … differences between women. Assumes g…
26	Interpreting … …ua… …es… …ch …gs	(i) …rap… …ows the use of postvocalic /r/ in three different stores (… (ii) Suggests that use of postvocalic /r/ has increased in the prestigio… (iii) Might have decreased in S Klein due to covert prestige (rejecting … overt prestige (embracing the popular, 'standard' variety).

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Zig Zag Education

Activity No.	Activity Title	Answ
27	**Planning a Response**	(i) Student response will vary, but might include reference to:

Assessment Objectives	Point 1	Point 2
AO1 Apply appropriate methods of language analysis, using associated terminology and expression	Results of Table B – broadly in line with research on non-standard varieties and class, though interestingly, realisation of –in[illegible]ars slightly [illegible]ter in Middle [illegible]ass than Upper Class.	Covert and ove[illegible] prestige – linke[illegible] social class and[illegible] Standard or no[illegible] standard Engli[illegible] result of linguis[illegible] insecurity in th[illegible] Class. Perhaps[illegible] to accommoda[illegible]
AO2 Demonstrate critical understanding of concepts and issues relevant to language use.	Labov (1966) found that: Middle Class speakers hypercorrected their utterances, to the extent of using the standard forms with higher frequency than the Upper Class speak[illegible]; this was a [illegible]su[illegible]f upward [illegible]obility and overt prestige.	Bucci & Baxter[illegible] upward mobili[illegible] in anxiety that[illegible] 'qualified' enou[illegible] graduate to the[illegible] social stratum.

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Activity No.	Activity Title	Answ
28	Opinion Piece	(i) F… …u need to be able to demonstrate a wide scope of kn… …ir… points into fully fleshed-out points. For AO5, you need to write in an energetic and entertaining styl… accessible to a non-specialist audience. This means you should … implications without fully exploring a point will not show an av… (ii) Student response will vary. Sample introduction: Picture the scene: big smile and firm shake in your smart Sunda… feeling confident about this one. You've rehearsed a few respon… should be a cakewalk. 'So why did you decide to apply for this … them – a convincing, eloquent, expressive and well-thought-out … experience, 'make a diff… …' – and then wait for the applause … about where you'r… go… …ve… But there is no applause, as t… polite sm… …the faintest of nods. Instead, you realise, they h… …al equation… or constipation. To your horror – they … …rview, in an attempt to salvage your chances, your accent m… *northern-ness*. That was the exact scenario Dr Alex Baratta was t… *Daily Mail*, Baratta discussed what he considered to be the 'last t… (iii) Student response will vary. (iv) Student response will vary.

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Activity No.	Activity Title	Answ
29	**Run and Revise**	(i) 1. [illegible] 2. violated 3. a sound created through friction, air is forced through a tin 4. 3 5. simple future 6. Part of the mouth involved in producing a sound; they can 7. A metaphor describes something as *being* something else; a 8. Metonymy is when X and Y are linked in some way, but X hand, is when X is referred to as Y, and X is a component o 9. Student response will vary 10. a process where dialects become more similar due to conte 11. a variety of language used in a specific occupation, often in 12. adjective 13. Student response will vary, e.g. dumb, unintelligent. 14. For[illegible]ing is bringing the reader's/viewer's attention t [illegible] text uses personal pronouns to address the reader prestige gained when a non-standard variety of a language 17. Serif fonts have little flicks at the end of letters, sans serif fo 18. alluding to or recreating the conventions of a text from a di
30	**[illegible]ese Whispers Revision Activity**	(i) Student response will vary.

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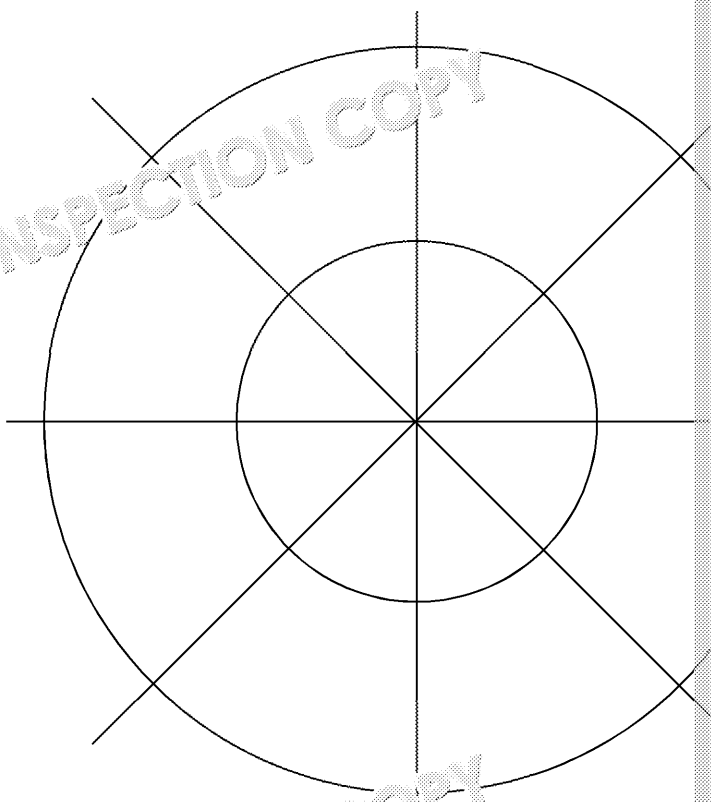
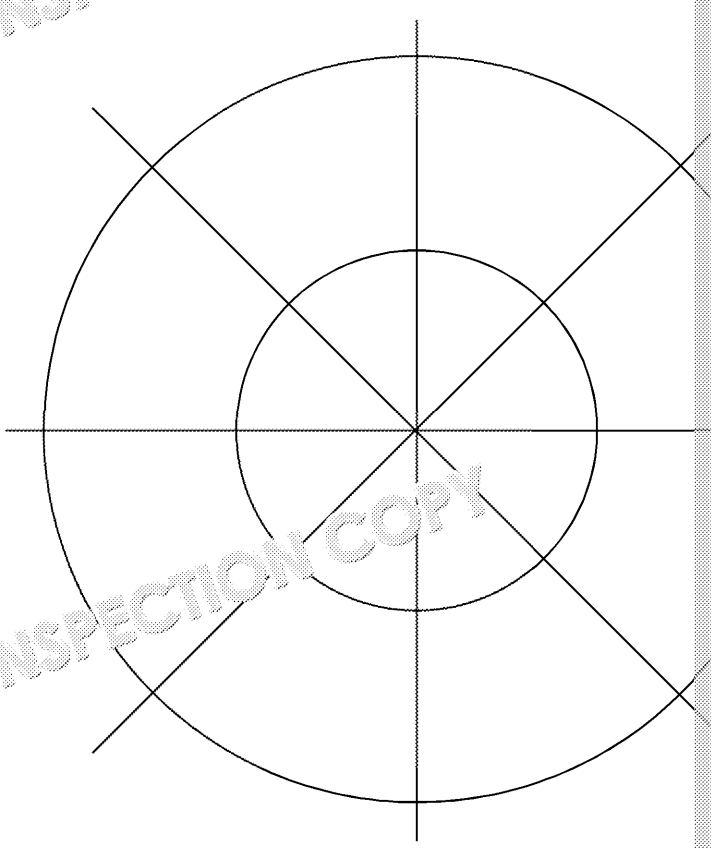
Appendix: Handout for Activi





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