

# **Starters and Plenaries**

For A Level AQA English Language

*Language Diversity and Change and  
Children's Language Development*

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## Teacher's Introduction

This resource comprises 20 starter or plenary activities for teachers to incorporate into their lessons to meet the requirements of the A Level AQA English Language post-2015 specification. The activities are well-developed in a way that teachers can pick up and use them with minimal effort. They're also suitable for a range of styles, with tasks that will appeal to all students. Answers and indicative content are provided for all activities.

- A contents list of activities is provided, with notes on the activity; whether the activity is for individuals or groups, and which aspect of the specification it covers. This was included with the aim of making the process of picking the right starter or plenary as quick and simple 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 can be adapted to suit 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 in the classroom or in assessment.

The activities are flexible, so you can customise them to cater to the strengths and weaknesses of your students if you desire.

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## Activity-by-Activity Plan




Spec. Area	Activity No.	Activity Description				
4.1.3 Child Language Development	1	Child Language Development Analysis Practice [1] – sample text for students to annotate in a language level analysis	✓	✓		This Dev lesson
	2	Child Language Development Analysis Practice [2] – sample text for students to annotate in a language level analysis	✓	✓		This Dev lesson
	3	Child Language Development Stages – create a flow chart of the seven stages of language acquisition and development	✓			Student Child
	4	Child-Directed Speech – identifying features of CDS and responding to True or False statements about CDS	✓			Student speech
	5	Errors in Children's Language Production – completing a crossword; clues point to types of errors made by children in language acquisition and development	✓			Student errors They occur
	6	Approaches to Child Language Development – comparing the pros and cons of the key approaches to Child Language Development	✓			Student cogn Dev
	7	Learning to Read and Write – mind map of approaches to learning to read and describing and drawing examples for stages of writing	✓			Student learn Lang accur writ
	8	Creating Texts – using their knowledge of Child Language Development, students must create a text as though they are of a specified age, for another group to deduce the child's age through analysis.		✓	✓	Student with prod
	9	Theory Memoire – compiling useful child language development theorists to act as a prompt during analysis	✓	✓		Student Child

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Spec. Area	Activity No.	Activity Description				
4.2 Language Diversity and Change	10	Language Change: Lexical – unscramble lexical change processes and provide examples	✓			Students and exam
	11	Language Change: Semantic – unscramble semantic change processes and provide examples	✓			Students processes
	12	Language Change: Grammatical and Morphological – complete the table with examples, processes and definitions	✓			Students morpholog
	13	Language Change: Orthographic – investigating spelling, punctuation and capitalisation	✓			Students processes
	14	Language Change: Pragmatic – a series of multiple-choice questions	✓			Access to two ques
	15	Language Change: Why Language Changes and Varies – fill in the missing gaps in the table of change factors, differentiating between diachronic and synchronic variation.	✓			Students language c
	16	Language Change Analysis Practice [1] – sample text for students to annotate for features of language change	✓	✓		This task activity in
	17	Language Change Analysis Practice [2] – sample text for students to annotate for features of language change	✓	✓		This task activity in
	18	Language Change Comparison Practice – sample texts for students to compare and annotate for features of language change	✓	✓		This task activity in
Revision	19	Speed Dating – students revolve around the room sharing everything they can about a predetermined subject.			✓	You could students to the amount. Furthermore revolve an
	20	Who Wants to be a Millionaire? – creating their own revision quiz with ramping difficulty			✓	In small cl way, either opposing t opposing t lifelines). Audience

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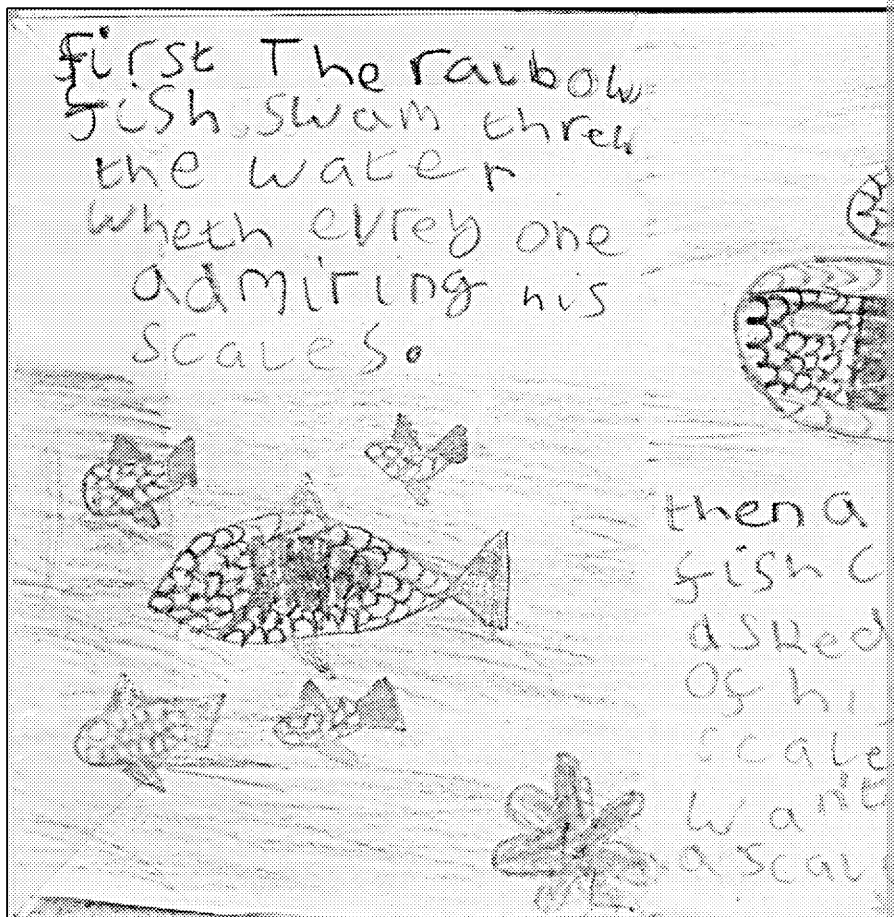


### 4.1.3 Child Language Development

**P**

#### Activity 1: Child Language Development Analysis

- (i) Analyse the short text provided and fill in the language level table over



##### Transliteration

First the rainbow fish swam threw the water wheth evrey one admiring his scales.

then a little blue fish came up and asked for one of his glitring scales you wan't me to give a scale to you he said

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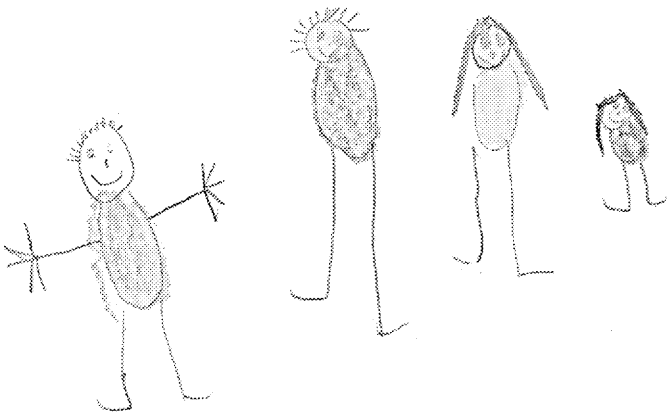


Language Level	To Consider	
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>How has phonetics influenced spelling?</li> </ul>	
<b>Lexis and Semantics</b>	<ul style="list-style-type: none"> <li>What words are used and how do they relate to the child's world?</li> <li>How many different words appear?</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Which word classes appear and which do not?</li> <li>Is sentence length and complexity varied?</li> </ul>	
<b>Pragmatics</b>	<ul style="list-style-type: none"> <li>What can we say about the context of the text?</li> </ul>	
<b>Discourse</b>	<ul style="list-style-type: none"> <li>How is the text ordered and structured?</li> <li>How are sentences and ideas tied together?</li> <li>What is it about the form that indicates this is a story?</li> </ul>	
<b>Graphology</b>	<ul style="list-style-type: none"> <li>How has imagery been used to supplement the writing?</li> <li>What can we say about the handwriting?</li> </ul>	



- (i) Analyse the short text provided and fill in the language level table over possible. The text was written by Harriet at 6 years and 9 months.

Monday 20th Septe



on satday my half  
and sisd ceum to m

On Saturday my half bro  
On Saturday my half  
sister come to my house.  
sister came to my house

## Transliteration

Monday 20<sup>th</sup> september

on satday my half bruth

and sisd ceum to my hous

[Teacher] On Saturday my half brother and

On Saturday my half brother and

[Teacher] sister came to my house.

sister came to my house

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Language Level	To Consider	
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>How has phonetics influenced spelling?</li> </ul>	
<b>Lexis and Semantics</b>	<ul style="list-style-type: none"> <li>What words are used and how do they relate to the child's world?</li> <li>How many different words appear?</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Which word classes appear and which do not?</li> <li>Is sentence length and complexity varied?</li> </ul>	
<b>Pragmatics</b>	<ul style="list-style-type: none"> <li>What can we say about the context of the text?</li> </ul>	
<b>Discourse</b>	<ul style="list-style-type: none"> <li>How is the text ordered and structured?</li> <li>How are sentences and ideas tied together?</li> <li>What is it about the form that indicates this is a story?</li> </ul>	
<b>Graphology</b>	<ul style="list-style-type: none"> <li>How has imagery been used to supplement the writing?</li> <li>What can we say about the handwriting?</li> </ul>	

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# S

## Activity 3: Child Language Development

- (i) Cut out the development stages below and put them in chronological order.
- (ii) Fill in each development stage with a description of what occurs and the age of the child at each stage. In the speech bubbles, give an example of the kind of language heard in each stage.

Babbling

Two-Word Stage

Crying

Telegraphic Stage

Holophrastic Stage

Post-Telegraphic Stage

Cooing

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- (i) Fill in the table below with at least two features (and their effects) of Child-Directed Speech (CDS) per area of interaction.

Area of Interaction	Features	
Lexis and Semantics		
Phonology and Prosody		
Grammar		
Gesture		

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(ii) Decide whether the following statements are **true ✓** or **false ✗**. Write your answer in the space provided.

- (1) CDS is used by all cultures.  
.....
- (2) CDS is used more by mothers of a low social and economic class.  
.....
- (3) Children do not need CDS to learn language.  
.....
- (4) CDS is the only source of language that children are exposed to.  
.....
- (5) CDS is sometimes called motherese, parentese and caretaker language.  
.....
- (6) Piaget states that children acquire language through the use of a Language Acquisition Device.  
.....
- (7) CDS involves turn-taking. Caregivers in Western cultures have conversations with babies, often waiting for a reaction before talking again.  
.....
- (8) CDS intentionally sounds more engaging and positive than spontaneous speech.  
.....
- (9) CDS utilises a lower pitch across the board.  
.....

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- (i) The crossword clues below are examples of types of error commonly found in children's language production. Identify the type of error by looking at the examples. **Across** is *overextension*.

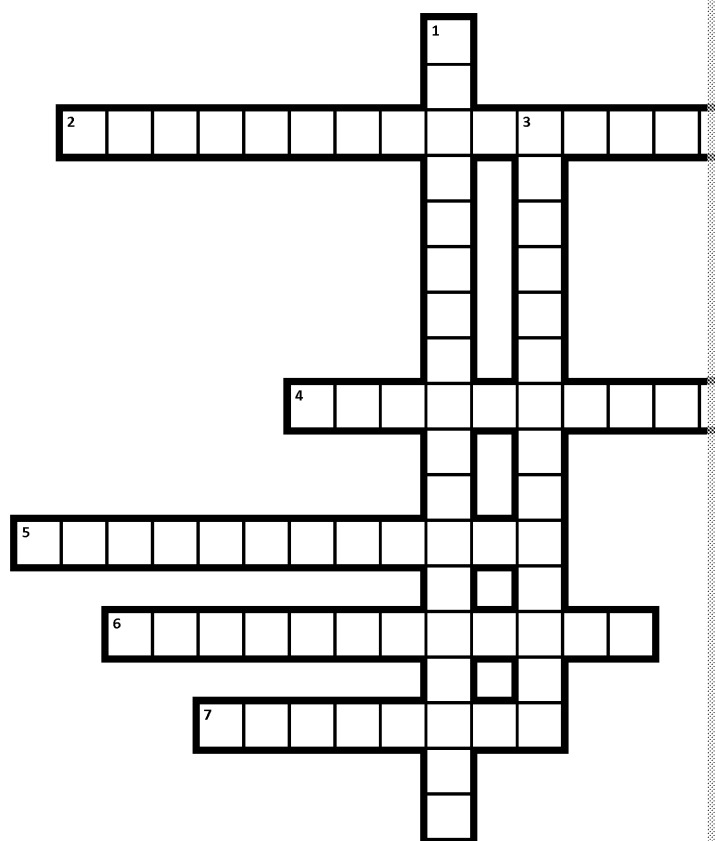
(Do not include spaces or hyphens in your answers.)

#### Across

- 2 'Mummy's wat' – used to refer to 'Mummy's watch'. (7,9)  
 4 'Dadda' – pointing to any man. (13)  
 5 'Put a wideo on.' – used to refer to a 'video'. (12)  
 6 'Gog' – used to refer to a 'dog'. (12)  
 7 'Race ca' – used to refer to 'race car'. (8)

#### Down

- 1 'There' – used to refer to 'there' (10)  
 3 'Chair' – used to refer to 'chair' (6)



- (ii) Pick three of the crossword clues, and explain why a child might make

1. ....
2. ....
3. ....

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## Activity 6: Approaches to Child Language

- (i) Fill in the table below with a description of each approach to child language and development, and any potential pros and cons of the approach.

Approach	Description	Pros
Nativist (Chomsky)		
Usage-based (Tomasello)		
Cognitive (Piaget)		
Behaviourism (Skinner)		

- (ii) Working in small groups, discuss and explain how these theories relate to child language and development. Make bullet-pointed notes of your discussion on the back of this page.

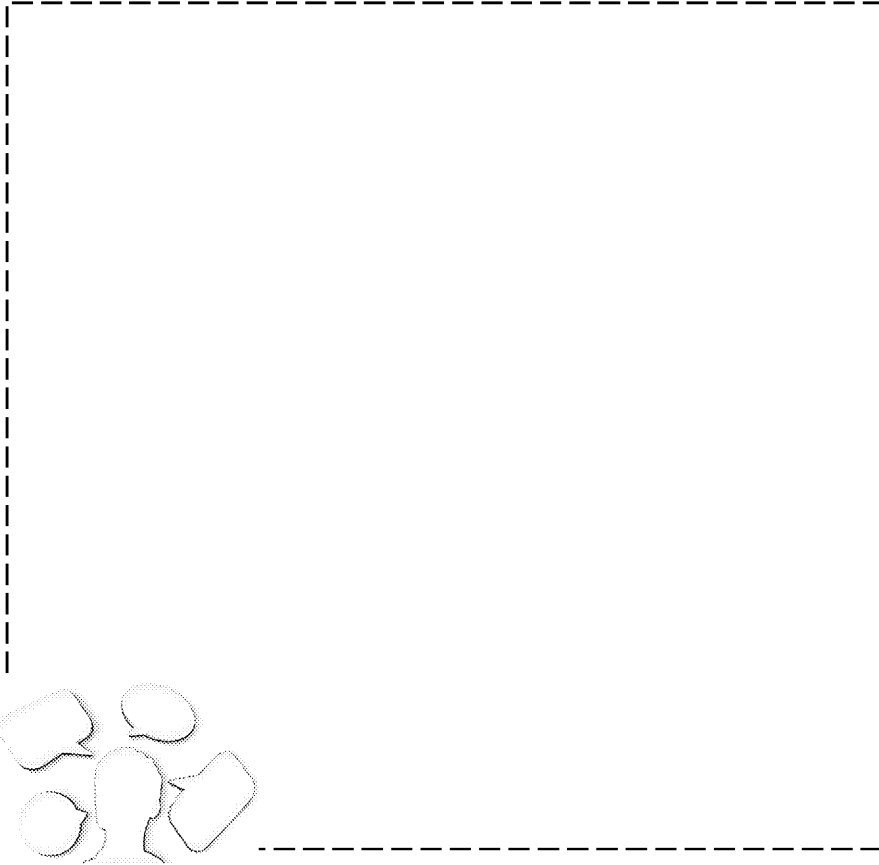
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- (i) Create a mind map for the three key different approaches to learning to read: phonics, whole language and look-and-say. Consider whether they're effective or ineffective. Hint: *look-and-say approach; whole-language approach*



- (ii) Describe each of the following stages of Barclay's (1996) seven Stages of Writing Development, and draw your own example of what each stage describes.

1. Scribbling 	
2. Mock Handwriting 	
3. Mock Letters 	
4. Conventional Letters 	
5. Invented Spelling 	
6. Appropriate Spelling 	
7. Standard Spelling 	



- (i) Get into groups of three or four and choose an age between 1 and 10. Using your knowledge of children's language development, create a text (either a transcript or a short story) as if you were that child. Your text should exhibit the features commonly found in the language of your chosen age.

- (ii) Once you have created the text, swap with another group. You must read the other group's text and estimate how old their 'child' is based on the choices made. Use the space below to estimate the age of the other group's text, and give reasons for your estimate.

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## Activity 9: Theory Memoire

- (i) Create a glossary of Child Language Development theories to help with your presentation. Try to keep the notes as concise as possible – the theory memoire should be 10 minutes long.

[illegible]

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## 4.2 Language Diversity and

**S**

### Activity 10: Language Change: Lexical

(i) Unscramble the lexical change processes below, define them and provide an example.

(a)

cioundgmnp

(b)

inegnbdl

(c)

ooriwnbrg

(d)

ilmgonoes

(e)

ocnaymr

(f)

iaislmit

(ii) Processes (b), (c) and (d) also have alternative names. What are they?

(b) ..... (c) ..... (d) .....

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(i) Unscramble the semantic change processes below, define them and provide an example.

(a)

tioriaaleonm

(b)

igrbnendoa

(c)

janoreitop

(d)

gaekewnni

(e)

niwnaorrg

(f)

gnnestgrhtnei

(ii) Processes (b) and (e) also have alternative names. What are they?

(b) ..... / .....

(e) .....

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# Activity 12: Language Change: Grammatical and

(i) Fill in the missing gaps in the table below.

Original	Process	New	
Telephone		Phone	
	Affixation		The process suffix, infix, meaning in
Burglar	Back-formation	To burgle	
	Conversion (Zero derivation)		The process using an exis class without word.
Hamburger (Hamburg + -er)	Reanalysis		Misunderstand morphemes in new meaning
	Metanalysis (Rebracketing)	An apron	The morpheme change, often misperception
	Analogical extension		A morpheme over time, re rule, e.g. add words ending

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- (ii) Look at the following list of grammatical rules. How many of these try to)?

- ✓ Never split an infinitive.
- ✓ Never end a sentence with a preposition.
- ✓ Never start a sentence with a conjunction.
- ✓ When referring to the object, one should use *whom* instead of *who*.
- ✓ Always use *fewer* in place of *less* when the object in question is countable.
- ✓ Only use *can* when enquiring about ability, use *may* when asking permission.
- ✓ In first-person constructions, use *shall*. Only use *will* in second- and third-person constructions.
- ✓ Avoid the use of contractions.

- (iii) Pick two of the rules above and explain why, or why you do not, follow them.

1. ....  
 .....  
 .....  
 .....  
 .....  
 .....
2. ....  
 .....  
 .....  
 .....  
 .....  
 .....

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- (i) Why is English spelling often considered peculiar?

.....

.....

.....

.....

.....

.....

- (ii) The way we use punctuation has evolved. In what ways do we use punctuation differently now, especially since the rise of technology? Give some examples. Why do some punctuation marks become commonplace?

.....

.....

.....

.....

.....

.....

- (iii) In texts from the seventeenth and eighteenth centuries, we often find capital letters used more than just words following full stops and proper nouns. Common nouns, words considered important by the writer, were also capitalised. Look at the examples below and how this influenced the development of English. Where has this practice of capitalising words come from, and why do you think we no longer do it?

.....

.....

.....

.....

.....

.....

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Activity 14: Language Change: Prag



Politeness

- (i) Circle the correct answer. Positive politeness is motivated by ...
- A) a desire to be liked
  - B) a desire to minimise offence
  - C) a desire to appear less powerful
  - D) a desire not to impose
- (ii) Circle the correct answer. Negative politeness is motivated by ...
- A) a desire to maximise offence
  - B) a desire to appear more powerful
  - C) a desire not to impose
  - D) a desire to be liked
- (iii) Circle the correct answer. Politeness in Britain has shifted since Mid 20th century from positive politeness and deferential politeness to negative politeness. Why might this be?
- A) It became easier to distinguish between members of different social classes.
  - B) We have become more politically correct and polite.
  - C) It became harder to distinguish between members of different social classes.
  - D) People became more open and direct with each other.
- (iv) Complete the table below.

Politeness Type	Common Features	
Positive		
Negative		
Deferential		

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## Religion

- (v) Circle the correct answer. Which of the following words and phrases origins?
- a) Bite the dust .....
- b) Enthusiasm .....
- c) Acapella .....
- d) Noon .....
- (vi) If you have access to a dictionary with etymological information, or a recommend *Etymonline* or *Wiktionary*), look up the etymology of the v make a note.
- (vii) The King James Bible of 1611 is often considered to have been the mo English language. Why might this have been the case?

.....

.....

.....



## Technology and Culture

- (viii) Circle the correct answer. Which of the following words and phrases in the lexicon most recently?
- a) :| .....
- b) O.M.G. .....
- c) Punk .....
- d) Unfriend .....
- (ix) If you have access to a dictionary with etymological information, or a recommend *Etymonline* or *Wiktionary*), look up the etymology of the v a note.
- (x) Caxton's printing press was brought to England in 1476. The Internet began to grow exponentially in the 1990s. Which do you think has h written English?

.....

.....

.....

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# S

## Activity 15: Language Change: Why Language

- (i) Fill in the table below with internal and external pressures for language change.

Causes of Language Change	
Internal Factors	External Factors

- (ii) What is the definition of **diachronic**?

Definition: .....

- (iii) What is the definition of **synchronic**?

Definition: .....

- (iv) Fill in the gaps in the table below with definitions or examples of eleven change processes.

Change Process	Definition
Assimilation	
Dissimilation	A sound is influenced by a nearby sound (so that it becomes <i>less</i> similar).
Syncope	When a (typically unstressed) syllable is lost in the middle of a word.
Apocope	When a (typically unstressed) syllable is lost at the end of a word.
Aphaeresis	When a sound is lost at the beginning of a word.
Elision	
Epenthesis	A sound is introduced (often between morpheme boundaries).
Coalescence	
Metathesis	
Consonant Cluster Reduction	Groups of consonants are reduced.
Nasalisation	

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- (i) Annotate or write up notes on the fly fishing advert published in 1896. Ask yourself the following questions during your analysis:
- (1) What features of language change can you find?
  - (2) How is language used to create meaning and representation?
  - (3) What is the audience and purpose of the text, and how do you know?

**ANDERSON, ANDERSON,  
AND ANDERSON,**  
The Anglers' Waterproofers,  
37, Queen Victoria St.,  
LONDON, E.C.,  
Works, Bow Road, E.

**ANDERSONS'**

**NORGE  
SEMI-WADERS  
(REGISTERED)**

RP  
67649

These waders are something in the nature of a compromise between the ordinary waders with the upper portion from just above the fork to the waist made of tweed. This allows free ventilation, and forms the means of uniformly supporting the waders right up to the fork, and avoid the possibility of shipping water, as is often the case with the ordinary stockings. The uniform suspension insures great ease and comfort. These waders are light, and the broad band of tweed like ordinary trousers is exceedingly comfortable. The Norge waders will enable the angler to wade with the necessity of buying trousers as well as stockings, since they give at least as much protection as ordinary stockings. They are just the article which anglers often find the orthodox trousers would be an incumbrance, and out of place. —*Field*, Aug. 1896.

**Waterproof Overall Skirts and  
Trousers for Boat Fishing.**

The Improved  
**"BUCKLAND"**  
Waterproof  
Fishing and Shooting Jackets  
and Coats.

See *The Field*, April 3, 1886.

**WADI**

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- (i) Annotate or write up notes on the extract below from a book published in 1783. Answer the following questions during your analysis:
- (1) What features of language change can you find?
  - (2) How is language used to create meaning and representation?
  - (3) What is the audience and purpose of the text, and how do you think it was received?

**RULES**  
 FOR PRESERVING THE  
**HEALTH OF THE AGED,**  
 BY MEANS OF  
**AIR, CLOTHING, DIET,**  
**Employment, The Evacuations, &c. &c.**  
 AND ALSO HINTS FOR THE ALLEVIATION AND PREVENTION OF THOSE  
 DISORDERS BY WHICH OLD AGE IS USUALLY ASSAILED,  
 WITHOUT THE AID OF MEDICINE.

TRANSLATED FROM THE FRENCH OF  
**J. A. SALGUES,**  
*Physician, and Professor of Anatomy, Physiology, &c. &c. to the  
 Institute of France.*

“ Man, tottering and feeble at both extremes of life, is equally in need  
 of support; whilst the *old man*, in addition, requires the aid of consolation.”  
 PREFACE.

SECOND EDITION.

Man, tottering and feeble at both extremes of life, is equally in need of support; whilst the *old man*, in addition, requires the aid of consolation.”  
 PREFACE.

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- (i) Annotate or write up notes on the following adverts, drawing a comparison between the two. Text A was published in 1917. Text B was published in 2016. Consider the language used in each and how it reflects the time and place of your analysis:
- (1) In what ways are Texts A and B similar and different?
  - (2) How is language used to create meaning and representation?
  - (3) What evidence is there of language change having occurred between the two texts?

**Vacuum Cups Are**  
 WITH the miles and miles of the open country, the safety for  
 like pavements  
 of the open country, the safety for

**Penns.**  
**VACUUM**  
**TIR**

For the danger of skidding, the danger of skidding increases proportionally to the smoothness of the surface roads. And it is particularly on smooth roads that the Vacuum Cups are guaranteed to hold. If not as claimed, after reasonable trial at full pressure. Vacuum Cups hold the pavement without retarding the speed, the forward motion of the car, and automatically raising the edges of the cups after it has performed its duty.

Vacuum Cup Tires are guaranteed -- per  
**6,000 MI**

**THIS IS JUST A BICYCLE,  
 NOT A TICKET TO YOUR DREAMS.  
 IT'S NOT A ROMANTIC POEM  
 IMMORTALIZED IN BLACK AND WHITE PHOTOGRAPHY.  
 IT DOESN'T NOTICE  
 IF YOU'RE SUFFERING NOBLY THROUGH WIND & RAIN,  
 OR CARE IF YOUR RIDE IS EPIC ENOUGH,  
 BUT IT DOES LEAP FORWARD WHEN YOU PUSH THE PEDALS.  
 IT DIVES AND CARVES AND SPRINTS  
 IT GIVES BACK EXACTLY WHAT YOU PUT IN  
 AND OF COURSE, IT CAN ALSO MAKE YOU FEEL  
 REALLY DAMN AWESOME.**



When the bicycle is considered in the light of the fact that it is a machine, it is not a bicycle, it is a machine.

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# Revision

**P**

## Activity 19: Speed Dating

- (i) Pick one of the topics listed at the bottom of this page and spend 5 minutes on your topic from your own lesson notes (if your topic is narrow, revise it to be broad, choose a more manageable area within that topic).
- (ii) **Divide the class into two groups – Group 1 and Group 2.**  
 Group 1: Take a seat with an empty chair opposite you.  
 Group 2: Line up adjacent to an empty chair.
- (iii) **When your teacher says ‘Go!’ –**  
 Group 2: Take a seat opposite a Group 1 member. Explain your topic to them.  
 Group 1: Take brief notes on the topic your Group 1 counterpart has explained.
- (iv) **After 2 minutes, the teacher will say ‘Swap!’ –**  
 Now swap roles, i.e. Group 1: explain your topic to Group 2, who will take notes.
- (v) **After a further 2 minutes, the teacher will say ‘Move!’ –**  
 Group 2: Move over to the next seat.

Repeat steps (iii)–(v) until each member of Group 2 is back in their original seat.

### Topics

- |   |                     |
|---|---------------------|
| 1. Dialect Levelling                              | 15. Learning to     |
| 2. Deficit Approach                               | 16. Accommodation   |
| 3. Dominance Approach                             | 17. Phonological    |
| 4. Difference Approach                            | 18. Voice-Place     |
| 5. Lexical Change                                 | 19. Types of /      |
| 6. Semantic Change                                | Associative)        |
| 7. Grammatical/Morphological Change               | 20. Tense and       |
| 8. Attitudes to Language Variety and Change       | 21. Politeness      |
| 9. Nativist Approach to Language Development      | 22. Intertextuality |
| 10. Usage-based Approach to Language Development  | 23. Rhetoric        |
| 11. Cognitive Approach to Language Development    | 24. Occupational    |
| 12. Behaviourist Approach to Language Development | 25. Language and    |
| 13. Stages of Language Development                | 26. Language and    |
| 14. Child-Directed Speech                         | 27. Language and    |
|   | Variation           |
|   | 28. Language and    |

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**P**

## Activity 20: Who Wants To Be A Millionaire

- (i) In small groups, write 13 multiple choice questions (try to make each question on topics across the course so far. You can use the table on this page).
- (ii) Invite a volunteer from another group to come and give your quiz and remove two of the following lifelines only once:

**50:50**

**50/50**

(you remove two of the incorrect answers)



**Phone-A-Friend**

(they discuss the question with a member of their own group for one minute)

No.	Question	Answers		
1		A	B	
2		A	B	
3		A	B	
4		A	B	
5		A	B	
6		A	B	
7		A	B	
8		A	B	
9		A	B	
10		A	B	
11		A	B	
12		A	B	
13		A	B	

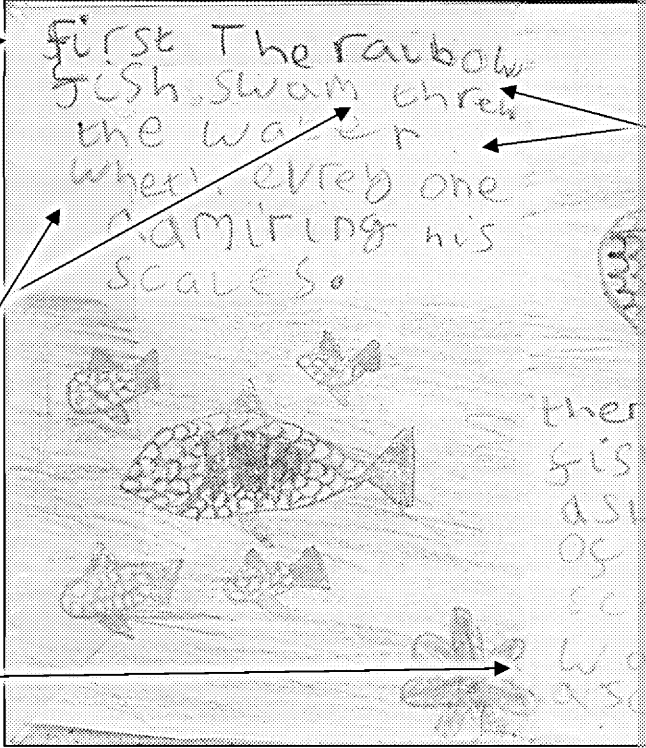
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Answers and Indicative Con

Activity Title	No.	Answers / Indicative
(1) Child Language Development Analysis Practice [1]	(i)	<div><p>Inconsistent use of capital letters (you can see this 'f' has been corrected to a capital, yet 'then' has <i>not</i> been capitalised).</p><p>Phonic approach to spelling – 'threw' in place of 'through', 'evry' in place of 'every', etc.</p><p>Contamination of 'wh-' grapheme pair – the writer knows 'w' is often following by 'h' via analogy of <i>what</i>, <i>when</i>, <i>why</i>, etc. A similar contamination occurred with the misuse of the contraction <i>wan't</i> (for want).</p></div> 

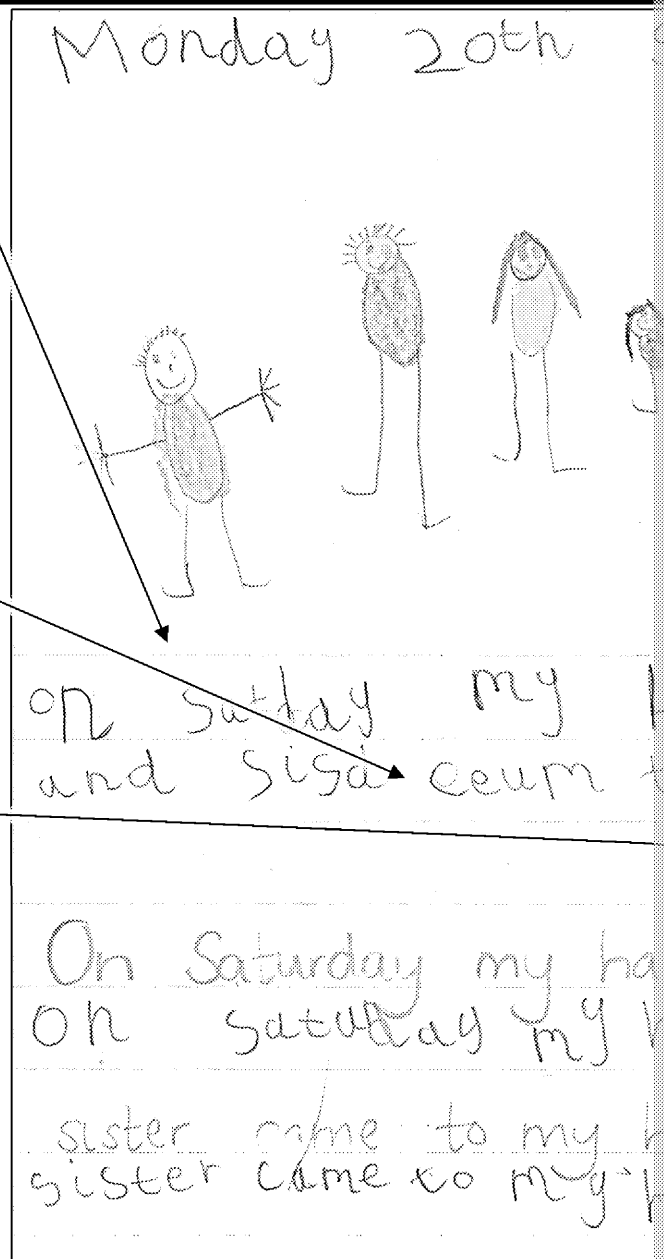
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Activity Title	No.	Answers / Indicative
(2) Child Language Development Analysis Practice [2]	(i)	<p>Phonics approach to spelling – perhaps an example of syncope (syllable lost in the middle of a word). ‘Half’ has also been spelt phonetically as ‘harf’; ‘sister’ as ‘sisd’, etc.</p>
		<p>Possibly influenced by the speaker’s accent.</p>
		<p>Positive reinforcement (could tie to Skinner’s behaviourism), encourages children’s language development process and is proven to be more effective than negative reinforcement.</p>



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Activity Title	No.	Answers / Indicative											
(3) Child Language Development Stages	(i)	Crying; Cooing; Babbling; Holophrastic stage; Two-word stage; Telegraphic stage											
	(ii)	<b>Crying:</b> <b>Cooing:</b> <b>Babbling:</b> <b>Holophrastic stage:</b> <b>Two-word stage:</b> <b>Telegraphic stage:</b> <b>Post-telegraphic stage:</b>	is an involuntary response at birth, signifying pain, hunger, etc. six to eight weeks; production of elongated vowel sounds followed by vowels like <i>ga</i> . six to nine months; reduplicated and variegated; phonemes like <i>ba</i> and <i>da</i> . ten to twelve months; use of proto-words and first words. eighteen months; simple syntax; use of two words in basic sentences. two years; developed syntax; use of up to four words in simple sentences. three years; use of function words; use of comprehensive sentences.										
(4) Child Directed Speech	(i)	<table><tr><th>Area of Interaction</th><th>Features</th></tr><tr><td><b>Lexis and Semantics</b></td><td>Use of diminutives and epithets; reduplication of words; focus on nouns and objects.</td></tr><tr><td><b>Phonology and Prosody</b></td><td>Hyper-articulation; wider range of pitch; slower tempo of speech.</td></tr><tr><td><b>Grammar</b></td><td>Repetition of phrases and structures (recasting something a child has said, or repeating for attention); shorter, simpler construction; present tense is preferred.</td></tr><tr><td><b>Gesture</b></td><td>Exaggerated gesticulation, e.g. pointing, smiling, shrugging shoulders.</td></tr></table>	Area of Interaction	Features	<b>Lexis and Semantics</b>	Use of diminutives and epithets; reduplication of words; focus on nouns and objects.	<b>Phonology and Prosody</b>	Hyper-articulation; wider range of pitch; slower tempo of speech.	<b>Grammar</b>	Repetition of phrases and structures (recasting something a child has said, or repeating for attention); shorter, simpler construction; present tense is preferred.	<b>Gesture</b>	Exaggerated gesticulation, e.g. pointing, smiling, shrugging shoulders.	
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	(ii)	1. FALSE (it has been proven that not all cultures use CDS). 2. FALSE (CDS is actually used <i>less</i> by mothers of a low social and economic class). 3. TRUE. 4. FALSE (children also overhear conversations, watch television, etc.). 5. TRUE. 6. FALSE (this was Chomsky in his Nativist approach). 7. TRUE. 8. TRUE. 9. FALSE (CDS utilises a higher pitch across the board).											
(5) Errors in Children's Language Production	(i)	<b>Across</b> 2. Cluster reduction 4. Overextension 5. Substitution 6. Assimilation 7. Deletion	<b>Down</b> 1. 3.										



Activity Title	No.	Answers / Indicative		
(5) Errors in Children's Language Production	(ii)	<b>Overextension</b> –	this occurs because the child has a limited vocabulary, yet known word.	
		<b>Overgeneralisation</b> –	this occurs when the child applies a common grammatical rule to irregular verbs).	
		<b>Deletion</b> –	this occurs when a word is too difficult or complex to be produced.	
		<b>Cluster reduction</b> –	this occurs when a combination of sounds (typically consonants) is not produced at a particular stage of development.	
		<b>Underextension</b> –	this occurs because the child has misunderstood the context.	
		<b>Assimilation</b> –	this occurs when a sound is contaminated by other sounds, resulting in all the different phonemes at that particular stage of development.	
(6) Approaches to Child Language Development	(i)	<b>Substitution</b> –	this occurs when a word has a sound that is too difficult to produce at a particular stage of development.	
		<b>Approach</b>	<b>Description</b>	<b>Pros</b>
		<b>Nativist (Chomsky)</b>	Language Acquisition Device (LAD) – children have an innate ability to acquire language. Universal Grammar – a set of rules followed by every language; tries to explain how all speakers of all languages learn language at a similar pace.	Addresses 'poverty of the stimulus' – children learn language despite constraints on the input to them.
		<b>Usage-based (Tomasello)</b>	Language acquisition is not an innate ability. Language is acquired through the input and developed through usage.	Humans are not born with a predetermined linguistic behaviour, otherwise there would be hundreds of different languages in the world (there would be enough). Pattern-finding is essential (e.g. reading: shared attention, directed at a referential communication).
		<b>Cognitive (Piaget)</b>	Ability to use and understand increasingly more complex levels of language which are 'unlocked' as the cognitive ability of the child develops.	Supports our knowledge of the development of cognitive ability in humans in relation to language acquisition.
		<b>Behaviourism (Skinner)</b>	Language acquisition is not an innate ability. It is learnt through imitation and locked in through reinforcement.	Humans have advanced imitation skills, meaning learning through imitation is plausible.



Activity Title	No.	Answers / Indicative		
(6) Approaches to Child Language Development	(ii)	How they relate to each other – some ideas:		
		Approach	Usage-based	Cognitive
		Usage-based		Cognitive fails to integrate knowledge of importance of input.
		Cognitive	Cognitive fails to integrate knowledge of importance of input.	
		Nativist	Disagree about innateness of language.	Both attempt to explain how all speakers of all languages learn language at a similar pace.
		Behaviourist	Agree that language is not innate.	Cognitive fails to integrate knowledge of importance of input.
(7) Learning to Read and Write	(i)	Mind map: whole-word approach/look-and-say approach (child is taught words words); whole-language approach (children made to work out meaning based on development); phonic approach – made up of synthetic and analytic approaches (sounds often do not correspond).		
	(ii)	Barclay’s (1996) Seven Stages of Writing Development: 1. Scribbling – random marks on page (not letters or words). Develops motor skills. 2. Mock handwriting – drawing strings of shapes with unclear meaning. 3. Mock letters – producing pseudo-letters and letter-like shapes. 4. Conventional letters – producing graphemes that match phonemes being heard. 5. Invented spelling – non-standard spelling produced as clusters of letters. 6. Appropriate spelling – attempts to spell words phonetically; writing is more legible. 7. Standard spelling – spelling becomes more standardised.		
(8) Creating Texts	(i)	Student response will vary based on the individual texts written. When peer-assessed, students may include: non-standard spelling (or more specifically, the phonic approach to spelling); simple grammar and sentences (depending on the age of the child); or include more complex structures with a wide variety of function words); the child may also include listening to adults, or intertextual markers (‘Once upon a time’, etc.).		
	(ii)	Student response will vary – see above for ideas about what students may pick up		



Activity Title	No.	Answers / Indicative																								
(9) Theory Memoire		Student response will vary, but might include reference to:																								
		<table><tr><th>Theorist</th><th>Date</th><th></th></tr><tr><td>Berko and Brown</td><td>1960</td><td>Fis phenomenon</td></tr><tr><td>Barclay</td><td>1996</td><td>Stages of Writing Development (Scribbling; M Spelling; Phonetic Spelling; Correct Spelling)</td></tr><tr><td>Kroll</td><td>1981</td><td>Stages of Writing Development (Preparation S Stage)</td></tr><tr><td>Brown</td><td>1973</td><td>Order in which children acquire inflections</td></tr><tr><td>Cruttenden</td><td>1979</td><td>Stages of acquiring inflections (overgeneralisa</td></tr><tr><td>Aitchison</td><td>1987</td><td>Labelling, packaging and network building; th</td></tr><tr><td>Halliday</td><td>1975</td><td>Functions of children’s language (Imagination Instrumental; Regulatory)</td></tr></table>	Theorist	Date		Berko and Brown	1960	Fis phenomenon	Barclay	1996	Stages of Writing Development (Scribbling; M Spelling; Phonetic Spelling; Correct Spelling)	Kroll	1981	Stages of Writing Development (Preparation S Stage)	Brown	1973	Order in which children acquire inflections	Cruttenden	1979	Stages of acquiring inflections (overgeneralisa	Aitchison	1987	Labelling, packaging and network building; th	Halliday	1975	Functions of children’s language (Imagination Instrumental; Regulatory)
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(10) Language Change: Lexical	(i)	<b>Compounding</b> – putting two words together, e.g. police and man <b>Blending</b> – putting the beginning and end of two words together, e.g. fren <b>Borrowing</b> – taking loan words from another language, e.g. ketchup from C <b>Neologism</b> – new word is coined, e.g. meme <b>Acronym</b> – new word made from taking first letter of other words, e.g. for <b>Initialism</b> – new word made from taking first letter of other words but no																								
	(ii)	(b) Portmanteau (c) Loanwords (d) Coinage																								
(11) Language Change: Semantic	(i)	<b>Amelioration</b> – word’s meaning becomes more positive, e.g. ‘lord’ (meaning a <b>Broadening</b> – word gradually becomes less specific, e.g. ‘guys’ used to just r <b>Pejoration</b> – word’s meaning becomes more negative, e.g. ‘artifice’ (meanin <b>Weakening</b> – word loses semantic strength, e.g. ‘thing’ (meaning something <b>Narrowing</b> – word gradually becomes more specific, e.g. ‘wife’ (meaning a <b>Strengthening</b> – word gains semantic strength, e.g. ‘wreak’ meant ‘do’.																								
	(ii)	(b) Widening/Generalisation (e) Specialisation																								



Activity Title	No.	Answers / Indicative			
<b>(12) Language Change: Grammatical and Morphological</b>	(i)	<b>Original</b>	<b>Process</b>	<b>New</b>	
		Telephone	Clipping	Phone	The process of elision of morpheme boundaries
		Cool	Affixation	Uncool	The process of adding meaning in some way
		Burglar	Back-formation	To burgle	The process of creating a new class, changing the n
		Golf green (noun)	Conversion (Zero derivation)	Green grass (adjective)	The process of creating a new class without changing
		Hamburger (Hamburg + -er)	Reanalysis	Cheeseburger	Misunderstanding the original meaning, attributing a new me
		A napron	Metanalysis (Rebracketing)	An apron	The morpheme boundaries are misperception.
		Octopus	Analogical extension	Octopi	A morpheme is applied to a new rule, e.g. adding 'i' p
	ii	Student response will vary			
	iii	Student response will vary			
<b>(13) Language Change: Orthographic</b>	(i)	Student response will vary, but will likely include discussion of: the Great Vowel Shift, standardisation (occurred during the Great Vowel Shift, resulting in cemented spelling conventions from other languages), and language contact (influenced spelling).			
	(ii)	Emoticons are a creative use of punctuation, e.g. smiley face :), sad face :(, angry :(. They are commonly used because of their succinctness in conveying emotion – v these emoticons quickly grew popular. They were also used on the Internet, particularly in sarcasm and jokes (in this sense, Scott Fahlman is credited with their 'invention').			
	(iii)	Capitalisation of common nouns came from German (where they still do it), and to reduce the number of words that needed to be capitalised); the opinion of eighteenth-century printers (more efficient not to use capitals too often) was not capitalised).			



Activity Title	No.	Answers / Indicative								
(14) Language Change: Pragmatic	(i)	<b>Positive politeness</b> – (A) a desire to be liked								
	(ii)	<b>Negative politeness</b> – (C) a desire not to impose								
	(iii)	<b>Politeness shift</b> – (C) It became harder to distinguish between members of different social classes; they began to address them as a social superior or subordinate, e.g. you/yourself.								
	(iv)	<table><tr><th>Politeness type</th><th>Common Features</th></tr><tr><td>Positive</td><td>Express interest; in-group identity markers; looking for agreement; reinforcing common ground.</td></tr><tr><td>Negative</td><td>Indirectness; pessimism; apology; hedging</td></tr><tr><td>Deferential</td><td>Treating the other interlocutor as more powerful; titles and honorifics</td></tr></table>	Politeness type	Common Features	Positive	Express interest; in-group identity markers; looking for agreement; reinforcing common ground.	Negative	Indirectness; pessimism; apology; hedging	Deferential	Treating the other interlocutor as more powerful; titles and honorifics
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		Negative	Indirectness; pessimism; apology; hedging							
	Deferential	Treating the other interlocutor as more powerful; titles and honorifics								
	(v)	<b>Religion</b> – Trick question, they all have religious origins!								
	(vi)	<b>Bite the dust</b> > came from ‘lick the dust’, a phrase first used in the Bible meaning to die. <b>Enthusiasm</b> > from Greek, meaning ‘possessed by God’. <b>Acapella</b> > from Italian, meaning ‘in the manner of the chapel’. <b>Noon</b> > from Latin, referring to the time of church prayer.								
(vii)	There are several potential reasons – <ul style="list-style-type: none"><li>• The prevalence of the text in everyone’s life (don’t forget this was a time when literacy was rare)</li><li>• Famous writers such as Charles Dickens advocated the use of English as four-letter words</li><li>• David Crystal found 257 examples of idioms in common use today that originate from the Bible</li></ul>									
(viii)	<b>Technology and Culture</b> – They’re all surprisingly old, but O.M.G. is believed to be the youngest.									
(ix)	<ul style="list-style-type: none"><li>• :) – has been difficult to trace, potentially as old as 1648.</li><li>• O.M.G. – used in a letter to Winston Churchill in 1917.</li><li>• Punk – from 1590s, meaning ‘prostitute’.</li><li>• Unfriend – as a verb, from mid-1600s.</li></ul>									
(x)	Ultimately, Caxton’s printing press was the most significant influence over written English (it led to the borrowing of words from other languages; reduced confusion about the spelling of the same words); went further in standardising grammatical rules. The Internet and modern technology have brought further innovations, but their influence over the basic rules of the language has been relatively minor compared to the printing press, which went a long way in standardising the language.									



Activity Title	No.	Answers / Indicative	
(15) Language Change: Why Language Changes and Varies	(i)	Causes of Language Change	
		Internal Factors	
		frequency of use (words used less frequently change more frequently); innovate new usages of existing words; analogy (perceived similarity between words or their usage)	take words from foreign languages; globalisation
	(ii)	Diachronic – variation in a language over time	
	(iii)	Synchronic – variation in a language at a point in time	
	(iv)	Change Process	Definition
		Assimilation	A sound is influenced by a nearby sound (so that it becomes <i>more</i> similar).
		Dissimilation	A sound is influenced by a nearby sound (so that it becomes <i>less</i> similar).
		Syncope	When a (typically unstressed) syllable is lost in the middle of a word.
		Apocope	When a (typically unstressed) syllable is lost at the end of a word.
		Aphaeresis	When a sound is lost at the beginning of a word.
		Elision	A sound is deleted.
		Epenthesis	A sound is introduced (often between morpheme boundaries).
Coalescence		Two sounds are blended together.	
Metathesis		Sounds change position.	
Consonant Cluster Reduction	Groups of consonants are reduced.		
Nasalisation	Vowels in proximity to nasals take on nasal qualities.		



Activity Title	No.	Answers / Indicative
(16) Language Change Analysis Practice [1]	(i)	<p>(1) See annotations</p> <p>(2) See annotations</p> <p>(3) Audience is almost certainly anglers and fishing enthusiasts; likely for men; it is difficult to make any deductions about the potential class of the audience, though fishing for trout (game fishing, as opposed to coarse fishing) was more associated with the upper classes than the working classes.</p>
		<p>Possible borrowing for product names (common practice even today) – <i>Norge</i> is Norwegian/Danish for Norway.</p>
		<p>'... heightening the proof material at [the] back so as to provide a waterproof seat' – elision of determiner 'the' – if this was a print advert in a newspaper or leaflet, the writers may have been charged per word or total space. This could explain the elision of certain words.</p>
		<p><i>Fork</i> is a dated British term for 'crotch'.</p>
		<p><i>Thus</i> is quite formal, though not dated. The use of <i>liberty</i> to mean freedom of physical movement also seems formal, perhaps due to the connotations of liberty (political undertones, etc.).</p>
		<p>The use of <i>skirt</i> is interesting here – it might refer to some kind of petticoat, in the historical sense of an undercoat worn by men. Alternatively, it could reference a skirt as we understand it today.</p>

ANDE

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SEMI-WADE  
(REGISTERED)

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"These waders are made with the upper portion. This allows free ventilation wade right up to the for the ordinary stockings. ported by the side."

and ordinary trousers is with the necessity of buying wading than ordinary shoes.

Waterproof Overall  
Trousers for Boat

The Improved  
"BUCKLA  
Waterproof  
Fishing and Shooting  
and Coats  
See *The Field*, April

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Activity Title	No.	Answers / Indicators
(17) Language Change Analysis Practice [2]		<p>(1) See annotations.</p> <p>(2) See annotations.</p> <p>(3) Audience is likely well-educated (suggested through the lexis: concourse, issues like old age.</p>
	(i)	<p>tongue not known by all classes some in modern languages, but for the most part, only some hi or two branches of the science instances presenting much that is doubtful or even erroneous.</p> <p>Long, complex sentences with multiple clauses.</p> <p>Amperсанд C – extremely dated form of <i>etc.</i></p> <p>The work I offer to my readers is divided into two principal heads. The first points out the rules and means of preserving the health that the aged already enjoy. In it will be found every thing relating to air, clothing, diet, the evacuations, employment, rest, hours of working and sleeping, sentiments, affections and passions.</p> <p>Gothic, serif font – marks the text as formal.</p> <p>In the second, I have applied these different rules to the most usual diseases concomitant on old age. The manner of gout, rheumatism, asthma, piles, &amp;c. there find an account of those natural subjects best adapted to him, and always in their own right, against pain and suffering the drugs of the Pharmacy.</p> <p>Formal, complex lexis indicates the audience.</p> <p>Generic 'man' – reference to mankind (i.e. both men and women), and yet 'the old man' might be suggestive of the male sex only.</p>

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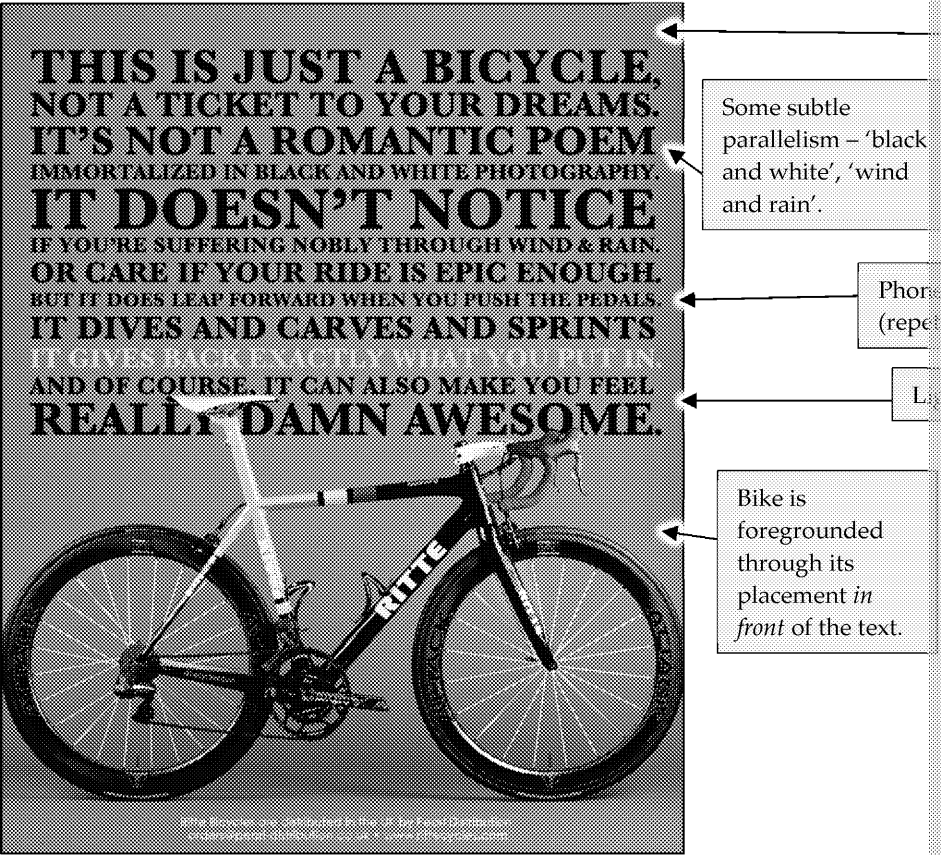
Activity Title	No.	Answers / Indicators
(18) Language Change Comparison Practice		<p>(1) See annotations.</p> <p>(2) See annotations.</p> <p>(3) See annotations.</p>
	(i)	<p><i>Vacuum Cup Tires</i> ← American/Canadian</p> <p><i>Are a Necessity</i></p> <p>WITH the miles and miles of new, smooth, city-like pavements radiating out into the arteries of the open country, the greater grows the necessity for</p> <p><i>Pennsylvania</i></p> <p><b>VACUUM CUP</b></p> <p><b>TIRES</b></p> <p>For the danger of skidding on wet, slippery pavements increases proportionately with the spread of smooth surface roads.</p> <p>And it is particularly on such pavement roads—hazardous, treacherous when wet or greasy—that the Vacuum Cups are <i>guaranteed</i> absolutely not to skid. If not as claimed, they are returnable after reasonable trial at full purchase price.</p> <p>Vacuum Cups hold the pavement with a <i>suction grip</i> without retarding the forward rolling of the wheel automatically raising the edges of the pavement and gently releasing the vacuum after it has performed its skid-preventing function.</p> <p>Vacuum Cup Tires are <i>guaranteed</i>—per warranty tag—for</p> <p><b>6,000 MILES</b></p> <p>Beginning a sentence with a conjunction, essentially making the sentence relatively unimportant</p> <p>Sibilance of s</p> <p>There's something absolutely infinitive about the word 'Guaranteed'</p> <p>retardation hindering due to</p>

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Activity Title	No.	Answers / Indicative
		
(19) Speed Dating	(i)	This is not a task that is easily assessed. However, you could ask students to feed back what was missed or they struggled with; anything that they learnt and didn't know before.
(20) Who Wants to be a Millionaire	(i)	Student response will vary.

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