Y11 into Y12 English Language

Welcome everyone to the wonderful world of Linguistics!

In English Language A Level we will study a wide range of topics and answer some big questions like:

1. **How do writers use language to represent their ideas? (Paper 1)**
2. **Where did the English Language come from? (Paper 2)**
3. **How and why is the English Language changing? (Paper 2)**
4. **What factors affect the way we use language? (Paper 2)**
5. **How do children learn to speak and read English? (Paper 1)**

In the break between Y11 and Y12 you are going to find out some of the answers to these big questions.

In Y12 we will work on your coursework – one piece of original writing and one language investigation. You are also going to use this time to practise the skills needed for these tasks.

There are lots of activities in this pack and we hope you enjoy completing them. You will need to bring this pack with you to your first lesson in Year 12. We know that you might not have a chance to complete everything here, but **you must complete the two tasks with purple with stars next to them as these will be marked as your first pieces of writing.**

Question 1: How do writers use language to represent their ideas?

Paper One of English Language A Level always has the same questions:

How does Text A use language to create meaning and representation?
How does Text B use language to create meaning and representation?
Compare and contrast the Text A and Text B, showing ways in which they are similar and different in their language use.

This section is more similar to GCSE, but your language analysis will be MUCH more detailed. You will look at each text for the following language levels:

Graphology: the layout of the text, the choice of images, how the text and the image relate
Lexis and Semantics: the choice of words and what they mean
Grammar: the grammatical structures of the sentences and the technical building blocks of the text
Pragmatics: The implied meanings behind the text and the relationship between writer and reader.

Task One: Look at this advert for an expensive watch and consider the following questions:

Text A:
Why did they choose this picture? Where is the eye drawn when you look at it? How does that represent the watch?

Why do you think they chose black and white? How might that link to how they want to represent the watch?

The slogan is 'Begin your own tradition'. Why might that make people buy the watch?

'You never actually own a Patek Philippe.
You merely look after it for the next generation.'
What words are interesting here? What type of word are they? (Noun/verb etc.) Why are they interesting? How do they link to the representation of the watch?

How has the writer used language to create meaning and representation?

The writer is representing the watch as something timeless and something that will be cherished for the next generations. They are saying that the watch is not just an object but something that will start a tradition. <u>How</u> has the writer made me think this? Write an answer in the box below. Consider all the questions next to the advert.

Task Two: Comparisons

Here is another watch advert, also from a luxury brand. Your task is to analyse it in the same way you did the first advert, considering the graphology, lexis and semantics, grammar and pragmatics.

You will then compare it to the first advert. There is a structure for this on the next page.

Analysis of Text B: how has the writer used language to create meaning and representation? (including pictures/colour etc)

Comparison of Text A and Text B:

	Similar? Different? How?
Representation of their product	
Use of colour	
Use of pictures/position of the pictures	
Slogan	

⭐ **Find your own advert or text and annotate it with features. Write a 500 word analysis of how the producer has used language to create meaning and representation. Use the model from transition to help you.**

Question 2: Where did the English Language come from?

Task one: history of English timeline.

Start by watching this video. It is a 10 minutes summary of how English became the language we use today.

Using the information in the video **make a timeline** (blank copy on the next page if you would like to use it) of the different factors that influenced the English Language.

https://www.youtube.com/watch?v=SfKhlJIAhew

Task two: etymology

Etymology is the study of the origins of words. Use this website https://www.etymonline.com/ find out the origins of the following words:

Jumbo:

Clue:

Robot:

Phoney:

Whiskey:

Quarantine:

Task three: new words.

The English language is going to keep adapting and changing as new words and phrases enter the language.

Some terminology:

Neologisms: a newly coined word or expression (e.g. google)
Portmanteaus: when two words are blended together to make a new word (e.g. brunch)

Make a list of 5 neologisms and portmanteaus you can think of/find online:
1.
2.
3.
4.
5.

Question 3: How and why is the English Language changing?

As you will have seen from the History of English, there are many reasons why the language adapts. Some changes are big and obvious, like the French invasion or the invention of the printing press, but there are many others that are very subtle. We also have to realise that the language is like a living organism, it changes and adapts constantly.

Task One: Reasons for change

Before we consider how it is changing, we are going to think about why it changes. Read through the following ideas about why language changes and come up with your own example.

Ease of articulation: language changes so things become easier to say e.g. hand-bag is pronounced 'hanbag' or camera is pronounced 'camra'

Another example is**:**

Neatening: language changes to become neater. We get rid of irregular endings (like the plural or shoes used to be shooen) and we give new verbs the regular endings (e.g. googled)

Another example is:

The functional theory: we lose words when they lose their function e.g floppy disk

Another example is:

The random fluctuation theory: language changes with no real structure or plan. Read this article from buzzfeed: https://www.buzzfeed.com/tomchivers/the-periphrastic-spree And write down some examples they give.

Examples of random fluctuation:

1.

2.

Task Two: Technology

Technology has had a major influence on the English Language and as technology adapts, so does the language.

Watch this video of David Crystal (a very famous linguist) talk about the effect of technology on English: https://www.youtube.com/watch?v=qVqcoB798Is and make some notes about his findings.

As David Crystal says, messaging services have had a major influence on both written and spoken language. Some of the ways technology has changed our language are:

- Emojis ☺
- Abbreviations (missing out letters e.g. text speak to txt spk)
- Changes to punctuation (e.g. putting full stops between words for emphasis, using ?! together)
- Initialisms (taking the first letters of words to make a new word e.g. OMG or BRB)

Using your phone/computer, tally how many examples you can see of these features in your own language. Compare it to the use of someone from a different generation (e.g. parent/younger sibling). You should be able to find this data in message conversations and on social media platforms.

Feature	Me	Other user:
Emojis		
Abbreviations		
Changes to punctuation		
Initialisms		

Task Three: How do people feel about change?

People generally fall into two camps: people who think change is positive and natural and people who think change is ruining the English Language. These are called:

Descriptivist: people who think language change is natural

Prescriptivist: people who think language change is ruining the language

In 2012, Waterstones dropped the apostrophe from its name. Read the following article and the comments at the bottom. What are your thoughts about dropping the apostrophe?
https://www.dailymail.co.uk/debate/article-2086128/Waterstones-O-apostrophe-art-thou-.html

Question 4: What factors affect the way we use language?

A theorist called Joanna Thornborrow said that your identity is made up of multiple factors including your age, gender, ethnicity, sexuality and social class. She says that "Identity, whether on an individual, social, or institutional level, is something that we are constantly building and negotiating throughout our lives through our interaction with others." This identity that is formed then goes on to affect the way you use language.

In this section of the course we look at how each of these factors affect the way a person might use language.

Task One: Social groups

One factor that affects language use is your social group – the people you spend your time with. There are different types of social groups and networks:

Dense social network: everyone knows everyone else, there are fewer external influences on language

Open social network: people have connections with a wide range of people who may not know each other.

A theorist, Lesley Milroy, explored how dense social networks influenced speech. She found that when your social network is dense, you are more likely to become **linguistically homogenous** (you all speak the same).

To what extent do you think that is true for you? Would you say your social networks are dense or open? Do you find that you use language in the same way as your friends? Write a response here:

The TV show Love Island has helped Linguists explore the influence of social networks on language in more depth because the islanders are in a uniquely dense network where they have no outside influences on their language. Read the following article about the language use in the villa: https://www.dailymail.co.uk/sciencetech/article-7112087/Why-Love-Islanders-forced-copy-language.html and make some notes on it in the box below.

Task Two: Ethnicity

Ethnicity can influence the way someone uses language and it can affect the way those around them use language. The best example of this is MLE: Multi-Cultural English.

This is a type of English that started in London but has since spread across the country.

Watch this video to find out more: https://www.youtube.com/watch?v=0KdVoSS_2PM

Some prescriptivists think that MLE is an abomination; that it is ruining the English Language. Descriptivists, however, think that it is the natural evolution of an accent and that is shows that the younger generation are being creative with language.

One thing that people find with speakers of MLE is that they can **code-switch**. This means they can switch between different types of language depending on the situation.

Read these articles and summarise the views shown by the journalists:

 https://www.independent.co.uk/news/uk/this-britain/from-the-mouths-of-teens-422688.html

https://www.theguardian.com/media/mind-your-language/2013/aug/30/mind-your-language-jafaican

Task Three: Gender

The influence of gender on language has been explored since the 1970s and it continues to fascinate linguists across the globe.

A recent example of this comes from the TV show Love is Blind, where a contestant, Jessica, used a 'sexy baby voice' when talking to men. It has sparked a debate about female voices and why women might change their language.

Watch this video of Whoopi Goldberg discuss it here: https://www.youtube.com/watch?v=zZKKlFC_Yys

Google: 'Jessica Love Is Blind voice' and you will find many articles that discuss her use of the 'sexy baby voice' and what is means for women's language. Read a few articles and summarise your findings here:

Coursework

Your coursework makes up 20% of your final grade. It is made up of two pieces work, each worth 50 marks.

1. A piece of original writing and a commentary
2. An investigation

We're going to focus on the first piece of coursework in this booklet.

Original Writing and commentary

For this part of the coursework, you need to produce your own piece of creative writing that is 750 words long. You then have to write another 750 words of commentary: this is where you explain all the choices you made and why you made them. You also need to include a style model: something of the same genre that you have used as inspiration for your piece. For example, if you want to write the opening on a dystopian novel, your style model might be 1984.

Things you can write:

- Stories, book openings
- Travel writing
- Review
- Article
- Speech

Task One: novel openings

Here is this opening to 1984 by George Orwell. If you don't know anything about the book, watch this trailer for the film version: https://www.youtube.com/watch?v=Z4rBDUJTnNU or read about it on Wikipedia here: https://en.wikipedia.org/wiki/Nineteen_Eighty-Four

Read it through and look for:

1. Features that make it dystopian
2. Language choices that make it an effective opening

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.

Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig-iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party. His hair was very fair, his face naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.

Dystopian features	Effective opening

Task Two: review

Here is the opening of a film review from The Guardian newspaper of the Oscar winning film 'Parasite'. You can read the whole review here: https://www.theguardian.com/film/2020/feb/09/parasite-review-bong-joon-ho-tragicomic-masterpiece and you can watch the trailer for the film here: https://www.youtube.com/watch?v=isOGD_7hNIY

Read it through and look for:

1. Features that make it an effective review
2. Interesting choices of language made

In Bong Joon-ho's flawless tragicomedy, a poor yet united family bluff their way into the lives of a wealthy Seoul household.

The ideal way to experience South Korean auteur Bong Joon-ho's awards-garlanded, international box-office smash is with as little prior knowledge as possible. So if you're reading this before seeing the film, and you've managed to avoid the whirlwind of publicity it has attracted since winning the Palme d'Or last May, it may be simpler to just stop and head straight to the cinema. Because, at the risk of adding to the hype, *Parasite* really is the kind of remarkable experience that makes modern movie-going such a joy. I saw it for the fourth time last week and I'm now desperate to view the black-and-white version that Bong recently unveiled at the Rotterdam film festival.

Described by its creator as "a comedy without clowns, a tragedy without villains", *Parasite* is more Shakespearean than Hitchockian – a tale of two families from opposite ends of the socioeconomic spectrum, told with the trademark genre-fluidity that has seen Bong's back catalogue slip seamlessly from murder mystery, via monster movie, to dystopian future-fantasy and beyond. We first meet the Kim family, headed by father Ki-taek (Song Kang-ho) and mother Chung-sook (Chang Hyae-jin), in their lowly semi-basement home, hunting for stray wifi coverage and leaving their windows open to benefit from bug-killing street fumigation. They have nothing but one another and a shared sense of hard-scrabble entrepreneurism. So when son Ki-woo (Choi Woo-shik) is faced with an unexpected opportunity to home-tutor a rich schoolgirl, he gets his gifted artist sister, Ki-jung (Park So-dam), to forge a college certificate, bluffing his way into the job and into the home of the Park family.

An architectural wonder perched high above the slums of Seoul, with views not of urinating drunks but of luxurious lawns and starlit skies, this wealthy house is everything the Kims' pokey dwelling is not: elegant, angular and weirdly isolated. While aloof businessman Mr Park (Lee Sun-kyun) is at work, his anxious, uptight wife, Yeon-kyo (Cho Yeo-jeong), tends to their coquettish daughter and hyperactive young son. It's a lifestyle that relies upon hired help: tutors, a chauffeur and, most importantly, a devoted housekeeper Moon-gwang (Lee Jung-eun), who stayed with the building after its original architect owner moved out. Spying an opening, Ki-woo (newly dubbed "Kevin") realises that his own family could easily fill such roles, and hatches a plan that will inveigle the Kims into the privileged lives and home of the Parks.

Effective review	Interesting choices of language

Task Three: Original Writing

Your task now is to write your own piece of original writing.

You can either:

1. Do a dystopian novel opening and use 1984 as your style model
2. Do a film review and use the Parasite one as your example

Or:

You can find your own style model and create something of your own.

Good places to find style model:

Novel openings:
 https://www.bookbrowse.com/ if you click on a book and go to the 'excerpt' tag you will find the openings of new books.
School website: You can read hundreds of free ebooks through the school website:
https://meadowhead.wheelers.co/
Opinion articles:
The Guardian: https://www.theguardian.com/uk/commentisfree
The Independent: https://www.independent.co.uk/news/media/opinion
Travel writing:
Lonely Planet: https://www.lonelyplanet.com/
Rough Guides: https://www.roughguides.com/features/

⭐ **What you need to do:**
Select your style modelWrite your own piece that shares some similarities with the style model, but is your own piece. The style model is there for inspiration.
Aim for 400-500 words. NO MORE than 750 words.

That's it!

I hope you have enjoyed your introduction to the course and you feel ready to start in September!

We would like you to please bring this booklet to your first lesson. Don't worry if you haven't completed everything BUT you must have completed the three tasks with a ⭐ . These are:

- **Your analysis of an advert/text**
- **Your piece of original writing**

If you have any questions you would like to ask about the course, please get in contact with me at:

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If you would like to find out more about English language, there are other things you can do. There are some excellent podcasts including:

https://www.theallusionist.org/

 https://vocalfriespod.com/

https://www.fluentlanguage.co.uk/podcast-blog

There are also many interesting articles about language in the Mind Your Language section of The Guardian which you can find here: https://www.theguardian.com/media/mind-your-language

You can also sign up for the Buzzfeed Language newsletter which sends links to interesting facts and articles about language. https://www.buzzfeed.com/adamdavis/hey-language-lovers-buzzfeed-has-a-newsletter-for-you

You could also order any of the excellent books written about Language including:

How Language works – David Crystal

Because internet – Gretchen McCulloch

Eats shoots and leaves – Lynn Truss