**Year 12 to Year 13 Summer Work Booklet**

Task one: Read through the openings to these 19th Century Texts and fill in the table below

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| --- | --- | --- |
| Title of text  | Identify Genre and support with textual reference   | Language change over time – select at least four example of archaic/old language usage from each text. Re-write each using modern 21st century SE  |
| 1. Thomas Malory: 1406-71
 |   |   |
| 1. John Bourcher, Lord Bernes: 1467-1533
 |   |   |
| 1. Authorised version of the Bible: 1611
 |   |   |
| 1. Samuel Pepys: 1633-1703
 |   |   |
| 1. Daniel Defoe: 1660-1703
 |   |   |
| 1. Jane Austen: 1775 -1817
 |   |   |
| 1. Samuel Butler: 1835-1902
 |   |   |

Task two: Read these opinion articles and 3 other articles of your choice

1. **Article one is from The Standard**

**Britain would be dull if my London accent wipes out all of the others**

By

[Tomiwa Owolade](https://www.standard.co.uk/author/tomiwa-owolade)

16 June 2022

By the end of this century, the slang I grew up speaking in my little pocket of inner-London with my mates will be the dominant dialect of Britain. According to Matt Gardner, a professor of linguistics at Oxford, Multicultural London English (MLE), will eventually rule the roost. MLE is a mixture of Jamaican, African, Asian and Cockney influences. Words like “peng” and “bare” will soon be part of the normal vocabulary up and down this green and pleasant land.

This is not surprising. The way we speak never stands still. When reading or watching a [Shakespeare](https://www.standard.co.uk/topic/shakespeare) play, we need to adjust ourselves for his English. The Liverpool Scouse accent, one of the most distinctive in this country, emerged in the 19th century under the influence of Irish immigrants.

Change is the norm, but if the dominance of MLE plays some role in reducing the range of dialects spoken in Britain, I will feel a pang of sadness, as though something has been lost. The way we speak relates to geography, culture and class. The Irish playwright [George Bernard Shaw](https://www.standard.co.uk/topic/george-bernard-shaw)famously said “it is impossible for an Englishman to open his mouth without making some other Englishman despise him”.

[Accents are often used to mark someone as either clever or thick.](https://www.standard.co.uk/news/uk/people-with-birmingham-and-afrocaribbean-accents-still-face-bias-in-britain-study-shows-a4297616.html)This is what Robert McKenzie and Andrew McNeill, of Northumbria University, found in their study of accent bias, which will be released in full next week. As McKenzie told The Guardian, “people do think speakers in the north of England are less intelligent, less ambitious, less educated and so on, solely from the way they speak”.

Accent bias is another way for posh people in southern England to discriminate against the neglected North. It reflects regional inequalities. Even controlling for class, for instance, people in the North are more disadvantaged. According to the Children’s Commissioner for England, pupils on free school meals in London are twice as likely to attend university as those pupils in the North. But condemning accent bias shouldn’t simply be about class and regional inequalities. Accent diversity ought to be cherished.

When we think of diversity, we often think of ethnicity and religion. But Britain has also been powerfully diverse in its variety of accents. As Joan Washington, the accent coach and late wife of actor [Richard E Grant,](https://www.standard.co.uk/topic/richard-e-grant) put it: “It seems to me that landscape has something to do with the tune of an accent. It certainly feels true that the flatter the landscape, the flatter the accent.” She contrasts flat tones of an East Anglian accent, and how that mirrors the flatness of that region, with the lolling intonation of an accent from the Valleys in south [Wales.](https://www.standard.co.uk/topic/wales)

We don’t all speak the same, and this is a good thing. Locality can be as enriching as cosmopolitanism. John Clare, the magnificent Romantic poet from Northampton, once said: “I could not fancy England larger than the part I knew.” A study by HSBC, however, claims that many northern accents could be wiped out by 2066. This is because of our greater interaction with voice recognition technology, and the fact that such technologies have a bias towards southern forms of English.

I love the fact that a dialect that emerged as a consequence of London’s immigrant communities will soon become mainstream but it will be sadly ironic if this is at the expense of Britain’s various regional accents — accents that have often been denigrated by the elite, but which have vividly furnished the cultural landscape of this country like our greatest works of natural beauty.

Analysis of article 1 (consider GAPMAC, representations, individual language choice, discourse, tone, individual language choices, context, audience positioning, producer positioning):

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1. **Article two is from The Guardian**

Ever-changing dialects keep English moving – but grammar is its north star

[*Simon Jenkins*](https://www.theguardian.com/profile/simonjenkins)

Protesting that ‘bad’ grammar should not hold someone back will not stop it from doing so. Accuracy is in everyone’s interest

Sat 25 Sep 2021 10.00 BST

I say tomahto and you say tomayto. My wife says dahrling and I say my dear. We all speak differently, and some of us speak different. Does it really matter?

Things matter if people think they do. I remember being with a group of Manchester businessmen whose bitterest complaint was that London stole their brightest young people and carried them off south. And not just that. As the young migrated south, they dropped their regional accents to conform to what London called “standard” English. When they came home they sounded like foreigners.

Last week the Dutch/Lancastrian linguist, Willem Hollmann, gave a new meaning to levelling up. He declared that teaching standard English and “received pronunciation” or London RP in schools [discriminated against](https://www.thetimes.co.uk/article/children-with-regional-dialects-are-marginalised-at-school-pg5jpb7q3) the majority of English children who did not use them at home. This should stop, he argued. There should be no such thing as correct diction because “children who do not speak received pronunciation might struggle and may feel marginalised”.

The great north-south divide, to which Boris Johnson has rightly directed our attention, has long had its roots in “talent skimming”. As long as clever people stayed at home, the rich tapestry of provincial English was just that, a rich tapestry. One of the most damaging things successive British governments have done to that tapestry is to make it necessary for each age cohort to travel miles from home for its higher education and job opportunities, usually in a south-easterly direction. Most never return home, and the brightest and best tend to [drift to London](https://www.theguardian.com/money/2018/mar/18/regions-london-brain-drain-graduates-metro-mayors). Some retain traces of their accents of origin, but many consciously or unconsciously camouflage it with standard English, to get better jobs and to fit in.

Hollmann believes they should not be encouraged to think their home dialect is “incorrect” and somehow inferior to standard English. If they prefer the northern “I were” for “I was”, that is their choice. He wants children to carry their Norse/Saxon grammars and exotic regional vowels to the metropolis with pride. If they fail to get posh jobs as a result, so be it. They should sue for unfair discrimination.

This is a classic case of an argument with a grain of truth in it. In the last century the BBC used to ban regional accents on air and there was a justified outcry. It no longer does. Standard English grammar and pronunciation are no longer upper-middle class English. Linguists have long traced the permeation of RP with “estuarial” English. Privately educated children now drop their consonants. Tony Blair would say dunno, righ-on and geh-off. Even the Queen’s accent is noticeably different from the way she spoke in the strangulated voice of 40 years ago.

While a Graham Norton or a Huw Edwards voice is not that of a Stephen Fry, I cannot believe it is held against them, any more than are the voices of Paul McCartney or Geoffrey Boycott. Most people can manipulate their accents as they choose. But I think most Britons delight to hear regional accents.

Where Hollmann is on more difficult territory, I believe, is over grammar. As he has pointed out in his other writings, [grammar holds the key](https://theconversation.com/grammar-still-matters-but-teachers-are-struggling-to-teach-it-166292) to understanding in all forms of communication. The deployment of nouns and verbs, adjectives and adverbs carries with it the essence of meaning. I cannot see virtue in refusing to teach children standard English as “correct”, just to protect supposed regional sensitivities. How to say tomato does not matter. What does matter are the clarities embodied in singulars and plurals, tenses and conditionals, qualifiers and determinants. Clarity of language is crucial to the presentational skills now so important to a young person’s career – and so rarely taught while time is wasted on algebra and geometry. Protesting that “bad” grammar should not hold someone back will not stop it from doing so.

In the 19th century much debate in Wales and Ireland centred around whether the new school system should teach in the medium of English or in then prevalent local tongues. Nationalist intellectuals demanded that English be banned. To radicals such as Daniel O’Connell, this was antiquarian arrogance, denying poor Irish the skills by which their children might escape poverty. It was “national suicide”. In Wales, Aneurin Bevan said the same of Welsh. English was the language of working-class unity and to deny it to Welsh children was debilitating.

No one wants to see the demise of English dialects. Like the landscapes and townscapes of which they form part, dialect is rooted in ancient customs and cultures. Of course, it should be honoured and studied in schools and colleges. Indeed, all children should be “bilingual in English”. The accents in which these various Englishes are spoken will always be alive and changing – from RP to [multicultural London English](https://www.theguardian.com/society/davehillblog/2013/feb/06/paul-kerswill-multicultural-london-english). It must be the most swiftly mutating language on the planet.

Grammar is different. English is full of irregularities handed down over centuries, and its “correctness” is a reasonable topic for argument. Its spelling is diabolical. But as long as English is the nation’s language – as well as much of the world’s – its communality, its grammatical accuracy is in everyone’s interest. Accent we can leave to the diversity of the human marketplace. But the gods of grammar we should surely respect.

Analysis of article 2 (consider GAPMAC, representations, individual language choice, discourse, tone, individual language choices, context, audience positioning, producer positioning):

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Two articles of your choice. They can relate to any part of language that you like (gendered language, racist language, children’s language, accent/dialect, age, occupation, ethnicity etc)

1)

Headline:

Strapline:

Publication:

Analysis of article (consider GAPMAC, representations, individual language choice, discourse, tone, individual language choices, context, audience positioning, producer positioning):

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2)
Headline:

Strapline:

Publication:

Analysis of article (consider GAPMAC, representations, individual language choice, discourse, tone, individual language choices, context, audience positioning, producer positioning):

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Task three: Wider Reading and Language Lectures.

You can choose at least **two** from the stretch and challenge list and **one** from the wider reading list to make notes on and/or analyse.

**Wider Reading**

This is for you to broaden your horizons and get reading about lots of issues that arise in the course – both fiction and non-fiction.

1. Americanah by Chimamanda Ngozi Adichie
2. White Teeth by Zadie Smith
3. The Lonely Londoners by Sam Selvon
4. Mother Tongue by Bill Bryson
5. Anita and Me by Meera Syal
6. Through the Language glass by Guy Deutscher
7. 1984 by George Orwell
8. The Hungry Tide by Amitav Ghosh
9. A Clockwork Orange by Anthony Burgess
10. Their eyes were watching God by Zora Neale Hurston
11. In the land of invented languages by Arika Okrent
12. Shuggie Bain by Douglas Stuart
13. My Broken Language by Quiara Alegria Hudes

**Issues of language and identity within the novel/text with relevant examples. Consider how language is powerful and important in terms of dialogue in these novels/texts:**

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**Language Stretch and Challenge**

1. **Massolit:**

Available to access at any time as they are pre-recorded. They are constantly updating these so please scroll through more at your own leisure:

<https://www.massolit.io/courses>

<https://www.massolit.io/subjects/english-language?fbclid=IwAR2B-8WeyBNUCTAXy8sslk91MHuCXfbLtIbCftvPz2dXZwoXx8uy5vqZASw>

Child Language Acquistion: <https://www.massolit.io/courses/child-language-acquisition-hendriks>

Semantics and Pragmatics: <https://www.massolit.io/courses/semantics-and-pragmatics>

Language and Power: <https://www.massolit.io/courses/language-and-power-hart>

Language, gender and sexuality: <https://www.massolit.io/courses/language-gender-and-sexuality-sauntson>

Literary linguists: <https://www.massolit.io/courses/literary-linguistics>

Topical language issues: <https://www.massolit.io/courses/topical-language-issues>

Language change: <https://www.massolit.io/courses/language-change-in-the-english-language>

Language and social media: <https://www.massolit.io/courses/language-and-social-media>

Creative writing (helpful for Paper 2 Q4): <https://www.massolit.io/courses/creative-writing-cartwright>

1. **The University of Sheffield:**

English Language and Linguistics: How do children acquire language (and how do we study it)?
Tuesday 31 May 2022, 3:45pm-5:15pm

This session will focus on how children so easily acquire one (or more!) languages with ease, despite the input they receive being limited. We will use examples from children's language development at around age 2 to examine the types of questions acquisitionists ask, what tools we use to investigate language development, and what studying language acquisition can tell us about adult language. You'll also have the chance to hear about what studying linguistics at university is like, our degree programme here at Sheffield, and the types of careers linguists go on to have.

Register here - [https://www.sheffield.ac.uk/undergraduate/visit/taster-days/english-language](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feu-west-1.protection.sophos.com%2F%3Fd%3Dsheffield.ac.uk%26u%3DaHR0cHM6Ly93d3cuc2hlZmZpZWxkLmFjLnVrL3VuZGVyZ3JhZHVhdGUvdmlzaXQvdGFzdGVyLWRheXMvZW5nbGlzaC1sYW5ndWFnZQ%3D%3D%26i%3DNjBkOWE3N2ViNzA1NTIwZTg3MjBlMzE2%26t%3Dd3ZpOTlVL0dlSml2RVRpaHorQTJhNStMaE9IdFdJUU9OdzREMnQreVIyVT0%3D%26h%3D264161ee21e34005a43184cad4b8a76c&data=05%7C01%7CCHance%40opgs.org%7C192dbe8c8e944b156a1a08da283bfb2e%7C064b53d940d84867b4932e949a06ed13%7C1%7C0%7C637866535425335485%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=g7qiUM4o27g2jTDpmT2kylDWwfRm3JTrfiUf3k2Fluc%3D&reserved=0)

1. **The University of Oxford:**

Available to access at any time as they are pre-recorded.

Language and gender: <https://podcasts.ox.ac.uk/english-and-gender>

History of English pronunciation: <https://podcasts.ox.ac.uk/history-english-pronunciation>

Language and history: <https://podcasts.ox.ac.uk/language-and-history>

1. **TED Talks:**

Available to access at any time as they are pre-recorded.

Where did English come from? [Claire Bowern: Where did English come from?](https://www.ted.com/talks/claire_bowern_where_did_english_come_from?language=en)

The giant leaps in language technology and who is left behind: <https://www.ted.com/talks/kalika_bali_the_giant_leaps_in_language_technology_and_who_s_left_behind?language=en>

1. **The University of Birmingham**

Available to access at any time as they are pre-recorded.

How language changes minds: <https://www.youtube.com/watch?v=AmOA9qlnOiY>

1. **The University of Reading**

Available to access at any time as they are pre-recorded.

The History of English: <https://www.reading.ac.uk/sacll/university-of-reading-lectures/history-of-english-lecture>

1. **The University of Leeds**

Available to access at any time as they are pre-recorded.

There are an array of lectures on here from famous linguists and theorists that you study.

Peter Trudgill: <https://mymedia.leeds.ac.uk/Mediasite/Showcase/default/Presentation/33ca8475171f46f8934d5cc587f12a4b1d>

Language and social justice: <https://mymedia.leeds.ac.uk/mediasite/Showcase/default/Presentation/024ba93a144045fc92b6fe1f290371221d>

What does humanity lose when language disappears? <https://mymedia.leeds.ac.uk/mediasite/Showcase/default/Presentation/176460130bc1485d973fc953c62f898e1d/Channel/8b0e11f745f842038dbeceebc05920215f>

1. **David Crystal Lectures**

Available to access at any time as they are pre-recorded.

Standard and non-standard English: [Academic English - Prof. David Crystal on standard vs. non-standard English](https://www.youtube.com/watch?v=hGg-2MQVReQ)

The future of language: [David Crystal - The Future of Language from Routledge](https://www.youtube.com/watch?v=xryP2eaxAlE)

Will Language always be the global language? [David Crystal - Will English Always Be the Global Language?](https://www.youtube.com/watch?v=5Kvs8SxN8mc)

The influence of the internet on language: <https://www.youtube.com/watch?v=435bQDAY8zA>

Texts and tweets – myths and realities: <https://www.youtube.com/watch?v=Boj8VYzDAy8>

Notes for Stretch and Challenge:

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Task four: NEA Investigation work

Now that your proposal has been approved. You need to start working on your investigation. See NEA booklet with the structure of the investigation outlined.

1. Prepare a detailed **poster**. You will be assessed on this so word process it.

It must follow the outline below:

* Topic of investigation related to concepts and theories. This should be framed as a question or comparison. Your investigation should seek to test a hypothesis.
* Explain why you have chosen this area – this could range from links to career pathway, university courses, EPQ, personal interest (this last will probably feed into the other reasons).
* Display examples of your data alongside methods of collection. You should address any issues here such as observer’s paradox, access to archive material etc.
* Present clear indication of language levels you will employ to analyse data. You must include grammar as well as lexical and semantic levels. You could use the 5 nouns and 5 verbs exercise we have done to help with this. Depending on your data, other language levels will also be included. The greater the depth of linguistic analysis – the better the language investigation.
1. **You are handing in 1000 words of your investigation. This must be word processed. First draft of introduction, methodology and analysis. PLEASE NOTE: This MUST be uploaded to TEAMS ASSIGNMENT BY MONDAY 5TH SEPTEMBER.**

|  |  |
| --- | --- |
| Title page | Include name, centre number, candidate number as well as full title. |
| **Contents page** | With page numbers |
| **Introduction and aims.****200 words** | An explanation of the **focus** of your investigation and the origin of the idea.Include broad details of what you are seeking to find out, including a clear statement of your **hypothesis** or questions. |
| **Description of data** | Factual information about what **language data** is being studied. Keep this brief with page reference to your appendices. |
| **Methodology** **200 words** | An explanation of how the investigation has been designed, why you chose this method, its effects on your findings and an evaluation of which **linguistic** **frameworks** you will need for your investigation. |
| **Analysis** **1,200 words**This is the largest section | A systematic study of the language use being studied. It is useful to use subheadings, linked to language levels, and include tables if appropriate. |

Task five: Child’s Language Acquisition Question

In your response to this section, you must:

• apply appropriate methods of language analysis, using associated terminology and coherent expression

• demonstrate understanding of relevant language concepts and issues

• consider contextual factors and language features associated with the construction of meaning

• provide supporting examples



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