

A LEVEL

Delivery Guide

H470

Accredited

ENGLISH LANGUAGE

Theme: Language Change

September 2015



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



Click to view associated resources within this document.



Click to view external resources



Curriculum Content

This Delivery Guide will focus on Component 2, Section C of the A level – Dimensions of linguistic variation: Language Change. The focus of this section is on analysis of historical varieties of English. The analysis will be based on drawing connections and comparisons between two texts from different times. This section is examined externally with a maximum mark of 36, and covers the key skills of students' ability to apply appropriate methods of language analysis, using associated terminology and coherent written expression (AO1), analysing and evaluating how contextual factors and language features are associated with the construction of meaning (AO3) and exploring connections across texts, informed by linguistic concepts and methods (AO4). AO2 is not covered in this question and this therefore gives students unrestricted opportunity to focus on the impact of texts on diverse audiences and respond critically and with careful consideration of context, production and reception.

Students should study the ways that English language has developed and changed over time, and the unit encompasses methodologies for the study of language change. Included in this guide are opportunities for students to examine a range of historical texts and genres – ranging from romantic correspondence to war diaries to recipes. In the exam, students will be expected to identify and compare significant features or patterns in texts from two different times and explore their effects (AO4) e.g. comparing how agony aunts have answered problems in the past and present or comparing a romantic email with a love letter from the C19th and identifying the contextual and lexical impact on the different audiences (AO3).

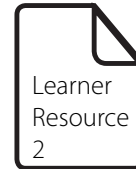
Although this delivery guide isn't a scheme of work, if all the activities are completed the students should be ready to take the exam. To test how ready the students are, they should be encouraged to attempt the question on language change that can be found on the OCR GCE English Language web page (<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/>), Assessment Materials section, Question 3 in Unit 470/2. It is also worth noting that the descriptors in the mark scheme will remain consistent, therefore any linked texts that come from different eras could be used, such as, those in the transition guide regarding historical varieties of English (<http://www.ocr.org.uk/Images/210272-ks5-he-transition-guide.pdf>).

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Curriculum Content

Activities	Resources
<p>Introduction and topic-specific terminology</p> <p>Resource: Read David Crystal's chapter 'Etymology' from <i>A Little Book Of Language</i> together in class.</p> <p>Discuss and ask students to identify key points, what they would consider to be a key quote and explain what is it they find interesting about the topic. What can they relate to from their own personal reading or experiences? For example, the novels of Bernard Cornwell. Have they watched anything (TV/film) that can add to their understanding and knowledge? For example: <i>Wolf Hall</i>, <i>Ripper Street</i>, <i>Gladiator</i>.</p> <p>Introduce students to topic-specific terminology: broadening, narrowing, amelioration, pejoration, weakening, metaphor, idiom, euphemism, political correctness, colloquialism, Latinate, compounding, loan word, slang, derivation, meiosis, coinage, globalization, synchronic change, descriptivism, prescriptivism – giving them examples of each term (Learner Resource 2).</p> <p>Development/homework activity: ask students to research up to five words that have undergone some form of language change, identifying what the word used to mean and now means e.g. nice, spinster, clue.</p>	 <p>Learner Resource 2</p>



Curriculum Content

Activities	Resources
<p>Connotation/denotation/euphemism</p> <p>Explain to students the differences between the three terms.</p> <p>Ask students to explore the connotations of these examples, which share the same denotation: skinny and slender, childlike and childish, cheap and inexpensive. What effect does the language have on the listener and what does it tell us about the speaker/writer?</p> <p>Resource: http://www.flocabulary.com/word-choice/ can be used for a mini activity with students in groups working on the best word choices.</p> <p>Euphemism – Sara Thorne <i>Mastering Advanced English Language</i> chapter 17 on ‘The Language of Politics’ is particularly useful.</p> <p>Development activity: Students should then use a current news story to write their own speech using the three terms extensively throughout. Commentaries on the use of euphemism in political speeches are available: http://townhall.com/columnists/carolplattlieb/2011/09/05/obama_uses_euphemism_to_obscure_his_unpopular_agenda http://www.iic.tuis.ac.jp/edoc/journal/ron/r6-2-3/r6-2-3j.html</p> <p>Now ask students to read and/or listen to Paul Ryan’s speech and read the analysis afterwards which could point out to students how to create ambiguity in their own attempts.</p> <p>US Vice Presidential nominee Paul Ryan’s speech transcribed: http://www.npr.org/2012/08/29/160282031/transcript-rep-paul-ryans-convention-speech</p> <p>Paul Ryan’s speech: http://www.youtube.com/watch?v=bNQ1KyaXa1A</p> <p>Post-speech commentary: http://www.theguardian.com/world/2012/aug/30/paul-ryans-speech-audacious-untruths</p>	<div data-bbox="1733 475 1883 568">▶ Click here</div> <div data-bbox="1733 596 1883 689">▶ Click here</div> <div data-bbox="1733 718 1883 810">▶ Click here</div> <div data-bbox="1733 839 1883 932">▶ Click here</div> <div data-bbox="1733 960 1883 1053">▶ Click here</div> <div data-bbox="1733 1082 1883 1174">▶ Click here</div>



Thinking Conceptually

Approaches to teaching the content

A useful way to begin would be to introduce students to the idea of language change and identify how, why and in what ways language has changed and is changing. This will begin to address AO3 in understanding the importance and effect of context. An understanding of topic terminology is key and students should be encouraged from the outset to use this terminology and to address the language levels in their analysis of texts (AO1). This has the option of introducing students to prescriptivism, descriptivism and semantic change, making use of students' opinions on this topic and guiding them towards some research on language change by linguists such as Honey, Milroy and Milroy and Cameron.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

The approaches listed above should encourage students to develop their interest and enjoyment of English and understand language change as explorers of language via context and function. Therefore, the necessity of a good




understanding of the topic-specific terminology, concepts and language levels will enable them to make use of these skills across the entire A Level English Language course, as well as this unit.

Identifying significant features or patterns in a text and analysing contextual features will aid them in their study of language under the microscope (Component 1). Considering gender, power and different modes of English will support their work in comparing and contrasting texts (Component 1) where the focus is on exploring linguistic connections and comparisons between different modes of communication.

The intention of this section of the Delivery Guide is to make the students aware of different approaches to language change and whether 'standards are falling'. The activity references a range of resources that present this issue and could lead to a piece of writing from the student, or the class could 'debate' the issues with specific students leading the debate and presenting one approach to this debate.



Thinking Conceptually

Activities	Resources
<p>Prescriptivism, descriptivism and semantic change</p> <p>Give students definitions of prescriptivism and descriptivism. Sara Thorne (2008) <i>Mastering Advanced English Language</i>, 2nd edition, Hampshire, England: Palgrave Macmillan, pp. 98–101, has two clear definitions as well as a useful activity where students are asked to decide which of 17 informal spoken English utterances are acceptable to them and there is also a commentary on analysis. Teachers and students might also find it useful to look at <i>The Queen's Speech</i> (Christmas broadcast 1957) and possibly a clip from Channel 4's programme <i>Skint</i>. Two extremes but useful for making the point glaringly obvious and it will create a debate on what students consider to be acceptable standards of English. This should engender a lively discussion about students' opinions about language and perceived falling standards in language via language use. Students should be able to cite wider reading to reinforce their points.</p> <p>Ask students to research Samuel Johnson's <i>A Dictionary of the English Language</i> 1755 and look for 7–10 examples of where Johnson has standardised spelling and meanings of words: http://johnsonsdictionaryonline.com/?page_id=7070&i=1</p> <p>There is an amusing episode of the television series <i>Blackadder</i> with Rowan Atkinson and Robbie Coltrane which depicts Johnson writing the first dictionary: http://www.youtube.com/watch?v=hOSYiT2iG08</p> <p>Theorists e.g. John Honey, Milroy and Milroy and Deborah Cameron can all be cited and students given the opportunity to do individual research on current thinking: https://languagedebates.wordpress.com/tag/john-honey/</p> <p>Dan Clayton's article in Emag April 2010 'Language discourses 1 – Debates and Discussions about language' is also recommended reading.</p>	<p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Students are to urged to immerse themselves in the English language and to read widely, looking at different time periods, genres and text types. They should share their reflections on their reading and on other interesting articles and thoughts they have encountered in their reading and in this way, build a compendium of wider reading. It would be considered relevant to identify how gender, power and language change have moved together and how in this context, social and economic change has played its part in the evolution of language. Teachers could consider giving groups of students research projects to complete, which might be: considering the history of the English language, English as a global language, loan words and the effect of the British Empire, how technology has impacted on language change, how the rise of the 'ladette' has changed the face of women's language, contemplate how the changing political scene has affected language and changed it and deliberate/discuss what the future of English might be.

This delivery guide will be exploring how men and women's language has changed, or women's language has changed since the nineteenth century, helping them access how the language of recipes has changed in addition to analysing the differences between how Fielding and Austen have presented the characters of Bridget Jones and Elizabeth Bennet through their lexis (Bridget Jones vs Elizabeth Bennet). This enables them to explore connections across different levels and discourses, as would a short video clip for visual, aural and kinaesthetic students. They will need a general understanding of genre, author, subject matter, original audience, date of publication and how texts would have been produced. Thinking consciously about lexis (e.g. archaic, old-fashioned and dialect) should help students focus on the vocabulary of English, including social and historical variation, whilst asking students to consider the effects of connotation and euphemism will help them to address how language features are associated with the construction of meaning. The comparison of texts from the past can be given to students to analyse in groups and teachers could take this opportunity to introduce students to the IPA and gauge levels of understanding. Also, an Aramaic version of the Bible could be listened to, both with and without the text.

A number of advice columns, ranging from Cathy and Claire's advice column in *Jackie* magazine in the 1970s to *Marie Claire* magazine's advice column in the modern day, have been included in the guide and can be utilised to cover the key skills of students' ability to apply appropriate methods of language analysis, using associated terminology and coherent written expression (AO1), analysing and evaluating how contextual factors and language features are associated with the construction of meaning (AO3) and exploring connections across texts, informed by linguistic concepts and methods (AO4). The Emag article included as part of this unit (Language change: agony aunts past and present), if used as wider reading, can give students an understanding of the context (AO3).



Thinking Contextually

Common misconceptions or difficulties students might have

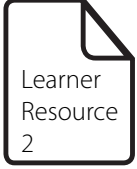
Students may need to be reminded, when completing analysis, to consider context, production and reception and the impact of texts on diverse audiences, in addition to the language levels and topic-specific terminology.

They should not be drawn into a micro analysis of rights and wrongs of particular texts but be encouraged to understand language change as a constantly evolving and organic process and to approach it as such.

There will be a variety of texts offered; some are from before 1600 which is the given date in the Specification but they offer interesting ideas about language change and the students should find them useful preparation.


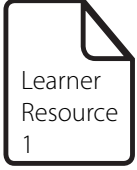
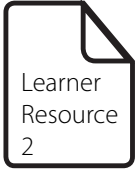

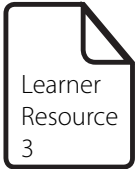




Thinking Contextually

Activities	Resources
<p>Comparison of texts from the past</p> <p>For this lesson activity, in either pairs or groups, students could be given three different resources which they work through in turn. When the groups have completed their tasks, each group should carousel to each of the resources in turn and add their analysis to the work already completed. The last group should present their findings.</p> <p>Resource 1: http://www.geoffbarton.co.uk/files/student-resources/A-Level-Language-Change/Mystery%20Texts.pdf</p> <p>First, take each of the five texts separately, think about the context and then answer the following questions: Who wrote it? What genre is it? What is the subject matter? When was it written? How would it have been produced? Who was it originally written for?</p> <p>Identify examples of archaic, old-fashioned and dialect lexis.</p> <p>Next start to analyse it using the key constituents (lexis, semantics, grammar, pragmatics, phonology, graphology, discourse).</p> <p>Use the topic specific terminology found in Learner Resource 2 now to analyse.</p> <p>Resource 2: http://www.geoffbarton.co.uk/files/student-resources/A-Level-Language-Change/Language%20Change%20through%20Three%20Bibles.pdf</p> <p>Compare and contrast this section of the Bible through 1380–1611 and 1997.</p> <p>What similarities and differences do you notice?</p> <p>Resource 3: http://www.thenazareneway.com/lords_prayer.htm</p> <p>Listen to the Aramaic version of The Lord's Prayer and identify where you think it can be linked to the version we know today. (Students should then be offered the worksheet 'The Lord's Prayer' and asked to use the IPA from the specification to identify changes in pronunciation of words.)</p> <p>Students work around changes to the Bible and 'The Lord's Prayer' employing a couple of interesting sources.</p> <p>The Huffington Post article on language change within the Bible makes for thought-provoking reading and can be found at: http://www.huffingtonpost.com/dr-joel-hoffman/five-ways-your-bible-tran_b_1007058.html</p> <p>David Crystal lectures on 'The Influence of the King James Bible on the English Language': http://www.youtube.com/watch?v=lgSDd6Bkatg. This also makes for interesting viewing.</p>	<div data-bbox="1733 469 1890 564">▶ Click here</div> <div data-bbox="1733 596 1877 772">  <p>Learner Resource 2</p> </div> <div data-bbox="1733 804 1890 900">▶ Click here</div> <div data-bbox="1733 963 1890 1059">▶ Click here</div> <div data-bbox="1733 1139 1890 1235">▶ Click here</div> <div data-bbox="1733 1267 1890 1362">▶ Click here</div>

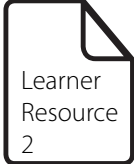


Thinking Contextually

Activities	Resources
<p>Bridget Jones vs. Elizabeth Bennet: How have women presented themselves and thought about men?</p> <p>Resource: <i>Pride and Prejudice</i> – Jane Austen, Chapter 34: http://www.pemberley.com/etext/PandP/chapter34.htm</p> <p>And <i>Bridget Jones's Diary</i> – Helen Fielding, Monday 14 August (Learner Resource 1).</p> <p>Take each of the texts separately first and think about the context. Who wrote it? What genre is it? What is the subject matter? When was it written? How would it have been produced? Who was it originally written for?</p> <p>Identify examples of archaic, old-fashioned and dialect lexis.</p> <p>Next start to analyse it using the language levels (lexis, semantics, grammar, pragmatics, phonology, graphology, discourse).</p> <p>Use the topic specific terminology now to analyse the use of: broadening, narrowing, amelioration, pejoration, weakening, metaphor, idiom, euphemism, political correctness, colloquialism, Latinate, compounding, loan word, slang, derivation, meiosis, coinage, globalization, synchronic change, descriptivism, prescriptivism (Learner Resource 2).</p> <p>Development task: What are the key variations in the two pieces? What is the effect? How would their audiences have reacted to them? How does a modern audience respond to Austen in this context?</p>	<p> Click here</p> <p> Learner Resource 1</p> <p> Learner Resource 2</p>
<p>Language change – looking at changes in war lexis through personal war diaries</p> <p>Teachers could begin this lesson activity by watching an episode of <i>Blackadder Goes Forth</i>/<i>Band of Brothers</i>/<i>Dad's Army</i> or the BBC1 series <i>Army: A Very British Institution</i>: http://www.bbc.co.uk/iplayer/group/p00hl622</p> <p>Students should be encouraged to compile a list of British army field-specific lexis. The article 'Fighting Talk' that was published in the Daily Mail (2008) may also make interesting reading that might generate lively debate. The article can be found at: Donald, G., 2008, Fighting Talk, <i>Daily Mail</i>, 13 October, p. 13.</p> <p>Learner Resource 3 is a compilation of war-time diary entries by both men and women: Oswald Blows (1916), Anne Frank (1942) and Sean Smith (2010). There are extensive lists of Second World War diaries compiled and archived by the BBC (http://www.bbc.co.uk/history/ww2peopleswar/); one, from a choice of many, that might be of interest for this exercise can be found at: http://www.bbc.co.uk/history/ww2peopleswar/stories/99/a2005499.shtml</p> <p>Students should be asked to consider lexis and semantics in these contexts and comment on social and historical variation as well as pragmatics. What connections are there across these different texts? How have different audiences received them and can students identify any patterns within the texts?</p>	<p> Click here</p> <p> Learner Resource 3</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Activities	Resources
<p>Language change: agony aunts past and present</p> <p>Before starting this activity, if the school or college has access to the English and Media Centre archive (see: http://www.englishandmedia.co.uk) students should read a couple of really useful articles as an introduction. Both are only available with the English and Media Centre password. The first article is by Dr Graeme Trousdale and is on language change and the second is on the language we use when giving advice.</p> <p>Students should then look at the examples of problem pages given below.</p> <p><i>Jackie</i> magazine problem pages with the legendary Cathy and Claire: http://www.thefreelibrary.com/HE+SAYS+HE+LOVES+ME...+BUT+HOW+CAN+I+BE+SURE%3F+Cathy+and+Claire+were...-a0151925085</p> <p>Modern-day advice for girls and young women from <i>Marie Claire</i> magazine: http://www.marieclaire.com/sex-love/advice/relationship-advice?click=main_sr</p> <p>and from The Huffington Post, a quite pithy post about why men shouldn't write advice columns: http://www.huffingtonpost.com/2012/03/22/why-men-shouldnt-write-advice-columns_n_1373270.html</p> <p>The article 'Words of Wisdom: The Best of 'Dear Abby'' gives an insight into the type of problems that the public felt compelled to ask advice for: http://www.thedailybeast.com/articles/2013/01/17/words-of-wisdom-the-best-of-dear-abby.html</p> <p>All of these focus on women as the target audience. What evidence can students find to justify this? How does the language specifically target women?</p> <p>Student task: research advice columns from the past and present for men. What similarities or differences can you see? Refer back to the subject specific terminology (broadening, narrowing, amelioration, pejoration, weakening, metaphor, idiom, euphemism, political correctness, colloquialism, Latinate, lexis, compounding, inflection, modal auxiliary, loan word, slang, derivation, meiosis, coinage, globalization, synchronic change, descriptivism, prescriptivism) (Learner Resource 2) and identify examples.</p> <p>Extension: write an advice column for three problems using language suited to the period of your choice.</p>	<div data-bbox="1731 475 1888 568">▶ Click here</div> <div data-bbox="1731 595 1888 687">▶ Click here</div> <div data-bbox="1731 715 1888 807">▶ Click here</div> <div data-bbox="1731 834 1888 927">▶ Click here</div> <div data-bbox="1731 954 1888 1046">▶ Click here</div> <div data-bbox="1731 1086 1874 1257">  <p>Learner Resource 2</p> </div>



Thinking Contextually

Activities	Resources
<p>Coining and how slang is constantly changing</p> <p>1) Students could be asked to draw up a list of the ten most popular slang words used by their immediate circle of friends/ common in their locality. This should generate some element of discussion – it might be more productive if the teacher also lists the words they remember and contributes to the discussion e.g. how has the use of the word ‘sick’ evolved, what does ‘peng’ mean to an older/younger audience or what does ‘jomo’ mean?</p> <p>YouTube clip ‘Teenage Language explained by Clueless Adults’ could also be shown at this point: http://www.youtube.com/watch?v=ozL3wg_54ws</p> <p>A homework task could be to research the Word Spy website: http://www.wordspy.com for current words.</p> <p>2) Teachers can steer this discussion and ask students to consider how use of slang can exemplify how language can be used to include/exclude others and possibly also touch on language and power.</p> <p>Andrew Moore has written extensively on language and power: http://www.universalteacher.org.uk/lang/power.htm</p> <p>3) David Crystal gave a talk via the British Council and answered the question: ‘What do you most enjoy about the English language?’ (Answer: that it changes): http://www.youtube.com/watch?v=Sqklv79KBTw (He is filmed talking to students in Europe which makes this clip very accessible for AS students.)</p> <p>There are three newspaper articles, from <i>The Independent</i> (2007), <i>The Sunday Times</i> (2010) and <i>The Times</i> (2011), that cover different aspects of language change. The three articles can be found at:</p> <ul style="list-style-type: none"> Jury, L, 2007. When did we start going to the loo? <i>The Independent</i>, 3 January. http://www.independent.co.uk/news/uk/this-britain/whats-in-a-word-when-did-we-start-going-to-the-loo-430621.html Rumbelow, H, 2011. The UK is no longer the true custodian of the Queen’s English, <i>The Times</i>, 6 April. http://www.thetimes.co.uk/tto/life/article2974073.ece White, R, 2010. Sunday Times News Review: How slang is constantly evolving, <i>The Sunday Times</i>, 19 December. http://www.thesundaytimes.co.uk/sto/newsreview/features/article488030.ece <p><i>The Independent</i> discusses ‘words whose origins have been lost over time’, <i>The Sunday Times</i> leads on how our 18th century ancestors led on coinage and discusses how language is evolving and <i>The Times</i> article is about how the ‘UK is no longer the true custodian of the Queen’s English’.</p> <p>The last article could be used as springboard to discussing how phonetics and phonology play a part in language change. Students should be asked to transcribe some of the words, thinking about pronunciation and paying particular attention to elements of prosody, whilst making judgements on audience impact throughout.</p>	<div>▶ Click here</div> <div>▶ Click here</div> <div>▶ Click here</div> <div>▶ Click here</div> <div>▶ Click here</div> <div>▶ Click here</div> <div>▶ Click here</div>

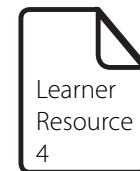


Thinking Contextually

Activities	Resources
<p>The changing language of recipes</p> <p>Sara Thorne in Mastering Advanced English Language (2008) gives a clear summary of what, in her opinion, are the causes of language change. Pages 558–559, look at the bones of analysis for an instruction text.</p> <p>This lesson activity looks at recipes and how the language of instruction has changed.</p> <p>http://aggslanguage.wordpress.com/texts-through-ages-2006/ begins with a recipe from the 1500s on how to make pancakes. Students could analyse this in pairs and then be given the analysis that is included.</p> <p>A contrast would then be to look at the following.</p> <p>Mrs Beeton's recipe for Empress Pudding: http://www.recipes4us.co.uk/Beeton/Mrs%20Beeton%20Empress%20Pudding.htm</p> <p>Julia Child's recipe for French crêpes: http://www.popsugar.com/food/Julia-Child-Crepe-Recipe-24456440</p> <p>Delia Smith's recipe for Richmond Maids of Honour: http://www.deliaonline.com/recipes/galleries/Cakes-for-tea/richmond-maids-of-honour.html</p> <p>and finally Nigella Lawson's recipe for chocolate cake: http://www.nigella.com/recipes/view/old-fashioned-chocolate-cake-119</p> <p>Students should identify and compare significant features (language levels) from all the texts and explore the effects. How is the language produced in each text and how is it received and understood by its audience? It may well be of use to look at spoken versions as well which are easily accessible via Youtube.</p> <p>In doing so, they could also consider the use of prosody in Julia Child's speech compared to that of Nigella Lawson and Delia Smith. Has women's language changed over time in this context?</p>	<p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>



Thinking Contextually

Activities	Resources
<p>Romantic correspondence and variations over time</p> <p>This lesson activity could start with a brief look at the Paston Valentine letter from 1477. The clip here from BBC News also contains an audio link so that students will be able to hear the correct pronunciation – it would be worth having a copy for display so that they are able to follow, as this could work as an opportunity for some IPA work.</p> <p>http://www.bbc.co.uk/news/uk-12419712</p> <p>The text of the Paston Valentine can be found at: http://news.bbc.co.uk/1/hi/uk/642175.stm</p> <p>To give students an idea of context, the link to the British Library timeline could be utilised: http://www.bl.uk/learning/timeline/item126579.html</p> <p>Students might also wish to look at two different types of romantic letter written in the nineteenth century (Learner Resource 4).</p> <p>Before moving on, students should be asked to think about how they romantically communicate. Text messages, IMS, emails and Snap Chat can be considered, as should this clip from David Crystal discussing 'The Principal Of Change': http://georgecouros.ca/blog/archives/tag/david-crystal</p> <p>Next, students could be given the following texts in groups and asked to look at context in more detail paying special attention to the language levels. They should apply critical skills in close reading, description, evaluation, analysis and interpretation of texts to inform their understanding of the context: http://www.fastcodesign.com/1669022/12-hand-written-love-letters-from-famous-people-from-henry-viii-to-michael-jordan</p> <p>Essentially, students are to be encouraged to critically evaluate attitudes towards language and its users. Is there any difference? What patterns can they distinguish/identify? This is an excerpt from the audio book version of 'Love Letters Of Great Men': http://www.youtube.com/watch?v=f_zUscNt_2Y</p>	<p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>Learner Resource 4</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>



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Activities	Resources
<p>Extension Activity – The development of English – looking at Middle English texts and comparing</p> <p>Activity A: William Caxton's Egges vs Eyren</p> <p>'Teach it' has a very useful resource based on William Caxton's book <i>Eneydos</i>: http://www.teachit.co.uk/index.php?CurrMenu=1978. The tasks are outlined below (tasks 1–4).</p> <p>This link to the British Library website could be set as homework before you start teaching the lesson activity: http://www.bl.uk/learning/timeline/item126611.html</p> <p>William Caxton – preface to <i>Eneydos</i>: http://andromeda.rutgers.edu/~jlynch/Texts/eneidos.html could be given to students in chunks and students (in groups) could try to write it in modern English before starting on the tasks below.</p> <p>The following link may be useful in contextualizing Caxton's work: http://www.bl.uk/treasures/caxton/english.html</p> <p>Task 1: ask students to write a written summary of the text in modern English. It might be helpful to allow students to hear some Middle English: https://www.google.co.uk/search?client=safari&rls=en&q=middle+english&ie=UTF-8&oe=UTF-8&gfe_rd=cr&ei=70NqVOOfLluYhQero4DoCw#rls=en&q=middle+english+spoken and to briefly explain the Great British Vowel Shift before continuing.</p> <p>Task 2: ask students to identify the issues that Caxton cites as the problems with language in his day. What solutions might he have come up with?</p> <p>Task 3: ask students to discuss the differences they observe between Caxton's use of English and the forms used in contemporary Standard English.</p> <p>Task 4: ask students to read David Crystal (1995) <i>Encyclopedia of the English Language</i>, pp. 54–55 and identify the other three factors that also contributed to the development during the fifteenth century of a standard written English.</p>	<div data-bbox="1733 475 1890 568">▶ Click here</div> <div data-bbox="1733 596 1890 689">▶ Click here</div> <div data-bbox="1733 718 1890 810">▶ Click here</div> <div data-bbox="1733 839 1890 932">▶ Click here</div> <div data-bbox="1733 960 1890 1053">▶ Click here</div>



Thinking Contextually

Activities	Resources
<p>Activity B: Middle English development of words from Latin and French</p> <p>This lesson activity is best taught in a computer room or where students have access to the Internet. The Open University has an entertaining and interesting clip which is accessible for all students on the History of the English Language: http://www.youtube.com/watch?v=SfKhIJIAhew</p> <p>The following diagram is also useful in explaining language origin visually: http://www.jebbo.co.uk/learn-oe/origins.htm</p> <p>The following article gives the history of borrowed words: http://www.danshort.com/ie/borrowedwords.htm</p> <p>Look at the groups of words below.</p> <ol style="list-style-type: none">1) abide / country / candle2) chair / chicken / ascend3) erupt / ice / fruit4) journey / marsh / sacred5) circus / oak / stay6) table / shadow / camera <p>Students should research the words on the Internet and decide whether their origin is Old English, Latin or French. What conclusions can they draw from this?</p> <p>Extension task – ask students to see if they are able to find synonymous triplets of words (Old English/Latin/French). They should use the OED (Oxford English Dictionary online) and a thesaurus as well.</p>	<p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>



Learner Resource 1 *Bridget Jones's Diary* – Helen Fielding



Monday 14th August

9st 5 (great, turned into lard mountain for interview, also have spot), alcohol units 0, cigarettes many, calories 1575 (but threw up so effectively 400, approx.)

Oh God. Terrified about interview. I have told Perpetua I am at the gynaecologist – I know I should have said dentist but opportunities to torture the nosiest woman in the world should not be allowed to slip through the net. I am almost ready and merely need to complete my make-up while practicing my opinions on Tony Blair's leadership. Oh my God, who's the Shadow Defence Secretary? Oh fuck, oh fuck. Is it someone with a beard? Shit: telephone. I can't believe it: terrifying telephonic teenager with patronizing South London sing-song going, 'Hel-lo, Bridget, Richard Finch's office here. Richard's in Blackpool this morning so he won't be able to make the meeting.' Rescheduled for Wednesday. Will have to pretend have recurring gynaecological condition. Might as well take rest of morning off anyway.



Learner Resource 2 Introduction and topic-specific terminology



Students should be given these examples and asked in groups or pairs to see if they are able to add more examples to them. These can then be shared so that a collective list of examples is created.

- broadening – mouse
- narrowing – meat
- amelioration – nice
- pejoration – impertinent
- weakening – guy
- metaphor – couch potato
- idiom – raining cats and dogs
- euphemism – surgical strike
- political correctness – chairperson
- colloquialism – numpty
- Latinate – villa
- compounding – greenhouse
- loan word – verandah
- slang – homies/my bad
- meiosis – slasher/grease monkey
- coinage – sickage

The following terms should be taught to students:

- synchronic/diachronic change
- descriptivism/prescriptivism
- derivation – an understanding of morphology would be needed here.



Learner Resource 3 Diary entries



Oswald Blows

9 July 1916:

July 29th, 5.30pm. Well, dear diary, I have to write now that which I would had never occurred, also my thankful deliverance from a living Hell.....

.....At 12 o'clock our artillery was silent, & us near the Hun's barbed wire, which we had been told was all destroyed. A few minutes past 12 o'clock the Huns began to shrapnel us well, & machine guns were turned on, & bombs thrown. A few guns only behind us opened fire, & when our line went forward to the wire they were mown down by Enemy machine guns, & when the wire was reached, it was almost intact. Our Guns opened up more at 12.15, & then some played on the barbed wire & amongst our own men, & what with it, the enemies artillery (from front & from each side), bombs, & Machine Guns, men dropped in dozens, many on the wire. It was impossible to get through – the barbed barrier was too thick, & the enemy being in the know, he put up a living hell. Shell holes were filled with dead, dying, & wounded men, & others, & so it was till day-break, no-one retiring until ordered to do so. The boys all fought gamely, & were up against certain death whenever they stood up, & the whole ground was swept with shrapnel.

I was in our H.Q. shell-hole, expecting every minute something would catch us. The Colonel (Collett) and some others were in a sap close by & were caught – the Colonel, & others wounded, & two or three killed. We knew that under the conditions things were a complete failure, & when orders came all that remained of us had to retire – to crawl along to an old trench much battered, & many dead there, both ours and the Hun's. We could not get our wounded in from No-man's land owing to the intense fire. We pushed our way down this long trench helping the walking wounded, & over the top where the trench was levelled & the trench was so full of wounded that any man unwounded who wished to get along had to get along the parapet. As we came back, the Huns followed us with shrapnel – he concentrating much fire but thanks to the misty morning, things might still have been worse. We came to end of trench – no one knew the way & it was a general mix up, yet we could guess the right direction to go in, so we struck over, & into another trench, also much broken & containing many dead – some most gruesome sights, bodies being in all positions & some awfully mangled, & the stench was awful. We followed on along a road (hell-fire corner) & along to a dressing station & helped to carry wounded to place where we slept the evening before. We then had some tea, a roll call (a sorry sight) & then back about two miles near original British front lines, after we had rested & feigned sleep for a while & that is where we are now. Our Bn went in 1,000 strong and now there is few, if any, more than 300. A few of our men left here a short time ago, & tonight are going to try & bring in our wounded – It was impossible to bring anyone in who could not help himself, & many of our men are still there, poor fellows, with all kinds of broken limbs and wounds. The boys stuck to it bravely, & no one thought of retiring until the order, & officers & men alike showed many a glowing deed. Only one or two officers returned.

Anne Frank

19 November 1942:

Dussel has told us a lot about the outside world, which we have missed for so long now. He had very sad news. Countless friends and acquaintances have gone to a terrible fate. Evening after evening the green and grey lorries trundle past. The Germans ring at every door to enquire if there are any Jews living in the house. If there are, then the whole family has to go at once. If they don't find any, they go on to the next house. No one has a chance of evading them unless one goes into hiding. Often they go round with lists, and only ring when they can get a good haul.

In the evenings, when it's dark, I often see rows of good, innocent people accompanied by crying children, walking on and on, bullied and knocked about until they almost drop. No one is spared - old people, babies, expectant mothers, the sick – each and all join in the march of death.



Learner Resource 3

Sean Smith

Guardian film-maker and photographer Sean Smith has just spent five weeks in Afghanistan, first with a US helicopter ambulance crew, and then with the US marines. This is his astonishing diary of his time with special forces.

2/06/2010

At 8.30am I leave Kandahar US airbase on a flight with the Guardian Angels; these are specially trained US air force helicopter pilots who fly into combat areas to pick up the injured. Accompanying them are the "jumpers", the armed paramedics who will jump out and get the wounded – or the bodies. There's also a gunner who mans the machine guns as the helicopter lands.

They are working 12-hour shifts. Mostly they are watching movies, doing emails. Today there was a class on how to treat burns.

3/06/2010

In the morning we pick up a US soldier who has been shot in the face and chest on patrol. We're hit by two rounds of gunfire shot through the underneath of the helicopter. To take out the helicopter when it comes in to pick up the wounded soldier – that's the real prize.

The injured guy was on the verge of passing out and couldn't move his face or say anything because his cheek had been shot away, and his airways were blocked. He survived. Later on, we pick up another soldier who had lost two legs and an arm. He made it too.

4/06/2010

Pick up an Afghan lorry driver caught by an IED (improvised explosive device).

5/6/2010

Pick up an Afghan soldier who has shot himself in the foot.

6/06/2010

We are called out to a soldier who has stepped on a mine. We land, as there is no one shooting at us. He has lost an arm and a leg but still has a pulse. The medics are doing emergency resuscitation. We are only in the air five minutes and they are pumping and pumping and still going at him on the stretcher as he is taken off the copter. He doesn't make it.

8/06/2010

I am at Camp Bastion with the British and am trying to fly to Nadi Ali. But the first flight is full. They get me on a Lynx helicopter later for Bastion, with the letters and parcels for the troops.



Learner Resource 4 Romantic correspondence



Oscar Wilde to Lord Alfred “Bosie” Douglas (Wilde’s eventual muse):

My Own Boy,

Your sonnet is quite lovely, and it is a marvel that those red rose-leaf lips of yours should be made no less for the madness of music and song than for the madness of kissing. Your slim gilt soul walks between passion and poetry. I know Hyacinthus, whom Apollo loved so madly, was you in Greek days.

Why are you alone in London, and when do you go to Salisbury? Do go there to cool your hands in the grey twilight of Gothic things, and come here whenever you like. It is a lovely place and lacks only you; but go to Salisbury first.

Always, with undying love, yours, Oscar

Emma Darwin to Charles Darwin:

I cannot tell you the compassion I have felt for all your sufferings for these weeks past that you have had so many drawbacks. Nor the gratitude I have felt for the cheerful & affectionate looks you have given me when I know you have been miserably uncomfortable.

My heart has often been too full to speak or take any notice I am sure you know I love you well enough to believe that I mind your sufferings nearly as much as I should my own & I find the only relief to my own mind is to take it as from God's hand, & to try to believe that all suffering & illness is meant to help us to exalt our minds & to look forward with hope to a future state. When I see your patience, deep compassion for others self command & above all gratitude for the smallest thing done to help you I cannot help longing that these precious feelings should be offered to Heaven for the sake of your daily happiness. But I find it difficult enough in my own case. I often think of the words “Thou shalt keep him in perfect peace whose mind is stayed on thee.” It is feeling & not reasoning that drives one to prayer. I feel presumptuous in writing thus to you.

I feel in my inmost heart your admirable qualities & feelings & all I would hope is that you might direct them upwards, as well as to one who values them above every thing in the world. I shall keep this by me till I feel cheerful & comfortable again about you but it has passed through my mind often lately so I thought I would write it partly to relieve my own mind.





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