**A level ENGLISH LANGUAGE**

**Unit 3**

**Teaching and Learning Resources**

**Exercise 1: Recognising a good response**

**C2 2018: Question 1(b)**

Read through the three examples below and record your first impressions of each response. Can you see any ways to improve them?

The ‘ly’ extension (exceedingly)/(exceeding) is representative of the line justification where journalists were payed based on the quantity they wrote. The non standard spelling “dropsy” and “dropsie” represents that the English language was not yet codified or fixed.

**Example 1**

The adverbs ‘exceedingly’ and ‘exceeding’ have inconsistent spelling because the ‘-ly’ suffix isn’t used both times. There is also inconsistency between the proper nouns ‘Dropsy’ and ‘Dropsie’ as well as the word being obsolete now. This is because after the 1755 dictionary (Johnson’s) was created, there were specific spellings for each word and this text was written pre-standardisation.

**Example 2**

The feature “exceedingly” is used as an adverb rather than what is standard which is a verb. This is mainly due to the lack of standardisation.

The present participle verb “exceeding” is used instead of an adverb which suggests that “exceeding” has had its meaning changed.

Due to the lack of standardisation, there was no incorrect form of spelling many words, for example “Dropsy” could be spelled however preferred. Either “Dropsy” or “Dropsie” could be written, meaning the same things and not come out as incorrect.

**Example 3**

**Question 1(b): Notes**

**Example 1**

The ‘ly’ extension (exceedingly)/(exceeding) is representative of the line justification where

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journalists were payed based on the quantity they wrote. The non standard spelling “dropsy”

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 and “dropsie” represents that the English language was not yet codified or fixed.

**Strengths**

* One valid language change point is made about the lack of codification.

**Areas for improvement**

* No word classes are identified.
* The references to justification and journalists’ pay are too broad. Had the uninflected adverb occurred right at the end of a line, the concept of justification could have been relevant with an appropriate reference to the dropping of the inflection.

**Example 2**

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The adverbs ‘exceedingly’ and ‘exceeding’ have inconsistent spelling because the ‘-ly’ suffix

repeated point

isn’t used both times. There is also inconsistency between the (proper) nouns ‘Dropsy’ and

additional point

‘Dropsie’ as well as the word being obsolete now. This is because after the 1755 dictionary

(Johnson’s) was created, there were specific spellings for each word and this text was

 additional point

written pre-standardisation.

**Strengths**

* Two word classes have been accurately identified.
* There are two well-expressed language change points.

**Areas for improvement**

* This response demonstrates secure knowledge, but includes more points than

necessary.

* Repeated points cannot be credited twice.
* Time saved here could be used on close reading of the texts, or on planning/writing the extended responses.

**Example 3**

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The feature “exceedingly” is used as an adverb rather than what is standard which is a

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verb. This is mainly due to the lack of standardisation.

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 The present participle verb “exceeding” is used instead of an adverb which suggests

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that “exceeding” has had its meaning changed.

 repetition of point 

 Due to the lack of standardisation, there was no incorrect form of spelling many words, for

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example “Dropsy” could be spelled however preferred. Either “Dropsy” or “Dropsie” could be

 repetition of point

written, meaning the same things and not come out as incorrect.

**Strengths**

* One word class has been accurately identified.
* There are two language change points.

**Areas for improvement**

* There is some confusion about the use of the uninflected form of “exceeding”.
* Words should be checked in context – this would have made it clear that both “exceedingly” and “exceeding” were adverbs.
* Pairs of words can be considered together – there is no need to write a separate sentence on each.

**C2 2018: Question 1(c)**

Read through the three examples below and record your first impressions of each response. Can you see any ways to improve them?

The noun “o’clock” is not only missing a hyphen but uses a prefix “a” and this was typical of a 1600 period to indicate a preposition. What would be a correct form is the contracted o’clock.

 The 3rd person present tense inflection on the verb “suppresseth” is commonly used. What would be present day English is “suppresses” which of course is not correct at that time as there was no standardisation.

**Example 1**

The noun phrase “a Clock” seems to be written how it is said as a lot of early modern English represents speech. Today the standard form would be “o’clock”. The verb “suppresseth” is used in the past tense with an archaic third person ‘–eth’ inflection potentially highlighting a southern dialect.

**Example 2**

 “a Clock” in standard English would be the numerical then the common noun so it would be 4pm with abbreviation. It has initial capitalisation of a common noun.
 “suppresseth” is seen as a second person pronoun inflection.

**Example 3**

**Question 1(c): Notes**

**Example 1**

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 The noun ^ “a clock” is not only missing a hyphen but uses a prefix “a” and this was typical

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of a 1600 period to indicate a preposition. What would be a correct form is the contracted

o’clock.

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 The 3rd person present tense inflection on the verb “suppresseth” is commonly used. What

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would be present day English is “suppresses” which of course is not correct at that time as

 not relevant in (c)

there was no standardisation.

**Strengths**

* Both word class have been accurately identified.
* There are two valid references to PDE forms.

**Areas for improvement**

* Describing the *-s* inflection as “not correct” misses the move towards the northern *-s* inflection in EME, which ultimately replaced *-eth*.
* References to language change concepts are not relevant in (c).

**Example 2**

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The noun phrase “a Clock” seems to be written how it is said as a lot of early modern

 generalisation valid, but mark already credited

English represents speech. Today the standard form would be “o’clock”. The verb

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“suppresseth” is used in the past tense with an archaic third person ‘–eth’ inflection

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potentially highlighting a southern dialect.

**Strengths**

* One word class has been accurately identified.
* There are two valid references to language change concepts.

**Areas for improvement**

* The reference to the PDE form is valid, but a mark has already been awarded for recognising the link to pronunciation.
* The *-eth* inflection marks a present tense verb phrase.

**Example 3**

 point not clear

“a Clock” in standard English would be the numerical then the common noun so it would be

 not relevant in (c)

4pm with abbreviation. Its got initial capitalisation of a common noun.

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“suppresseth” is seen as a second person pronoun inflection. Now its obsolete.

**Strengths**

* There is one valid reference to a language change concept.

**Areas for improvement**

* The broad word class reference to “the common noun” is not clear.
* There is some confusion about the word class of the verb inflection.
* References to random capitalisation are not relevant in (c).

**C2 2018: Question 1(d)**

Read through the three examples below and record your first impressions of each response. Can you see any ways to improve them?

The extract combines the use of a polysyndetic list shown by multiple conjunctions with the superfluous use of commas. In present day we use subheadings such as ‘How is it made’ to inform the reader and then use bullet points instead of repeating ‘and’. It also uses inverted syntax, an example being ‘much of fruit’. The grammatical structure of the extract is very jumbled and unclear. There is capitalisation of ordinary nouns like ‘Water’.

**Example 1**

As this period is before Lowth’s rule book on grammar, inverted syntax is used such as “and drunk generally throughout …”. The adverb generally today would be before the verb. As punctuation was loose during Early Modern English, a conjunction is used after a semi-colon to introduce a subordinate clause, “cold and Dry; and though it be …”. Here the semi-colon is simply not needed. As sentence structure was more complex, as this period is before wide-spread regularisation, a determiner is used (‘the’) before the pronoun ‘which’, which is lengthy and unnecessary.

**Example 2**

The extract is frequented with multiple examples of random capitalisation of concrete nouns such as “Coffee” and “Fruit”. It is an archaic feature in which writers choose to signify an objects importance with random, non-standard capitalisation. The suffix ‘th’ in ‘groweth’ is also an archaic grammatical feature of EME, used to indicate the past tense verb ‘grew’. Multiple clauses, such as ‘innocent thing, … Drink, … Oven …’ was also a feature of EME, as comma splicing often created the ornate style acknowledged in the era, as well as a lack of punctuation and grammar rules (via standardisation).

**Example 3**

**Question 1(d): Notes**

**Example 1** not a distinctive EME feature

The extract combines the use of a polysyndetic list shown by multiple conjunctions with the

 lacks linguistic explanation

superfluous use of commas. In present day we use subheadings such as ‘How is it made’ to

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inform the reader and then use bullet points instead of repeating ‘and’. It also uses inverted

syntax, an example being ‘much of fruit’. The grammatical structure of the extract is very

vague/inaccurate

jumbled and unclear. There is capitalisation of ordinary nouns like ‘Water’.

**Strengths**

* There is a valid reference to inverted syntax.
* The description of random capitalisation is relevant with an appropriate example and valid labelling of the word class.

**Areas for improvement**

* Polysyndetic listing is not distinctive to EME and no example is provided.
* The discussion of PDE graphological features is observational and does not demonstrate linguistic knowledge. It loses focus on the EME extract.
* The example of inverted syntax is not described linguistically.

**Example 2** 

As this period is before Lowth’s rule book on grammar, inverted syntax is used such as “and

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drunk generally throughout …”. The adverb generally today would be before the verb. As

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punctuation was loose during Early Modern English, a conjunction is used after a semi-colon

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to introduce a subordinate clause, “cold and Dry; and though it be …”. Here the semi-colon

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is simply not needed. As sentence structure was more complex, as this period is before

correct use of terms

wide-spread regularisation, a determiner is used (‘the’) before the pronoun ‘which’, which is

lengthy and unnecessary.

**Strengths**

* Three sensible points are made about key EME language features.
* Examples are well chosen and appropriate terminology is used to support each point.

**Areas for improvement**

* References to language change concepts are not needed in (d).

**Example 3**

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The extract is frequented with multiple examples of random capitalisation of concrete nouns

such as “Coffee” and “Fruit”. It is an archaic feature in which writers choose to signify an

 repeating points from (c)

objects importance with random, non-standard capitalisation. The suffix ‘th’ in ‘groweth’ is

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also an archaic grammatical feature of EME, used to indicate the past tense verb ‘grew’.

example does not show clauses

Multiple clauses, such as ‘innocent thing, … Drink, … Oven …’ was also a feature of EME,

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as comma splicing often created the ornate style acknowledged in the era, as well as a lack

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of punctuation and grammar rules (via standardisation). There is no possessive

 no reference to form i.e. noun phrase

apostrophe in ‘The Turks drink’.

**Strengths**

* Three sensible points are made about key EME language features.
* One example is described using appropriate terminology.

**Areas for improvement**

* The point about the semantic importance of words with random capitalisation is valid, but the marks have already been awarded. This could be a useful point to make in the language change essay.
* Repetition of points from (c) about grammatical form are not relevant in (d).
* Examples cited to demonstrate the multi-clause structure of EME sentences need to contain evidence of clauses i.e. verbs need to be quoted.
* The frequent use of commas to guide the reader through multiple subordinate clauses is not comma splicing – this describes the use of commas between two main clauses.
* References to language change concepts (e.g. standardisation) are not needed in (d).
* Examples cited need to be described using appropriate terminology.

**C2 2018: Question 2** Read through the three examples below and record your first impressions of each response. Write a list of strengths and weaknesses for each one. Can you see any ways to improve them?

**Example 1**

All these examples are advertisements written with the purpose to inform and persuade citizens to buy health products. Text A is from 1652 about a coffee house in London, text B from 1751 published in a newspaper focused on the healing power of products and text C from a flyer in 1910 distributed to a wide audience.
 Text A begins by giving background to the product advertised coffee in a hand bill. This can be seen in ‘THE Grain or Berry called coffee, groweth upon little trees, only in the deserts of Arabia.’ The use of the conjunction ‘or’ surrounding the common nouns ‘Grain’ and ‘Berry’ demonstrates a sense of unsureness as to what the product actually is that could present an air of intrigue about the mystery of this new discovery. The modifiers ‘innocent’ and ‘simple’ add to this to make coffee seem less dangerous. This is followed by the adjective ‘only’ acting as an intensifier juxtaposed with the prepositional phrase ‘in the deserts of Arabia’ using the proper noun ‘Arabia’ to illustrate a sense of the exotic to the reader. It perhaps also suggests a sense of exclusiveness through the emphasis on location that would appeal to the limited target audience of rich and wealthy people to further assert their prestige through the exotic foods they have experienced. This then continues with the mention of high status people in ‘all the Grand Seigniors Dominions’ demonstrating that the curator of the advert is appealing to the audience’s sense of wealth and social position as a way of persuading them to buy coffee.
 The advertisement progresses into discussing the health benefits of the drink. The declarative multi-clausal sentences and the qualitative judgements through the persuasive connotations of success in positive adjectives like “good” and “excellent” help demonstrate the benefits. Alongside the instructional tone of expertise through the added comparitive ‘better’, the non finite clauses ‘fasting … and not Eating’ and the time adverbs ‘an hour before’ and ‘an hour after’ this is a clever way of marketing the new product in the handbill. The second person pronoun ‘you’ directly targets the reader to not only enjoy the product but use it as a remedy.

**Example 2**

Texts such as advertisements have conventions, they usually use adjectives, persuasive language, alliteration, capitalisation and bold text. Particularly when promoting health products will consist of qualities of the products and its benefits, ingredients, side affects, possibly background of the products used and how to use it.
 Text C conforming to conventions of an advertisement straight a way with the opening heading ‘Why suffer from Asthma?’ in bold with addition of the statement being a rhetorical question. This stands out to a reader and already gives them an idea of the subject topic, asthma. The use of a rhetorical question is also a convention of advertisements as it’s clear no one wants to suffer from asthma. This text is on a flyer and is likely to be handed out to people, posted through letter boxes, in magazines or newspapers or put up like a poster. Due to this large platform of distribution it’s possible for a mass majority to see it and therefore promote the product.
 Through out text C, the repetition of ‘”Potter’s Asthma Cure”’ is constant to get it stuck in the readers head. In addition it’s displayed in speech marks giving the idea it’s being said, but also making it stand out. The use of speech marks is used for all products associated with the brand, ‘”Potter’s Asthma Cigarettes”’ and ‘”Potter’s Smoking Mixture”’. Also the ending of each paragraph is a sentence leading on to the next title, ‘”Potter’s Asthma Cure” is **Almost Magical**’ this technique makes it more likely a reader will follow on to the next paragraph and also makes the key words stand out.
 There’s also a use of Norman Fairclough’s synthetic personalisation, opening with ‘You’ and also the use of adjectives in reference to how asthma makes them feel, ‘painful and prostrating’. But also describing the feeling after with adjectives ‘ease, comfort and sweet soothing relief.’
 Conventionally of text C it referrences the types of methods for taking it, ‘put a little on a plate’, or ‘use the inhaler’. This is conventional and the upselling sales technique of listing the products and the inhalers price ‘one shilling’. The text has a lexical field of medicine with low frequency jargon like the noun ‘paroxysms’. Readers will find it comforting to believe an expert, but also the adjectives ‘marvellously’ and ‘magical’ make it seem amazing.

Text A is the oldest text and therefore differs from present day Standard English to a higher extent than B and C. This is visible as genre, audience and purpose are all shared, conventions are shared between the three.
 On line 1 of Text A the 3rd person present tense affixation “-eth” is attached to the arcaic verb “groweth”, in reference to the coffee plants in Arabia. The diectic nature of the text “about half a pint” demonstrates the texts Middle English associations through the lack of precise enumerators.
 The use of obsolete adjectives such as “lightsome” on line 16 furthers the differentiation between A and the other texts. Irregular Capitalisation throughout, such as the common noun “Drink” further evidences the plethora of grammatical irregularities. The use of grammatically irregular intensifier and premodifying adjective phrase “most excellent” reflects a convention of the genre, in the positive description of the product.
 The u/v interchange present on the verb “preuent”, further exemplifies the contrast in language between texts.
 The use of language specific to the semantic filed is present in line 19, the arcaic noun “Defluxion” and common noun “posset” on line 12. A level of pejoration is clear when examining common noun “Crudities” on line 10.
 Text B differs from A, primarily due to the orthography, being from only 5 years before the release of the first English dictionary irregular spelling is less common yet still present.
 The irregular capitalisation of intensifier “SO”, presents similarities with Text A when examining lexis such as plural common noun “Skins”.
 The irregular punctuation of text B can be evidenced on line 1 with the misused colon, “heightened : And …”, establishing a contrast from Text C where this isn’t present.
 The post modifying adjective “nicest persons” establishes the clear amelioration that has occurred over time, on line 10.
 A difference in text B when comparing to text A would be the use of an anecdote, “The CASE of Mr DOWNS of Cold-Bath Fields”, the irregular capitalisation throughout this heading presents a contrast with text C when observing a heading such as, “Relief-Instant Relief”.

**Example 3**

**Question 2: Notes**

**Example 1**

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All these examples are advertisements written with the purpose to inform and persuade

no reference to historical language periods

citizens to buy health products. Text A is from 1652 about a coffee house in London, text B

from 1751 published in a newspaper focused on the healing power of products and text C

 AO4 basic overview

from a flyer in 1910 distributed to a wide audience.

 Text A begins by giving background to the product advertised coffee in a hand bill. This

 can be seen in ‘THE Grain or Berry called coffee, groweth upon little trees, only in the

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deserts of Arabia.’ The use of the conjunction ‘or’ surrounding the common nouns ‘Grain’

 AO3 engaging with meaning

and ‘Berry’ demonstrates a sense of unsureness as to what the product actually is that could

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present an air of intrigue about the mystery of this new discovery. The modifiers ‘innocent’

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and ‘simple’ add to this to make coffee seem less dangerous. This is followed by the

AO4 AO4 purposeful use of terms

adjective ‘only’ acting as an intensifier juxtaposed with the prepositional phrase ‘in the

AO4 AO3 engaging

deserts of Arabia’ using the proper noun ‘Arabia’ to illustrate a sense of the exotic to the

developing argument secure understanding

reader. It perhaps also suggests a sense of exclusiveness through the emphasis on location

AO2 effective summary of audience 

that would appeal to the limited target audience of rich and wealthy people to further assert

 intelligent discussion 

their prestige through the exotic foods they have experienced. This then continues with the

shaping argumentAO3purposeful discussion of context

mention of high status people in ‘all the Grand Seigniors Dominions’ demonstrating that the

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curator of the advert is appealing to the audience’s sense of wealth and social position as a

AO2secure sense of genre

way of persuading them to buy coffee.

 developing discussion in new direction – clear topic sentence
 The advertisement progresses into discussing the health benefits of the drink. The

no examples nicely put 

declarative multi-clausal sentences and the qualitative judgements through the persuasive

AO4 AO2 apt examples

connotations of success in positive adjectives like “good” and “excellent” help demonstrate

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the benefits. Alongside the instructional tone of expertise through the added comparitive

term?AO4 secure use of terms ()

‘better’, the non finite clauses ‘fasting … and not Eating’ and the time adverbs ‘an hour

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before’ and ‘an hour after’ this is a clever way of marketing the new product in the handbill.

AO4 AO2 recognising genre features

The second person pronoun ‘you’ directly targets the reader to not only enjoy the product but

detailed understanding

use it as a remedy.

**Strengths**

* Terms are used purposefully.
* Interpretation of the text is good: there is clear evidence of engagement with some insight.
* The style is fluent and adopts an appropriately academic tone.
* The argument develops logically with clear topic sentences.
* Knowledge is secure and linked appropriately to the question.

**Areas for improvement**

* The introductory overview is rather broad and does little more than reproduce the information on the paper.
* The discussion of genre could perhaps have been more explicit at times with a clearer sense of conventions.
* The reference to ‘time adverbs’ is understandable, but not quite accurate (the quotation is made up of a noun phrase + adverb). If the function label ‘adverbial’ had been used, this would have broadened the range of terms.

**Example 2**

 lacks examples

Texts such as advertisements have conventions, they usually use adjectives, persuasive

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language, alliteration, capitalisation and bold text. Particularly when promoting health

 no need for predictions/expectations

products will consist of qualities of the products and its benefits, ingredients, side affects,

 AO4 some overview

 possibly background of the products used and how to use it.

 sensible focus on question
 Text C conforming to conventions of an advertisement straight a way with the opening



heading ‘Why suffer from Asthma?’ in bold with addition of the statement being a rhetorical

AO3basic discussion

question. This stands out to a reader and already gives them an idea of the subject topic,

AO2 some sense of genre

asthma. The use of a rhetorical question is also a convention of advertisements as it’s clear

 AO3 some sense of context

no one wants to suffer from asthma. This text is on a flyer and is likely to be handed out to

people, posted through letter boxes, in magazines or newspapers or put up like a poster.



Due to this large platform of distribution it’s possible for a mass majority to see it and



therefore promote the product.
  lacks term

 Through out text C, the repetition of ‘”Potter’s Asthma Cure”’ is constant to get it stuck in

()

the readers head. In addition it’s displayed in speech marks giving the idea it’s being said,
 fair point

but also making it stand out. The use of speech marks is used for all products associated

AO2 sound point lacks terms

with the brand, ‘”Potter’s Asthma Cigarettes”’ and ‘”Potter’s Smoking Mixture”’. Also the

well observed – lacks analysis

ending of each paragraph is a sentence leading on to the next title, ‘”Potter’s Asthma Cure”

 AO3 evaluating

is **Almost Magical**’ this technique makes it more likely a reader will follow on to the next

lacks terms

paragraph and also makes the key words stand out.
 AO2 demonstrates sensible knowledge

 There’s also a use of Norman Fairclough’s synthetic personalisation, opening with
lacks term AO3 some engagement 

‘You’ and also the use of adjectives in reference to how asthma makes them feel, ‘painful

doesn’t identify

and prostrating’. But also describing the feeling after with adjectives ‘ease, comfort and

sweet soothing relief.’

 

 Conventionally of text C it referrences the types of methods for taking it, ‘put a little on a

 some engagement with details – lacks analysis sense of genre 

plate’, or ‘use the inhaler’. This is conventional and the upselling sales technique of listing

more to be said … 

the products and the inhalers price ‘one shilling’. The text has a lexical field of medicine with

AO4AO3 evaluating

low frequency jargon like the noun ‘paroxysms’. Readers will find it comforting to believe an

X AO3 engaging

expert, but also the adjectives ‘marvellously’ and ‘magical’ make it seem amazing.

**Strengths**

* There is a clear focus on the question (addressing conventions of genre).
* A reasonable range of points are covered.
* The discussion demonstrates some sensible understanding of the text.
* In places, there is clear evidence of engagement and evaluation.

**Areas for improvement**

* The discussion lacks development.
* Appropriate terminology is not always used.
* Opportunities for discussing contextual factors are missed.
* Sometimes the response is observational rather than analytical.
* Some minor technical inaccuracy.

**Example 3**

  missing focus of question??

Text A is the oldest text and therefore differs from present day Standard English to a higher

extent than B and C. This is visible as genre, audience and purpose are all shared,

 AO4 some limited overview

conventions are shared between the three.
 AO4 

 On line 1 of Text A the 3rd person present tense affixation “-eth” is attached to the arcaic

AO4 lacks development

verb “groweth”, in reference to the coffee plants in Arabia. The diectic nature of the text

 X

“about half a pint” demonstrates the texts Middle English associations through the lack of

 ?? point not clear

precise enumerators.
 AO4 lacks discussion of meaning

 The use of obsolete adjectives such as “lightsome” on line 16 furthers the differentiation

observational 

between A and the other texts. Irregular Capitalisation throughout, such as the common

AO4 lacks engagement with meaning punctuation not grammar …

noun “Drink” further evidences the plethora of grammatical irregularities. The use of

??AO4 

grammatically irregular intensifier and premodifying adjective phrase “most excellent” reflects

focusing on questiondiscussion lacks development

a convention of the genre, in the positive description of the product.
 spelling – missing focus of question AO4 

 The u/v interchange present on the verb “preuent”, further exemplifies the contrast in

language between texts. AO4

 The use of language specific to the semantic field is present in line 19, the arcaic noun

AO4lacks engagement with meaning

“Defluxion” and common noun “posset” on line 12. A level of pejoration is clear when

 point not clear

examining common noun “Crudities” on line 10.
 missing focus of question

 Text B differs from A, primarily due to the orthography, being from only 5 years before the

release of the first English dictionary irregular spelling is less common yet still present.
 not in this context

 The irregular capitalisation of intensifier “SO”, presents similarities with Text A when

 AO4 observational point – no engagement

examining lexis such as plural common noun “Skins”.
 X

 The irregular punctuation of text B can be evidenced on line 1 with the misused colon,

 vague

“heightened : And …”, establishing a contrast from Text C where this isn’t present.
 X AO4  point not clear

 The post modifying adjective “nicest persons” establishes the clear amelioration that has

occurred over time, on line 10.

 AO4 valid link no development

 A difference in text B when comparing to text A would be the use of an anecdote, “The

 quotation not embedded ??

CASE of Mr DOWNS of Cold-Bath Fields”, the irregular capitalisation throughout this

 lacks engagement

heading presents a contrast with text C when observing a heading such as, “Relief-Instant

Relief”.

**Strengths**

* The response demonstrates knowledge of language change.
* There is some appropriate labelling of word classes/form.

**Areas for improvement**

* There is no sustained focus on the question (genre).
* Language change knowledge is not linked to genre/meaning.
* Much of the content is observational.
* There is little engagement with the meaning of the texts – and little sense of what they are about.
* The range of terminology is narrow.
* Discussion lacks development.

**C2 2018: Question 3n** Read through the three examples below and record your first impressions of each response. Can you see any ways to improve them?

The twenty-first century uses large varietys of social platforms in which to communicate, advertise and share experiences, pictures and feelings on topics. The corpus present is email subject lines, email is direct or group messaging connected to other social media sites that relays it’s notification via email, it’s also a free way to communicate with those who may live across the world and an email address is also used for registration to websites including online stores and surveys.
 With in the corpus it’s clear the large use of this email is for registration to sites for Texts 1, 2, 4, 5, 6, 8 and 9. Although text 8 is however due to a registration to a site it’s a notification , differently to other registered sites it’s associated with activity on a social platform and would make you go back to the site. Texts 3 & 7 differ as they are direct group messages and aren’t mass emails such as Text 1.
 Text 1 an advertisement gives a clear indication in it’s subject line about the email to follow. It uses the neologism ‘Spooktacular’ therefore linking it with its semantic field Halloween. It’s an advertisement for a shopping event and uses alliteration ‘Spooktacular Savings’ and exclamative ‘Event!’ to emphasize how positive the email is. It also use an emoji which is an online picture image to attract the reader. With in this subject line the sale event is given ‘50% + 10% discount code’ and so will influence the email to be opened and read to gain an idea of what the discounts on and the code in order to use it. Similarly Text 5 uses capitalisation, ‘JULIE HURRY UP …’ this exclamative phrase gives the reader the feeling the sale is important. In addition the time limit on the noun ’48 hours’ and the further capitalisation of ‘BLACK FRIDAY’ gives the idea they need to act fast and they need to open the email to find out more.
 Text 7 is a direct message and the use of ‘Pff’ representing the spoken sound gives of the idea it’s not a happy message along with the elongation of the vowel ‘o’, ‘sooo’ and also the ‘not cool guys’. The term ‘guys’ now is given a new meaning as it no longer means the male gender, but can mean a mixed group of people.

**Example 1**

The twentieth centuary introduced many different technologies which impacted the English language. I will be analysing a various amount of e-mails which have different contextual factors, which will therefore change the language and meaning.
 Firstly, a Halloween promotion from an online store states “Spooktacular Savings event! Save up to 50% + 10% discount code”. We can see that the e-mail opens with a pumpkin emoticon feature which were invented in the twenty-first century and catches the readers eye. Furthermore they blend the adjective “spectacular” with the abstract noun “spook” to create spooktacular which creates a semantic filed of Halloween to entice the reader.
 Furthermore, an email from a family “Just setting off … at last” can be seen using ellipsis which is immitating a pause in spoken language which creates humour for the readers of the e-mail. It suggests through a pun-like feature that it took a while for the family to leave.
 In addition, a facebook notification said “Jack Gray commented on your photo” which is a simple declarative sentence which is used to inform the receiver of this profile of what has happened.
 text 2, the Google Calendar notification states “Notification: Booking @ Hotel Mercure London Heathrow. Mon Nov 21 – Tue Nov 22”. Google is a very up-to-date, modern piece of technology which is being used as a diary in this case. It can be seen using the “@” logogram which conforms to its up-to-date status, and also uses clippings of the dates “Tue Nov” and “Mon Nov” which is very informal but does its purpose of informing the reader of their up-coming plans.
 To conclude I believe that the contextual factors of a text will always considerably affect the lexical and grammatical choices that are used as people are more likely to understand the social norms.

**Example 2**

All of the texts are examples of email subject lines. They can be split into three groups: people you know, websites you use, and unsolicited messages. The use of email means that the register of language can vary depending on the relationship between the sender and recipient. The process of colloquialisation should only affect personal emails, however, the use of multi-modal text is evident in all three groups of subject lines.
 The first group of messages comes from unsolicited companies or people. They include Texts 1, 4, 6 and 10. The purpose of Text 1 is to promote an event. The use of the pictogram creates a sense of informality, but also acts as a topic marker to reference the Halloween context. The use of the minor exclamatory sentence “Spooktacular Savings Event!” keeps the reader’s interest as it is short and focused. The use of this alliterative noun phrase makes the subject line engaging and memorable and the pun using the noun spook and the adjective spectacular will amuse the reader. The use of two separate enumerators “50% + 10%” makes it seem like a better deal than just saying 60%. All these features make the subject line effective.
 Text 4 which is asking for signatures is also unsolicited, but may come from a group the recipient supports. The use of the concrete noun “ass” is an example of taboo language and low register to appeal to a younger audience, but the idiom “kicking ass” has positive connotations for a younger audience and this will make the message stand out in a crowded inbox. The imperative “sign …” indicates direct action and will help the campaign get support.
 The final example of unsolicited emails is Text 10. The message is obviously written by a non English speaker. The use of the exclamatory “Greeting!” shows nonstandard grammar as the salutation should be used in a plural form. Furthermore, the use of non-standard spelling of the determiner “UR” shows the writer was in a hurry because of the use of elision. Finally, the personal pronoun “Im” lacks an apostrophe to indicate the omission of letters which perhaps shows the writer isn’t a native speaker of English.

**Example 3**

**Question 3: Notes**

**Example 1**

The twenty-first century uses large varietys of social platforms in which to communicate,

awkward expression

advertise and share experiences, pictures and feelings on topics. The corpus present is

 AO2 demonstrates some sound knowledge of medium

email subject lines, email is direct or group messaging connected to other social media sites

that relays it’s notification via email, it’s also a free way to communicate with those who may



live across the world and an email address is also used for registration to websites including

 AO4 some overview

online stores and surveys.
 awkward expression AO2 some sound understanding

 With in the corpus it’s clear the large use of this email is for registration to sites for Texts 1,



2, 4, 5, 6, 8 and 9. Although text 8 is however due to a registration to a site it’s a notification,



differently to other registered sites it’s associated with activity on a social platform and would

valid pointAO3 some sense of context 

make you go back to the site. Texts 3 & 7 differ as they are direct group messages and

AO2 some sound knowledge of medium

aren’t mass emails such as Text 1.
 AO3 context  some focus on question

 Text 1 an advertisement gives a clear indication in it’s subject line about the email to

AO1lacks word class some basic engagement

follow. It uses the neologism ‘Spooktacular’ therefore linking it with its semantic field

 ()

Halloween. It’s an advertisement for a shopping event and uses alliteration ‘Spooktacular

 X AO3 some sensible understanding of context

Savings’ and exclamative ‘Event!’ the emphasize how positive the email is. It also use an

lacks engagement

emoji which is an online picture image to attract the reader. With in this subject line the sale
 observational – discussion lacks developmentawkward expression

event is given ‘50% + 10% discount code’ and so will influence the email to be opened and

 AO3 some sense of meaning – lacks analysis

read to gain an idea of what the discounts on and the code in order to use it. Similarly Text 5

X X

uses capitalisation, ‘JULIE HURRY UP …’ this exclamative phrase gives the reader the

AO3 soundAO1()

feeling the sale is important. In addition the time limit on the noun ’48 hours’ and the further

lacks terms some engagement

capitalisation of ‘BLACK FRIDAY’ gives the idea they need to act fast and they need to open

 sound point

the email to find out more.
 AO3 sensible on context 

 Text 7 is a direct message and the use of ‘Pff’ representing the spoken sound gives of the

 AO3 basic engagement lacks terms

idea it’s not a happy message along with the elongation of the vowel ‘o’, ‘sooo’ and also the

 lacks analysis lacks word class AO2 sound point

‘not cool guys’. The term ‘guys’ is now given a new meaning as it no longer means the male

 could be more clearly linked to specific example in data

gender, but can mean a mixed group of people.

**Strengths**

* There is evidence of some sound knowledge of the medium and genre.
* There is a clear attempt to tackle different contexts.
* Some sound points about meaning are made.

**Areas for improvement**

* There is some technical inaccuracy (though this does not affect understanding).
* Explicit focus on the question is not sustained.
* The range of linguistic terminology is very narrow.
* Appropriate examples are cited, but they are not fully explored.
* The approach is not always analytical.
* Discussion is not fully developed.

**Example 2**

The twentieth centuary introduced many different technologies which impacted the English

 no need to outline intentions …

language. I will be analysing a various amount of e-mails which have different contextual

 AO4 basic overview

factors, which will therefore change the language and meaning.

  AO3 some sense of context

 Firstly, a Halloween promotion from an online store states “Spooktacular Savings event!

long quotation – no analysis

Save up to 50% + 10% discount code”. We can see that the e-mail opens with a pumpkin

broad discussion 

emoticon feature which were invented in the twenty-first century and catches the readers

AO1AO1

eye. Furthermore they blend the adjective “spectacular” with the abstract noun “spook” to

 better focus here  more to be said

create spooktacular which creates a semantic filed of Halloween to entice the reader.
 AO3 some sense of context quotation not embedded AO1 

 Furthermore, an email from a family “Just setting off … at last” can be seen using ellipsis

  AO3 engaging with meaning – lacks development

which is immitating a pause in spoken language which creates humour for the readers of the

AO3 some understanding

e-mail. It suggests through a pun-like feature that it took a while for the family to leave.
 AO3 broad sense of context

 In addition, a facebook notification said “Jack Gray commented on your photo” which is a

AO1 basic analysis  AO2 purpose basic comment

simple declarative sentence which is used to inform the receiver of this profile of what has

happened.

AO3 narrow range of contexts considered

 Text 2, the Google Calendar notification states “Notification: Booking @ Hotel Mercure

 lacks analysis

London Heathrow. Mon Nov 21 – Tue Nov 22”. Google is a very up-to-date, modern piece of

AO2 broad sense of purpose

technology which is being used as a diary in this case. It can be seen using the “@”

AO2 relevant concepts 

logogram which conforms to it’s up-to-date status, and also uses clippings of the dates “Tue

 lacks terms not really in this context 

Nov” and “Mon Nov” which is very informal but does its purpose of informing the reader of



their up-coming plans.
 broad discussion

 To conclude I believe that the contextual factors of a text will always considerably affect

 point lacks development

the lexical and grammatical choices that are used as people are more likely to understand

the social norms.

**Strengths**

* The labelling of some basic word classes is accurate.
* There is evidence of some basic knowledge of the medium and the purpose.
* There is an attempt to address context.

**Areas for improvement**

* There is little focus on the question – the response deals with emails rather than subject lines.
* The range of terms is very narrow.
* The range of the content is limited (this is the complete response, not an extract).
* A narrow range of contexts (online store promotion; family; notifications) is considered.
* The discussion lacks development.
* The approach is not analytical.

**Example 3**

 immediate focus on topic of question

All of the texts are examples of email subject lines. They can be split into three groups:

AO3 confident sense of context

people you know, websites you use, and unsolicited messages. The use of email means that



the register of language can vary depending on the relationship between the sender and

 

recipient. The process of colloquialisation should only affect personal emails, however, the

 AO2 confident application of knowledge

use of multi-modal text is evident in all three groups of subject lines.
 AO3 clear focus

 The first group of messages comes from unsolicited companies or people. They include

AO2 secure 

Texts 1, 4, 6 and 10. The purpose of Text 1 is to promote an event. The use of the pictogram

 AO2 confident application of knowledge 

creates a sense of informality, but also acts as a topic marker to reference the Halloween

AO1 purposeful use of terms

context. The use of the minor exclamatory sentence “Spooktacular Savings Event!” keeps

AO3 effective evaluation () AO1

the reader’s interest as it is short and focused. The use of this alliterative noun phrase

AO1AO1

makes the subject line engaging and memorable and the pun using the noun spook and the

AO1 AO3 evaluating – cold go further

adjective spectacular will amuse the reader. The use of two separate enumerators “50% +

AO3 secure engagement with meaning

10%” makes it seem like a better deal than just saying 60%. All these features make the

AO3 a bit cursory, but sensible evaluation

subject line effective.
 AO2 secure on purpose AO3 secure interpretation

 Text 4 which is asking for signatures is also unsolicited, but may come from a group the

AO1 

recipient supports. The use of the concrete noun “ass” is an example of taboo language and

 AO3 insight

low register to appeal to a younger audience, but the idiom “kicking ass” has positive

clear sense of question

connotations for a younger audience and this will make the message stand out in a crowded

 AO1  AO3 well-developed discussion

inbox. The imperative “sign …” indicates direct action and will help the campaign get

support.
 thorough coverage of examples

 The final example of unsolicited emails is Text 10. The message is obviously written by a

 AO1

non English speaker. The use of the exclamatory “Greeting!” shows nonstandard grammar

 AO2 secure knowledge

as the salutation should be used in a plural form. Furthermore, the use of non-standard

 AO1 possibly X

spelling of the determiner “UR” shows the writer was in a hurry because of the use of elision.

AO1 AO2 secure knowledge

Finally, the personal pronoun “Im” lacks an apostrophe to indicate the omission of letters

 more to be said about this example

which perhaps shows the writer isn’t a native speaker of English.

**Strengths**

* This is a clearly structured and well-written response.
* A range of appropriate terminology is used confidently to identify key features.
* There is a sustained linguistic focus throughout.
* Knowledge is applied effectively to underpin the points made.
* The discussion can be insightful.
* The awareness of context is strong with a purposeful selection of groups.

**Areas for improvement**

* There could be a more explicit focus on the function of subject lines.
* Interpretation could go further at times.

**Exercise 2: finding the verbs**

Read the following extracts and underline the verbs. Then label the underlined verbs as:

* auxiliary (prim aux, mod aux, semi-aux) or lexical (lex)
* finite (fin) or non-finite (n-fin).

The first example has been done for you.

**Extract 1**

Urban Dictionary’s users range from creatively rebellious teenagers who write openly about

their lives in their definitions, to hip twentysomethings and thirtysomethings with unique and

entertaining insights into the definitions of emerging words, to not quite so hip ’rents and

teachers who want to know why their kids or students keep referring to them as “hella

bootsy,” to serious students of the English language from all over the world. The content of

Urban Dictionary has become the irreverent calling card of a linguistic generation.

**Extract 2**

*May 14th*, 1800.—Wm. and John set off into Yorkshire after dinner at half-past two o'clock, cold pork in their pockets. I left them at the turning of the Low-wood bay under the trees. My heart was so full that I could hardly speak to W. when I gave him a farewell kiss. I sate a long time upon a stone at the margin of the lake, and after a flood of tears my heart was easier. The lake looked to me, I knew not why, dull and melancholy, and the weltering on the shores seemed a heavy sound.

**Extract 3**

My Lord, you know I neuar comytted any offence, wherby I should submyt my selfe, more then that I was bound in duty of a wyffe to doe to you; I beseache you charge me partecularly, that I may know my faults. I am assured, that non leueing, could be more dutyfull, trew, faythfull, and carefull to a husband, then I haue euar ben to you; I haue sought all means to haue pleased you and many years, you thought well of me.

**Answers**:

**Extract 1 (preface)**

Urban Dictionary’s users range from creatively rebellious teenagers who write openly about

 lex/fin lex/fin

their lives in their definitions, to hip twentysomethings and thirtysomethings with unique and

entertaining insights into the definitions of emerging words, to not quite so hip ’rents and

teachers who want to know why their kids or students keep referring to them as “hella

 semi-aux/fin lex/n-fin lex/fin n-fin

bootsy,” to serious students of the English language from all over the world. The content of

Urban Dictionary has become the irreverent calling card of a linguistic generation.
 prim aux/fin lex/n-fin

**Extract 2 (diary)**

*May 14th*, 1800.—Wm. and John set off into Yorkshire after dinner at half-past two o'clock,

 lex/fin

cold pork in their pockets. I left them at the turning of the Low-wood bay under the trees. My

 lex/fin

heart was so full that I could hardly speak to W. when I gave him a farewell kiss. I sate a

 lex/fin mod aux lex/n-fin lex/fin lex/fin

long time upon a stone at the margin of the lake, and after a flood of tears my heart was

 lex/fin

easier. The lake looked to me, I knew not why, dull and melancholy, and the weltering on the

 lex/fin lex/fin

shores seemed a heavy sound.

 lex/fin

**Extract 3 (letter)**

My Lord, you know I neuar comytted any offence, wherby I should submyt my selfe, more

 lex/fin lex/fin mod aux lex/n-fin

then that I was bound in duty of a wyffe to doe to you; I beseache you charge me

 prim aux/fin lex/n-fin n-fin lex/fin lex

partecularly, that I may know my faults. I am assured, that non leueing, could be more

 mod aux lex/n-fin lex/fin mod aux lex/n-fin

dutyfull, trew, faythfull, and carefull to a husband, then I haue euar ben to you; I haue

 prim aux/fin lex/n-fin prim aux/fin

sought all means to haue pleased you and many years, you thought well of me.

lex/n-fin n-fin lex/fin

**Exercise 3: identifying verb phrases**

Read the following extracts and label the verb phrases. You need to think about:

* whether the verb phrase is finite or non-finite
* whether the verb phrase is in a subordinate or main clause
* the tense, voice, aspect, modality and grammatical mood of each verb phrase.

**Extract 1**

Urban Dictionary’s users range from creatively rebellious teenagers who write openly about

their lives in their definitions, to hip twentysomethings and thirtysomethings with unique and

entertaining insights into the definitions of emerging words, to not quite so hip ’rents and

teachers who want to know why their kids or students keep referring to them as “hella

bootsy,” to serious students of the English language from all over the world. The content of

Urban Dictionary has become the irreverent calling card of a linguistic generation.

**Extract 2**

*May 14th*, 1800.—Wm. and John set off into Yorkshire after dinner at half-past two o'clock,

cold pork in their pockets. I left them at the turning of the Low-wood bay under the trees. My

heart was so full that I could hardly speak to W. when I gave him a farewell kiss. I sate a

long time upon a stone at the margin of the lake, and after a flood of tears my heart was

easier. The lake looked to me, I knew not why, dull and melancholy, and the weltering on the

shores seemed a heavy sound.

**Extract 3**

My Lord, you know I neuar comytted any offence, wherby I should submyt my selfe, more

then that I was bound in duty of a wyffe to doe to you; I beseache you charge me

partecularly, that I may know my faults. I am assured, that non leueing, could be more

dutyfull, trew, faythfull, and carefull to a husband, then I haue euar ben to you; I haue

sought all means to haue pleased you and many years, you thought well of me.

**ANSWERS:**

**Extract 1**

Urban Dictionary’s users **[range]** from creatively rebellious teenagers who **[write]** openly

 fin VP/MCl fin VP/SCl

 present tense present tense

 declarative

**[about]** their lives in their definitions, to hip twentysomethings and thirtysomethings with

unique and entertaining insights into the definitions of emerging words, to not quite so hip

’rents and teachers who **[want] [to know]** why their kids or students **[keep] [referring]** to

 fin VP/SCl n-fin VP/SCl fin VP/SCl n-fin VP/SCl

 present tense present tense

them as “hella bootsy,” to serious students of the English language from all over the world.

The content of Urban Dictionary **[has become]** the irreverent calling card of a linguistic
 fin VP/MCl
 present perfective

 declarative

generation.

**Extract 2**

*May 14th*, 1800.—Wm. and John **[set off]** into Yorkshire after dinner at half-past two o'clock,

 fin VP/MCl

 past tense

 declarative
cold pork in their pockets. I [**left]** them at the turning of the Low-wood bay under the trees.

 fin VP/MCl

 past tense

 declarative

My heart **[was]** so full that I **[could** hardly **speak]** to W. when I **[gave]** him a farewell kiss. I

 fin VP/MCl fin VP/SCl fin VP/SCl

 past tense past tense past tense
 declarative modal: ability

**[sate]** a long time upon a stone at the margin of the lake, and after a flood of tears my heart

fin VP/MCl

past tense

declarative

**[was]** easier. The lake **[looked]** to me, I **[knew]** not why, dull and melancholy, and the

fin VP/MCl fin VP/MCl fin VP/MCl

 past tense past tense past tense
 declarative declarative declarative

weltering on the shores **[seemed]** a heavy sound.

 fin VP/MCl

 past tense

 declarative

**Extract 3**

My Lord, you **[know] Ø** I neuar **[comytted]** any offence, wherby I **[should submyt]** my

 fin VP/MCl fin VP/SCl fin VP/SCl

 present tense past tense past time

 declarative modal: obligation

selfe, more then that I **[was bound]** in duty of a wyffe **[to doe]** to you; I **[beseache]** you

 fin VP/SCl n-fin VP/SCl fin VP/MCl

 past tense present tense

 passive declarative

**[charge]** me partecularly, that I **[may know]** my faults. I **[am]** assured, that non leueing,

fin VP/MCl fin VP/SCl fin VP/MCl

imperative present time present tense

 modal: permission declarative

**[could be]** more dutyfull, trew, faythfull, and carefull to a husband, then I **[haue** euar **ben]** to

fin VP/SCl fin VP/SCl

past time present tense

modal: possibility perfective

you; I **[haue sought]** all means **to haue pleased]** you and many years, you **[thought]** well

 fin VP/MCl n-fin VP/SCl fin VP/MCl

 present perfective past tense

 declarative declarative

of me.

**Exercise 4: Analysing EME extracts**

*Task 1: Read the following extracts and make a list of your first impressions. You should try to make five points about each text.*

Glossed words are marked \*.

**Extract 1 (1701)**

*Rules for Behaviour in Company*

Enter not into the Company of Superiors without command or calling; nor without a bow.

Sit not down in presence of Superiors without bidding.

Sing not nor hum in thy mouth while thou art in company.

Stand not wriggling with thy body hither and thither but steddy and upright.

In coughing or sneesing make as little noise as possible.

If thou cannot avoid yawning, shut thy Mouth with thine Hand or Handkerchief before yt, turning thy Face aside.

When thou blowest thy Nose, let thy Handkerchief be used, and make not a noise in so doing.

Gnaw not thy Nails, pick them not, nor bite them with thy teeth.

Spit not in the Room, but in a corner, and rub it out with thy Foot, or rather go out and do it abroad.

**Extract 2 (1664)**

Colonel Hutchinson was of a very spare diett and temperate both in meates and drinkes, not much given to sleepe; an early riser when he was in Health, he loved not to goe very soone to bed; he never was at any time Idle, and hated to see any one elce soe. In all his naturall and ordinary inclinations and composure\* there was somthing Extraordinary and tending to Vertue, beyond what I can describe or can be gatherd from a bare dead description; there was a life of Spirit and Power in him that is not to be found in any copie drawne from him. To summe up therefore all that can be sayd of his outward frame and disposition, wee must truly conclude that it was a very handsome and well furnisht Lodging prepard for the reception of that prince who in the administration of all excellent Virtues reignd there a while, til he was called back to the pallace of the universall emperor.

**Extract 3 (1588)**

 It resteth I speake a word or two of the Naturall\* inhabitants, their natures and maners, leauing large discourse thereof vntill time more conuenient hereafter: nowe onely so farre foorth, as that you may know, how that they in respect of troubling our inhabiting and planting, are not to be feared; but that they shall haue cause both to feare and loue vs, that shall inhabite with them.
 They are a people clothed with loose mantles\* made of Deere skins, & aprons of the same rounde about their middles; all els naked; hauing no edge tooles\* or weapons of yron or steele to offend\* vs withall, neither know they how to make any: those weapõs that they haue, are onlie bowes made of Witch hazle, & arrowes of reeds; flat edged truncheons also of wood about a yard long, neither haue they any thing to defe˜d\* the˜selues but targets\* made of barcks; and some armours made of stickes wickered together with thread. […]
 In respect of vs they are a people poore, and for want of skill and iudgement in the knowledge and vse of our things, doe esteeme our trifles before thinges of greater value.

**Extract 4 (1653)**

Sr
I was soe kinde as to write to you by the Coachman, and let mee tell you, I think ‘twas the greatest testimony of my freindship that I could give you, for truste mee I was soe tyrd with my Journy, so dosed\* with my Colde, and soe out of humor with our parteing, that I should have done it with great unwillingnesse to any body else. I lay a bed all next day to recover my self, and risse\* a thursday to receive your letter with ye more Ceremony. I founde noe fault with the ill writeing, ‘twas but too Easy to reade, my thinketh,\* for I am sure I had done much sooner then I could have wished, but in Earnest I was heartily troubld to finde you in soe much disorder.\* I would not have you soe kinde to mee, as to bee cruell to your self, in whome I am more concern’d; noe, for godsake let us not make afflictions of such things as these, I am affrayde wee shall meet with too many Reall on’s.\*

**Extract 5 (1594)**

 Answere me, quoth he, my wise young *Wilton*, is it true that I am thus vnderhand dead and buried by these bad tongues?

 Nay, quoth I, you shall pardon me, for I haue spoken too much alreadie, no definitiue sentence of death shall march out of my wel meaning lips, they haue but lately suckt milke, and shall they so sodainly change theyr food and seeke after bloud?

 Oh but, quoth he, a mans friend is his friend, fill the other pint Tapster,\* what sayd the king,

did hee beleeue it when hee heard it, I pray thee say, I sweare to thee by my nobility, none in the worlde shall euer be made priuie, that I receiued anie light of this matter from thee.

 That firme affiance,\* quoth I, had I in you before, or else I would neuer haue gone so farre ouer the shooes, to plucke you out of the mire. Not to make many wordes (since you will needs know) the king saies flatly, you are a miser & a snudge\*, and he neuer hopt better of you.

**Glossed words**

**Extract 2**

composure: temperament

**Extract 3**

Naturall: describing a person who is native to a country (obsolete)

mantles: sleeveless cloaks

edge tooles: tools with a sharp cutting edge (e.g. a knife or sword)

offend: attack a person (obsolete)

defe˜d\*: defend (a tilde is used to replace nasal consonants at the end of words)

targets: shields

**Extract 4**

dosed: stupefied

risse: rose

my thinketh: methinketh (archaic syntactic collocation)

in so much disorder: so much upset

on’s: ones

**Extract 5**

Tapster: the person who draws pints from the barrels

affiance: trust in a person (archaic)

snudge: a sneaky person, or a miser

*Task 2: Match each of the statements to the correct text.*

**Extract 1: conduct literature**

* advisory text
* focus is on everyday behaviours (e.g. humming, coughing, yawning, blowing your nose, biting your nails – and spitting!)
* frequent use of imperatives (no mitigation)
* focus is on negative behaviour with frequent use of the adverb *not* and verbs with negative connotations (e.g. *wriggling, Gnaw*)
* direct address (use of familiar pronoun *thou* and determiner *thy/thine* – indicative of lower status of child).

**Extract 2: biography**

* a life story written by a wife (bias)
* writer’s awareness of the impossibility of the task e.g. *beyond what I can describe … from a bare dead description* (PrepPs)
* focus on physical (e.g. got up early, hated idleness) and spiritual qualities (his virtue)
* positive language: *Extraordinary, handsome, excellent* (adjectives); *Vertue* (nouns)
* religious language used to elevate Hutchinson (typical of period).

**Extract 3: travel writing**

* strong sense of the writer as ‘expert’ informing his readers
* a descriptive account of the native inhabitants
* all information about their lives is considered in relation to the potential settlers (e.g. the level of threat they pose)
* adjectives (frequently defining) are used to provide precise detail (*loose, Deere, flat edged*)
* some explicit and some implicit evaluative judgements.

**Extract 4: private letter**

* formal vocative abbreviated salutation (*Sr*)
* repeated references to reading and writing letters (primary form of communication over a distance)
* changing tone: playful (e.g. post-modified adjective phrase, *soe kinde as to write to you*), but becomes serious (e.g. contrastive conjunction *But* + PrepP *in Earnest* mark turning point *–* reinforced by adverb *heartily*)
* repetition of first person pronoun – private and personal content; second person pronoun *you* (rather than familiar *thou*) perhaps reflects equal status.

**Extract 5: narrative**

* first person narrative (reader encouraged to engage with narrator, Jack)
* dialogue used to develop character and create two distinct voices
* no speech marks used for the quoted clauses (makes it more difficult to read)
* second person pronouns: *you* (Jack to the cider-maker – formal/polite); *thee* (the cider-maker to Jack – suggesting he has a good personal relationship with Jack)
* figurative language to enhance characterisation.

**Contextual information**

*Task 3: Write a paragraph outlining the context of each text to help a student in their analysis.*

**Extract 1 (conduct literature, 1701)**

*The School of Manners, Or Rules for Childrens Behaviour*, by John Garretson, contains a set of prescriptive rules. The book, an example of conduct literature, is aimed at boys and is very male-orientated. It reinforces the message that boys are inferior, and their elders are superior: they are expected to be respectful and subservient. The style is formal but direct with mostly simple, monosyllabic lexis – appropriate for the target audience. There is a purposefully archaic tone which perhaps mirrors the style of the King James Bible (1611) to give greater authority to the content. Many of the grammatical features used here were not common in 1701.

In the eighteenth century, social status was closely linked to conduct – learning the rules supposedly allowed readers to recognise the fine distinctions that separated one class from another. Advisory self-help guides gave readers the opportunity to copy the behaviour of others in the hope of improving their position in life.

**Extract 2 (biography, 1664)**

This extract is from the biography of Colonel John Hutchinson (1615-1664), which was written shortly after Hutchinson’s death by his wife Lucy to honour his life. The book was a piece of private writing, originally written only for a close family audience, but it was printed by a descendent in 1806.

Hutchinson was a Parliamentary colonel in the English Civil War, and held Nottingham castle and town for Parliament against the Royalist forces. Later, he was one of the judges at the trial of King Charles 1, and was one of those who signed the king’s death warrant. The extract is taken from a section entitled ‘To My Children’, which gives an overview of the Colonel’s personality. The reader is given a vivid and detailed description of Colonel Hutchinson's positive qualities – the religious metaphors at the end are typical of the period and provide a fitting climax to the laudatory representation of Hutchinson.

**Extract 3 (travel writing, 1588)**

This extract is taken from a book by Thomas Hariot. Hariot was a cartographer (map-maker), mathematician, astronomer and linguist who joined Sir Walter Ralegh in an attempt to establish a colony called ‘Virginia’ on Roanoke Island (now North Carolina). His report focuses on the native inhabitants and their way of life, and on the plants, minerals and resources which could be traded. His aim was to inform his readers, but also to encourage investment and settlement. He was the only colonist who could speak the Algonquin language of the Native Americans and he therefore played a central role in the success of the expedition.

Hariot’s aim is to provide objective evidence for the people who will ultimately settle in Virginia (named after Queen Elizabeth, the ‘Virgin Queen’). The tenor is therefore formal and the style impersonal. Because the primary function is informative, the language tends to be neutral, focusing on details which are observable. There is little sense of the wider landscape - the emphasis is on communicating a sense of the native inhabitants. Hariot’s observations are intended to inform contemporary readers, but modern readers may feel uncomfortable with the sense of colonial superiority which emerges in places.

**Extract 4 (personal letter, 1653)**

This extract is taken from a letter written by Dorothy Osborne to William Temple. Both came from upper class families, and both their fathers had knighthoods. The couple fell in love in 1648, but both families opposed the marriage on economic grounds. As a result, they conducted a secret courtship, and wrote frequent letters to each other. Dorothy was under intense pressure to accept a husband chosen by her family, but her love for William Temple remained constant, and they finally married on 25 December 1654.

To modern readers the letter may seem very formal in places, but this was the style of the period. Although serious in places, the tone is often ironic and playful, giving an insight into Dorothy’s personality. She clearly conveys her lovefor William when she says that she was so ill and tired that she would not have written the letter to anyone else, and in her concern that William is upset. Some of the syntax is complex and often loosely structured, but there is a clear spoken voice, and much of the lexis is monosyllabic and straightforward.

**Extract 5 (narrative, 1594)**

This extractis taken from *An Unfortunate Traveller*, *Or the Life of Jack Wilton* by Thomas Nashe. The main character, Jack Wilton, is a rogue – he cheats the people around him and exploits their weaknesses. In this extract, he is having a secret meeting with the cider-maker in the alehouse. Jack intends to trick the cider-maker into believing that the king wants to have him hanged as a traitor. Fearing for his life, the cider-maker is persuaded to give out free cider to all the soldiers.

Nashe’s use of a first-person narrative encourages the reader to engage with Jack Wilton even though he is a rogue. We are aware that he is tricking the cider-maker, but Nashe also makes sure we see the cider-maker as a fool. The use of direct speech allows each character to present themselves directly to the reader.

**Exercise 5: Close reading; comparing extracts**

The following extracts are taken from examples of sensational news reports written in different periods.

In the Early Modern English period, the first broadsheets began to appear. These single-side news sheets were like the tabloids of the day, containing news, public notices, speeches, and ballads that could be read or sung aloud. Broadsides were cheap and read by a wide audience. There was considerable competition amongst the many publishers to be the first to print a story. The EME extracts below were published between 1600-1635.

In the Modern English period, broadside reports were longer, focusing on narrative accounts of murders and executions, or fantastic tales of strange events. The ModE extracts below are from a broadside published in the 1820s.

In the Late Modern English period,tabloid journalism is known for its tendency to sensationalise stories. Reports will often focus on celebrity lives, scandal and gossip; stories will often be given a personal angle. The PDE extracts below were published in the *Daily Star* in 2003.

**Task 1**

What are the typical features of tabloid reporting?

Jot down examples of the typical content and the key linguistic, grammatical and stylistic features you might expect to find.

**Task 2**

Read the **content** of these extracts from three sensational reports. Analyse similarities and differences in the way each writer covers the event. Refer closely to the texts and use appropriate linguistic methods and associated terminology.

A cruell murther committed lately vpon the body of Abraham *Gearsy,* who livd in the Parish of Westmill, in the County of Harford; by one Robert Reeve, and Richard Reeve, both of the same Parish: for which fact Robert was prest to death on Munday the 16. of March, and the Tuesday following Richard was hanged; and after both them were hangd vp in chaynes, where now they doe remaine, to the affrightment of all beholders. Broadsheet (1600-1635)

*Cruelty*.—We have been informed that there has been found a young boy, who has been concealed for years in a Meal-barrel, and fed on the coarsest of food, by its father, a conntry labourer, whose name is Rogers. When seen by Mr Fleming, one of the criminal officers of the police establishment, the child was dreadfully emaciated Broadsheet (1820s)

**TERRIFIED holidaymakers were pinned to the cabin ceiling as hailstones the size of golf balls peppered a British jet at 34,000ft.** *Daily Star* (2003)

**Task 3**

Read the three extracts and analyse each writer’s **attitude** to the subject matter. Refer closely to the texts and their contexts, and use appropriate linguistic methods and associated terminology.

A most rare, strange, and wonderfull accident, which by Gods just judgement was brought to passe, not farre from Rithin in Wales, and showne vpon three most wicked persons, who had secretly and cunningly murdered a young Gentleman named David Williams, that by no meanes it could be knowne, and how in the end it was reuenged by a chylde of fyve yeeres old, which was in his Mothers wombe, and vnborne when the deed was done. Broadsheet (1600-1635)

Upwards of two years ago, this labouring man, in the neighbourhood of Kirkintilloch, had a child sent home to him by the mother, which his relations seem to be so much ashamed that in order to conceal it from their neighbours, they kept in a meal-barrel. The position in which it was compelled to crouch and compress itself was such as to render it completely deformed—its knees almost on a level with its head, while its emaciated frame renders it an object of pity. It speaks not, but chatters like a monkey in distress. Death, and not preservation, seems too evidently to have been the object of those under whose charge it was placed. Broadsheet (1820s)

One giant lump of ice punched a hole the size of a football in the BMI plane’s nose-cone as it plunged thousands of feet through the air. Passengers screamed as the jet was caught in a freak lightning storm.
 Many were pinned to the ceiling while the huge hailstones shattered windows and cracked the windscreen. The force of the ice was even enough to strip the paint off the front of the jet, which was carrying 213 passengers from Cyprus to Manchester.
 *Daily Star* (2003)

**Task 4**

Read both extracts and analyse how the writers use **eye-witness accounts** to develop the report. Refer closely to the texts and their contexts, and use appropriate linguistic methods and associated terminology.

A friend of ours, who visited the place where the child is, says that he was completely horror struck when he entered the apartment, on Sunday last,—The child, he says, had been fed on potato-skins, and was a mere skeleton, being more like a monkey than a human being, hair covering a great part of the body. Broadsheet (1820s)

Builder David Mallon, 59, of Salford, Gtr Manchester, said: “The pilot said he was expecting some turbulence and could we return to our seats. As he said that, all hell broke loose.
 “The plane just dropped and started vibrating. Everybody was stuck on the ceiling. It was horrific and the plane must have dropped thousands of feet and slowed right down.
 “Then the pilot came on, calm as you like. We were scared to death.” […]
 A spokesman for Manchester Airport confirmed the plane was damaged and accident investigators were informed.
 A spokeswoman for BMI said no one had been injured and passengers were not at risk. *Daily Star* (2003)

**Task 5**

Read the extracts and analyse each writer’s **sensational** **tone**. Refer closely to the texts and their contexts, and use appropriate linguistic methods and associated terminology.

A true Relation of one Susan Higges, dwelling in Risborrow a Towne in Buckinghamshire, and how shee lived 20. yeeres, by robbing on the High-wayes, yet vnsuspected of all that knew her, till at last, comming to Messeldon, there robbing a woman; which woman knew her and called her by her name: now when she saw she was betrayed, she killed her, and standing by her while she gaue three groanes, she spat three drops of blood in her face, which neuer could be washt out; by which shee was knowne and executed for the aforesaid murder at the Assises in Lent at Brickhill.  Broadsheet (1600-1635)

There are marks upon his body and limbs that bear out all that has been stated even to the burning of the child on the fire! There were also marks upon the belly, and he had a peculiar way of sitting, his loins and thighs were also skinless! and he exhibited altogether a deplorable instance of culpable neglect and savage cruelty. Broadsheet (1820s)

**BRITS ICE BOMB TERROR AT 34,000ft**

**bmi** passengers pinned to ceiling as hero pilot saves 213
 *Daily Star* (2003)

**Task 6**

Read the extracts and analyse the distinctive **contextual factors**. Refer closely to the text, and use appropriate linguistic methods and associated terminology.

A wonderful wonder, Being a most strange and true relation of the resolute life, and miserable death of Thomas Miles, who did forsweare himselfe, and wished that God might shew some heauie example upon him, and so it came to passe for as hee sate at his Meate hee choked himselfe, and died in short space after, which hapned the 8. of August last, 1635. and being ript vp by the Chirurgions of S. Bartholomewes Hospitall, was found to have a gub of meat sticking fast in his throate, which was the cause of his death. Writen to warne all rash Swearers to forsake their evill wayes, which God grant we may. Broadsheet (1600-1635)

The Sheriff is making investigation into the circumstances. […] The visitor, however, seeing distinctly that it was not a dog, went and gave information to the authorities, by whom an examination is now instituted. […]
 Now though his skin is healed, save a severe cut on the head, his appearance is truly pitiable; starvation and brutality have so strongly marked him, that while his shrunken figure shows but an infantile size, his comparatively old and intelligent face rather startles the beholder. Have the authorities nothing to do with the father? Broadsheet (1820s)

Bruce’s wife Janet, 49, was with him on the trip from New Zealand. She said: “We’ve never been frightened like this before.
 “There was a little girl behind us who was very distressed and I said: ‘Have you been to Disney? It’s just like being on a roller coaster. It’s going to be all right.’

Daily Star (2003)