

PiXL Independence

English Language – Student Booklet

KS5

Language Change

Contents:

- I. Multiple Choice Quizzes – 10 credits each
- II. Sexism Task – 50 credits each
- III. Exam Style Questions (to be used with the exam texts) – 100 credits each
- IV. Wider Reading and Associated Tasks – 80 credits each
- V. Academic Reading – 150 credits each

I. Multiple Choice Quizzes

For each quiz completed, you will get 5 credits.

For any quiz that you do not get 10 out of 10 in, demonstrate evidence of your revision plan to ensure 10 out 10 next time.

Lexical Formation Quiz

1. Which part of the process of lexical change is missing from this sequence?
Potential – Creation -- ? – Codification
 - a. Conversion
 - b. Diffusion
 - c. Informalisation

2. Creating new lexemes by adding prefixes and/or suffixes is known as what?
 - a. Affixation
 - b. Extensions
 - c. Clipping

3. The word 'brunch' is classed as a portmanteau. What other way could this word be described?
 - a. Compounding
 - b. Blending
 - c. Borrowing

4. Which of the following words is NOT an example of a compound word?
 - a. Homework
 - b. Outrun
 - c. Babyccino

5. What name is given to the process that brought words such as 'wok,' 'jaguar' and 'linguine' into the English Language?
- Adoption
 - Absorption
 - Borrowing
6. Words such as 'pavlova' and 'biro' are examples of:
- Eponym
 - Conversion
 - Archaism
7. Which of the following statements about clipping is correct?
- Gymnasium – Gym is an example of fore-clipping.
 - Influenza – Flu is an example of mid-clipping.
 - Telephone – Phone is an example of back-clipping.
8. What is the difference between an acronym and an initialism?
- An acronym is pronounced as a word and an initialism is not.
 - An initialism is pronounced as a word and an acronym is not.
 - There is no difference.
9. The process of new words being formed by existing words changing word classes is known as:
- Shifting
 - Derivation
 - Conversion
10. The use of 'thou' in the phrase 'Holier than thou' is an example of:
- An archaic pronoun
 - An archaic noun
 - An obsolete expression

Semantic Change Quiz

1. The word 'fowl' originally referred to all birds but now it typically only refers to farm birds. This is an example of what process?
 - a. Amelioration
 - b. Bleaching
 - c. Narrowing

2. Words such as 'mouse,' 'cookie' and 'bookmark' have gained additional meanings due to the influence of technology. This process is known as:
 - a. Technicalisation
 - b. Broadening
 - c. Expansion

3. 'Nice' originally meant 'foolish' whereas now it has a more positive meaning. This process is known as:
 - a. Upcharging
 - b. Positive Shift
 - c. Amelioration

4. 'Villain' originally meant 'a poor person' whereas now it means an evil person. This process is known as:
 - a. Pejoration
 - b. Downgrading
 - c. Negative Shift

5. Phrases such as 'passed away' instead of died and 'cuddly' instead of fat are examples of:
 - a. Plesantries
 - b. Euphemism
 - c. Softening

6. 'Janus' words or contronyms are words which have two almost opposing meanings. Which of the following words could be an example of a contronym?
- Fix
 - Part
 - Sea
7. The word 'bug' meaning a problem with a computer has now become one of the meanings for the word bug. This is an example of:
- Metonymy
 - Metaphorical Extension
 - Shift Patterns
8. The term 'Bleaching' can be defined as:
- The weakening of the semantic content or load of a word.
 - The cleaning of a language which results in the loss of many words.
 - The strengthening of a lexeme in terms of its frequency of use.
9. In the phrase 'Number 10 is not smiling,' Number 10 is an example of:
- Pejoration
 - Objectification
 - Metonymy
10. The phrase 'last straw' is an example of:
- An archaism
 - An idiom
 - A bleached phrase

Morphological Change and Orthography Quiz

1. Which of the following spellings reflects common interchangeable letters from the Early Modern English period?
 - a. Tyme/Time
 - b. Nasion/Nation
 - c. Brije/Bridge

2. The plural of 'cow' used to be 'kine' but this changed to 'cows.' What process of change does this reflect?
 - a. Adaptation
 - b. Analogic Change
 - c. Adjustment

3. Spelling words the way they sound is classed as:
 - a. Phonetic Spelling
 - b. Orthographic Variation
 - c. Acclimatisation

4. Which of the following words has been formed using a derivational bound morpheme?
 - a. Helped
 - b. Helping
 - c. Helpful

5. Which of the following words has been formed using an inflectional bound morpheme?
 - a. Working
 - b. Worker
 - c. Workshop

6. How is the inflectional ending '-eth' used in the phrase 'He maketh the storm calm'?

- a. Archaic third-person singular form
- b. Archaic third-person plural form
- c. Archaic second-person plural form

7. Which of the following words is an example of an irregular verb?

- a. Walk
- b. Dance
- c. Take

8. Which of the following is an example of a Latinate prefix?

- a. Mono-
- b. Trans-
- c. Geo-

9. Which of the following is an example of a Greek suffix?

- a. -phone
- b. -able
- c. -acity

10. Which of the following statements best explains the spelling of the word 'debt'?

- a. Printers added in letters to make more money.
- b. 'b' and 't' were often interchangeable.
- c. Writers wanted to reflect the Latin roots of the word.

Theory Quiz

1. Suzanne Romaine argued that language has an internal history and an external history which affects language change. What would be an example of a language's internal history?
 - a. War and invasion leading to borrowings
 - b. Innovations such as technology and scientific discoveries
 - c. Analogic change leading to regularised inflectional endings

2. Tony Bex used a term to describe groups of texts that share similar language features and perform similar social functions. What term did he coin?
 - a. Functional Features
 - b. Generic Labels
 - c. Attributive Elements

3. In contrast to the previously very formal discourse of news broadcasts, modern presenters use a more colloquial style to create a sense of intimacy and rapport with their audience. What name did Norman Fairclough give to this changing use of language?
 - a. Convergence
 - b. Connectiveness
 - c. Conversationalisation

4. Donald Mackinnon categorised the attitudes people may have towards Language Change. Which of the following examples reflects one of his categories?
 - a. Communicative or uncommunicative
 - b. Explicable or Inexplicable
 - c. Useful or useless

5. Halliday proposes that language changes according to the needs of its users and is affected by things such as new discoveries, inventions and slang use. What is the main limitation of this theory?
 - a. Inventions don't have that significant an impact on language use.
 - b. This proposal only explains lexical change and does not give reasons for other changes.
 - c. Slang is fluid and changing all the time so cannot impact on long-term language use.

6. Jean Aitchison proposed three metaphors to describe negative attitudes towards Language Change. Two of these metaphors are The Damp Spoon and The Crumbling Castle. What is the third model?
 - a. The Sickness Incident
 - b. The Infectious Disease
 - c. The Pandemic Crisis

7. Aitchison also explained that certain groups of people see Language Change as synonymous with Language Decay. What name is given to people who hold this viewpoint?
 - a. Prescriptivists
 - b. Deteriorationists
 - c. Descriptivists

8. What term is used to describe people who see Language Change as inevitable and somewhat beneficial to language in general?
 - a. Constructivists
 - b. Subventionists
 - c. Descriptivists

9. Sharon Goodman argued that there are now a number of language forms that were traditionally reserved for personal interactions that are now being used in a wider public context. What name did she give to this concept?
- a. Informalisation Theory
 - b. Personalisation Theory
 - c. Conversationalisation Theory
10. Substratum Theory refers to the theory that language changes due to language contact. In previous times, this would have been due to invasions and colonisation. What factors are likely to support Substratum Theory now?
- a. Trade with other countries
 - b. English being the most widely spoken language
 - c. Social networking and immigration

Context Quiz

1. In terms of the development of English, what is the time period from 1450 – 1700 known as?
 - a. Middle English
 - b. Early Modern English
 - c. Renaissance English

2. What significant technological advance during this period helped the standardisation process?
 - a. The creation of permanent inks in 1504
 - b. The development of paper-making processes in 1621
 - c. The introduction of the printing press in 1476

3. In 1582, Robert Mulcaster published his book, *Elementarie*. What was the purpose of this book?
 - a. To create a definitive spelling list of popular words
 - b. To create a list of definitions of sophisticated words
 - c. To create a clearly defined set of grammatical rules

4. How did the Renaissance period influence the orthography of English?
 - a. The influence of Greek resulted in The Great Vowel Shift
 - b. The influence of Latin resulted in some spellings being altered to reflect Latin roots--e.g. debt
 - c. The influence of art and sculpture created the need for new words

5. William Caxton chose to use his East Midlands dialect to print his works. What happened as a result of this decision?
 - a. Due to his pronunciation, the orthography of Caxton's texts often featured an overuse of the /r/ phoneme.
 - b. Due to his origins, words associated with the East Midlands region became more popular.
 - c. Due to the fact his dialect was in the written form, the East Midlands dialect became the most prestigious.

6. Which of the following key events occurred during the Late Modern English period?
- The publication of the King James Bible
 - The publication of Shakespeare's plays
 - The publication of Samuel Johnson's dictionary
7. In 1762, *A Short Introduction of English Grammar* was published by whom?
- Richard Mulcaster
 - Robert Lowth
 - Jonathan Swift
8. In what year did compulsory schooling until the age of 10 come into effect as a result of the revised Education Act?
- 1885
 - 1892
 - 1880
9. During the Late Modern English period, English borrowed heavily from other languages. Which of the following reflects the main reason for this borrowing?
- The expansion of the British Empire brought English speakers into contact with other languages
 - The number of new inventions meant there were not enough English words.
 - The belief that English was a sub-standard language that needed to be improved.
10. The Political Correctness Movement from 1970s to present day focused on what element of language?
- The increased use of sophisticated phrases to make speakers sound more like politicians.
 - The increased teaching of Rhetoric as an art form.
 - The increased use of language that was designed to reduce the risk of causing offence.

Phonological Change Quiz

1. Which of the following statements best represents the results of The Great Vowel Shift?
 - a. Middle English - wi:f becomes Modern English - wɔɪf
 - b. Middle English - wi:f becomes Modern English - wɪf
 - c. Middle English - wi:f becomes Modern English – wæf

2. Which of the following statements best represents the results of The Great Vowel Shift?
 - a. Modern English – bi:n was once ben
 - b. Modern English – bi:n was once bɔ:n
 - c. Modern English – bi:n was once beɪn

3. William Labov's 'Martha's Vineyard Study' described an aspect of phonological change as 'Change from Below.' What does this change refer to?
 - a. Change as a result of the ways in which teenagers speak.
 - b. Change that consciously occurs.
 - c. Change that occurs unconsciously.

4. Paul Kerswill's 'Milton Keynes Study' found that people were losing the distinctive features of their regional accents in favour of a more mainstream, urban accent. He defined this process as:
 - a. Diminishing
 - b. Flattening
 - c. Levelling

5. Studies have found that the accent of London and South-East England is spreading across the country. This accent is known as:
 - a. Southern English
 - b. Estuary English
 - c. Thames English

6. One of the main features of this accent is the use of the glottal stop. Which of the following most closely represents the way this accent uses this feature?
- Football pronounced as fʊʔbɔ:l
 - Twenty pronounced as twentɪ:
 - Something pronounced as sʌmfɪŋ
7. One recent phonological change has been classed as 'uptalk' or 'upspeak'. How is this change defined?
- The careful enunciation of /t/ to sound more sophisticated.
 - The use of rising intonation at the end of declaratives.
 - The use of 'th' fronting so that the sound moves up in the mouth.
8. Multicultural London English as an accent is also beginning to spread beyond London. One of the defining features of MLE is the pronunciation of /th/ sounds. Which of the following most closely represents this phonological feature of MLE?
- ðɪs pronounced as dɪz
 - ðem pronounced as tem
 - θɪŋ pronounced as θɪŋk
9. Which of the following is a probable reason for phonological change?
- People are too lazy to try and interpret other accents.
 - People are creative and playful with the sounds of words.
 - People imitate the speech of those they admire or respect.
10. What is the name given to the accent that is often considered to be the most prestigious English accent?
- Raised Pronunciation
 - Received Pronunciation
 - Royal Pronunciation

Grammatical Change Quiz

1. Modern grammar checks encourage people to write in the Active Voice rather than the Passive for ease of communication. Which of the following sentences is written in the Passive Voice?
 - a. The average blue whale eats up to 40 million krill per day.
 - b. The mixing of the two chemicals resulted in a toxic gas being produced.
 - c. The solution was heated to 120 degrees centigrade.

2. One of the inflectional endings that disappeared during the Middle English period was the verb ending 'th' in words such as 'doth.' Which other verb ending is now considered archaic?
 - a. -mt
 - b. -en
 - c. -st

3. The phrase 'If I were you...' is written in what tense?
 - a. Past progressive
 - b. Subjunctive
 - c. Imperfect

4. Which of the following nouns does not follow the regular plural pattern?
 - a. Ox
 - b. Bear
 - c. Pig

5. Prescriptive grammarians disapprove of the Star Trek line "To boldly go where no man has gone before." Why?
 - a. The androcentric use of 'man' means women are excluded from the phrase.
 - b. There is an example of a split infinitive is seen as an incorrect form.
 - c. The positioning of the negative is considered to be non-standard.

6. In the following sentence, which word acts as the indirect object?
'He gaveth to the man a note of great worth.'
- Man
 - Note
 - Worth
7. According to the formal rules of grammar, when should 'who' and 'whom' be used?
- 'Who' should be used after a preposition and 'whom' should be used before a finite verb.
 - 'Who' should be used as the subject pronoun and 'whom' should be used as the object pronoun.
 - 'Who' should be used after quantifying determiners and 'Whom' should be used before quantifying determiners.
8. According to the formal rules of grammar, why would the following sentence be seen as non-standard?
'I shouldn't be surprised if it didn't rain this weekend.'
- Contractions are seen as a lazy form and should not be used.
 - The verb 'did' is in the past tense and so it should be 'doesn't'.
 - The use of the two negative words in the same sentence results in their meaning being cancelled.
9. Although now largely ignored, why do traditional grammarians believe that the phrase "With whom will you be travelling?" should be used instead of "Who will you be travelling with?"
- Whom is a more formal pronoun and reflects the high status of speakers.
 - Interrogative sentences should end with the verb.
 - Sentences should not end with a preposition.
10. How is the use of the pronoun 'thy' best described?
- Possessive determiner pronoun – archaic form of your.
 - Second person singular pronoun – archaic form of you.
 - Reflexive pronoun – archaic form of yourself.

Influences of Change Quiz

1. 'Jennifer Lawrence is one of the best actors of this generation.' What aspect of language change is represented here?
 - a. The superlative is pre-modifying the noun reflecting a syntax shift influenced by a need to show power.
 - b. The loss of the marked inflection reflects the impact the equality movement has had on language.
 - c. The vague language reflects the impact that legal language has had on speakers as they do not want to claim anything as a fact.

2. Technological Determination Theory can be best summed up as:
 - a. The belief that technology determines how we use language rather than humans manipulating technology for their own needs.
 - b. The belief that humans determine how to use technology for their own needs.
 - c. The belief that technology will continue to develop and makes those who use it determined to change language to reflect these advances.

3. Why are lexemes from teen sociolects unlikely to have a long life span?
 - a. Teenagers stereotypically use lazy language and this changes as they grow up.
 - b. Teenage sociolects are typically designed to exclude different generations meaning they have limited diffusion.
 - c. Teenagers change their minds frequently about the slang they want to use so words do not last long.

4. We no longer pronounce the 'b' at the end of words such as 'thumb,' 'tomb' and 'lamb.' What influencing factor is likely to have caused this change?
 - a. Social prestige – people from a higher class stopped saying it so people adopted their pronunciation.
 - b. Geographical factors – people moved to different areas and that affected the pronunciation of certain words.
 - c. Ease of articulation – it is a complex consonant cluster if each letter is enunciated so people stopped pronouncing both to make it easier to say.

5. Which influencing factor may have affected the decision to change the name of 'The Spastics' Society' to Scope?
- As a result of Political Correctness, the term 'spastic' was no longer considered appropriate language.
 - The financial crash in the 1980s meant charities struggled to make money so the name had to become shorter and more exciting.
 - The rise in advertising on television meant that company needed a more memorable name for people to learn in a short period of time.
6. Which of the following statements about the word 'gramophone' is most accurate?
- The use of a Latinate suffix is commonly used for inventions as it has connotations of class and status.
 - This is an example of affixation, which is commonly used as it often follows analogies of existing words.
 - The word has now become archaic due to the fact that technology has meant new inventions have replaced this one.
7. War often impacts on language. Which of the following statements best describes the primary influence of war on language?
- War often results in language being bleached as atrocities are reported so regularly people become immune to them.
 - War brings different languages into contact with each other meaning loanwords enter the lexicon.
 - War is brutal and so politeness features tend to become less frequent in spoken language.
8. When speakers of different languages want to trade but do not have a language in common, they often create a simplified language to communicate with. What is the term given to this language?
- Hybrid
 - Assimilated
 - Pidgin

9. The Latin word 'pulmo' and the Greek word 'pleumon' both mean 'lung' and have led to the creation of the English word 'pulmonary' meaning 'relating to the lungs'. Which statement best describes this influence?
- a. Latin and Greek terms were commonly used as their meanings were not likely to change; therefore language would remain precise and accurate.
 - b. Latin and Greek are complex languages and so make medical jargon more difficult to understand.
 - c. Latin and Greek were commonly spoken at the same time as a lot of medical advances were made.
10. Which of the following statements best describes the influence that social media has had on language change?
- a. The frequent use of spellchecker and autocorrect is reducing the accuracy of people's spelling.
 - b. The language of social media is a restricted code and the frequency of use means people are no longer able to effectively code-switch.
 - c. The widespread use of social media means that lexical diffusion can occur more easily than before, meaning that words are codified more frequently.

General Knowledge Quiz – 1

1. Transport, animal and colour are all examples of what?
 - a. Hypernym
 - b. Hyponym
 - c. Antonym

2. The language used by a specific group can be defined as:
 - a. Idiolect
 - b. Factional
 - c. Sociolect

3. According to Martin Joo, which level of formality might explain why some archaic terms are still used on a regular basis?
 - a. The Frozen Register
 - b. The Fixed Register
 - c. The Inert Register

4. Which of the following utterances best represent a dialect?
 - a. wɒ? ɪz dæɪt?
 - b. i: nidz ʌ bæf
 - c. wez i: tu:

5. What is the name given to expressions that cannot be understood unless the context of the utterance is known?
 - a. Dependent expressions
 - b. Deictic expressions
 - c. Decontextualised expressions

6. Which of the following statements demonstrates the post-modification of a noun?
- The boy quickly ran home.
 - The large dragon roared.
 - The doctor was disappointed.
7. How is implicature best defined?
- A phrase where meaning has to be inferred as a result of a maxim being flouted.
 - A phrase which threatens a speaker's Positive Face.
 - A phrase which has an associated meaning dependent on cultural knowledge.
8. What is another name for the colloquial register or everyday language?
- Vocable
 - Valediction
 - Vernacular
9. What approach should be taken when analysing a text from 1600 and a text from 2010?
- A diachronic approach
 - A synchronic approach
 - An aysnchronous approach
10. What approach should be taken when analysing a text from 1780 and a text from 1795?
- An anachronistic approach
 - A synchronic approach
 - A diachronic approach

General Knowledge Quiz – 2

1. When a text makes reference to something beyond the language of the text itself it is called:
 - a. An endophoric reference
 - b. An anaphoric reference
 - c. An exophoric reference

2. When a text makes a reference forwards to something which has not yet been identified it is called:
 - a. A deictic reference
 - b. A proleptic reference
 - c. A cataphoric reference

3. The desire not to be imposed upon refers to our:
 - a. Positive Face
 - b. Negative Face
 - c. Personal Face

4. How can the vowel sound in the word 'mouse' be described?
 - a. A diphthong
 - b. A vowel cluster
 - c. A blended vowel

5. How can the consonant sound /v/ be described?
 - a. A voiced plosive
 - b. An unvoiced fricative
 - c. A voiced fricative

6. What is the place of articulation for the /d/ consonant?
 - a. Dental
 - b. Alveolar
 - c. Glottal

7. What term is given to the pitch, tone, pace and volume of speech?
 - a. Prosodic features
 - b. Paralinguistic features
 - c. Performance features

8. What is the name given to titles such as 'Mr,' 'Doctor' and 'Miss'?
 - a. Addresses
 - b. Greetings
 - c. Honorifics

9. The ways in which individuals change their speech patterns to match others is known as:
 - a. Rapport
 - b. Accommodation
 - c. Adjustment

10. The way in which language is communicated between producer and receiver, e.g. in writing, is referred to as:
 - a. Mode
 - b. Median
 - c. Model

II. Sexism Task

Text A

This text is taken from the Huffington Post and is about the sexist language used in the headlines of the Daily Mail.

Task: Read the article, discuss and write a summary of the issues.
50 Credits

‘Daily Mail’ Greatest Hits: 14 Absurd Headlines About Women

Do you ever find yourself reading and then re-reading a headline to make sure that it’s real and that you haven’t accidentally landed on the Onion?

If you read the *Daily Mail* regularly, this is probably a familiar experience, especially if you peruse its stories about women. The British rag’s headlines are so dependably outrageous that they’ve spawned a Daily Mail-o-matic, a tool that generates *Daily Mail*-esque headlines, but none are more absurd than the female-centric offerings.

Jezebel has chronicled this phenomenon for years in posts tagged “Daily Fail,” but the British paper has so outdone itself recently, that it seemed time for a little roundup. For your amusement — and horror — here are some of the most ridiculous *Mail* headlines we’ve come across in the past couple of months. Scroll through and let us know which you think wins Craziest Representation of Womankind. Ready? Let’s begin:

1. Women become good cooks at the age of 55 – that is when they can cook a roast, rescue a meal... and FINALLY boil an egg
Deborah Arthurs, 2012
2. Uh oh... You can spend a fortune trying to look young but those droopy ears will give you away (are you listening, Madonna)!
Tanith Carey, 2012
3. Too few women in top jobs could mean firms are forced to promote females
Becky Barrow, 2012

4. 'Women are better spies... they're more devious': The widows who became best friends after discovering both were World War II secret agents
Fiona Roberts, 2011

5. Women are too shy to break through glass ceiling, says female scientist
Daily Mail Reporter, 2008

6. Why women become LESS bitchy as they get older (and yes, it's to do with men)
Sophie Borland, 2008

7. Study claims women choose 'briefcase over baby' if they find it hard to attract men
Fiona Macrae, 2012

8. Women really listen only to gossip and other people's conversation, study reveals
Daily Mail Reporter, 2009

9. Women really can't keep secrets: 40% who have cheated on their partner admit they told at least one friend (but men prefer to tell strangers)
Daily Mail Reporter, 2010

[Christina Huffington](#)

III. Exam Style Questions

Select any set of 'EXAM TEXT' 1-10 and answer the question appropriate to your exam board.

100 Credits per exam question.

Edexcel:

Evaluate the ways that both texts demonstrate how language has changed over time.

You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.

OCR

Using appropriate linguistic concepts and methods, analyse the ways in which language is used in these two texts.

In your answer you should:

- explore connections and variations between the texts
- consider how contextual factors contribute to the construction of meaning

Eduqas

Analyse and evaluate what these texts show about the changing nature of texts over time.

In your response you must also:

- explore connections across the texts
- consider relevant contextual factors and language features associated with the construction of meaning
- demonstrate understanding of relevant language concepts and issues

Select any set of 'AQA EXAM TEXTS' and answer the question appropriate to AQA exam board.

AQA

Select any of the two 'AQA Exam' texts and answer the following two questions:

1. Analyse how language is used in Text A and Text B to present views about the nature of language change.

In your answer you should:

- examine any similarities and differences you find between the two texts
 - explore how effectively the texts present their views
2. Write an opinion article about language change in which you assess the ideas and issues raised in Text A and Text B and argue your own views.

1. Exam text: Autobiographies Text 1

This is an extract from the autobiography of Mrs. Hester Lynch Thrale Piozzi, published in 1801. In 1765, Piozzi (then Mrs Thrale) met Samuel Johnson and worked with him on a translation of writings by Boethius, a Roman philosopher.

In this section of the text, she recounts a story about Dr Johnson's home and about how her family supported him during his career.

Lord Macaulay thus portrays the objects of Johnson's hospitality as soon as he had got a house to cover them. "It was the home of the most extraordinary assemblage of inmates that ever was brought together. At the head of the establishment he had placed an old lady named Williams, whose chief recommendations were her blindness and her poverty. But in spite of her murmurs and reproaches, he gave an asylum to another lady who was as poor as herself, Mrs. Desmoulins, whose family he had known many years before in Staffordshire. Room was found for the daughter of Mrs. Desmoulins, and for another destitute damsel, who was generally addressed as Mrs. Carmichael, but whom her generous host called Polly. An old quack doctor called Levet, who bled and dosed coalheavers and hackney coachmen, and received for fees crusts of bread, bits of bacon, glasses of gin, and sometimes a little copper, completed this menagerie."

This picture of Johnson's interior is true in the main, when it is added that the inmates of his house were quarrelling from morning to night with one another, with his Negro servant, or with himself. In one of his letters to Mrs. Thrale, he says, " Williams hates every-body: Levet hates Desmoulins, and does not love Williams: Desmoulins hates them both: Poll (Miss Carmichael) loves none of them."

In a conversation at Streatham, reported by Madame D'Arblay, the menagerie was thus humorously described : —

Mr. Thrale. —But how do you get your dinners drest?"

Dr. J.—Why De Mullin has the chief management of the kitchen; but our roasting is not magnificent, for we have no jack."

Mr. T. —No jack? Why how do they manage without?"

Dr. J. — Small joints, I believe, they manage with a string, and larger are done at the tavern. I have some thoughts (with a profound gravity) of buying a jack, because I think a jack is some credit to a house."

Mr. T. —Well, but you'll have a spit, too?"

Dr. J. — No, Sir, no ; that would be superfluous ; for we shall never use it ; and if a jack is seen, a spit will be presumed!"

Mrs. T. — But pray. Sir, who is the Poll you talk of? She that you used to abet in her quarrels with Mrs. Williams, and call out, 'At her again. Poll ! Never flinch, Poll!' "

Dr. J. —Why I took to Poll very well at first, but she won't do upon a nearer examination."

Mrs. T. —How came she among you, Sir?"

Dr. J. —Why I don't rightly remember, but we could spare her very well from us. Poll is a stupid slut; I had some hopes of her at first; but when I talked to her tightly and closely, I could make nothing of her; she was wiggle waggle, and I could never persuade her to be categorical."

The effect of an unbroken residence with such inmates, on a man of irritable temper subject to morbid melancholy, may be guessed; and the merit of the Thrales in rescuing him from it, and in soothing down his asperities, can hardly be over-estimated. Lord Macaulay says, they were flattered by finding that a man so widely celebrated preferred their house to every other in London (where, by the way, very few of the same class were then open to him), and suggests that even the peculiarities which seemed to unfit him for civilised society, including his gesticulations, his rollings, his puffings, his mutterings, and the ravenous eagerness with which he devoured his food, increased the interest which his new associates took in him. His hostess does not appear to have viewed them in that light, and she was able to command the best company of the intellectual order without the aid of a "lion", or a bear. If his conversation attracted many, it drove away some, and silenced more. He accounted for the little attention paid him by the great, by saying that "great lords and great ladies do not like to have their mouths stopped," as if this was peculiar to them as a class.

Johnson was in the zenith of his fame when literature, politics, and fashion began to blend together again by hardly perceptible shades, like the colours in shotsilk, as they had partially done in the Augustan age of Queen Anne. One marked sign was the formation of the Literary Club (The Club, as it still claims to be called), which brought together such men as Fox, Burke, Gibbon, Johnson, Goldsmith, Garrick, Reynolds, and Beauclerc, besides blackballing a bishop (the Bishop of Chester), and a lord- chancellor (Camden). Yet it is curious to observe within how narrow a circle of good houses the Doctor's engagements were restricted.

1. Exam text: Autobiographies Text 2

This text is the opening of the autobiography of Andre Agassi, a champion tennis player, written in 2009. Agassi is recalling his feelings while he was preparing for the final tournament of his career.

I open my eyes and don't know where I am or who I am. Not all that unusual—I've spent half my life not knowing. Still, this feels different. This confusion is more frightening. More total.

I look up. I'm lying on the floor beside the bed. I remember now. I moved from the bed to the floor in the middle of the night. I do that most nights. Better for my back. Too many hours on a soft mattress causes agony. I count to three, then start the long, difficult process of standing. With a cough, a groan, I roll onto my side, then curl into the fetal position, then flip over onto my stomach. Now I wait, and wait, for the blood to start pumping.

I'm a young man, relatively speaking. Thirty-six. But I wake as if ninety-six. After three decades of sprinting, stopping on a dime, jumping high and landing hard, my body no longer feels like my body, especially in the morning. Consequently my mind doesn't feel like my mind. Upon opening my eyes I'm a stranger to myself, and while, again, this isn't new, in the mornings it's more pronounced. I run quickly through the basic facts. My name is Andre Agassi. My wife's name is Stefanie Graf. We have two children, a son and daughter, five and three. We live in Las Vegas, Nevada, but currently reside in a suite at the Four Seasons hotel in New York City, because I'm playing in the 2006 U.S. Open. My last U.S. Open. In fact my last tournament ever. I play tennis for a living, even though I hate tennis, hate it with a dark and secret passion, and always have.

As this last piece of identity falls into place, I slide to my knees and in a whisper I say: Please let this be over.

Then: I'm not ready for it to be over.

Now, from the next room, I hear Stefanie and the children. They're eating breakfast, talking, laughing. My overwhelming desire to see and touch them, plus a powerful craving for caffeine, gives me the inspiration I need to hoist myself up, to go vertical. Hate brings me to my knees, love gets me on my feet.

I glance at the bedside clock. Seven thirty. Stefanie let me sleep in. The fatigue of these final days has been severe. Apart from the physical strain, there is the exhausting torrent of emotions set loose by my pending retirement. Now, rising from the center of the fatigue comes the first wave of pain. I grab my back. It grabs me. I feel as if someone snuck in during the night and attached one of those anti-theft steering wheel locks to my spine. How can I play in the U.S. Open with the Club on my spine? Will the last match of my career be a forfeit?

I was born with spondylolisthesis, meaning a bottom vertebra that parted from the other vertebrae, struck out on its own, rebelled. (It's the main reason for my pigeon-toed walk.) With this one vertebra out of sync, there's less room for the nerves inside the column of my spine, and with the slightest movement the nerves feel that much more crowded. Throw in two herniated discs and a bone that won't stop growing in a futile effort to protect the damaged area, and those nerves start to feel downright claustrophobic. When the nerves protest their cramped quarters, when they send out distress signals, a pain runs up and down my leg that makes me suck in my breath and speak in tongues. At such moments the only relief is to lie down and wait. Sometimes, however, the moment arrives in the middle of a match. Then the only remedy is to alter my game—swing differently, run differently, do everything differently. That's when my muscles spasm. Everyone avoids change; muscles can't abide it. Told to change, my muscles join the spinal rebellion, and soon my whole body is at war with itself.

Gil, my trainer, my friend, my surrogate father, explains it this way: Your body is saying it doesn't want to do this anymore.

My body has been saying that for a long time, I tell Gil. Almost as long as I've been saying it.

2. Exam text: Conspiracy Text 1

This text is a letter from Robert Cecil, the Earl of Salisbury, to Sir Thomas Edmonds following the arrest of Guy Fawkes. In this letter, Cecil explains that Hugh Owen has been named as one of the conspirators and is asking Edmonds to request that Archduke Albert of Brussels arrests Owen and delivers him to the English courts.

This text was written in 1605.

Sir Thomas Edmonds, I have written unto you yesterday at large, of the circumstances of that horrible conspiracy, intended here against the state, and of the manner of discovery thereof, by wich, as you may see, on the one syde, the monstrous ledblene of the undertakers, so on the other syde, wee have cause to geve thanks unto Almighty God, for his extraordinary goodness in preserving his Maj. And this state from their violent hands; And forasmuch as by dayly examinations, it doth appeare, that there is great cause to suspect, that Owen hath ben made privy to this horrible conspiracy, I thinke it very expedient now, for his Maj,'s service, that you doe informe the Archduc of it, and putt him to the tryall of the ledblen of his extraordinary professions towards his Maj., by shewing the ledbleness of the fact, and requiring at his hands, whether he would not geve order, to make stayer of the said Owen, in some place of safety, untyll it may further appeare, what cause wee shall have to charge him in this action; and then to leave it to the Archdukes owne jugement, upon the proofes thereof, what course he shall think le to hold with him: This you may press something earnestly with the Archdukes, and putt him to the wall, that when hereafter wee shall have cause to charge Owen (as wee have very probable suspition already) the Archdukes shall not excuse themselves, by alleadging that he is led, and not in their power. The managing hereof leaving to your discretion. I commit you to God.

You shall doe well to keepe Hoboques packuett in your hands untyll you have spoken with the Archdukes of this matter: to make all things sure.

Whitehall, 10 November 1605. Your loving friend

Salisbury

2. Exam text: Conspiracy Text 2

This text is an extract from an online article from www.vanityfair.com about the death of Democratic National Committee employee, Seth Rich, and the conspiracy theories that it spawned.

SEAN HANNITY REFUSES TO RETRACT WIKILEAKS CONSPIRACY THEORY

Fox News finally disavowed a debunked story about the murder of Seth Rich but Hannity says he has “retracted nothing”.

Fox News has retracted a story about Seth Rich, a Democratic National Committee staffer whose unsolved murder had become the focal point of several right-wing conspiracy theories, six days after CNN first pointed out problems with its reporting, and just hours after the brother of the murder victim pleaded with the network to stop prime-time host **Sean Hannity** from spreading “baseless accusations” about his family.

Speculation about the reason for Rich’s murder began spreading online within weeks of his July 2016 death, fuelled by a [\\$20,000 reward](#) offered by WikiLeaks for information about the case, and later by WikiLeaks founder **Julian Assange**, who [suggested](#) on a Dutch radio show that Rich may have been involved in the D.N.C. hack attributed to Russia. **Roger Stone**, a long-time confidant of [Donald Trump](#), was among those on the right who insinuated that Rich had been killed by the Clintons in order to cover up the evidence. (Washington, D.C. police have said evidence suggests Rich was the victim of a botched robbery.)

The theory that Rich, not the Russians, might be behind the D.N.C. hack remained confined to Russian propaganda outlets and right-wing fever swamps until May 16, when Fox News aired an interview, and later wrote a story on FoxNews.com, featuring a claim by **Rod Wheeler**, a Fox News contributor and private investigator working with the Rich family, that Rich had been in contact with WikiLeaks before his death. The news was quickly picked up by Breitbart (“NOT RUSSIA, BUT AN INSIDE JOB?”) and the Drudge Report (“DEAD DNC STAFFER 'HAD CONTACT' WITH WIKILEAKS”) before the story began to fall apart under scrutiny. Contacted by CNN, Wheeler [said](#) he was only previewing information given to him by a Fox News reporter for the network’s own upcoming story, and that he had no evidence of his own. The Fox News producer and editor who worked on both stories did not respond to CNN’s requests for comment.

While nearly every other news network covered reports that Trump had pressured then-F.B.I. director **James Comey** to drop his investigation into **Mike Flynn**, Fox News spent days fixated on the debunked Seth Rich story, despite pleas by the Rich family to stop spreading conspiracy theories. Sean Hannity was the network’s biggest on-air proponent of the

story, [repeatedly raising questions](#) about the case and suggesting that a Rich-WikiLeaks connection could prove allegations of Russian election meddling were fake. Even after a spokesman for the Rich family condemned the reporting as an attempt to “manipulate the legacy of a murder victim in order to forward their own political agenda,” Hannity soldiered on, asking, “Does that sound like a robbery to you? Because it doesn’t sound at all like a robbery to me.”

Hannity’s colleagues at the network were reportedly [“disgusted”](#) that News Corp had not done enough to disavow the story. Their anonymous complaints, however, fell on deaf ears.

3. Exam text: Introductions Text 1

This text is the opening page of The Unfortunate Traveller by Thomas Nashe, written in 1594. In this opening page, he dedicates the book to Lord Henry Wriothesley.

To the right honourable Lord Henrie Wriothesley, Earl of South-hampton and Baron of Titchfeeld.

Ingenuous honourable Lord, I know not what blinde custome methodicall antiquity hath thrust vpon vs, to dedicate such books as we publish to one great man or other; In which respect, lest anie man should challenge these my papers as goods vncustomd, and so extend vpon them as forfeite to contempt, to the seale of your excellent censure, loe, here I present them to bee seene and allowed. Prize them as high or as low as you list; if you set anie price on them, I hold my labor well satisfide. Long haue I desired to approoue my wit vnto you. My reuerent duetifull thoughts (even from their infancie) have been retayners to your glorie. Now at last I haue enforst an opportunitie to plead my devoted minde. All that in this phantasticall Treatise I can promise is some reasonable conueyance of historie, & varietie of mirth. By diuers of my good frends haue I been dealt with to employ my dul pen in this kinde, it being a cleane different vaine from other my former courses of writing. How wel or ill I haue done in it, I am ignorant: (the eye that sees round about it selfe, sees not into it selfe); only your Honours applauding encouragement hath power to make mee arrogant. Incomprehensible is the height of your spirit, both in heroical resolution and matters of conceit. Vnreprieuably perisheth that booke whatsoever to wast paper which on the diamond rock of your judgement disasterly chanceth to be shipwrackt. A dere loue and cherisher you are, as well of the lovers of poets as of poets themselves. Amongst their sacred number I dare not ascribe myself, though now and then I speak English; that smal braine I have to no further vse I conuert, saue to be kinde to my frends and fatall to my enemies. A new brain, a new wit, a new stile, a new soule will I get mee, to canonize your name to posteritie, if in this my first attempt I be not taxed of presumption. Of your gracious fauour I despaire not, for I am not altogether Fame's outcast. This handfull of leaues I offer to your view, to the leaues on trees I compare, which as they cannot grow of themselues except they have some branches or boughes to cleaue too, & with whose iuice and sap they be euermore recreated & nourisht, so except these vnpolisht leaves of mine haue some branch of nobility whereon to depend and cleaue, and with the vigorous nutriment of whose authorized commendation they may be continually fosterd and refresht, never will they grow to the world's good liking, but forthwith fade and die on the first hour of their birth. Your Lordship is the large spreading branch of renown from whence these my idle leaves seek to derive their whole nourishing; it resteth you either scornfully shake them off as worm-eaten & worthless, or in pity preserue them and cherish them for some little summer frute you hope to finde amongst them.

Your Honour's in all humble service,

Tho: Nashe

3. Exam text: Introductions Text 2

This is taken from the introduction to a poetic essay by Percy Bysshe Shelley, published in 1811. In this essay, Shelley discusses the way people treat others.

PREFACE TO AN ESSAY ON THE EXISTING STATE OF THINGS.

THE following Poem is such, as some might conceive to demand an apology; it might appear to those, who do not consider with sufficiently accurate investigation, that its ultimate view is subversive of the existing interests of Government. A moment's attention to the sentiments on which it is founded must demonstrate the erroneousness of this supposition. Before the system which it reprobates can be ameliorated; before that peace, which, perhaps, with greater sanguineness¹ than certainty, every good man anticipates, a total reform in the licentiousness², luxury, depravity, prejudice, which involve society, must be effected. This reform must not be the work of immature assertions of that liberty, which, as affairs now stand, no one can claim without attaining over others an undue, invidious superiority, benefiting in consequence self instead of society; it must not be the partial warfare of physical strength, which would induce the very evils which the tendency of the following Essay is calculated to eradicate; but gradual, yet decided intellectual exertions must diffuse light, as human eyes are rendered capable of bearing it. Does not every feeling mind shrink back in disgust when it beholds myriads of its fellow-beings, whom indigence, whom persecution, have deprived of the power to exert those mental capabilities which alone can distinguish them from the brutes, subjected by nature to their dominion? Is it not an insult to the Allwise, the Omnipresent intelligence of the universe, that one man should, by the abuse of that capacity which was formed to be exerted for the happiness of his fellow-creatures, deprive them of the power to use the noblest gift which his wisdom had imparted? As there is great reason to suppose that degrees of happiness will be adjudged to each, in a future state, in proportion to the degrees of virtue which have marked the life of the individual in this; as it is self-evident that the state of probation in which we now reside, is merely a preparatory stage in which to display our energies, to fit us for a more exalted state of existence, is not the deprivation of liberty the deepest, the severest of injuries? Yet this is despotism. These ideas of a future state of rewards and punishments, it must be confessed, do not exactly coincide with those of St. Athanasius, regarding that, by which he so liberally condemns all who differ from his own opinions to eternal torture. Independent of the evident spirit of intolerating priestcraft, which this anathema³ displays, I have another reason for not crediting the Reverend Father. St. Chrysostom, a saint in no less repute than the above-mentioned creed-maker, has, in his admonitions to the Bishops, whilst discussing the best method of expounding the scriptures, the following passage:

¹ Positivity, optimism

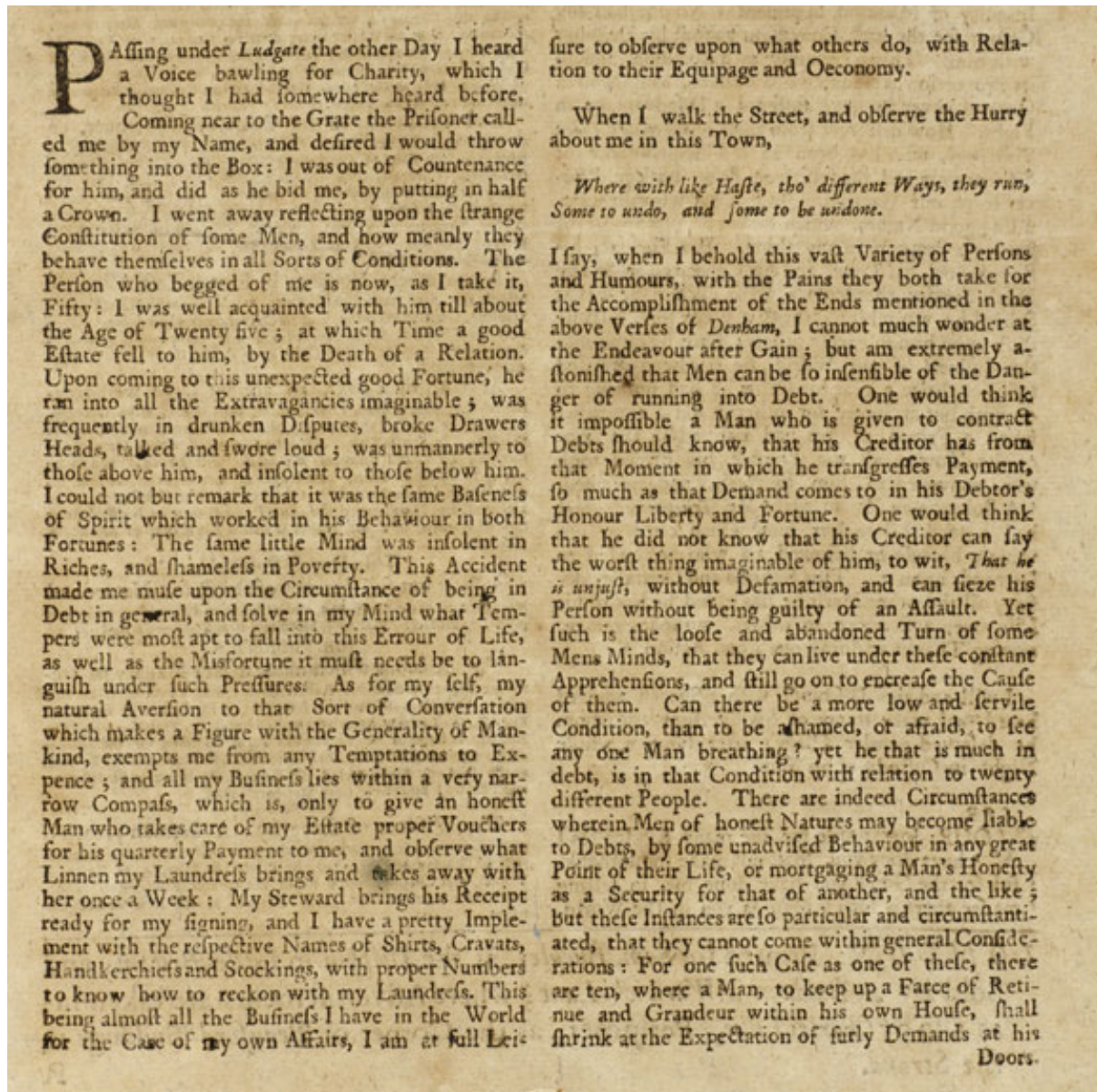
² Promiscuous, immoral

³ Formal curse by a member of the Church and also something one despises

“Should you meet with any part of the Bible, which either does not accord with your own
“ sentiments, or those which you think necessary to adopt, explain it as an allegory; if then
“ it will not bend, say that it is typical of some future event; if you find it impossible to
“ escape thus, expound it.”

4. Exam text: Begging Text 1

This is an essay by Joseph Addison written in 1711. In this essay, Addison recounts an experience with a man who was begging from within Ludgate Prison. This encounter made him think about begging and debt and his thoughts about this subject are shown in the essay.



4. Exam text: Begging Text 2

This is an article from Arena Magazine written by Tony Parsons in 1991. In this article, he gives his opinions about beggars and begging in general.

Street Trash: Beggars of Britain

Punk Beggars, drunk beggars, beggars with babies. Beggars in shell suits and beggars in rags. Beggars stinking of cheap lager with snot on their chin and a mangy mutt on the end of a piece of string. Lots of them.

And gypsy beggars who try to stuff a ratty flower into your buttonhole with some sentimental line – ‘For the children,’ coos some obese hag. Old beggars too shagged out to beg, young beggars who look like they could run a four-minute mile if they ever made it up off their backsides. Beggars in King’s Cross, beggars in Covent Garden, beggars on the street where you live. All kinds of beggars everywhere in this city, and they will be with us forever now. They have no shame. Because begging is no longer taboo.

I think that my father would rather have seen us go hungry than have to go out there and ponce for our supper. I think that the old man, may he rest peacefully, would have preferred to rob, cheat or watch us wither with malnutrition before standing on a street corner with a Uriah Heep look in his eye asking for a hand-out. He would have been happier seeing us sleeping in a shoebox full of shit than he would have been *begging*.

The fact is that my father’s generation was incapable of begging. The children they raised were also incapable of begging. There were standards that were not negotiable. There were certain lines you never crossed; there were taboos. Respect the elderly. Don’t rat on your friends. Never hit a woman. Never stand on a street corner with snot on your chin and a dog on the end of a piece of string asking passers-by if they have any change. Of all the taboos, *don’t beg* was the greatest of all.

Somewhere between then and now, between our childhood and our thirties all the old taboos disappeared. But taboos are good; taboos are the no-go areas that mark the parameters of society’s moral code. When taboos fall, civilisation is built on dangerously shifting sands.

Now that begging is an acceptable career option it is worth considering a few tips from the pouncing masterclass. Place yourself somewhere the public can’t miss you, say outside a West End theatre or at the foot of some tube station steps. Consider the use of props – a child is good, a baby even better, though you would be surprised at the well of compassion you plumb when you have some flea-bitten mongrel at your side. Signs are fine. Knock out ones that say, ‘Please give generously – No home, no job, no shame’ or ‘Take

pity - Mohawk with run in tights' or 'Dog on a rope to support'. Make eye contact and be persistent, friendly – don't be too specific. Ask the beggees for 'loose change', rather than money for a cup of coffee or money to catch the bus to the Job Centre. Everybody knows what you are going to spend it on anyway...

You can always sing a little song or do a little dance, but a true beggar frowns on these gimmicks. Busking is begging with music (give me money because I am entertaining you) just as mugging is begging with menace (give me money or I will fill your face in). But begging purists want you to give them money because – what? Because you are better off than they are? Because life has dealt them a bad hand?

Well, I don't buy it. I don't believe that the people begging are the unluckiest people in town. They are merely the people with the least pride, dignity, self-respect – all the intangibles that hold the human spirit together. It's strange, but I don't recall ever seeing a black beggar in London, or a Hong Kong Chinese beggar or an Indian beggar. I must have seen hundreds, thousands of beggars in this town, and they have all been white trash. But when you look at the sick-making state of the white working class – all the men turning into fat farts at 20, all the girls turning into their mothers a year later – what possible hope could there be for the next rung down on the caste system? If the people with jobs have the aesthetic beauty and intellectual ability of a cowpat, what chance is there for the people without a job? Though of course by now begging is a job – the newest profession.

I used to give. I used to give generously. These people disgusted me, but still I gave. I was appalled, but I felt sorry for them – and they knew it! Oh, they could spot old muggins a mile off! It was feeding frenzy time at the zoo when I came down the road! I was a soft touch – I thought it was the correct emotional response. In a way, my concern has simply been exhausted. So sorry, no change! Ponce your next bruise-blue can of Vomit Brew from some other sucker. There's just too many of them. But it goes beyond mere compassion fatigue. I think I have grown to truly hate them.

In Africa you see beggars with deformed legs crawling, literally crawling, by the side of the road. In Africa you see old men with their eyes turned a horrible milky blue by river blindness being led around by their grandchildren. You see sights that make you feel like weeping – you see beggars with every excuse for begging. But London isn't the Third World. It just smells that way.

We owe it to ourselves to walk past these people, metaphorically gobbing in the grubby palms of their outstretched hands, chanting our protest against a world that is forever changing for the worst. No change, we say, no change. Just say no change.

-Tony Parsons

5. Exam text: Disappointment Text 1

This is a letter from Elizabeth I written prior to her becoming queen. She is writing to her brother, King Edward VI, following her attempt to visit him while he was ill. Due to political tensions, her request to visit her brother was refused and she was turned away.

This text was written in 1553.

To the Kinges most excellent Maiestie

Like as a shipman in stormy wether plukes downe the sailes tarijnge for bettar winde, so did I, most noble Kinge, in my vnfortunate chance a thursday pluk downe the hie sailes of my ioy and comfort and do trust one day that as troblesome waues have repulsed me bakwarde, so a gentil winde wil bringe me forwarde to my hauen. Two chief occasions moued me muche and griued me gretly, the one for that I doubted your Maiesties helthe, the other bicause for al my longe tarijnge I wente without that I came for. Of the first I am releued in a parte, bothe that I vnderstode of your helthe, and also that your Maiesties loginge is far from my Lorde Marques chamber. Of my other grief I am not eased, but the best is that whatsoever other folkes wil suspect, I intende not to feare your graces goodwil, wiche as I know that I never disarued to faint, so I trust wil stil stike by me. For if your Graces aduis that I shulde retourne (whos wil is a commandement) had not bine, I wold not haue made the halfe of my way, the ende of my iourney. And thus as one desirous to hire of your Maiesties helth, thoght vnfortunat to se it, I shal pray God for euer to preserue you.

From Hatfild this present Saterdag.

Your Maiesties humble sistar to commandement

Elizabeth.

Tarijnge – tarrying, waiting

Disarued – deserved

5. Exam text: Disappointment Text 2

This text is taken from www.mirror.co.uk and covers the disappointment of a family who were unable to use a premium waiting lounge that they had paid for.

Airport turns family away from exclusive lounge they paid £700 for because they were wearing Minnie Mouse T-shirts

Emma Raikes was going to Disney World in Florida on a 'Family Moon' when they were denied entry - with lounge owners apologising and saying staff could be 're-educated' on dress code rules

An airport refused a family access to an exclusive lounge they had paid for because they were wearing [Minnie Mouse T-shirts](#) .

Emma Raikes was travelling to Disney World in Florida with her two-year-old niece, her mum and other members of their family on Monday morning and had paid extra to enter the lounge before their flight.

But when she tried to get into the Aspire Lounge at [Manchester Airport](#) on Monday morning, staff turned her family away.

They have used it on previous trips - and Emma's mum Jane Walshaw had forked out almost £700 for the privilege ahead of their 'family moon', [the Manchester Evening News reports](#).

Emma said they were turned away from the lounge because of their Minnie Mouse tops - which had their names on - and were only allowed in when they agreed to wear jumpers.

Swissport, which owns and operates the lounge, apologised and said staff could be 're-educated' on dress code rules.

Emma said: "We were extremely disappointed at the hassle we faced when trying to enter the lounge we had booked.

"We are on a family moon to Disney and did not think a Minnie Mouse T-shirt with our name on would be seen as offensive. It was a disappointing start to our holiday.

"I wouldn't mind but a Minnie Mouse T-shirt with our name on is not offensive in any way.

"My niece was grumpy and crying as she was hungry. It's not like we were a stag or hen party."

She added: "They eventually let us in, but only if we put jumpers on. We were boiling and the lady on the desk wasn't even nice about it.

"We have been in the escape lounge twice before which is lovely and never had any issues."

A spokesman said: "Our lounges do have a dress code in which we allow guests to wear a myriad of smart casual items and disallow other items such as t-shirt, sportswear and fancy dress.

“On this specific occasion, the member of staff who dealt with the family was wrong to have asked them to cover their personalised t-shirts and has misinterpreted the dress code, which is designed to ensure a comfortable atmosphere for all guests within our network of lounges.

“We sincerely apologise to the family for this genuine mistake and would encourage them to contact us directly to resolve this matter.

“The entire team at Manchester Aspire Lounge will be re-educated on the dress code to ensure this does not happen again.”

Have you had a similar experience? Email rhian.lubin@mirror.co.uk to get in touch.

6. Exam text: Recipes Text 1

This is the oldest text in this section. It has a translation to support your reading – this translation is not intended to be analysed as an exam text.

Original Text - 1410

Custard lumbarde

Take good creme, and leuys of Percely, and yolkes and white of egges, and breke them thereto, and streyne them all throg a straynour till hit be so thik that it woll bere him self. And take faire Mary and Dates, cutte in II. or III. and prunes, and put them in faire coffyns of paast. And then put the coffyn in an oven, And lete them bake till thei be hard. And then drawe them oute and putte the licoure into the coffyns. And put them into the oven ayen. And lete them bake til they be ynogh, but cast sugur and salt into thi licour whan ye putte hit into the coffyns. And if hit be in lenton, take creme of Almondes and leve the egges. And the Mary.

In Modern English

Take good cream, and leaves of parsley, and yolks and whites of eggs, and break them thereto, and strain them all through a strainer till it be so thick that it will bear (support) him self. And take faire (good) marrow and dates, cut in 2 or 3, and prunes, and put them in faire (nice) coffins of pastry (pastry cases). And then put the coffin in an oven, and let them bake until they are hard. And then draw (take) them out and put the liquor into the coffins. And put them into the oven again. And let them bake till they be enough, but add sugar and salt into the liquor when you put it into the coffins. And if it be in Lent, take cream of almonds and leave the eggs. And the marrow.

6. Exam text: Recipes Text 2

Text first published in 1585.

To make Pancakes

Take new thicke Creame a pine, foure or five yolks of eggs, a good handful of flower and two or three spoonefuls of ale, strain them together into a faire platter, and season it with a good ittle of sugar, a spooneful of synamon, and a little Ginger: then take a friing pan, and put in a ittle peece of Butter, as big as your thumbe, and when it is molten brown, cast it out of your pan, and with a ladle put to the further side of your pan some of your stuffe, and hold your pan ..., so that your stuffe may run abroad over all the pan as thin as may be: then set it to the fire, and let the fyre be verie soft, and when the one side is baked, then turn the other, and bake them as dry as ye can without burning.

6. Exam text: Recipes Text 3

Text first published in 1861

ROAST TURKEY

A noble dish is a turkey, roast or boiled. A Christmas dinner with the middle classes of this empire, would scarcely be a Christmas dinner without its turkey; and we can hardly imagine an object of greater envy than is presented by a respected portly pater-familias carving, at the season devoted to good cheer and genial charity, his own fat turkey, and carving it well. The only art consists, as in the carving of a goose, in getting from the breast as many fine slices as possible; and all must have remarked the very great difference in the large number of people whom a good carver will find slices for, and the comparatively few that a bad carver will succeed in serving. As we have stated in both the carving of a duck and goose, the carver should commence cutting slices close to the wing from, 2 to 3, and then proceed upwards towards the ridge of the breastbone: this is not the usual plan, but, in practice will be found the best. The breast is the only part which is looked on as fine in a turkey, the legs being very seldom cut off and eaten at table: they are usually removed to the kitchen, where they are taken off, as here marked, to appear only in a form which seems to have a special attraction at a bachelor's supper-table, - we mean devilled: served in this way, they are especially liked and relished.

A boiled turkey is carved in the same manner as when roasted.

7. Exam text: Shipwrecks Text 1

This text is from 1693 and is a report about a ship that was wrecked during a violent storm.

Unheard of Transactions

Rocks that jutt'd out into the sea, lifted up the Vessel to the Clouds, letting her fall on a sudden upon the Cliffs with such violence that she could not hold out long. You might have heard her already cracking on all sides, some parts of her falling of the rest; and at last, this great Mass of wood being for a while thus dreadfully shaken and toss'd from Wave to Rock, was dash'd to pieces with a horrible noise. The Poop bore the first shock, and accordingly was the first part that bulg'd; To no purpose they cut down the Masts and threw overboard the Guns, and all that lay in their way; all their precautions were in vain, for the ship struck upon the Rocks so often and so rudely, that at last she open'd under the Gunners Room. The Water then entering in abundance, began to gain the first Deck, and to fill the Gunners Room, it advanced even to the great Cabin, and in a moment after it reach'd to their Girdles that were upon the second Deck, and still ascending insensibly, our ship at last sunk quite down into the Sea, till the Keel reach'd the bottom, the body of the Vessel remained some time immovable. It would be a hard task to represent the astonishment, terror and consternation that seiz'd up on every Heart on the Ship; Nothing now was heard but cries sighs and groans: Some prostrate upon the deck implor'd the assistance of Heaven: Others were throwing into the sea Barrels, empty Casks, Sail-yards and pieces of Boards, to aid them in making their escape. After the violence of the crying was over, they that remain'd on the Vessel began to think of saving themselves.

7. Exam text: Shipwrecks Text 2

This text is a reprint of a news story first printed in 1912.

The Titanic is sunk, with great loss of life

The Titanic sank in 1912, with over 1,500 people losing their lives.

The maiden voyage of the White Star liner Titanic, the largest ship ever launched, has ended in disaster.

The Titanic started her trip from Southampton for New York on Wednesday. Late on Sunday night she struck an iceberg off the Grand Banks of Newfoundland. By wireless telegraphy she sent out signals of distress, and several liners were near enough to catch and respond to the call.

Conflicting news, alarming and reassuring, was current yesterday. Even after midnight it was said all the passengers were safe. All reports, of course, depended on wireless telegrams over great distances.

Late last night the White Star officials in New York announced that a message had been received stating that the Titanic sank at 2.20 yesterday morning after all her passengers and crew had been transferred to another vessel. Later they admitted that many lives had been lost. An unofficial message from Cape Race, Newfoundland, stated that only 675 have been saved out of 2,200 to 2,400 persons on board. This was in some degree confirmed later by White Star officials in Liverpool, who said they were afraid the report was likely to prove true. Assuming that only 675 of the passengers and crew have been saved, and taking the smallest estimate of the number of people on board, the disaster is one of the most awful in the history of navigation, for at least 1,500 lives have been lost.

The stories of the disaster are more than usually conflicting, and it is quite impossible to reconcile the bulk of the earlier and optimistic reports with the sinister news received after midnight. There is unfortunately only too much reason to believe, however, that the latest and worse news is nearest the truth, for none of the later cables contradict each other.

The main hope that remains is that the *Virginian* or *Parisian* may have picked up more of the passengers and crew than those saved by the *Carpathia*. As to this there is no news at the time of writing. A list of the first class passengers (who are reported from New York to have been all saved) appears on page 6.

White Star statement in New York, 9.35pm. Mr Franklin said, "I was confident to-day when I made the statement that the Titanic was unsinkable that the steamship was safe and that there would be no loss of life. The first definite news to the contrary came in the message this evening from Captain Haddock".

9.50pm. The White Star officials now admit that probably only 675 out of 2,200 passengers on board the Titanic have been saved.

8. Exam text: Voodoo Text 1

This text is taken from The Journal of American Folklore printed in 1888 and discusses ideas and attitudes about different practices in Haiti.

MYTHS OF VOODOO WORSHIP AND CHILD SACRIFICE IN HAYTI.

IN a book, lately published, entitled "The English in the West Indies," Mr. J. A. Froude makes incidental reference to the existence of certain superstitious practices in Hayti, the character of which he pictures in the darkest colors, as may be judged by the following extract: -

Behind the immorality, behind the religiosity, there lies active and alive the horrible revival of the West African superstitions: the serpent worship, the child sacrifice, and the cannibalism. There is no room to doubt it. A missionary assured me that an instance of it occurred only a year ago within his own personal knowledge. The facts are notorious; a full account was published in one of the local newspapers, and the only result was that the president imprisoned the editor for exposing his country. A few years ago persons guilty of these infamies were tried and punished; now they are left alone, because to prosecute and convict them would be to acknowledge the truth of the indictment.

Mr. Froude considers that if the government of the United States forbids any other power to interfere, the republic must itself find some way in which a stop may be put to "cannibalism and devil worship," affirming that the negroes, when left to themselves, "fall back upon the superstitions and habits of their ancestors." He found the people of the island irritated against his own countrymen, the chief complaint being on account of the book of Sir Spenser St. John, which, as he says, they cry out against "with a degree of anger which is the surest evidence of its truth."

In the work referred to, the writer, for many years British Minister Resident and Consul-general in Hayti, devotes a chapter to "Vaudoux Worship and Cannibalism." Declaring in his introduction that he has endeavored to paint these practices in the least sombre colors, he nevertheless affirms that a great part of the population of the island, including several of its past rulers and many of its present notables, have belonged, or still belong, to the sect of the Vaudoux, whose ceremonies he asserts to be frequently accompanied by cannibalism, and further expresses his conviction that these usages are not declining, but making headway.

This sect of the Vaudoux - a word which in the title of this article I have spelt as it is commonly written in the United States Voodoo - is first mentioned by Moreau de Saint-Mery, in his "Description de l'Isle Saint Dominique," a work printed in 1797, but describing

the state of the island in 1789; that is, before the insurrection of 1791. The passage in question is referred to by many writers on Hayti, and cited at length by Sir Spenser St. John in the book mentioned. Saint-Mery attributes the introduction and maintenance of this worship to the Aradas, a tribe of negroes from the slave coast of Africa.

Vaudoux, according to his statement, signifies an omnipotent and omniscient being, who is supposed to exist in the form of a non-venomous snake, revealing himself only through the medium of a priest and priestess, who are regarded by the votaries of the order with the greatest reverence, and exercise over their actions the most absolute control. At the meetings of the sect, which are always held at night and in private, the ceremonies consist of a solemn oath of secrecy, of exhortation on the part of the priest and priestess, who are also called king and queen, and of prayer to the divine snake, who is kept in a box. These rites are followed by a dance, called the dance of the Vaudoux, designed especially for the admission of novices. Finally, the king and queen go into a delirious condition, intensified by abundance of strong drink. The adepts alternate between spinning round in the dance and fainting-fits, and the evening is concluded with a debauch in an adjacent dark chamber.

8. Exam text: Voodoo Text 2

This text was published in 2017 and is about the shifting attitudes towards Voodoo.

Has voodoo been misjudged?

By Pumza Fihlani

1 September 2017

While many African traditions and cultures are under threat from modern life, there is one which is holding its own - voodoo.

It has suffered from a bad press internationally but is an official religion in the West African country of Benin.

In the voodoo heartland of Ouidah, the sound of drums fills the air, while men and women dressed mainly in white take turns to dance around a bowl of millet, a freshly slaughtered chicken and alcohol. These are the day's offering at the Temple of Pythons.

They have an audience of about 60 people who have gathered from nearby towns for an annual cleansing ceremony.

Inside the temple, where more than 50 snakes are slithering around a custom-made pit, local devotees make amends for sins of the past year.

In voodoo, the python is a symbol of strength - the devotees explain they are relying on Dagbe, the spirit whose temple this is, to give them the power to change. And to make that change happen, blood must be spilled.

The first offering is a chicken - some of the blood is spread across the tiles of the temple and the rest is mixed into a communal bowl of millet - which the devotees eat as it is passed around.

Voodoo is rooted in the worship of nature and ancestors - and the belief that the living and the dead exist side by side - a dual world that can be accessed through various deities. Its followers believe in striving to live in peace and to always do good - that bad intentions will not go unpunished, a similar concept to Christians striving for "righteousness" and not "sinning".

Modest estimates put voodoo followers here at least 40% of Benin's population. Some 27% classify themselves as Christians and 22% Muslims.

But expert on African religions and traditions Dodji Amouzouvi, a professor of sociology and anthropology, says many people practise "dual religion".

"There is a popular saying here: 'Christian during the day and voodoo at night'. It simply means that even those who follow other faiths always return to voodoo in some way," he tells me.

To illustrate the closeness of the two faiths, there is a Basilica opposite the Temple of Pythons in the town square.

"At the moment many people here in Benin feel let down by the establishment, there are no jobs," said Mr Amouzouvi. "People are turning to voodoo to pray for better times."

But how did voodoo get exported to places such as New Orleans and Haiti?

At the edge of the sea in Ouidah stands La Porte du Non-Retour "The Door of No Return" - a stone arch monument with carvings of men and women in chains walking in a procession towards a ship.

It was from this point that many thousands of African slaves were packed into ships and taken to the Americas - the only thing they took with them was voodoo, which they clung to as a reminder of home. They continued to practise it, at times being beaten if caught by the slave masters. This made some even more determined to keep it alive, according to reports.

Some practices in voodoo can appear threatening to the outsider - the slaughtering of animals have in part earned the faith its unflattering image, some say. But Mr Amouzouvi says voodoo is not all that different to other faiths.

"Many religions recognise blood as a source of power, a sign of life. In Christianity it's taught that there is power in the blood of Jesus," he says. "Voodoo teaches that there is power in blood, it can appease gods, give thanks. Animals are seen as an important part of the voodoo practice."

Regine Romaine, an academic with a keen interest in voodoo, agrees.

"The African experience is open for all to see - people are invited to witness the ceremonies, the slaughtering and that same openness has been judged whereas it isn't in other systems like the Islamic and Jewish faiths," she tells me.

"Slaughtering animals is not unique to voodoo. If you go to the kosher deli or buy halaal meat, it's been killed and allowed to bleed out before being shared.

"Ultimately, the gaze on voodoo over the years has not been one of love - that's why it's been given a bad image."

9. Exam text: Writing Text 1

THERE are three difficulties in authorship;—to write any thing worth the publishing—to find honest men to publish it—and to get sensible men to read it. Literature has now become a game; in which the Booksellers are the Kings; the Critics, the Knaves; the Public, the Pack; and the poor Author, the mere Table, or *Thing played upon*.

For the last thirty years, the public mind has had such interesting and rapid incidents to witness, and to reflect upon, and must now anticipate some that will be still more momentous, that any thing like dulness or prosing in authorship, will either nauseate, or be refused; the *realities* of life have pampered the public palate with a diet so stimulating, that vapidness has now become as insipid as water to a dram-drinker, or sober sense to a fanatic.

The attempts however of dulness, are constantly repeated, and as constantly fail. For the misfortune is, that the Head of Dulness, *unlike* the tail of the torpedo*, loses nothing of her benumbing and lethargising influence, by reiterated discharges: horses may ride over her, and mules and asses may trample upon her, but with an exhaustless and a patient perversity, she continues her narcotic operations even to the end. In fact, the Press was never so powerful in *quantity*, and so weak in *quality*, as at the present day; if applied to it, the simile of Virgil must be reversed, "*Non trunco sed frondibus efficit Umbram.*" It is in Literature as in Finance—much *Paper* and much *Poverty* may co-exist.

It may happen that I myself am now committing the very crime that I think, I am censuring. But while justice to my readers compels me to admit that I write, because I have nothing to do, justice to myself induces me to add, that I will cease to write the moment I have *nothing to say*. Discretion has been termed the better part of valour, and it is more certain, that diffidence is the better part of knowledge. Where I am ignorant, and know that I am so, I am silent. That Grecian gave a better reason for his taciturnity, than most authors for their loquacity, who observed, "*What was to the purpose I could not say; and what was not to the purpose, I would not say.*" And yet Shakespeare has hinted, that even silence is not always "*commendable*:" since it may be foolish if we are wise, but wise if we are foolish.

This text is taken from an essay written 1837 about the process of writing. In this text, the writer Charles Caleb Colton explains his opinions about writing as a process.

Non trunco sed frondibus efficit Umbram = It is not the trunk but the leaves that cast the shadow.

9. Exam text: Writing Text 2

This text was produced in 2010 and is an article by columnist Charlie Brooker about the process of writing.

Forget those creative writing workshops. If you want to write, get threatened.

Charlie Brooker

And don't ask me for advice. I'd prefer you never achieve anything. Ever.

Words are like cockroaches – only once the lights are off do they feel free to scuttle around on the kitchen floor.

One of the side-effects of having your work appear in a public forum such as this is that people often email me asking for advice on how to break into writing, presumably figuring that if a drooling gum-brain like me can scrape a living witlessly pawing at a keyboard, there's hope for anyone.

I rarely respond; partly because there isn't much advice I can give them (apart from "keep writing and someone might notice"), and partly because I suspect they're actually seeking encouragement rather than practical guidance. And I'm a terrible cheerleader. I can't egg you on. I just can't. My heart's not in it. To be brutally honest, I'd prefer you to never achieve anything, ever. What if you create a timeless work of art that benefits all humankind? I'm never going to do that – why should you have all the glory? It's selfish of you to even try. Don't you dare so much as start a blog. Seriously. Don't.

Sometimes people go further, asking for advice on the writing process itself. Here I'm equally unhelpful. I've been writing for a living for around 15 years now and whatever method I practise remains a mystery. It's random. Some days I'll rapidly thump out an article in a steady daze, scarcely aware of my own breath. Other times it's like slowly dragging individual letters of the alphabet from a mire of cold glue. The difference, I think, is the degree of self-awareness. When you're consciously trying to write, the words just don't come out. Every sentence is a creaking struggle, and staring out the window with a vague sense of desperation rapidly becomes a coping strategy. To function efficiently as a writer, 95% of your brain has to teleport off into nowhere, taking its neuroses with it, leaving the confident, playful 5% alone to operate the controls. To put it another way: words are like cockroaches; only once the lights are off do they feel free to scuttle around on the kitchen floor. I'm sure I could think of a more terrible analogy than that given another 100,000 years.

Anyway the trick (which I routinely fail to pull off) is to teleport yourself into that productive trance-state as quickly as possible, thereby minimising procrastination and maximising output. I'm insanely jealous of prolific writers, who must either murder their inner critic and float into a productive reverie with ease, or have been fortunate enough to be born with absolutely zero self-critical reflex to begin with.

As for me, I'm stuck in a loveless relationship with myself, the backseat driver who can't stop tutting and nagging. There's no escape from me's relentless criticism. Me even knows what I'm thinking, and routinely has a pop at Me for that. "You're worrying about your obsessive degree of self-criticism again," whines Me. "How pathetically solipsistic." And then it complains about its own bleating tone of voice and starts petulantly kicking the back of the seat, asking if we're there yet.

Some days, when a deadline's looming and my brain's refusing to co-operate, I'm tempted to perform some kind of psychological cleansing ceremony. More than once I've wondered whether I should prepare for the writing process by wishing my inner critic inside a nearby object – a tennis ball, say – which I could then symbolically hurl out of the window before taking a seat at my desk.

It sounds like the kind of thing Paul McKenna would do. He's massively successful and can probably levitate.

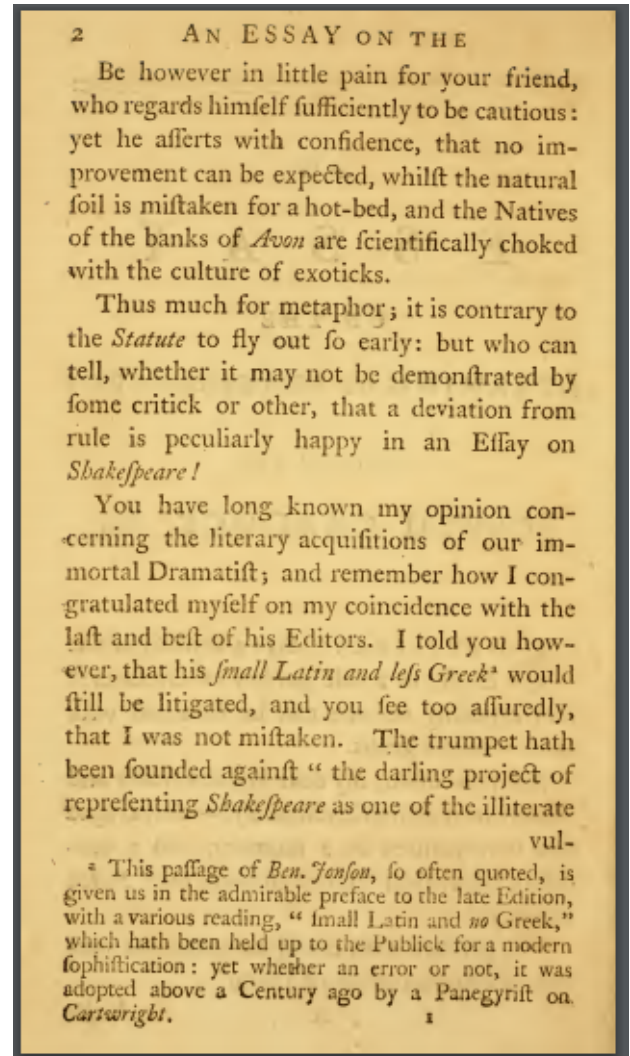
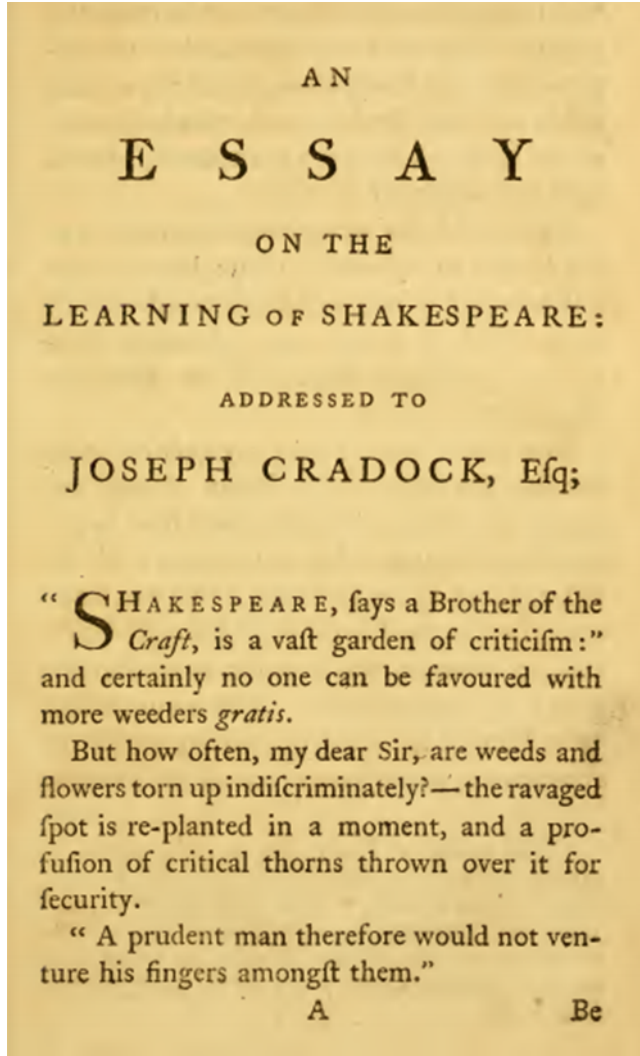
But before I can even get round to it, I'm plagued with doubts. How far should I throw it? How hard? If I toss 95% of my personality into the garden, do I have to go and retrieve it later? What if it actually works? What if I wind up utterly dependent, and need to perform this ritual every time I'm called upon to do anything – even something as simple as asking for change in a newsagent's – and before long I'm zealously carting a trolley full of tennis balls everywhere I go, violently hurling one into the distance at the start of every sentence, breath, facial expression or bowel movement, and before I know it I've woken up screaming in my own filth in a hospital bed until the man comes in with the needle to make it all go away again? What if that happens?

Yes, what if? So the tennis ball remains untossed, and those typing fingers move unsurely and slowly until the deadline draws sufficiently near enough to become a palpable threat; a looming iceberg whose ominous proximity transforms whines of self-doubt into cries of abject panic. And eventually the page is filled.

So then. To everyone who has ever emailed to ask me for advice on writing, my answer is: get a deadline. That's all you really need. Forget about luck. Don't fret about talent. Just pay someone larger than you to kick your knees until they fold the wrong way if you don't hand in 800 words by five o'clock. You'll be amazed at what comes out.

10. Exam text: Shakespeare Text 1

This text was written by Robert Farmer, a Shakespeare scholar, in 1767. The essay focuses on the theory that Shakespeare learnt the classics via translations rather than reading the traditional Latin or Greek texts. This was considered a fairly controversial opinion.



(source continues on next page)

vulgar;" and indeed to so good purpose, that I would by all means recommend the performer to the army of the *braying Faction*, recorded by *Cervantes*. The testimony of his contemporaries is again disputed; constant tradition is opposed by flimsy arguments; and nothing is heard, but confusion and nonsense. One could scarcely imagine this a topic very likely to inflame the passions: it is asserted by *Dryden*, that "those who accuse him to have wanted learning, give him the greatest commendation;" yet an attack upon an article of faith hath been usually received with more temper and complacence, than the unfortunate opinion, which I am about to defend.

But let us previously lament with every lover of *Shakespeare*, that the Question was not fully discussed by Mr. *Johnson* himself: what he sees intuitively, others must arrive at by a series of proofs; and I have not time to *teach* with precision: be contented therefore with a few cursory observations, as they may happen to arise from the Chaos of Papers, you have so often laughed at, "a stock sufficient to set up an *Editor in form*." I am convinced of the strength of my cause, and superior to any little advantage from sophistical arrangements.

A 2

General

10. Exam text: Shakespeare Text 2

This text is taken from <http://www.bbc.co.uk/news/magazine-36114485> and explores why Shakespeare remains one of the most popular writers. It was published in 2016, on the 400th anniversary of Shakespeare's death.

Why is Shakespeare more popular than ever?

Will Gompertz

Arts editor

It's amazing, don't you think? Shakespeare is more popular today than he has been at any point since his death four centuries ago (there are no hard-and-fast stats to actually prove it, but the scholars to whom I have spoken all agree it is the case).

The Internet has played its part in the brand Bard propagation (Spark Notes, hem, hem), but it has also produced a mountain of alternative, more contemporary content upon which we could choose to feast. And yet it is Shakespeare who has risen to the top. And not just online where he's looked up so much that there are now bespoke Shakespeare search engines.

You'll find him sitting on shelves in African bookshops, on laptops in Lapland, and on stage in jungle theatres. You'll hear his words pop up in pop songs, being quoted in movies, and spoken on the street.

Say: "To be or not to be" in just about any country and the locals will know that you're quoting Shakespeare. Crime novelists, business folk, football managers and lawyers all plunder his lexicon for that catchy title or perfectly apt phrase.

How did it happen? How has Shakespeare survived and thrived and transformed into an international superstar, when his contemporaries have not? Okay, fellow playwrights from the Elizabethan Golden Age of theatre are still knocking about - Marlowe, Jonson, Fletcher et al - but not in anything like the same omnipresent way.

What has Shakespeare's work got that theirs hasn't? In fact, what is it about his writing that outlasts and outwits just about every other wordsmith that's ever lived?

There is no writer on the planet who has as much work in daily play as that produced by the Sweet Swan of Avon (as Ben Jonson called him). Not even JK Rowling or Bob Dylan can better the Bard. The man and his words permeate the lives of billions of people.

Andrew Dickson, author of the recently published *Worlds Elsewhere: Journeys Around Shakespeare's Globe*, believes the plays have an "openness" that allows them to be endlessly reinterpreted.

They were "designed to be reinvented", says Dickson. Partly because they had so many different audiences to please when originally written - one afternoon Shakespeare would find his work being performed for the royal court, the following day the same piece would be played before the groundlings of Blackfriars.

But more importantly, they often started life elsewhere. Shakespeare's plays weren't always entirely his in the first place.

Professor Gordon McMullan, Director of the London Shakespeare Centre at King's College, London, says Shakespeare "was first and foremost an adapter" (Dickson describes the Bard as "a shameless hack"). He cites *Romeo And Juliet* as a centuries-old story Shakespeare took and rewrote. "I'm not saying he was a plagiarist, but he did rely heavily on pre-existing works."

Improvisation was Shakespeare's thing - lines and parts could be added or removed on a whim, variety was the spice of his writing life with multiple versions of the same play frequently on offer (there are at least three different *Hamlet* manuscripts).

He was not bound up in dogma. If he was struggling to find a suitable word or phrase to describe some action he would simply invent one (try doing that in your school Shakespeare essay). And if he wasn't sure how to end a scene or an act he wouldn't fret about it all night, but instead write a variety of alternatives and hand the problem over to his actors to solve.

It was he who set the precedent that his dramatic works were ripe for customisation. Go ahead, was his implicit invitation to all future writers, actors, and directors, pimp my plays - cut, paste, adapt, and reinterpret.

And so they have been, time and time again. Stephen Sondheim and Leonard Bernstein turned *Romeo And Juliet* into the musical *West Side Story*. The Bollywood director Vishal Bhardwaj transformed *Macbeth* into a gangster movie called *Maqbool* (2003).

And these are but two examples of thousands of re-imaginings of Shakespeare's plays that have occurred across the world.

AQA Exam text 1. Accents: Text A

This text is a feature article taken from The Guardian newspaper about attitudes towards accents.

Why are schools trying to wipe out regional accents?

Lynsey Hanley

The news that trainee teachers are being encouraged to adopt a more middle-class accent is part of a worrying trend.

Trainee teachers 'are being told to lose their regional accents in order to be better "role models" for schoolchildren'.

Monday 16 May 2016 13.29

Call it the "Downton effect", or the return of old-fashioned regional snobbery, but there is, increasingly, one acceptable way to be in society, and that is to be middle class and from the south-east of England. When you actually live in the north, the "[northern powerhouse](#)" is self-evidently nothing but a nice-sounding phrase, delivered in RP by someone who does not.

As if further proof were needed that the dominance of middle-class values and identity is becoming more powerful, the linguistics researcher Alexander Baratta has reported that trainee teachers from the north and Midlands are being asked by their supervisors to [lose their regional accents](#) in order to be better "role models" for schoolchildren.

What he terms "linguistic prejudice" is essentially another form of class prejudice: northern accents, in particular, are perceived to be exclusively working class, with scouse accents firmly at the bottom of the value scale. A couple of months back, casting agents for a new Morrisons advert put out a call for "proper working-class people" – by which they meant people with northern accents – to appear in the campaign, but with the firm instruction: "[Nobody from Liverpool, please.](#)"

Teacher trainees from Leicester, Nottingham and Eccles interviewed by Baratta were variously told to "go back where [they] came from" if they were to be understood by their pupils, that they needed to learn to "speak properly" – in other words, without a regional accent – and that their pronunciation was "too common".

It provides further evidence that teachers are being inducted – institutionalised – into an education system designed to produce, essentially, identical types of people. People with identical accents, communication styles and methods of personal presentation are well primed to work in the private sector, to earn above the median, and to compete for work on the basis of not being different, but of simply being better at doing exactly the same thing.

Becoming [socially mobile](#), in the narrow sense defined by the government's own Commission on Social Mobility, is simply a matter of someone from a non-professional background getting into the professions. Take a rough diamond, polish it and send it back out into the world more economically productive than before: job's a good 'un. Such simplistic logic denies the experience of social mobility, which for many people – as revealed by the subjects of Baratta's study – involves being asked to [change fundamental aspects of who they are](#) in exchange for achieving their ambition.

Schoolchildren interviewed by the education researcher Diane Reay noted how such forms of snobbery are passed down, from teacher trainer to teacher, from teacher to pupil. "Some teachers act as if the child is stupid because they've got a posh accent," said one pupil, "Kenny". "I think telling you a different way [of speaking] is sort of good, but I think the way they do it isn't good because they correct you and make you look stupid."

Kenny's not daft: he realises the importance of clear communication, and is aware that being given the chance to acquire some of the skills of the dominant class may go on to serve him better than a well-meaning teacher who pretends such things don't matter. What he resents is the implication that to sound working class is automatically to sound stupid.

As aspects of culture become more centralised and focused on London, it stands to reason that the "dominant person" – the person who is valued most, who is viewed as the most civilised – happens to be middle class and to speak in a standardised south-eastern accent. It's the northern museums that are closing, the northern councils that have to prioritise adult care over libraries and parks because they can't afford both. The BBC's 5 Live and CBeebies channels may have moved to Salford, but you'd never guess it from the accents of its presenters.

The sociolinguist Peter Trudgill noted as long ago as the 1970s that language use had begun to change, and to some extent to level out, in smaller towns due to the undue influence of larger, more culturally dominant cities. But this is clearly not the sort of natural linguistic levelling that is brought about by people moving around more often. The urge to devalue regional accents is part of a deliberate process. We're all being taught that the only acceptable role model – intelligent, authoritative, responsible – is now a middle-class one.

This text is a feature article taken from the British Council website about accents.

UK accents: it's not what you say, it's how you say it

By Helen Ashton and Sarah Shepherd

17 May 2013 - 11:30

What do listeners hear when you speak in a particular accent? Accent and dialect coaches Sarah Shepherd and Helen Ashton explain.

Accents define us the moment we meet others. They pass on information about our lives – where we are from, our age and even our parents' histories – and they form an identity that gives us immediate membership to an oral tribe. Often this information we are transmitting does nothing other than inform the listener, but what if the way we speak really could change the path of our lives?

Recent research suggests that some judgments made by listeners to an accent are more than simply banter between the borders. Accents can affect how intelligent or attractive you are perceived to be, and can potentially affect results in exams, trials and job interviews.

The UK has a population of around 65 million, most of whom speak English as part of their daily life. For such a small, densely populated land mass full of people sharing a common language, the UK has a huge variety of distinct regional accents, often existing very close to each other – Brummie, Glaswegian, Scouse, Cockney, Multicultural London English (MLE) and Geordie, to name a very few. All of these accents are defined geographically, yet there is one accent that seems to represent us Brits internationally – Received Pronunciation or RP.

Research consistently shows us that RP or the 'Queen's English' gives British speakers the best headstart in life – RP speakers can relax with the knowledge that they will probably earn a few brownie points in that exam/job interview/trial by sounding 'a bit posh'.

Why? Given that RP has no discernible geography, how did it manage to become the most desired accent on our little group of islands? Well, it's no secret that power attracts emulation, and it seems that over the last few centuries we have shifted from admiring those ruling the nation to trying to speak like them in the quest to climb the social ladder. As a strategy, this worked in the 1800s, and whilst so much has changed since, this particular mindset remains largely the same.

Accents create variety in speech and form part of our rich cultural heritage, like forms of history and diversity that we can hear. But they are also a form of history in the making. As

younger generations discover all that speech has to offer, they claim its expressivity for their own, with new words being created in schools up and down the country.

To some, this just isn't 'proper' speech, the same people who would have 'standard speech' – whatever that might be – taught across the UK, and internationally. Supporters of such 'standard speech' need to ask themselves this: do you really talk exactly like your parents spoke? Accents evolve across generations; trying to preserve speech is like trying to catch the proverbial wave: impossible.

The question remains for the UK – do we want to waste our energy preserving an accent standard that ultimately does little other than create additional hurdles for our regional, youth and immigrant populations?

Or shall we try to truly embrace the multiculturalism we claim to support and nurture, and start thinking instead about new standards of listening?

AQA Exam text 2. Correctness: Text A

In this article, Lynne Truss speaks about people using language 'incorrectly.'

Lynne Truss has a grammatical axe to grind

In her weekly column, Lynne Truss argues that if something isn't done about compound words, English is doomed.

By [Lynne Truss](#)

12:15PM GMT 05 Jan 2014

So here we are in yet another new year, and I have an especially trivial linguistic point to make. I feel it is time to take note of a lamentable development in written English, which I have decided to blame (mostly) on our effing word-processing software, because that's the kind of girl I am. The other day I received an email that included the oddly pidgin-type sentence: "It maybe time to act on this." I puzzled over the grammar of this for quite a while. I tried saying it to myself in a Sitting Bull accent, but I felt that the natural grammar in that case would have been, "Maybe it time to act on this", so I was still stumped. Did my correspondent merely mean to write, "It's maybe time to act on this?" And then I realised that her computer – ever eager to stick its oar in – had perhaps spotted the word "may" contiguous with the word "be" ("It may be time to act on this") and simply rectified the unnecessary space between the words. No sooner had I reached this conclusion than I realised that the true explanation might be even worse: my friend thought "maybe" was just a quicker and easier way of writing "may be" – and the English language as we know it was hereby doomed, and we might as well all go off and kill ourselves.

Has anyone else noticed this happening? The compound word has, of course, an honourable tradition, and we would be lost without it. In [American English](#), it has long been standard to write, "You don't love me anymore" or "Will you be free anyday soon?" British English, which is highly porous, has adopted this practice unthinkingly – and largely this is a harmless development, because "anymore" means precisely the same as "any more". But there are many existing compound words (such as "maybe") that have established themselves in the language already, and have quite specific uses. "Everyday" is a lovely adjective, meaning humdrum, ordinary or unremarkable. "Anyway" is a useful "sentence adverb" (I think), by means of which a writer can airily change the subject. "Throwaway" pertains to remarks uttered sotto voce; "Comedown" is quite interestingly related to "comeuppance". (When I was a child, by the way, I heard the word "comeuppance" such a lot when we watched TV that I once lisped, "Will he get his uppings, mummy?" Needless to say, I never lived it down.) So I think we should be vigilant. We need to be able to write:

"Is there any way you can do this?"

"I will love you every day of my life."

AQA Exam text 2. Correctness: Text B

This article covers issues with the 'correct' pronunciation of words beginning with 'th.'

WHAT THE F'S THAT?

BBC announcer slammed by snooty viewers for pronouncing 'th' in words as an 'f' while reading National Lottery results

The BBC hit back saying that they have 'different voices to represent the rich diversity of people in the UK'

EXCLUSIVE

By Paul Revoir

29th September 2017, 1:54 am

Updated: 29th September 2017, 12:21 pm

A BEEB announcer has fallen foul of snooty viewers by pronouncing "th" in words as an "f".

Russell Evans, who gives updates on forthcoming shows and lottery results, has left several tut-tutting to the Corporation.

Russell Evans is a BBC announcer who gives updates on forthcoming shows and lottery results.

His supposed Lotto gaffes included "Funderball" and "two hundred and firty fousand". And introducing a movie Uninvited, he said: "Our film now on BBC1 is a friller."

Sarah Morgan sniffed to BBC1's Points of View: "Listening to the announcer giving lottery results was painful.

"Firty, free and fousand aren't numbers I've ever heard of."

Tony Lewis added: "I've watched a friller, been told about programmes on BBC Free and Radio Free and had time checks for free-firty. I'm for free speech, but can people speak properly?"

But chiefs backed Russell, who has also been on urban music station Radio 1Xtra. They told the show:

"BBC1 has different voices and accents to represent the rich diversity of people in the UK."

York University language expert Prof Paul Kerswill added: "It's part of a London accent and has been around for maybe 200 years. I don't think it matters at all."

Russell has also been on the urban music station Radio 1Xtra

The Fings He Said...

- Funderball
- Firteen
- Firty-free
- Firty-five
- Two hundred and firty fousand
- Friller

AQA Exam text 3. Policing Language: Text A

This article is taken from The Guardian and explores issues surrounding policy about language use.

Use gender-sensitive language or lose marks, university students told

Hull University accused of 'linguistic policing' after issuing advice to undergraduates studying religious activism

Caroline Davies

BSTFirst published on Sunday 2 April 2017 16.03 BST

Students at Hull University face losing marks on essays unless they employ "gender-sensitive" language.

Documents obtained under freedom of information legislation show undergraduates at the university have been advised that "language is important and highly symbolic" and informed they should be "aware of the powerful and symbolic nature of language and use gender-sensitive formulations", while "failure to use gender-sensitive language will impact your mark".

The document, obtained by the Sunday Times, related to undergraduates on a religious activism course in the university's school of social science.

The direction follows moves by a number of universities to promote gender-neutral language.

Cardiff Metropolitan University's code of practice on language has a "gender-neutral term" checklist, giving alternatives for words or phrases, including using "efficient" for "workmanlike" and "supervisor" for "foreman". Bath University encourages neutral alternatives to "mankind" such as "humanity", "humans" or "people".

Two years ago, the University of North Carolina handed out a gender-inclusive language guide, which encouraged students away from using words such as "mailman", "policeman", "man-made" and other terms, giving alternative titles or descriptions, such as "postal carrier".

The Hull University directive is seen as going further, with some critics describing it as "linguistic policing".

Frank Furedi, the emeritus professor of sociology at Kent University, told the Sunday Times: "Usually such threats are implicit rather than spelt out as in the case of Hull. This linguistic policing is used as a coercive tool to impose a conformist outlook. The alternative is to pay a penalty of being marked down."

Prof Alan Smithers, director of the centre for education and employment research at the University of Buckingham, told the newspaper: “Malcolm Bradbury satirised it brilliantly in the 1970s in [The History Man](#) where an examiners’ meeting could not get under way until it had agreed on whether to call the chairman Mr Chairperson. That was more than 40 years ago and by now we should have grown beyond this pettifogging.”

But Dr Lia Litosseliti, senior lecturer in linguistics at City, University of London, told the Guardian: “Language is a symbolic resource and words are rarely neutral. Given the many possibilities for using language to define, trivialise or make people and groups invisible, it should come as no surprise that linguistic intervention as one way to help build more inclusive societies has a long history.

“It is easy to dismiss or ridicule such attempts (as is often done) as ‘policing’ or ‘political correctness gone mad’. It is harder to have a proper discussion about the genuine need to raise awareness of the role language can play in reinforcing as well as contesting gender inequalities.

“Even harder still, is to have the discussion about language while at the same time addressing, and not obscuring, the very real, structural inequalities in our society. This is the discussion we should be having.”

Prof Judith Baxter, emeritus professor of applied linguistics at Aston University, said: “The principle of gender-neutral language has been around for at least 30 years. Businesses, schools, publishing, academic and educational texts use gender-neutral language now. So there is a total expectation.

“Most universities have just incorporated it in their general way of things. So it is a little bit odd that they have made it regulatory. I just think that is a step too far. Taking this regulatory, punitive attitude to the whole business of gender neutrality is a backward step. What it does is set up resistance. It will make people annoyed, not want to comply, when I think the majority of students would incorporate these sorts of approaches anyway.”

There was no immediate comment from Hull University. But a senior lecturer in religion at the university, speaking anonymously, said: “Language is powerful and we place a high emphasis on gender-neutral language on our courses. Should any student use language which is not deemed gender-neutral, they will be offered feedback as to why. Deduction of marks is taken on a case-by-case basis.”

AQA Exam text 3. Policing Language: Text B

This text is taken from www.centraljersey.com, a news website about New Jersey, America. Princeton University is in New Jersey.

PRINCETON: University's gender-neutral language guidelines come to light

By Philip Sean Curran, Staff Writer

Aug 18, 2016

Princeton University has banned gender specific words in its human resources department in a move eliminating pronouns like “he” or “she” and words like “man hours” in favor of “person hours.”

All employees within the department must follow style guidelines in communications, policies and job descriptions and job postings, in reflecting “the inclusive culture and policies at Princeton University,” the guidelines read in part.

“Gender-inclusive language is writing and speaking about people in a manner that does not use gender-based words,” according to the four-page document dated March 2015.

“Gender binary is the traditional view on human gender, which does not take into consideration individuals who identify as otherwise, including and not limited to transgender, genderqueer, gender nonconforming and or intersex.”

The website, “The College Fix,” was the first to report the story about the policy that was implemented by the university more than a year ago.

“About two years ago, HR developed guidelines to be used in official communications from the department, as is common practice at other institutions,” Princeton said in a press statement Thursday.

“The guidelines encourage the use of language that is broadly inclusive in job postings, policy statements and other documents and reflect the inclusive culture and policies at

Princeton University,” the statement continued. “No words or phrases have been banned at the University, which places a high value (on) free expression.”

The guidelines provide tips for employees on how to write in gender-free language. Instead of pronouns he, she, him or her, they should use plural pronouns instead like ‘they’.

Also, there are words for occupations that employees should not use. Instead of freshman or freshmen, it should be “frosh” or “first-year students.” All forms of alumni, alumna, alumnae and alumnus are out; instead, it has to be alum, grad, alums or grads.

“Use gender-neutral occupational titles and gender neutral generic terms instead of the generic term man, generic words and expressions that contain the word man and the use of man as an adjective or verb,” the guidelines said.

For example, they cannot write “man the front desk,” but “staff the front desk.” Also, they cannot use man and wife, but rather spouses and partners, the guidelines say.

AQA Exam text 4. Sexism: Text A

You should use this article in conjunction with the previous Sexism resource: headlines from the Daily Mail.

In this article from The Guardian, Shariatmadari discusses sexist language.

Eight words that reveal the sexism at the heart of the English language

[David Shariatmadari](#)

As Oxford Dictionaries comes under fire for sexist definitions, the history of terms that refer to women shows how deep negative attitudes go

Linguists call it collocation: the likelihood of two words occurring together. If I say “pop”, your mental rolodex will begin whirring away, coming up with candidates for what might follow. “Music”, “song” or “star”, are highly likely. “Sensation” or “diva” a little less so. “Snorkel” very unlikely indeed.

What do you think of when I say the word “rabid”? One option, according to the dictionary publisher Oxford Dictionaries, is “feminist”. The publisher [has been criticised](#) for a sexist bias in its illustrations of how certain words are used. “Nagging” is followed by “wife”. “Grating” and “shrill” appear in sentences describing women’s voices, not men’s.

One of the points of Oxford Dictionaries, part of Oxford University Press (OUP), is to show how words are used in the real world. And that is their response to allegations of sexism. “The example sentences we use are taken from a huge variety of different sources and do not represent the views or opinions of Oxford University Press,” they said in a statement. In other words, it’s not the dictionary that’s sexist, it’s the English-speaking world. Why choose “feminist” over, say, “rightwinger”, “communist” or “fan”, though? As if not quite convinced by its own explanation, the OUP is now “reviewing the example sentence for ‘rabid’ to ensure that it reflects current usage”.

That can only be a good thing. But a word of warning: it might not deliver the answer you’d hope for. Perhaps “rabid” is collocated with “feminist” more often than with those other words (if the data the OUP uses includes online discussions, I wouldn’t be surprised if this was the case). Sexist assumptions find their way into speech and writing for the simple reason that society is still sexist.

[Language](#), as the medium through which we conduct almost all relationships, public and private, bears the precise imprint of our cultural attitudes. The history of language, then, is like a fossil record of how those attitudes have evolved, or how stubbornly they have stayed the same.

When it comes to women, the message is a depressing one. The denigration of half of the population has embedded itself in the language in ways you may not even be aware of. Often this takes the form of “pejoration”: when the meaning of the word “gets worse” over time. Linguists [have long observed](#) that words referring to women undergo this process more often than those referring to men. Here are eight examples:

Mistress

The female equivalent of “master”, and thus, “a woman having control or authority” – in particular one who employs servants or attendants. It came into English with this meaning

from French after the Norman conquest. From the 17th century onwards, it was used to mean “a woman other than his wife with whom a man has a long-lasting sexual relationship.”

Hussy

This once neutral term meant the female head of a household. Hussy is a contraction of 13th-century *husewif* – a word cognate with modern “housewife”. From the 17th century onwards, however, it began to mean “a disreputable woman of improper behaviour”. That’s now its only meaning.

Madam

The female equivalent of “sir”, a woman of high rank, is still used in formal contexts as a mode of address. From the late 18th century it was also used to mean “a conceited or precocious girl or young woman; a hussy, a minx”, alternatively, a kept mistress or prostitute, and finally, from the late 19th century, the female manager of a brothel.

Governess

From the 15th century onwards, “a woman who holds or exercises authority over a place, institution, or group of people”. Compare it with “governor”. Over time it drastically narrowed in scope and fell in status, coming to mean “a woman responsible for the care, supervision, or direction of a person, typically a child or young lady.”

Spinster

This occupational term originally meant simply someone, usually a woman but possibly a man, who spun yarn or thread. Since a woman without a husband might have to rely on spinning as a source of income, the term became associated with unmarried women, eventually becoming the legal way to refer to one. The more loaded use of it to refer to “a woman still unmarried; *esp.* one beyond the usual age for marriage, an old maid” begins in the early 18th century.

Spinster originally meant simply someone who spun yarn or thread.

Courtesan

One of the most dramatic shifts in meaning, from the female equivalent of “courtier” – someone who attends the court of a monarch – to a form of prostitute, which is now its only meaning.

Wench

A 13th-century word meaning a female infant or a young unmarried woman quickly acquired negative connotations: from the late 14th century, in [Langland](#) and [Chaucer](#) it is used to mean “a wanton woman; a mistress”.

Tart

Collins dictionary says that this is a 19th-century [contraction of “sweetheart”](#), a term of endearment, particularly to women. From 1887, however, it is attested as meaning “a female of immoral character; a prostitute”.

Thinking about the male equivalents of some of these words throws their sexism into sharp relief. Master for mistress; sir for madam; governor for governess; bachelor for spinster; courtier for courtesan – whereas the male list speaks of power and high status, the female list has a very different set of connotations. These are of either subordinate status or sexual service to men. The crucial thing to remember is that at one time, they were simply equivalents.

These eight words show how social conditions leave their mark on the language. The process of pejoration may take place below the level of consciousness, but in historical perspective, the direction of travel is obvious. Have the achievements of the feminist movement percolated down through the many layers of our language? The Oxford Dictionaries controversy suggests not. Can the words we use to describe women avoid the fate of hussy, mistress and courtesan? There's hope, but only time will tell.

AQA Exam text 5. Youth: Text A

In this article from the Daily Mail, the writer explores issues surrounding the language of young people.

Text speak designed to keep parents in the dark: English language is changing so fast there are words majority do not understand

86 per cent of parents don't understand what their children say via mobile

For example, 'fleek' means good-looking and 'bae' is an affectionate term

Teenagers also rely on emoticons and smiley faces in messages

By [Ben Spencer for the Daily Mail](#)

PUBLISHED: 00:09, 1 May 2015 | **UPDATED:** 08:27, 1 May 2015

You might think you're gr8 with a little txt speak, but the sorry truth is that these abbreviations are already considered 'antique' by today's children.

The English language is transforming faster than at any point in history thanks to mobile phones and social media, according to a leading academic, and teenagers have constructed an entirely new vocabulary that their parents have no chance of understanding.

As soon as older people learn the linguistic rules, the language transforms again, leaving them behind.

'Text language acts as barbed wire for an older generation,' said John Sutherland, professor emeritus at University College London.

'Parents are part of the locked-out class – they are not allowed in.'

Surveying 2,000 families, he found that 86 per cent of parents do not understand the majority of terms their children use in mobile or social media communication.

These include almost unfathomable words such as 'fleek', which means looking good, or 'bae' – a term of affection.

THE TERMS... AND THE MEANINGS

Fleek	Looking good	:	Deadout	Rubbish or tired
FOMO	Fear of missing out	:	LMK	Let me know
Bae	A term of affection	:	Thirsty	Looking for attention
ICYMI	In case you missed it	:	NSFW	Not safe for work

Professor Sutherland, who carried out the study with Samsung, said many of the older acronyms and abbreviations used in modern communication – such as gr8 and m8 (great and mate) – developed as a response to the character limits of text messages in early mobile phones.

He added: ‘However, technological evolution has meant these words are now effectively extinct from the text speak language and are seen as “antique text speak”.’

Today’s youth are now said to be moving to a more ‘pictographic’ form of communication with the increasing popularity of emoticons – pictures such as smiley faces.

Professor Sutherland added: ‘This harks back to a caveman-form of communication where a single picture can convey a full range of messages and emoticons.’

The research was carried out to mark the launch of the Samsung Galaxy S6.

AQA Exam text 5. Youth: Text B

In this article from The Guardian, the writer looks at the impact of youth and popular culture on language use.

'Bovvered' wins Word of the Year award

The prestigious accolade that is Word of the Year has been awarded to the comedy catchphrase and subversion of youth-speak, "bovvered".

Sarah Phillips

Thursday 12 October 2006 14.55 BST

The prestigious accolade that is Word of the Year has been awarded to the comedy catchphrase and subversion of youth-speak, "bovvered".

The word began life as a phrase on [The Catherine Tate Show](#). Lauren, a disrespectful, gobby youth, would stropily snap, "Am I bovvered?" when anyone so much as threatened to offend her, which happened quite a lot.

In a post-modern twist, the extremely quotable phrase was inadvertently reclaimed by the [mouthy teenagers](#) Lauren was a caricature of. Town centres, branches of McDonalds and playgrounds were suddenly filled with squawks of "bovvered" by excitable youngsters who thought they were being clever. It spawned many a tabloid headline and a range of greetings cards, becoming such popular cultural currency that when Tate [met the Queen](#), she felt it appropriate to ask, "Is one bovvered?"

The decision to make it Word of the Year was taken by a group of experts, who decide what needs to be added to the [Oxford English Dictionary](#) each year, in an effort to present a fully comprehensive directory of the vernacular of the British Isles. A spokesperson commented on their decision: "'Am I bovvered?' and its follow-up, 'Does my face looked bovvered?' had already come to be seen as the perfect expression of a generation of teenagers and their speaking style."

[WAGs](#) - an acronym for the wives and girlfriends of the English football team - was obviously a close runner for the title. This has made it into a shortlist of words that may be included in the new edition OED, along with a whole host of other fun for 5-minute phrases, including [nang](#), [blook](#), [flashpacking](#) and he-tox.

Heard of any of them?

And what would your words of the year be?

IV. Wider Reading and Associated Tasks

For each task completed, you will earn 80 credits.

1. Read the following overview of Language Change and create a glossary of the key terms covered in the text.

https://www.ling.upenn.edu/courses/Fall_2003/ling001/language_change.html

Extension Task 1a - Turn the text into either a podcast or YouTube-style video to act as an overview for A Level students studying Language Change.

2. Watch the video and summarise the six ways of creating new words but use examples other than those provided by the speaker.

https://www.ted.com/talks/erin_mckean_go_ahead_make_up_new_words

Extension Task 2a – Research words from other languages that express an idea in one word that in English requires a whole phrase--e.g. Schadenfreude in German means “the joy we get from others’ misfortunes” – basically, it’s the word to describe us when we laugh at epic fails on YouTube. For 5 of the phrases, create a new word for them and create an etymological dictionary entry for these words.

3. Watch the video and create a summary presentation which explains what ‘social learning’ is and how it relates to language.

https://www.ted.com/talks/mark_pagel_how_language_transformed_humanity

Extension Task 3a – How far do you agree with Pagel’s views about how and why language developed? Produce either a video or an article where you present your own ideas in light of Pagel’s talk.

Extension Task 3b – How do Pagel’s views about language explain reasons for language change? Answer this question in the style of a short response essay.

4. Read the following presentation from the University of Glasgow and summarise Stuart-Smith's arguments about the ways in which Scottish accents have changed.

https://www.gla.ac.uk/media/media_70544_en.pdf

Extension Task 4a – How could the findings in this presentation be applied to other regional variations of English?

Extension Task 4b – Stuart-Smith identifies television as a key factor in terms of influences on phonological change. Write an article or presentation where you explore a different factor that could potentially be influencing phonological change.

5. Read the article and create a timeline which tracks the changes associated with the pronoun 'you.'

<https://www.english-grammar-revolution.com/history-of-you.html>

Extension Task 5a – Create an article in a similar style which tracks the changes of a word of your choice. It must be one that has a significant history.

6. Read the following articles about the changing use of the pronoun 'they' and summarise the conflicting arguments about the way it is used.

<https://time.com/5763175/they-as-singular-pronoun/>

<https://www.bbc.co.uk/news/newsbeat-49754930>

Extension Task 6a – In this article, the ideas of prescriptivists come into conflict with the way language is used by the majority of speakers. Choose one other area of language where prescriptivists come into conflict with common usage.

7. Explore the following website and summarise the key ideas associated with language change.

<http://www.bl.uk/learning/langlit/sounds/>

Extension Task 7a – Select one variety from the Case Studies section of the website and explore how the change in regional varieties reflects wider issues of language change.

Extension Task 7b – Select a regional variety of your own and prepare an article about how that regional variety reflects issues of language change.

8. Watch the video and summarise it into 10 key points.

https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk/transcript?language=en

Extension Task 8a - How far do you agree with his arguments and attitudes? Write an article in response to McWhorter's ideas.

9. Explore the following website and create a timeline of language change that covers contextual factors and key linguistic change features.

<http://www.universalteacher.org.uk/lang/languagechange.htm>

Extension Task 9a – Complete the quizzes on the website.

10. Watch the following video and summarise the key points of Anne Curzan's presentation.

https://www.ted.com/talks/anne_curzan_what_makes_a_word_real/transcript

Extension Task 10a – In the presentation, Curzan says that she asks her students to teach her two new slang terms before each class. Carry out your own research and ask at least 5 people to choose the two slang terms they would teach her. Present your list of 10 (or more) words in the style of a set of dictionary entries, including the etymology of the words.

V. Academic Reading

For each task your response should be at least 300 words long. Each task will earn you 150 credits.

1. Read Sections 8.5 and 8.6 of the following chapter about language change and summarise them into 10 key points.

<http://www.pearsoncanada.ca/media/highered-showcase/multi-product-showcase/ogrady-ch08.pdf>

Extension Task 1a – Go through the sections and create a glossary of the terms highlighted in bold.

Extension Task 1b – Complete exercises 10 and 11 on page 56 of the document.

Extension Task 1c – Choose another section of the chapter and create a presentation or revision guide for your chosen section.

2. Read the following text about language change and create a glossary of terms for lexical change based on your reading.

[https://www.uni-due.de/~lan300/11_Tracking_Lexical_Change_\(Hickey\).pdf](https://www.uni-due.de/~lan300/11_Tracking_Lexical_Change_(Hickey).pdf)

Extension Task 2a – Reproduce the content of this text into an accessible format for brand new students of A Level English Language.

3. Prior to reading the following text, create an essay style response to the following question:

“Language is constantly and significantly changing.”

To what extent do you believe this statement to be true?

www.davidcrystal.com/?fileid=-4002

Extension Task 3a – Read the text and annotate your argument with ideas from Crystal’s text. Where do you and he agree? Where do you and he disagree?

4. Read this text and make a list of the external and internal factors of change that Charles D. Yang discusses.

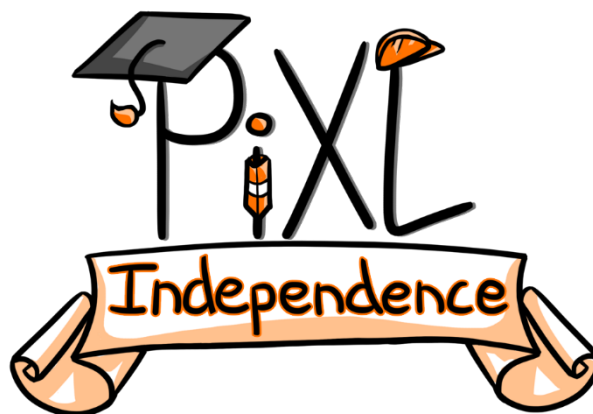
<https://langev.com/pdf/yang00internalAnd.pdf>

Extension Task 4a – Add any unfamiliar terms to your language change glossary.

5. Read Section 3.9 ‘Change in present-day English’ (pages 32 – 40) and add any new terminology to your glossary. Summarise the content of this section.

<https://www.uni-due.de/ELE/LanguageChange.pdf>

Extension Task 5a – Choose one of the other sections of the text and prepare a summary in the style of an article, ten-point summary or podcast.



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