

# PiXL Independence

## English – Student Booklet

### KS5

## AQA Style Regional and World English

### Contents:

- I. Quizzes to test your knowledge of the skills – 10 credits per section
- II. Practice Exam Style Questions – 100 credits each
- III. Wider Reading – 50 credits each
- IV. Suggested Further Reading – 80 credits each

## I. Quizzes to test your knowledge of the skills

### Round 1 – Around the UK

1. What is a feature of the West Country accent?
  - a. Rhoticity - R after vowels
  - b. The au diphthong alters
  - c. L-vocalisation
  - d. Elongated vowels
  
2. What is a feature of the Midlands accent?
  - a. Diphthongs are lengthened
  - b. Elongated vowels
  - c. Rhoticity - R after vowels
  - d. The au diphthong alters
  
3. What is a feature of the Northern accent?
  - a. Diphthongs are lengthened
  - b. Rhoticity - R after vowels
  - c. L-vocalisation
  - d. Elongated vowels
  
4. What is a feature of the North-east accent?
  - a. L-vocalisation
  - b. Elongated vowels
  - c. The au diphthong alters
  - d. Rhoticity - R after vowels
  
5. What is a feature of the Cockney accent?
  - a. L-vocalisation
  - b. Rhoticity - R after vowels
  - c. Elongated vowels
  - d. The au diphthong alters

6. 'I'm going t shop' is an example of:
  - a. Glottal stop
  - b. Definite article reduction
  - c. TH-fronting
  - d. H – dropping
  
7. 'I fink it's fantastic' is an example of:
  - a. TH-fronting
  - b. H – dropping
  - c. Glottal stop
  - d. Multiple negations
  
8. 'Do I av to go?' is an example of:
  - a. Glottal stop
  - b. Multiple negations
  - c. TH-fronting
  - d. H – dropping
  
9. 'When I was lil (little), I was gheo (ghetto)' is an example of:
  - a. Definite article reduction
  - e. Glottal stop
  - f. TH-fronting
  - g. H – dropping
  
10. 'I ain't done nothing' is an example of:
  - a. Multiple negations
  - b. Definite article reduction
  - c. TH-fronting
  - a. H – dropping

## Round 2 – Attitudes to World English

1. Why might people have a negative attitude about the spread of English?

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2. A journalist said 'The English... have as much control over English as the Italians have over pizza.' What does this mean?

- a. English will continue to change and adapt – it cannot be controlled.
- b. If it is not controlled, English will be ruined
- c. If English is not regulated, it will deteriorate
- d. English will change and soon become another language.

3. Which of the following views best represents the linguist Tom McArthur?

- a. English is going through such radical change around the world that it is fragmenting into a family of languages
- b. The current wave of English may lose momentum
- c. English will lose its importance as American and British Power declines
- d. The English Language should become more separated from Britain.

4. Chinua Achebe stated of English in Africa: 'I feel that English will be able to carry the weight of my African experience. But it will have to be a new English, still in full communion with its ancestral home but altered to suit its new African surroundings.'

- a. African nations will soon use standard English
- b. In Africa, English will become a second language
- c. Africa will soon cease to use English as a language
- d. In Africa, English will change and evolve

5. Which of the following views best represents the linguist David Crystal?

- a. The English Language should become more separated from Britain
- b. Technology will create new ways of communicating beyond English
- c. The momentum of the growth of English has become so great that nothing is likely to stop its continued spread as a common language
- d. English will lose its importance as American and British Power declines

6. Salman Rushdie stated of English in India: 'The Children of independent India seem not to think of English as being irredeemably tainted by its colonial provenance. They use it as an Indian language, as one of the tools they have to hand.' What does this mean?

- a. He thinks young people in India do not reject the English language even though it is linked to India's colonial history
- b. He thinks the English language will forever be associated with colonialism
- c. He thinks the Indian language is superior to English
- d. He thinks the English that is spoken in India will continue to change and evolve

7. Which of the following views best represents the linguist Nicholas Ostler?

- a. The English Language should become more separated from Britain
- b. The momentum of English's growth has become so great that nothing is likely to stop its continued spread as a common language.
- c. English will lose its importance as American and British Power declines
- d. English is fragmenting into a family of languages

8. What attitude does the press often have about the English Language?

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9. Which of the following views best represents the linguist Robert Philipson?

- a. Technology will create new ways of communicating beyond English
- b. English should become more independent from Britain
- c. The spread of English will change the language forever
- d. The spread of English will disadvantage other languages

10. What term describes a person who does not object to language change?

- a. Prescriptivist
- b. Descriptivist
- c. Activist
- d. Linguist

### Round 3 – English Variation

1. 'Center', 'favour' and 'gray' are examples of?
  - a. Australian spelling
  - b. American spelling
  - c. Non-standard English
  - d. American phonology
  
2. 'washroom' – bathroom, 'runners' – trainers, are examples of which language?
  - a. Canadian English
  - b. American English
  - c. Australian English
  - d. New Zealand English
  
3. What is the English based creole spoken in Singapore?
  - a. Canglish
  - b. Singlish
  - c. Singaporean
  - d. Singapore Pidginish
  
4. Which term means a simplified form of English that reduces the vocabulary to 1500 words and eliminates grammatical complications?
  - a. Global English
  - b. ELF
  - c. Globbish
  - d. Reduced English
  
5. Omitting -ed and -ing and omitting articles like "the" and "a" is a feature of which English:
  - a. Australian English
  - b. Honglish
  - c. ELF
  - d. New Zealand English

6. What phonological feature has entered English from Australia?
  - a. Low Rising Intonation
  - b. High Rising Intonation
  - c. Superlative emphasis
  - d. Vocal emphasis
  
7. 'Badmash – dishonest man', 'Buck' - rupee, and 'Accha' – okay, are examples of which language?
  - e. Japlish
  - f. Hinglish
  - g. Australian English
  - h. Jamaican Creole
  
8. I talked - "mi ben taak" is an example of?
  - a. Past tense use of Jamaican Creole
  - b. Progressive tense use of Jamaican Creole
  - c. Jamaican verbs
  - d. Jamaican incorrect usage
  
9. What does AAVE stand for?
  - a. African-American Vernacular English
  - b. Australian-American Variety of English
  - c. Association of American Variety Expanders
  - d. African-American Variation of English
  
10. Which variety of English uses 'no' as a tag question and often compounds the word 'wallah (person associated with)?
  - a. Globbish
  - b. Honglish
  - c. Indian English
  - d. Jamaican English

#### Round 4 – How Does Change Spread?

1. What is a definition Global English?

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2. Which of the following statements about explanation is true? Tick one.

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3. Which of the following views best represents the linguist Charles Hockett?

- a. All conventions of a language are learned through education
- b. Change is always organised by the country of origin
- c. Change cannot be driven by random chance
- d. All conventions of a language are learned by interacting with other users of the language

4. Which term means the dispersal of people (and their languages) to different parts of the world?

- a. Global spread
- b. Colonial spread
- c. Emigration
- d. Diaspora

5. The S-Curve model shows:

- a. Change begins slowly, takes off and speeds up, then slows down and stabilises
- b. Change stops and starts through time
- c. Change begins quickly, slows down and then speeds up again.
- d. Change constantly fluctuates



6. Who stated that the old and new forms of language coexist until old forms are eventually lost?
- a. Jean Aitchison
  - b. David Crystal
  - c. Charles Hockett
  - d. Norman Fairclough
7. What is the definition of International English?
- a. The idea that English will soon dominate over all other languages
  - b. The idea of English as a language that is used in international contexts
  - c. The idea of English as a worldwide language
  - d. The idea that English is the only language to be understood by most nations
8. What does the substratum theory mean?
- a. Languages blend as travel expands
  - b. When speakers learn a new language they will make improvements and pass those on
  - c. When speakers learn a new language they will learn it imperfectly and then pass these imperfections on
  - d. Language changes at a rate faster than can be catalogued
9. How might technology spread language?
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10. What text states Jean Aitchison's theories?
- a. Language Change: Adapting and responding to Global English
  - b. Language Change: How to preserve our Language
  - c. Language Change: A Celebration
  - d. Language Change: Progress or Decay?

## Round 5 – Kachru

1. In what year did Kachru first establish his model?
  - a. 1982
  - b. 1986
  - c. 1992
  - d. 2002
  
2. What term best describes Kachru's work?
  - a. World map of Englishes
  - b. The concentric circles approach
  - c. The dynamic model
  - d. The maxim approach
  
3. Who would be 'norm-providing' in Kachru's framework?
  - a. India, Singapore and Ghana
  - b. British, American, Canadian, South African and Australasian Englishes
  - c. Great Britain
  - d. The expanding circle
  
4. According to Kachru, which category would the countries India and Singapore fit into?
  - a. The Developing Circle
  - b. The Outer Circle
  - c. The Inner Circle
  - d. The Expanding Circle
  
5. What have many of the norm-developing countries got in common?
  - a. English is needed for communication with other countries
  - b. English is developing at a fast rate
  - c. English has historically been used for official purposes
  - d. English has been established for over 100 years
  
6. What countries fit into the Expanding Circle?
  - a. China and Russia
  - b. Australia and New Zealand
  - c. Canada
  - d. The Philippines and Ghana

7. What motivates norm-dependent countries?

- a. To be able to understand those in government
- b. For instrumental reasons, such as to do business
- c. To circulate culturally with other countries
- d. To expand education

8. What criticism can be made of Kachru's model?

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9. What is interesting about the position of Hong Kong?

- a. English is and has been used for official purposes. However, Hong Kong can also be categorised as norm-dependent
- b. English in Hong Kong is widely spoken
- c. English has been used for official purposes but now Hong Kong has chosen to use a different language
- d. Hong Kong is a member of the Inner Circle

10. How has Kachru revised his original model?

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## Round 6 – Models of World English

1. What model does Stevens use to look at World English?
  - a. A dynamic model
  - b. A circular structure to examine how English spreads
  - c. A structure that places English at the centre of a world diagram
  - d. A 'family tree' structure on a world map that shows the spread of English
  
2. How did Schneider look at world Englishes?
  - a. He created stages that demonstrate how English develops in new countries
  - b. He plotted a map to show the spread of English
  - c. He created a guide for new countries to integrate English
  - d. He created a concentric circle approach
  
3. Which of the following do not fit into Schneider's dynamic model?
  - a. Foundation
  - b. Differentiation
  - c. Endonormative Stabilisation
  - d. Blending Stabilisation
  
4. When would Schneider's model see a complete turning point where there would be no question of the status and variety, and at which regional and social dialects begin to assert themselves?
  - a. Stabilisation
  - b. Differentiation
  - c. Completion
  - d. Exonormation
  
5. Who placed English at the centre of a diagram, with the different Englishes around the edge having equal status?
  - a. McArthur
  - b. Modiano
  - c. Kachru
  - d. Crystal

6. Who hypothesised about the creation or evolution of a World Standard Spoken English?

- a. Przedlacka
- b. McArthur
- c. Crystal
- d. Jenkins

7. Who established a list of features as being essential for communication in international settings?

- a. Jenkins
- b. Crystal
- c. McArthur
- d. Kachru

8. What term applies best to English as a bridging language in interactions where it is not everyone's first language?

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9. Explain the reasoning behind the model/structure that Stevens uses to look at World English.

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10. What is different about how Schneider looks at language from other models?

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## Round 7 – Regional Variation

1. A closure of the vocal chords to replace the 't' sound is called a?
  - a. T variation
  - b. Glottal stop
  - c. Forced stop
  - d. T stop
  
2. Which term describes an accent variety used in the South East of England?
  - a. Thames English
  - b. Received Pronunciation
  - c. London English
  - d. Estuary English
  
3. What does overt-prestige mean?
  - a. Status gained from peer group recognition, rather than public acknowledgement
  - b. Status that privately acknowledged
  - c. Status that is publicly acknowledged
  - d. Status given by education
  
4. Which term means a geographic boundary indicating where certain items of language are used?
  - a. Standardising boundary
  - b. Isogloss
  - c. Artogloss
  - d. Levelling
  
5. 'Barm cake', 'nesh' and 'nowty' are examples of:
  - a. Variation
  - b. Slang
  - c. Accent
  - d. Dialect Levelling

6. What phonological feature describes a post-vocalic /r/?

- a. Rhotic
- b. High Rising Intonation
- c. Rhotic
- d. Glottal stop

7. What term describes using the regular alphabet to represent sounds?

- a. Eye dialect
- b. Phonetic alphabet
- c. Non-standard dialect
- d. Phonetic coding

8. Write a definition of covert-prestige.

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9. What term defines how speakers can adapt language to suit different situations?

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10. Give an example of where you would adapt your language to suit the context.

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## Round 8 – Regional Variation Theory 1

1. What term describes ‘a group of people who come together around some enterprise. United by this common enterprise, people come to develop and share ways of talking’?
  - a. Community of Practice
  - b. Community of Linguistic Norms
  - c. Linguistic Community
  - d. Community of Enterprise
  
2. Who suggests that social mobility will break down working class communities?
  - a. Paul Kerswill
  - b. Peter Trudgill
  - c. Emma Moore
  - d. Leslie Milroy
  
3. Who stated ‘RP speakers are perceived... as haughty and unfriendly by non-RP speakers... Similarly, children with working class accents and dialects may be evaluated by some teachers as having less educational potential’?
  - a. Peter Trudgill
  - b. Leslie Milroy
  - c. William Labov
  - d. David Crystal
  
4. In a BBC poll, which was the least popular accent?
  - a. Scottish
  - b. Yorkshire
  - c. Birmingham
  - d. Welsh
  
5. Which location and regional variety did Giles study in 1975?
  - a. Liverpool
  - b. Birmingham
  - c. Scottish
  - d. Cockney
  
6. What social group did Seligman, Tucker and Lambert study in relation to its accent/dialect?
  - a. Students
  - b. Criminals
  - c. Teachers
  - d. Politicians



7. Who conducted the Martha's Vineyard study?

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8. What did the Martha's Vineyard study discover?

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9. Who explored the Social Network Theory?

- e. Leslie Milroy
- f. William Labov
- g. Penelope Eckert
- h. David Crystal

10. Write a brief definition of what 'social network theory' explores?

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## Round 9 – Regional Variation Theory 2

1. Who completed a study in Reading in 1982?

- e. Community of Practice
- f. Community of Linguistic Norms
- g. Jenny Cheshire
- h. Community of Enterprise

2. What did the Reading study find?

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3. What is a closed network?

- e. A regional network
- f. A network where there is little knowledge of others
- g. A high density network
- h. A network where personal contacts all know each other

4. Who established the terms Restricted code and Elaborated code in order to distinguish between what he saw as two distinct ways of using language as opposed to the two distinct dialects of Standard English and Regional Dialect?

- e. Peter Trudgill
- f. Howard Bernstein
- g. William Labov
- h. David Crystal

5. Who coined the term 'Estuary English'?

- e. Howard Bernstein
- f. David Rosewarne
- g. Alex Baratta
- h. Penelope Eckert

6. Which is not a feature of Estuary English?

- e. Past tense forms like *writ* for “wrote”, *come* for “came”.
- f. Glottal stops for /t/, including some between vowels
- g. Assimilation of different consonants
- h. Vocalised /l/ as in fill, giving pronunciations sounding like “fiw”;

7. Why do language theorists have a range of different methods to collect data?

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8. What term describes considerations in any language study?

- a. Linguistic variables
- b. Primary variables
- c. Linguistic adaptations
- d. Linguistic usage

9. Who suggested that people modify their accents to avoid discrimination?

- a. Howard Bernstein
- b. Alex Baratta
- c. Penelope Eckert
- d. David Crystal

10. What did Paul Coggle research in 1993?

- a. Accent stereotypes will change as regional variation lessens
- b. Accent stereotypes should be eradicated
- c. Accent stereotypes are impossible to cancel out
- d. Accent stereotypes are a living reminder of the continuing class system

## Round 10 – World English Terminology

1. What does the term L1 mean?

- a. The first countries that spoke English
- b. The first language learned by an individual, usually in childhood
- c. The first level of learning English
- d. A superior version of English

2. What description best describes a pidgin language?

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3. Which term describes 'a standard or official language variety in contexts where creole is spoken'?

- a. Basilect
- b. Acrolect
- c. Pidgin
- d. mesolect

4. What do post-colonial countries have in common?

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5. What does the term Endonormative mean?

- a. Looking for language to be shaped by linguists
- b. Looking within the immediate community for the norms of language use
- c. Looking to change or standardise the language spoken by the population
- d. Looking beyond the immediate community for the norms of language use

6. What term describes the particular way of producing the sounds /t/ and /d/?

- a. Syllable-based
- b. EFL
- c. Exonormative
- d. Retroflex

7. What term describes 'the most informal style of speech used by speakers'?

- a. Slanglect
- b. Astrate
- c. Acrolect
- d. Basilect

8. Which description best describes a mesolect?

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9. What term applies best to English as a bridging language in interactions where it is not everyone's first language?

- a. Outer Circle English
- b. English as a lingua franca
- c. International English
- d. Global English

10. What describes intonation that is based on applying stress at regular intervals?

- a. Syllable-based
- b. Shwa timed
- c. Stress-timed
- d. Stress-centred

## II. Exam-Style Questions

*This is not a mock-exam or a PPE and should not be considered so. There are four texts to read and the questions have been created to test various different skills.*

*Read texts A, B, C and D, then answer the questions.*

### Section A: Diversity and Change Sample Essay Questions

Evaluate the idea that spoken communication across different regions is characterised through specific language variations.

**(30 marks)**

Evaluate the idea that regional varieties of English are gradually eroding.

**(30 marks)**

Evaluate the idea that some regional variations have more status than others.

**(30 marks)**

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Evaluate the idea that the spread of English around the world will result in a changed language in the future.

**(30 marks)**

Evaluate the idea that English is used not just by native English speakers, but also by speakers of English worldwide.

**(30 marks)**

Evaluate the idea that the ownership of English should no longer be assumed as belonging to those based within the British Isles.

**(30 marks)**

### Section B: Language Discourses Sample 1

Answer **both** Question 3 **and** Question 4 in this section.

### Question 3

**Text A** is an article about English in the world from the *Daily Mail* online. **Text B** is the start of an article about new forms of English from *The Guardian* online.

Analyse how language is used in Text A and Text B to present views about World English.

In your answer you should:

- Examine any similarities and differences you find between the two texts
- Explore how effectively the texts present their views

**(40 marks)**

### Question 4

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.

**(30 marks)**

**Text A** *David Derbyshire, 2008 – The Daily Mail*

### **How English as we know it is disappearing ... to be replaced by 'Panglish'**

DAVID DERBYSHIRE

It is English but not as we know it.

A new global tongue called "Panglish" is expected to take over in the decades ahead, experts say. Linguists say the language of Shakespeare and Dickens is evolving into a new, simplified form of English which will be spoken by billions of people around the world. The changes are not being driven by Britons, Americans or Australians, but the growing number of people who speak English as a second language, *New Scientist* reports.

According to linguists, Panglish will be similar to the versions of English used by non-native speakers. As the new language takes over, "the" will become "ze", "friend" will be "frien" and the phrase "he talks" will become "he talk". By 2010 around two billion people - or a third of the world's population - will speak English as a second language. In contrast, just 350 million people will speak it as a first language. Most interactions in English now take place between non-English speakers, according to Dr Jurgen Beneke of the University of Hildesheim, Germany.

By 2020 the number of native speakers will be down to 300 million. That's the point where English, Spanish, Hindi-Urdu and Arabic will have the same number of native speakers, according to predictions. As English becomes more common, it will increasingly fragment into regional dialects, experts believe.

Braj Kachru, of Ohio State University - one of the world's leading experts in English as a second language - said non-native English dialects were already become unintelligible to each other. Singaporean English, for instance, combines English with Malay, Tamil and Chinese and is difficult for English-speaking Westerners to understand.

"There have always been mutually unintelligible dialects of languages such as Arabic, Chinese, Hindi and Latin," he said. "There is no reason to believe that the linguistic future of English will be any different."

At the same time as new dialects develop, global English - or Panglish - will become simpler. Unlike French - which is jealously protected from corruption by the Academie Francaise - there is no organisation to police the English language.

Linguists say Panglish will lose some of the English sounds which non-native speakers find difficult to pronounce. That could see the "th" sounds in "this" and "thin" replaced by "z" or "s" respectively, and the short "l" sound in "hotel" replaced with the longer "l" of "lady". Consonants will also vanish from the end of words - turning "friend" into "frien" and "send" into "sen". And group nouns like



"information" and "furniture" - which don't have plural versions - could vanish, so that it may become acceptable in Penglish to talk about "informations" and "furnitures".

Non-English speakers often forget the "s" at the end of third person singular verbs like "he runs" or "she walks". In Penglish, people may say "he talk" or "she eat".

Suzette Haden Elgin, a retired linguist formerly at San Diego State University in California, said the future of global English was unclear. "I don't see any way we can know whether the ultimate results of what's going on now will be Penglish - a single English that would have dialects but would display at least a rough consensus about its grammar - or scores of wildly varying Englishes all around the globe, many or most of them heading toward mutual unintelligibility."

Within 100 years, it should be possible to know which way English is heading, she added. One of the most famous examples of a language that fragmented is Latin. By AD300, a new offshoot of Latin - "vulgar Latin"- was being spoken by the masses with its own grammar, vocabulary and pronunciation. Over the next 500 years it split into increasingly regional dialects. By AD800 had evolved into a series of mutually unintelligible languages, the forerunners of modern Italian, French and Spanish.

And Latin and English themselves are both offshoots of a much older language, Indo-European, which split some 4,000 years ago, giving rise to Celtic, Greek, Slavic, Indo-Iranian and other branches.

**Text B** *Rosie Driffill, 2017 – theguardian.com*

## **From Seaspeak to Singlish: celebrating other kinds of English**

### **Dialects that blend, bend and offend the rigid rules of traditional grammar can be a delight**

It was recently reported that the government is being urged [to create opportunities for Britons to learn languages like Polish, Urdu and Punjabi](#), in order to effect more social cohesion. According to Cambridge professor Wendy Ayres-Bennett, language learning, and indeed social integration, should not be a one-way street; rather, the onus should also fall on British people to learn community languages.

For me, this idea of a two-way street taps into a wider question about linguistic influence and evolution. There is interest and joy to be had not only in learning the languages of other cultures, but also in appreciating the effect they might have had on English.

Part of that process is ceding British English to the prospect of change, noting the ways in which ethnically marked forms of English, such as Bangladeshi and African-Caribbean varieties, have played their part in shaping how new generations across the country will speak: take [Multi-Cultural London English](#), the dialect that has [almost completely replaced Cockney](#) on the streets of the capital.

Outside the UK too, creoles and dialects have bent, broken and downright flipped the bird at the rules, offering not only musicality and freshness, but new ways of conceiving of language that staunch protectionism doesn't allow for.

Grammar rules have their place, of course, insofar as they offer a framework for precision and comprehension. But rules can be learned to be broken, leading to the formation of identities, cultural protests and unique means of expression.

Not persuaded? Then consider these examples of syntactic rule-bending and linguistic intermarriage that have taken English into intriguing and delightful new directions.

### **Irish English**

Otherwise known as Hiberno-English, this refers to dialects spoken across the island of Ireland. Frank McCourt immortalised West and South-West Irish English in his memoir *Angela's Ashes*, with its liberal use of the definite article ("Do you like the Shakespeare, Frankie?"), and the unbidden musicality that comes with inverted word order ("Is it a millionaire you think I am?").

Some of my friends from Northern Ireland will plump for the past simple form of a verb where a past participle is usually required, saying things like: "They'd never have did it had they knew." Rule breaking at its most ballsy: and it's music to my ears.

### **Singlish**

Short for Colloquial Singaporean English, a creole language for which English is the lexifier (meaning it provides the basis for most of its vocabulary) plus words from Malay, Tamil and varieties of Chinese. The Singaporean government rallies against it at every turn with [Speak Good English](#) campaigns, to the detriment of some extremely interesting grammatical structures.

Take Singlish's being topic-prominent, for example: like in Mandarin, this means that Singlish sentences will sometimes start with a topic (or a known reference of the conversation), followed by a comment (or some new information). For example, "I go restaurant wait for you." Grammatically, it's worlds apart from "I'll be waiting for you at the restaurant," but it's evolved in a region where that kind of sentence structure is the order of the day.

### **Basic English**

Basic English was invented by CK Ogden in 1930. Designed to allow language learners to acquire English quickly and communicate at a very basic level, Ogden managed to reduce the language to 850 words, including only eighteen verbs!

## Section B: Language Discourses Sample 2

Answer **both** Question 3 **and** Question 4 in this section.

### Question 3

**Text C** is the start of an article about American English from the *Daily Mail* online. **Text D** is a blog post about American English from *The Huffington Post*.

Analyse how language is used in Text C and Text D to present views about World English.

In your answer you should:

- Examine any similarities and differences you find between the two texts
- Explore how effectively the texts present their views

**(40 marks)**

### Question 4

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.

**(30 marks)**

**Text C** *Christopher Stevens, 2012 – Daily Mail*

**Don't talk garbage!...or why American words are mangling our English**

The most delicate tool ever invented is the English language. It is endlessly rich, subtle, mellifluous and diverse — a vast mechanism built from 220,000 words, perfectly formed components that work together like jewelled cogs. To wreck that mechanism deliberately — and to teach our children to do the same — would be worse than obscene. But that is what is happening.

A survey of 74,000 short stories written by British children has revealed that Americanisms are destroying traditional British words. Like the grey squirrels that were introduced into the UK from the U.S. 130 years ago — and have almost wiped out our indigenous (and much lovelier) red squirrels — American words are infectious, destructive and virulent. And they are taking over.

American words are designed to be easy to use. They are simple to say and spell. They combine nouns and verbs, labels and instructions, so that they are convenient to pick up and apply. A country of immigrants, speaking a dissonant babel of Yiddish, Italian, Gaelic, Dutch, Norwegian, German, Polish and Russian, needed a common tongue.

Take sidewalk, for instance: it refers to that part of a road (the side) reserved for pedestrians (who walk). Two simple words are compounded to replace a third, pavement. Yet pavement is a wonderful word, a fragment of old French that resonates with the ringing blows of medieval craftsmen as they laid a stone floor — pavire is the Latin word for beating or ramming down. Why must we in Britain discard a beautiful, meaningful word, and replace it with a Frankenstein creation?

**Text D** Toni Hargis, 2017 – [huffingtonpost.co.uk](http://huffingtonpost.co.uk)

### **Americanisms In The UK: No Way Or No Biggie?**

I recently listened to a great talk on BBC Radio 4 about the Americanisation of English (in the UK). British writer Matthew Engel and American-in-the-UK linguist, Dr. Lynne Murphy, discussed the impact and importance of the American influence on British English. (Dr. Murphy expanded on the subject on her popular blog Separated By a Common Language.)

As a Brit in America, I'm obviously surrounded by American English and it really only bothers me when they take a perfectly adequate word and make it more complicated. "Burglarize" instead of plain old "burgle", and "anesthesiologist" instead of the less of a mouthful "aneasthetist". (They actually do have "anesthetist" but it's not as common as the longer version among lay folk.) I should really examine my reasons for this irritation but instead I remind myself that Brits have "orientate" while Americans plump for the simpler "orient". I also confess to a wry smile at "winningest", used to describe sports players who have won more matches or medals in their sports, and I can almost hear the derision from my friends in the UK.

In the radio spot, Dr. Murphy pointed out that the major American culprits seem to be the use of "Can I get a....." when buying a coffee or a cheeky Nandos, and the introduction of concepts like Black Friday. (By the way, it's interesting to me that there can be a Black Friday in the UK when there is no Thanksgiving, which falls on the day before.) Engel however, decried the "huge torrent", nay "freighter loads", of American words pouring into the UK and was firmly of the opinion that it is a *yooge* problem, which threatens Britain's language and culture. To be fair, he has also acknowledged in the past, that this importing and resulting outrage has been going on for quite some time - "The Americans imported English wholesale, forged it to meet their own needs, then exported their own words back across the Atlantic to be incorporated in the way we speak over here. Those seemingly innocuous words caused fury at the time."

Speaking of furious Brits, one shopper in the High Wycombe Morrisons was so outraged to find a sign for "cookies" on the biscuit shelves, he took to the local newspaper to publicly accuse the company of "bastardising" the English language. Some Brits take it even further by relocating to the USA then rolling their eyes at Americanisms and continuing to use very British phrases even though no one understands them. Apparently, it's the fault of the uneducated Americans that "nappy" and "fortnight" are lost on them.

The Economist, (Dec. 20, 2014) had an interesting take on the subject with this little zinger - "To be snooty about Americans, while slavishly admiring them; this is another crucial characteristic of being British." Not sure about *slavishly* admiring them but Brits do seem to love the USA. The US Office of Travel and Tourism's figures show that Great Britain is routinely the third "tourist-generating" country behind Canada and Mexico. Perhaps Brits like to visit the US but aren't so keen when its culture creeps over to the green and sceptered isle?

Personally, I find language development fascinating. Even within British English, things change all the time. To state the obvious, we no longer say “thee” and “thou”, and new words appear in English every year. There’s a reason the Oxford English Dictionary and others update their contents several times a year and announce, with increasing fanfare, their new additions. In 2016 the OED added over a thousand new words, including bathroom stall, cheerlead, team-oriented and yoga pants - all of which sound decidedly American.

So perhaps we all need to sit back, enjoy the changes.....and chill? Or no?

### III. Wider Reading

**Section 1: Articles from the press. For each article that you read, produce a 10 point summary.**

- a. <http://www.atlasobscura.com/articles/why-theres-no-right-way-to-speak-english>
- b. <https://theconversation.com/english-the-empire-is-dead-long-live-the-empire-55676>
- c. <https://www.theguardian.com/education/2017/may/24/which-language-would-ease-our-way-in-the-post-brexit-world>
- d. <https://theconversation.com/leave-off-will-you-britain-should-celebrate-regional-accents-67952>
- e. <https://theconversation.com/why-do-some-accents-sound-better-than-others-77732>
- f. <https://www.theguardian.com/science/2017/mar/13/death-of-dialect-dont-believe-a-word-british-library>
- g. <https://www.theguardian.com/commentisfree/2014/may/27/endangered-accents-english-language>
- h. <http://www.sciencealert.com/the-english-language-could-sound-incredibly-different-in-50-years-study-finds>

**Section 2: Other articles that are online:**

- a. <http://www.open.edu/openlearn/languages/linguistics/how-can-your-accent-put-your-life-risk>
- b. <http://blog.oxforddictionaries.com/2016/05/bbc-pronunciation/>
- c. <http://public.oed.com/aspects-of-english/shapers-of-english/the-rise-of-global-english/>
- d. <http://public.oed.com/aspects-of-english/english-in-use/english-dialect-study-an-overview/>
- e. <https://academic.oup.com/eltj/article/59/4/339/371345/English-as-a-lingua-franca>



## Section 1 Tasks

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### 1a - Why There's No 'Right' Way To Speak English

This article is broad overview of this topic.

Summarise and make notes about:

1. Varieties of English
2. Three global Englishes discussed
3. The spread of change
4. English as a second language
5. Globish

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### 1b & 1c – 'The Empire is dead. Long live the Empire' & 'Which language would ease our way in the post-Brexit world?'

What do we learn about the history of World English?

What aspects of society enable English to be so dominant in the world?

What changes might happen to the dominance of English?

#### **Extension:**

Write your own 500 word editorial responding to the suggestion that English may not remain a global language.

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**1d & 1e – ‘Leave off, will you? Britain should celebrate “regional’ accents” & ‘Why do some accents sound better than others?’**

1d

What news story triggered this editorial?

What does the political case study reveal about attitudes to accents?

How is class related to accent?

1e

What attitudes to accents does this article explore?

What propagates these attitudes?

**Extension:**

Carry out a mini-investigation into one regional accent. Collect examples of your accent and devise a survey to gather opinions. Be prepared to present your findings.

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**1f & 1g – ‘The death of dialect? Don't believe a word of it’ & ‘Are these the most endangered accents of English?’**

Explain five of the words that the British Library has been capturing

Explore the ways in which dialect words are being preserved

**Extension:**

Pick an endangered dialect from these articles or from an external source and create a presentation on its history, its current state and its future.

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## **1h - Here's How The English Language Could Sound Incredibly Different in 50 Years**

Write a summary of the contextual reasons that the sound of English is changing. Use this source text, the HSBC report attached to it and your own research.

## Section 2 Tasks

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### 2a – How can your accent put your life at risk?

Using this as a source text, write an editorial response to the idea that accents lead to social judgments.

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### 2b - BBC English: does it dictate proper pronunciation?

Create a timeline showing the influence of the media upon the pronunciation of English

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### 2c & 2d – OED Resource Links

After making notes on each link, create a mind-map of all the key concepts and definitions. Be prepared to share and discuss your graphic organiser in class.

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### 2e – English as a Lingua Franca

Create a presentation of the history and the future of English as a lingua franca.

## IV. Articles, Books and Further Reading

### Online Links:

#### 1. *Global English with David Crystal*

Lesson created by Pamela Medina using Video from Macmillan Education ELT YouTube Channel

<http://ed.ted.com/on/kwoDf5Fx>

After watching the video and answering the initial questions, read the article 'Is the Spread of English as a World Language a Positive or a Negative Development?' and write a response to the question: 'Will The worldwide use of English eventually destroy all the other languages?'

Be prepared to debate and discuss your point of view in class.

#### 2. *English as Language of the World (TED, 2009)*

Jay Walker explains why two billion people around the world are trying to learn English. He shares photos and spine-tingling audio of Chinese students rehearsing English — "the world's second language" — by the thousands.

[https://www.ted.com/talks/jay\\_walker\\_on\\_the\\_world\\_s\\_english\\_mania?language=en](https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania?language=en)

After watching this source text, write a list of the examples of English that are discussed.

#### 3. *The British Library*

An online exploration.

<https://www.bl.uk/learning/langlit/sounds/case-studies/minority-ethnic/>

Select a case study and prepare a presentation to give in class.

#### 4. *A post on David Crystal's Blog*

<http://david-crystal.blogspot.co.uk/2016/04/on-multilingual-library.html>

Write an editorial that explores the growing need to adapt our use of different languages.

5. *Explore 'Lingo' – a Language Magazine for Young People*

<https://www.lingomagazine.co.uk/>

Explain what you think the purpose of this publication is.

What perspective does it offer on language?

How does it define language issues for its younger readership?

Extension:

Select any Regional/World English topic and write an article that would be suitable to be placed within Lingo.

**Published Material:**

**Language - A Student Handbook on Key Topics and Theories**

(English and Media Centre 2013)

Chapter 2 - 'Language Variation 1 – Social Factors: Class and Ethnicity'

Professor Paul Kerswill

Chapter 3 – 'Language Variation 2 – Patterns of Accent Variation in British English'

Dr Kevin Watson

Chapter 5 – 'English Around the World'

Dr Jane Setter

**The Last Lingua Franca: The Rise and Fall of World Languages**

3 Nov 2011

Nicholas Ostler

**English as a Global Language**

(2nd edition Cambridge University Press, 2003)

David Crystal

**Language Change: Progress or Decay?**

(Cambridge Approaches to Linguistics)

26 Oct 2011

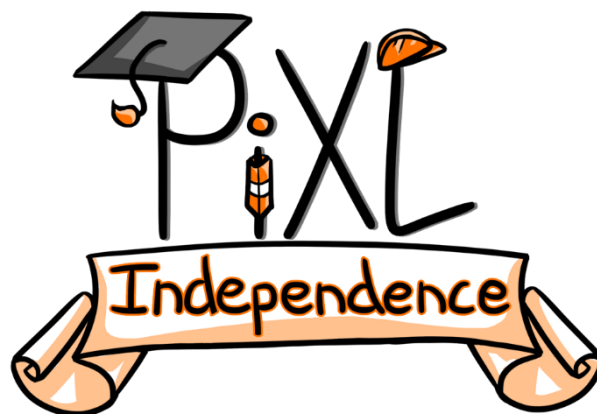
Jean Aitchison

**World Englishes: A Resource Book for Students**

(Routledge English Language Introductions)

5 Mar 2009

Jennifer Jenkins



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