Scheme of Work

Cambridge International AS & A Level English Language 9093

For examination from 2021

Contents

Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study **(I)** and formative assessment **(F)** are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by the teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Key concepts

This scheme of work is underpinned by the assumption that that English Language is a dynamic form of communication, underpinned by language frameworks and relevant research and concepts. The key concepts are highlighted as a separate item in the new syllabus and teachers should be aware that learners will be assessed on their direct knowledge and understanding of these. Learners should be able to describe and explain the key concepts as well as demonstrate their ability to apply them to novel situations and evaluate them. Reference to the key concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Text and context – All texts exist and are informed by the circumstances of production, communication and reception.

Key Concept 2 (KC2) – Meaning and style – Choices regarding the form, structure and language interact to create a distinctive style.

Key Concept 3 (KC3) – Audience – Writers and speakers use strategies to communicate with their intended audience(s) which elicit various responses.

Key Concept 4 (KC4) – Creativity – Users of English language must demonstrate creativity in a range of forms and contexts.

Key Concept 5 (KC5) – Diversity – The English language exists in a range of competing and overlapping forms.

Key Concept 6 (KC6) – Change – Phonological, morphological, semantic, syntactic aspects of English are liable to change over time.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Topic	Suggested teaching time / hours	Suggested teaching order
Paper 1 Reading Text analysis	It is recommended that this unit should take about 30 hours.	This unit underpins Q1a and b in Paper 1 and covers skills that are also tested in Q2 Paper 1. This unit will cover language frameworks; grammar; rhetorical techniques; sentence structure and will explore how these features combine together to form a text. This unit also encourages learners to identify, analyse and compare characteristic features of a text and relate this to the purpose, audience and context. By the end of this unit, learners should be familiar with a range of written styles.
Paper 1 Reading Comparison of writing styles	It is recommended that this unit should take about 20 hours.	This unit focusses on the skill of comparison and builds on the previous unit to explore characteristic features of different texts, noting the similarities and differences that exist between them.
Paper 1 Reading Directed writing	It is recommended that this unit should take about 20 hours.	This should link with the unit on text analysis. This unit will cover effective use of vocabulary, structure and style so that learners are able to construct a piece of directed writing to fit a specific form, purpose and audience.
Paper 2 Writing Writing and reflective commentary	It is recommended that this unit should take about 20 hours.	This unit links to the unit above and builds on writing skills to develop understanding of vocabulary, style and structure so that writing matches purpose, audience and form. By the end of this unit, learners should also be able to reflect on and evaluate their own writing.
Paper 2 Writing Extended writing	It is recommended that this unit should take about 50 hours.	Within this unit, learners should read a range of different texts to become familiar with the conventions and features of a range of styles and genres. This will then help learners to reproduce their own writing, emulating a particular style. By the end of this unit, learners should be competent in producing a piece of continuous writing and should be able to select and demonstrate stylistic features and generic conventions from the following categories: imaginative/ descriptive, discursive/argumentative, evaluative/critical.
Paper 3 Language Analysis Language change	It is recommended that this unit should take about 45 hours.	This unit should cover topics such as: • chronology and essential features of the development of the English language from early modern English to contemporary English • concepts and terminology related to language change • theories and theorists of language change • *n*-grams graphs representing changes in language use over time • word tables derived from corpus data.

Topic	Suggested teaching time / hours	Suggested teaching order
Paper 3 Language Analysis Child language acquisition	It is recommended that this unit should take about 45 hours.	By the end of this unit learners should be familiar with: • the main stages of early development in child language acquisition • different functions of children's language • theories and theorists of child language acquisition • conventions and features of unscripted conversation • spoken language transcripts.
Paper 4 Language Topics English in the world	It is recommended that this unit should take about 45 hours.	This unit should cover topics such as: • historical development of English as a global language • varieties of English • relevant ethical considerations, e.g. language dominance and language death.
Paper 4 Language Topics Language and the self	It is recommended that this unit should take about 45 hours.	By the end of this unit learners should understand: • innateness and learning • relationship between language and thought • relationship between language and identity.

Resources

Endorsed resources to support Cambridge International AS & A Level English Language are available on our public website here. Endorsed textbooks have been written to be closely aligned to the syllabus and have been through a detailed quality assurance process. Endorsed textbooks are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

Teaching tools **–** designed to help you to deliver interactive classroom activities and engage learners.

Tool to support remote teaching and learning – find out about and explore the various online tools available for teachers and learners.

School Support Hub

The School Support Hub is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format. If unable to use Microsoft Word, download Open Office from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services). The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

This scheme of work provides some ideas and suggestions of how to cover the content of the syllabus. The following features help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about…'.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
Paper 3 Language Analysis	Understand features of spoken language	Introduction: Initial discussion that the conventions of spoken and written language are different; learners work in groups to compare forms and conventions of written and spoken language.

Content: Learners discuss features of unscripted spoken language through discussion, course book information and online videos – learners note these features and practise recognising them, analysing their effects and applying them to the syllabus topic of spoken language and child language acquisition

Extension activity: Under ethical conditions of research conversations according to prescribed conventions and

Learners apply their knowledge and analytical skills to spoken language characteristics of young children as th |

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Past and specimen papers

Past papers, specimen papers and **mark schemes** are available for you to download at:
www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Paper 1 Reading

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Paper 1 Reading **KC1**	Review text types and language features	**Introduction to Paper 1** Learners list as many of the texts they have studied in the recent past, or that they know of. These should include texts from other subject areas, e.g. history, science, mathematics. In pairs learners: • discuss the meaning of key concepts of **context, audience** and **purpose** • find at least three texts, e.g. diaries, blogs, news article, and discuss the context, audience and purpose of each text • share the examples and explanations with a larger group to encounter more examples and reinforce understanding of the basis for recognising different non-fiction textual forms and their conventions. Whole class revision (as required by individual learners) to bridge their knowledge between IGCSE/O Level and AS/A Level English Language. This will involve learning some relevant features of language for AS/A Level. For some learners this will be a new skill but for others, it will be revision. Learners work in pairs to learn/revise language features as tools for analysis and response. Online and textbook resources can be used. Main areas to include are: • Language registers – different levels of formality • Figurative language, e.g. simile, metaphor • Rhetorical devices, e.g. repetition, rhetorical questions, comparatives, superlatives • Vocabulary, word ordering and sentence structures • Parts of speech/word classes.
Paper 1 Reading **KC1**	Understand the key component elements of any text	Using the following short extracts learners discuss in groups how the language of each extract reflects its purpose, e.g. the vocabulary, narrative point of view, extent of description and technical detail. • *Rain. Incessant rain. Drum, drum … more drumming. I hate it.* • *He stood in the downpour and let the water flow in rivulets down his neck, enjoying the cleansing, pure baptism.* • *Rain is formed when the Sun's heat evaporates water from seas and lakes. First it exists in the atmosphere as invisible vapour. Then, as the air cools condensation is created and this turns to rain.* Discuss the way that certain words seem to relate to the same activity, thing or idea, e.g. in a theatre review, the lexical field is likely to contain words such as *actor*, *set*, *performance*, *audience* though naturally these words can be found in other contexts. The use of lexical fields enables a writer to build up description in their selection of words.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners suggest lexical fields related to texts about cookery; a charity for the homeless; a music gig. **Extension activity:** write an 80-word paragraph using the chosen words and discuss the effects of the particular words used. This could become a homework task.
Paper 1 Reading **KC1**	Understand the use of different word classes	**Understanding word classes** Learners can refer to a chart of word classes of nouns, verbs, adjectives, adverbs, e.g. parts of speech: Learners expand sentences to evaluate the effect. For example, when a simple sentence is expanded and when it is combined with another clause or a group of words with a finite verb, e.g. The [adjective, adjective] girl, [noun] visited [verb] [adjective] [noun]. She cried [adverb]. For example: *The courageous, daring girl visited the lonely graveside. She cried quietly.*
Paper 1 Reading **KC1**	Learn the function and impact of literal and figurative language	**Literal and figurative language** The whole class discusses the important idea that words can have a literal and figurative meaning and that much writing uses the two levels of word meanings to create effects. Definitions should relate to: • Literal: a scientific, factual description. • Figurative: broader meaning and more open to interpretation. Learners in groups discuss the literal and figurative meaning of words they select and the differences and effects on the style of a text between using words figuratively and literally, e.g. *journey, rose, wealth, fire.*
Paper 1 Reading **KC1**	Identify linguistic devices and develop ways of exploring language and style as reader and writer Identify different sentence types	**Sentence types** Learners write short pieces, of about 70 words, on specific topics, e.g. summer; a crowded sports stadium; a storm; a waterfall in full spate after rain; a local event or festivity. They write about the same topic in very different styles – one factual and the other using some figurative language. They compare the styles of the two pieces of writing. The four core sentence types used by writers are: • **Simple sentences:** One main clause, usually containing a subject and verb (and probably an object, too). *The rain fell incessantly*. A simple sentence creates clear expression or creates shock, a sudden pause. • **Compound sentences:** Two equal clauses linked by a coordinating conjunction such as 'but', 'so', 'and', etc. *The rain fell and the clouds gathered. The rain fell so the trip was cancelled*. A compound sentence expresses two related events – for example, to show cause and effect.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• **Complex (or multiclause) sentences:** Contains a main clause, plus one or more subordinate or dependent clauses, usually linked by a conjunction or relative pronoun. *The rain fell* [main clause], *even though no one had predicted it* [subordinate clause]. Expresses a main idea supported by other ideas which would not make sense independently. More likely to be used for longer chain of events, explanations, descriptions. • **Minor sentences:** A word, phrase or clause that works like a sentence but does not fit the grammatical requirements for one. Often used in speech. *'Where are you?' 'At home!' The sound of traffic and the sound of birds. Morning.* Used stylistically to create impressions – perhaps in a poetic way, or to evoke mood or pace in a text. **Extension activities:** learners look at extracts of texts and work in pairs to evaluate the effects of different sentence types and lengths. Learners look at headlines in newspapers and websites and discuss the impact of the word order. Headlines use word order and sometimes leave out words from sentences to create specific effects. In general, the idea or information which comes first in a sentence forms the core focus.
Paper 1 Reading **KC1**	Identify the use of different narrative voice Understand the key component elements of any text	**Narrative voice** Learners work in small groups to discuss narrative points of view. Learners then look at text extracts from different narrative viewpoints to assess the effect on the impact of each text, e.g. diary, blog, scientific journal, news website. **Text analysis** Learners practise text analysis from a variety of texts, including past papers from the current and previous syllabus. Learners may practise on one style of text, e.g. First person, memoirs, travel writing, before moving on to other genres of writing. Learners read an unseen text; then work in pairs to annotate the text for the language features they have learned. Learners share their findings and annotations with a group and then the whole class feeds back. **Important:** Although the different skills and language features have been dealt with separately for clarity of teaching and learning, it is vital that you impress on learners that in both text analysis and writing tasks all elements of the text must be evaluated as the language combines in different ways to form a unique piece of writing. Learners must know the conventions of different genres of writing for text analysis, and they must also write in the appropriate style for both the directed and the extended writing tasks.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Paper 1 Reading Q1a Directed writing Q1b Comparative writing **KC2**	Learn how to decode a typical directed writing task Learn and develop some of the core skills required when writing a directed response Learn to identify differences in form, structure and language between two texts on the same topic Write a comparative response to explain the differences which have been identified between texts	**Section A: Directed response** Each member of the group writes in a different style and their responses are shared amongst the group, e.g. The topic 'Fire' could be written according to: a gothic style fiction extract; writing for information; fire safety procedure; promotional brochure for a mock fireplace; a children's story involving fire; a diary/1st person account of a bush fire/ fire in the neighbourhood. **(I)** Class discussion on the variety and range of texts that learners write and/or study, e.g. travel writing, news stories in papers and on websites including investigative journalism, letters, emails, diaries, scripted speech, narrative and descriptive writing, editorials, reviews, brochures and advertisements. Learners work in pairs to discuss and to provide examples of: • The differences in appearance or presentation of different genres of texts. • The organisation of the written material and how this affects the meaning for the audience. • The differences in form and structure between highly visual texts such as advertisements and brochures, and texts that are predominantly prose. Learners discuss how the organisation of prose can differ. Give learners examples to start their investigation, such as, paragraphing organisation, use of direct speech, sentence variety and length. **Section B: Text analysis** As a class, discuss what is meant by **meaning and style**. Use the examples discussed earlier learners work in pairs to thoroughly understand the concept of **style**. Examples of different styles to be suggested by learners, e.g. news articles; romantic fiction; persuasive writing (speech, advert, online forum); diaries. You should prepare a range of different text forms for learners from the Original Text form list. Learners should then work in groups to create a new form of writing based on the Directed Writing list. Learners should consider how they use features of the original text and rework this into the new text form. | **Original Text Form**	**Directed writing**
Diary/ blog of an experience	Writing about the same experience as a different character
A promotional travel piece	A letter of complaint
Short story extract	Continue (but not finish) the story
Information extract	A personal account	

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Now learners should compare the original text that they read with their writing to consider: • What sorts of things would you look for if comparing the form, structure and language of two texts? • How would you go about it? What order would you look at things – structure first, or the use of language or literary devices? • Learners understand that they are writing from the perspective of someone else. • Learners understand that they are writing two parts of a question – the directed writing task and the comparison of that writing with the original text. Learners work in small groups to prepare their ideas on the features of a good comparative response, e.g. • Provide an overview of both pieces of writing. This means having a sense of the overall tone, approach and style of the two texts, not just the ability to list individual snippets of text and comment on them. • Comment on the different forms and styles of both passages. This means being able to identify the particular differences and express those differing qualities clearly and analytically, rather than in vague or unspecific ways. • Explain the effects of different linguistic and structural features. This means not merely identifying differences but being able to explain how they affect the tone and purpose of the text in question, or how they create a particular impact on the reader. • Refer precisely to evidence or quotation from each text. This means being able to select the relevant words, phrases or references to longer 'chunks' of text to support the points made. **Structuring the comparative response** Explain the different possible ways and learners discuss in groups the advantages and disadvantages of each: • Half and half – response addresses the first text in one go before moving on to the second. • Comparing both texts in each paragraph – dealing with a different element of language and style and moving between each text as the answer proceeds. • Writing more paragraphs and switching between texts through alternate paragraphs. **Extension activity:** learners use specimen papers and/or teacher-directed questions to practise the directed writing in response to a text and the comparative response. **(F)**

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**

Paper 2 Writing

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Paper 2 Q1a Shorter writing **KC2** **KC3** **KC4**	Learn to identify the core elements of shorter writing tasks and prompts and plan for writing Learn how to use the conventions of particular text types to shape responses	**Introduction to Paper 2** Give learners the following task: *Your family has recently moved to a new and unfamiliar place. That night, you write your diary, reflecting on the day's events and conveying your outlook and mood. Write your diary entry, using no more than 400 words.* Remind learners that they should remember to use certain features when writing a diary. Such as: • Use of first person and particular tenses giving a sense of immediacy whilst also reflecting on events. • Form and structure: diaries often begin by describing where you are and how you feel as you write the diary, and then flash back to an earlier point. However, some diaries progress through what happened at the start of the day through to the end. Learners write the diary and then change their writing style to send an email to a friend living in their former location.
Paper 2 Q1a Shorter writing **KC2** **KC3** **KC4**	Understand the requirements of the shorter writing task Learn how to convey a particular mood or tone to fit the purpose and audience for shorter written responses	**Shorter writing and reflective commentary Paper 2 Writing Q1a and b** Clarify the requirements of: • Shorter writing • Reflective commentary Learners discuss in groups the terms 'shorter writing' and 'extended writing' particularly relating to the times when they have had to write concisely and when this skill might be useful in real life. Class develops the ideas that shorter writing means: • Selecting the most appropriate language for the task. • Sticking to the purpose of the task. Learners focus on the features of the shorter writing task: Getting the conventions right – What are the conventions of a letter? e.g. 1st person narrative; clear sense of voice; explaining viewpoint, Standard English register for credibility among the recipients of the letter.
Paper 2 Q1a Shorter writing	Understand how to reflect on the use of	**Writing a reflective commentary** Remind learners that the task is to write a reflective commentary explaining how the linguistic choices used have contributed to fulfilling the shorter writing task to fit a specific form, purpose and audience.

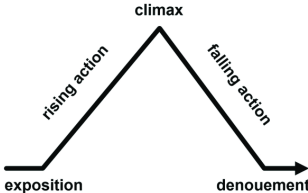| Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC2 **KC3** **KC4**	textual conventions and linguistic choices	Learners discuss and review their understanding of linguistic choices. After discussing linguistic choices, learners should apply the criteria by writing responses to their own shorter writing pieces. The commentary itself should be concise and to the point with no 'empty' and unsupported comments such as 'did it very well'; 'pleased with it'. Everything must be entirely related to the writing.
Paper 2 Q1a Shorter writing and reflective commentary **KC2** **KC3** **KC4**	Learn how to write a reflective commentary	Ask learners - what they would expect to read in a commentary - what specifically, a **reflective** commentary contains. A good commentary should: - explain concisely how your writing matches the task, audience and purpose set by the brief in the question - comment (as appropriate) on the form, structure and language used - support your comments with appropriate references and quotations. Learners look at a selection of writing tasks and work in pairs to assess the specific requirements of the writing questions where they will have to write a piece of no more than 400 words, e.g. create a sense of atmosphere; a sense of isolation; a sense of fear and desolation; a calm after the storm. In pairs, learners practise writing short extracts and then work up to 400-word pieces of writing. It is very important that learners learn to write to the required word count so that this becomes a clear framework for the exam. The reflective commentary requires learners to comment on the language, style and tone they have used in their creation of a particular impact in their writing. So, they are commenting on the reasons for the selection of language and its organisation within the piece. Discuss the possible strategies for writing the reflective commentary. Two possible approaches are: **Option A**: Work through the text you have written one paragraph or section at a time, following its structure. For example: *I start by … Then, in the next paragraph…* This is a good strategy because it ensures a methodical coverage. Drawbacks: if a technique is used in more than one paragraph, then there would be unnecessary repetition. **Option B**: Work through the different elements mentioned in the task. A good strategy because you can cover several references to, for example, colour in one comment. You are more likely to be efficient and concise using this approach. Drawbacks: there is a danger in spending too much

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		time on one element and not leave enough time to write about other important points. It can also be challenging to make several references in one sentence or paragraph. Some suggested activities; where learners work in pairs to plan and write a response and then the reflective commentary. • You have been asked to contribute a descriptive piece of writing about an isolated and rugged landscape to a creative writing website. Create a sense of the wilderness atmosphere and focus on the size and form of the landscape to help your reader imagine the scene. • You have been asked to contribute to the 'Mountain Rescue' log section of the safety group's website. Write the first part of your report on the rescue of a small group who were trapped in an isolated and rugged landscape. Create a sense of the drama and danger that the group faced in this landscape by writing about the actions taken by the rescue team in the rugged landscape. • You have been asked to contribute to a website for extreme adventure holidays about trekking in an isolated and rugged landscape. Create a sense of the challenges and action which can be experienced in the landscape and focus on the range of exciting possibilities on offer.
Paper 2 Q2 Extended writing **KC2** **KC3** **KC4**	Understand the requirements of the extended writing task Plan and practise extended writing	**Planning extended writing** Review the main writing styles and learners work in small groups to discuss the characteristics of each one. Learners should have notes on each of the styles of writing which they have gathered from the language analysis. • Imaginative • Descriptive • Discursive • Argumentative • Review • Critical The key skills to develop for extended writing are to sustain and fully explore ideas, which requires effective planning. Ideas need to be structured to retain purpose and clarity. Look at an example of each type of writing and think about the different skills which might be required for each response. Learners discuss how they would make a choice from these different styles of writing, which will appear in Paper 2: • Write the opening of a story called 'Coming Home'. The story is about a character who returns to a place they have not been to for many years. In your writing, create a sense of mystery and surprise. • A new sports and leisure complex for young people has just opened in your area. Write a review of it for your school magazine or newsletter aimed at other learners.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Your head teacher is considering banning all ball games on school premises for safety reasons. They have asked you to write a full report evaluating the impact of the ban. • Write a descriptive piece called 'The Perfect Holiday Location'. In your writing, create a sense of atmosphere and place to help your reader imagine the scene. In preparation for the extended writing underline the key points of the question which need to be addressed in the task, e.g. A new <u>sports and leisure complex</u> for <u>young people</u> has just opened <u>in your area</u>. Write a <u>review</u> of it for your <u>school magazine or newsletter</u> aimed at <u>other learners.</u> Learners discuss: • What form of text is the question asking you to write? • What will be the theme or focus of the text? • What will its purpose be? • Who will it be for – who is the audience? Learners plan the different paragraphs of their essay and share with a partner and evaluate • In what ways could the ideas and plan have been improved? • How likely is it that these ideas and this plan will enable the leaner to write an 'extended' review which provides a full picture of the experience of going to this sports and leisure centre? **Extended writing: the different forms** Learners will apply the ideas given above to the different forms of extended writing. The characteristics and particular requirements of each style of writing include: • Produce a continuous piece of writing of 600–900 words. • Express their ideas coherently and accurately using an appropriate range of language. Develop their writing in a manner appropriate to the form, purpose and audience.
Paper 2 Q2 Extended writing **KC2** **KC3** **KC4**	Learn about the main conventions of particular writing styles Learn how to understand the requirements for an effective extended writing response	**Imaginative/descriptive writing** Discuss how real life can inspire fantasy. Learners talk about fiction texts they have read and what they found memorable about plot and characters. Learners look at past imaginative/descriptive writing questions to see the different elements of imagination and description. For each style, learners work in pairs to plan different styles of extended writing, to concentrate on the form and style and to write an opening paragraph. • Contrasting pieces e.g. a beach before and after a storm; a music festival with everyone celebrating and after they have all left; a forest location at different times of the year (specify the different times). • A complete composition about a particular place or topic where there should be details that focus on sights, sounds, colours, textures, e.g. a shopping mall; a downpour of rain.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Other types of question can be a title with interpretation left open, e.g. *The Return; The Private Detective.* These can be the beginning of the story only, with no need to bring it to a close, or a whole story about a person, place or event. The question will state clearly what is expected in the answer. • Other questions require the writing to begin or end with the words given in the task with a particular atmosphere to be created, e.g. *I had never felt so alone.* **Revision of developing descriptive writing skills** Learners revisit the section on language skills and compile a list, with examples of descriptive writing skills. These will include: • Detailed, specific adjectives describing environments, people, events, weather and other phenomena. • Reference to the senses. • Verbs, adverbs and prepositions which create movement or a sense of being. • Figures of speech to create interesting images and effects. These can be in individual words and phrases or extend across the whole text. • Contrast and juxtaposition. • Varied sentence length and construction. • Repetition and groups of three. • Close and broad observation – the pen acts like a camera and moves from one perspective to another. Learners discuss the techniques and establish the ones that they are familiar with and the ones that need more practice. Learners work in pairs to practise using at least three techniques by writing approximately 100 words on everyday actions. Learners choose three each and compare with a partner, e.g. swimming or any other sport; the sight of a new town, park, city, etc.; performing a simple household task. In small groups, learners review the writing – all learners make one positive and one helpful comment for improvement on each other's work.
Paper 2 Q2 Extended writing **KC2** **KC3** **KC4**	Learn how to distinguish between particular types of imaginative and descriptive writing Learn how to plan, structure and develop effective imaginative	**Narrative writing** Remind learners that narrative writing is likely to involve some description but this should be concise and should not hold up the flow of the action. Learners work in small groups to think about and list important features of narrative writing. Suggested features: • The plot and structure of the story (even if only a part of it is written).

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	and descriptive responses Learn about the main conventions of narrative and descriptive writing Explore how writers make an impact in stories and descriptive texts Be familiar with features of narrative writing	• Characterisation, voice and narration – who tells the story? Why? Is it the protagonist or someone else? • The setting and location – where does it take place and how does this link to the story and characters? • The use of dialogue or other forms of speech – how can speech develop the action or contribute to characterisation? • The use of literary and linguistic devices – what particular uses of language will create impact and engage the reader? **Task:** Write a story which begins with the following sentence: *Jo looked through the window and saw the island in the distance*. In your writing, create a sense of suspense and anticipation. Learners practise questions on which to structure the narrative: • Who? • What? • Why? • Where? • When? • How will the narrative begin? • What will be the main climax? **Types of narrative voice:** The usual narrative perspectives are first person and third person. Learners find definitions for: • Unreliable narrator – the narrator misjudges or distorts the reality, e.g. he pretends not to care about issues or events when the reader knows that they are important. • Omniscient narrator – the narrator knows the full picture. • Limited narrator – the narrator does not know the full story and only reveals what he or she can see at the time. • Unusual narrator – a narrator who is not necessarily the main character, e.g. a servant who watches events and works out what is happening.
Paper 2 Q2 Extended writing **KC2** **KC3** **KC4**	Learn how to use the conventions of particular text types to shape responses Identify the structure of narrative writing	**Narrative structure** **Introduction:** Exposition of the situation – this should be developed to include the opening styles and their impact. Learners practise writing openings of 50–70 words using different strategies **(I)**: • creating a particular atmosphere or tone which fits with the type of story e.g. a gothic mystery • something funny, surprising, surreal or shocking • conveying a particular memory or occasion • general statement or metaphor

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• withholding information. **Complication:** Something new happens which means that the situation of the character changes. This develops to the climax where the tension is at its highest. **Resolution:** Learners discuss: • handling of events in time, such as chronological, flashbacks, foreshadowing • extent of dialogue in the story and its role in narrative and characterisation.
Paper 2 Q1 Shorter writing Q2 Extended writing **KC2** **KC3** **KC4**	Learn how to distinguish between particular types of imaginative and descriptive writing	**Narrative and descriptive writing** In pairs, learners discuss which of the following titles will be mostly narrative and which mostly descriptive: • The longest beach in New Zealand. • My first-time diving experience (or any other experience). • An afternoon at a music festival. • '*And then it was my turn…*' • An unwanted visitor. • A walk through the cloud forest/savannah/woodlands/bush. Learners suggest other writing titles and evaluate their likely emphasis. It is important that they realise that many imaginative texts do combine description and narration.
Paper 1 Q1a Directed writing Q1b Comparative writing Paper 2 Q1 Shorter writing Q2 Extended writing **KC2** **KC3** **KC4**	Learn about the main conventions of narrative and descriptive writing Be familiar with features of narrative writing	**Narrative writing using Freytag's Pyramid** Explain that there are a variety of narrative techniques and that this pyramid is one way of structuring a narrative. It describes a series of five stages of growing tension and action which is resolved following a dramatic climax. It is important to note that there are other narrative structures such as Labov's six core elements www.youtube.com/watch?v=6oxd74vaYBk Testing Freytag's pyramid:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners work in pairs to use Freytag's pyramid to plan out a story based on the title 'The Lost Ones': • who is the protagonist? – write a few notes about his/her background, character • is there an antagonist? – if so, who is he/she and why does he/she want to put obstacles or challenges in the main character's way? • where does the story mainly take place? – choose no more than two to three locations • what are the main themes or motifs of the story? e.g. love, grief, greed. Discuss what elements of a person's character can be developed in fiction and non-fiction writing; where possible, learners reference characters they have met in written accounts. Likely areas of inclusion: • details of physical appearance and clothing • behaviour towards others – their general attitude and specific actions (these might include anecdotes or examples of the character's past actions) • what the character says • what other characters say about him/her • how others behave towards him/her • the location he or she is placed in, and how they relate to, or are reflected by it • what we know, or are told, about the character's personal circumstances (e.g. family, friends, job, history) • the circumstances of his or her first and last appearance in a text. • Write a comparative response to explain differences in style between the text types identified.
Paper 1 Q1a Directed writing Q1b Comparative writing Paper 2 Q1 Shorter writing Q2 Extended writing **KC2** **KC3** **KC4**	Learn about the main conventions of descriptive writing Plan and produce a descriptive text Reflect on and evaluate the qualities of writing produced including purpose, form and audience	**Descriptive writing** Introduce the idea of the areas of writing where the description of place and landscape is important. The type of activities for exam practice, must reflect their writing experience and levels of skill. Travel blogs, https://expertvagabond.com/travel-blogs/ are useful style models to find online as well as the travel sections of newspapers and websites. Learners write 120–150 words on a place/landscape well known to them. They pass it to their partner who continues the description for another 120–150 words. The partner is unlikely to know the place as well as the original learner so must try to base further description of the place on the first piece of writing. The pair check over the difference in style and interest of information. Learners choose a piece of travel writing from a part of the world they are unfamiliar with and work with a partner to a) analyse the style and tone of the place described. Focus on language and effects; using phrases such as *'the references to…convey the idea that…'* b) writers choose a landscape or place that they know well and set a piece of narrative writing in it: an escape; a moment of danger; a happy occasion. Learners might imagine that they are viewing the scene from a

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		camera, zooming in as well as describing the whole scene, writing detailed observations as well as from a broader perspective. In this way, they can use the description of the place as a backdrop.
Paper 1 Q1a Directed writing Q1b Comparative writing Paper 2 Q1 Shorter writing Q2 Extended writing **KC2** **KC3** **KC4**	Identify the features of discursive and argumentative writing	**Discursive and argumentative writing** Writing to advise and persuade is similar to writing to argue and discuss, with specific reference to speeches. Learners discuss: If you were arguing your point of view on an issue with your friends, how would you approach it? Would you just say the first thing that came into your head, or would you direct your ideas in a particular way? Explain that the persuasive/argumentative styles of writing share some common features and discuss these features with the class. Discuss the differences between argue and discuss. Explain that there is considerable overlap between these styles. Learners continue to work independently to annotate and produce example of argumentative writing e.g. newspaper editorials; websites; speeches; debate speeches.
Paper 2 Q2 Extended writing **KC2** **KC3** **KC4**	Understand the language features used in speeches Explore how texts that argue a point create an impact on the reader	**Argumentative writing in speeches** Learners discuss famous speeches in history. Download a copy of a major speech and annotate language features to explain the effect of the language on the audience. Learners could look for evidence of the following language features: • evidentiary logic: presenting evidence in a logically structured manner in order to support a critical position • use of different tense forms for the situation now, and in the future. • short sentences for impact and effect • longer sentences to explain or develop an idea or point • patterning (e.g. lists of three and repetition of words or phrases) for rhetorical impact • paragraphs or separate sections of the speech for each new point or focus • inclusion of counter-arguments, obstacles or challenges – then 'knocking them down' • overall structure: the sequence of presenting the material – does the end of the speech mirror the start and how does the speaker conclude the argument? Learners work in pairs to write their own speeches about a topic that is important to them.

Past and specimen papers
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**

Paper 3 Language Analysis

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Paper 3 Language Analysis Paper 4 Language Topics **KC6**	Understand the requirements of Papers 3 and 4	**Overview of Paper 3 and Paper 4:** Learners should build on the knowledge, skills and understanding developed through preparation for Papers 1 and 2. There are no optional topics. • **Paper 3 Language Analysis:** where learners must understand strategies for studying language with a focus on language change and child language acquisition. • **Paper 4 Language Topics:** where learners engage in understanding issues related to the use and significance of English, English in the World and Language and the Self.
Paper 3 Language Analysis Section A: Language change **KC6**	Understand sources of data used to investigate the use of language Develop the skills to analyse and synthesise language information from a variety of sources Carry out systematic studies using relevant data for English language studies	**Sources of data** Explain that the A Level does not require learners to carry out their own research but it is important that they are aware of standard research techniques. **Corpus**: Copies of spoken and written texts, stored electronically. This can include texts, such as newspapers, blogs, speeches, tweets and advertisements. The common assumption is that these texts have been computerised and so are available for research investigations. This collection of texts is known as a corpus and the information stored is the corpus data. **Corpus linguistics**: One way of analysing language is through corpus linguistics. Usually, the analysis of the corpus data is performed using specialised software and takes into account the frequency of the particular linguistic feature being investigated. **Transcript**: An exact written copy of what has been spoken. This is used to analyse unscripted discourse. Some transcripts use phonetic symbols to represent sounds of the speakers more accurately. Discuss sources of data with the whole class. The main sources (but not all) are listed below: • Written data from such sources as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto) biographies, children's books, diaries, essays, scripted speech and narrative/descriptive writing. • Spoken data is a very interesting source to investigate. Recording and transcribing are essential for careful analysis. The main categories are: ◦ real speech (e.g. friends talking; a teacher giving a lesson; an infant/child talking to friends or to adults)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		○ represented speech, such as a TV or film drama or a scripted speech
		Learners work in pairs to suggest possible English language research topics from the following sources of data:
		• A social media site such as Facebook.
		• A copy of a local/regional newspaper and a copy of a national newspaper, both published on the same day.
		• An article published in a newspaper compared with the same topic viewed on a news website.
		• A children's TV programme.
		• Tweets.
		• Real speech, e.g. friends talking; a carer talking to an infant.
		• Represented speech, e.g. film, TV.
		• Other digital data where traditional boundaries between speech and writing become blurred.
		At this point, learners should know that they can access computerised collections of authentic texts on line. They could access specialised software programs which record the frequency of the particular linguistic feature being investigated. Learners need to interpret tables showing such data and do not need to use the techniques for independent research. The following website may be a useful website for learners to access https://corpus-analysis.com/
		Discuss the following methods of data collection for English language:
		• Recording and transcribing spoken language from the original source
		• Collecting different texts, such as adverts and speeches, and annotating them for comparison
		• Searching online for the specific data needed in videos and web sites
		• Creating a questionnaire and interviewing respondents, or allowing respondents to complete the questionnaires themselves
		• Observing participants, such as babies and toddlers, and conversationalists
		• Tracking diachronic changes to observe the ways that word usage and meaning can change over time
		Learners work in pairs to discuss whether the following topics are suitable for A Level English Language investigation and for those considered suitable, learners suggest a method of investigation.
		Learners should be reminded of the need for specific topics for investigation.
		• Analysis of one minute of a sporting commentary to assess what techniques of unscripted discourse are used.
		• Analysis of two front page newspapers from non-English speaking areas of the world, to see the extent of English language vocabulary.
		• Comparison of two song lyrics from different time periods to assess syntax and vocabulary differences.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Comparison of two pieces of travel writing from different times/centuries to assess different language styles of writing. • Recording 2 minutes of an infant's speech at monthly intervals from 18–24 months to assess language acquisition. • Comparison of two cosmetic or household products, from different time periods, aimed at women to assess contrasts in the language of persuasion and any features of language and gender. • Analysis of two Facebook posts – one male and one female – to assess whether there are vocabulary and stylistic differences between genders. **Extension activity**: learners gather small amounts of data on one or more of the following topics: • original discourse between two different sets of participants • different texts of the same genre (e.g. adverts, a social media source) • media sources, such as a sports commentary or TV drama.
Paper 3 Language Analysis Section A: Language change **KC6**	Explore the reasons for the changes from Early Modern to contemporary English Develop skills to analyse and synthesise information relating to language change from a variety of sources Explore the different ways in which language changes Identify processes of language change through an analysis of texts Understand different theories which aim to explain the ways in	**Overview of language change** Initial explanation that language change is a very extensive topic and that learners need to know about very specific processes from the period of Early Modern English. It is important that you explain that language change is continuous; so that distinct forms of English existed in written and spoken form before the start of the study period and that the English language has continued to evolve for about 2000 years, although earlier forms of the language are not easily recognisable to current users of English. Learners work in small groups to discuss and research • Where does the English language come from? • What other languages have helped to make up English? Learners review the significant historical events and influences which have brought about change in the English language as this forms a background to the study period. This could be given as information, rather than learners spending time on this aspect. It would be useful for independent research/presentations. www.thehistoryofenglish.com/timeline.html **Task:** A good place to start may be to get learners to compare the two texts below. The first one is Thomas Hardy's 1896 preface to his novel '*Under the Greenwood Tree*,' which is about a group of musicians who played in a country church. In the preface, Hardy writes about the traditions of the village people who used to play. The second one is an extract from an article on the NPR website. NPR is a US music organisation which presents newly discovered music. Learners could compare the two to explore language choices, tone and voice, sentence structure, punctuation and how the context influences the content of each piece.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	which language changes Analyse and synthesise language information which shows the processes of language change Write effectively and accurately to explore theories of language change	*The zest of these bygone instrumentalists must have been keen and staying to take them, as it did, on foot every Sunday after a toilsome week, through all weathers, to the church, which often lay at a distance from their homes. They usually received so little in payment for their performances that their efforts were really a labour of love. In the parish I had in my mind when writing the present tale, the gratuities received yearly by the musicians at Christmas were somewhat as follows: From the manor-house ten shillings and a supper; from the vicar ten shillings; from the farmers five shillings each; from each cottage-household one shilling; amounting altogether to not more than ten shillings a head annually--just enough, as an old executant told me, to pay for their fiddle-strings, repairs, rosin, and music-paper.* '*Women Are the Fabric Of 21st Century Pop*' by Marissa Lorusso, 30 July 2018. *In 2014 I listened to 'Dancing On My Own' by Robyn every day for 24 straight days. I wasn't alone; four of my friends did it, too. We were on a road trip, driving from Massachusetts to the west coast, down through California and back again. Someone put Robyn on the car stereo the first night of our trip, on a whim. This was four years after the song came out — just enough time for it to have faded into that somewhere between short- and long-term memories. I had maybe listened to the song a handful of times in the intervening years. I thought of it as a good song, but perhaps one whose moment had passed. But listening to it that first night of the trip — deliriously thrilled and sleep-deprived, surrounded by the warm buzz of excitement and nerves and the open road — it occurred to me (and everyone in the car around me) that it was, actually, a great song. So the next day, someone recommended listening to it again, to lift everyone's spirits in the midst of a daylong drive west.* **How language changes** Give learners a list of English language lexis to the class and ask them which words they recognise as being in current use and which they would use; which they recognise but would not use and which they do not recognise as they have fallen out of use and become dated. The words given will vary according to regional use but some examples are: *thou; Instagram; threshing machine; floppy disk; rascal; social media; democracy; gig; yclept.* There may be differences in answers depending on learners' level of English. Learners do not have to discover the meaning of the words they don't know but they may be interested to find them out. **(I)** Learners discuss how the following words are likely to have come into the English Language and from this, they will be able to start on their discovery about the ways in which language changes: *infotainment; to text; spaghetti; landline; tweet; CAPTCHA; bus; barbie; sim card; croissant; motel; bae.* Learners discuss their answers in small groups.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Use learners' comments to illustrate that English is in a constant process of change as economic, social and political conditions require different forms and styles of communication.
		Although syntax does change, it is in the lexis that the majority of the changes occur. The following information explains some of the ways in which language changes as new words come into use.
		Processes of language change Either set up class discussion or learner research on the processes and examples for each process of word formation. Learners need to be able to explain the processes, with examples.
		Processes involved in the formation of new words: • Coinage. • Derivation. • Telescoping, or shortening of specific words – processes here: acronyms, compounding, blending, clipping, coalescence, backformation. • Changes through borrowing: loanwords; use of prefixes and suffixes. • Changes in grammar and style: verb endings; use of modals in verb forms. English became more reliant on word order instead of inflections. • Graphology is also part of the processes of language change.
		Explain the idea of etymology: the study of the historical relation between a word and the earlier form or forms from which it has developed.
		Guide learners through the following processes, where the same word changes meaning over time. • Amelioration is the process by which the meaning of a word changes to become more positive. A well-known example is the word *nice*, which, when it first appeared in about 1300 AD, meant *clumsy* or *stupid*. • Pejoration is the reverse process by which the meaning of a word becomes more negative than its meaning in earlier times. For example, *silly* originally meant *blessed*. • Broadening is the process by which a word expands from its original meaning and becomes more general. Examples of this are *business*, which originally meant being anxious and full of cares but has now broadened to include all kinds of work. • Narrowing is the process by which a word takes on a more restricted meaning. For example, *girl* originally meant *young person*.
		Learners look at a dictionary of etymology to trace the change in meaning of the words. Additional examples are:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Broadening: *virus, cookie* Narrowing: *starve, wife* **Theories of language change** Explain that this section is concerned with theories, which are ideas that need to be held up to scrutiny and supported or refuted, with evidence. Discussion topics for learners in small groups: • What do you think might influence people to change their spoken and written language? • What lexis (word choices) and syntax (grammar rules) have you now adopted which you would not have used earlier in your life? What lexis, if any, have you stopped using? Have you changed pronunciation of any words? • What new lexis, syntax and pronunciation have you seen and heard online and in the media? Would you consider using these new forms? Why? Why not? Learners work in pairs to find more information about the following theories of language change. For each theory, learners find information about: • The reasons the theory gives for language to change. • Evidence in support of the theory. • Elements of the theory which do not totally explain language change. **Functional Theory** (Michael Halliday) broadly explains language change as a tool which enables changing economic and social functions in society to be carried out. According to Functional Theory, language changes according to the needs of its users. In Functional Theory, lexis is not actively discarded. It evolves until it is of no further use and is then replaced by new words needed such as the need for new technological developments. An activity to test this is for learners to create a list of words which they hear older generations using and which they would not consider using. Consider why, according to Halliday, these words are not useful to a younger generation. **Cultural Transmission Theory** (Most important contributors: Bandura; Mackintosh; Hartl and Clark) Language change takes place according to cultural transmission, when individuals and groups perceive a benefit in a change.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Random Fluctuation Theory (Charles Hockett) relates to spoken language and suggests that change occurs where people pronounce words in a particular style which spreads and becomes seen as the desirable form of discourse. Learners assess to what extent a particular style of spoken English in their region/country, is believed to be more desirable and whether elements of it are becoming more commonly used. **Substratum Theory** (various studies) Language changes because of globalisation of language as another influences one variety of English. Learners assess whether any lexis, pronunciation or syntax in their local variety of English has been influenced and changed by another variety of English, maybe a feature used in the media or online? **Theory of Lexical Gaps** (an offshoot of Halliday's Functional Theory) deals with the need for certain vocabulary to emerge in order to change the stock of words in a language. The need may be for interest and variety such as neologisms (new words) created by advertising. Learners investigate the texts of written and spoken advertisements to check for new words which have come into the English of their region/ country. **Wave model and Tree Model** (Wave model Schmidt; Tree model – various linguists) focus on the change of language through its spread from an original source. Over the course of human history, tribes have migrated and separated and, as they did so, their common languages split into separate ones. Linguistics has traced the origins of languages back as far as they can, to a common language or protolanguage. Learners assess the instant spread of lexis, syntax and pronunciation through the internet and discuss to what extent 'going viral' impacts on these theories. **The S-Curve model** (Chen) this is another theory concerned with the change of language through its spread. This theory focuses on the speed of change as more people are willing to adopt the language change. Learners research specific examples of lexis (e.g. slang) which spreads quickly and assess whether there is a pattern to the rate of change. Learners present the theories of language change and create a whiteboard or poster of the theories; their key points; strengths and weaknesses.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Progress or decay? Language change is inevitable and Jean Aitcheson, in her book *Language Change: Progress or Decay?* (1981), taps into the linguistic debate about whether this is bound up with language progress or language decay. The following alternatives link with the opposing viewpoints of linguists: • The **prescriptive** approach: the view that here is a 'gold standard' of English Language, which should be preserved. • The **descriptive** approach: the view that there is no fixed standard, and that English evolves as the product of its users. Aitcheson creates three interesting images to illustrate views about language decline: • The 'damp spoon' syndrome. • The 'crumbling castle' view. • The 'infectious disease' assumption. Learners work in small groups to research these three perspectives and summarise findings. They then explain findings to those in another group, giving examples. Groups use their information to discuss in class the strengths and weaknesses of each approach. Learners research different views about language change and different styles of English, related to change. They prepare to offer a supported perspective about language change and standards. **(F)** **Extension activity:** learners compare an old advertisement (e.g. from <u>Family Washer Free</u>) with a modern household appliance advert. They need to compare which language features have changed and which ones have remained the same. They apply theories of language change to the adverts.
Paper 3 Language Analysis Section A: Language change **KC6**	Understand different theories which aim to explain the ways in which language changes Analyse and synthesise language information which shows the processes of language change	**Language change in the digital world** Learners discuss: • How is your communication with people you know different from face-to-face contact? • What new words, which specifically relate to using the internet, do you use? • In what ways do you think that the English language has been affected by the digital world? Discuss the speed of language change in the digital world by finding dates of the first usage of: *the internet*; *emails*; *instant messaging*; *social media sites*. Learners discuss digital language that is now dated or is no longer used, e.g. *floppy disks*, and research current and planned online technology, with reference to language change.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Write effectively and accurately to explore theories of language change	Learners read the following short section of information and work in small groups to record their notes about features of language in the digital world and note specific examples of language change.
		Learners work in small groups to support and contradict the statement made by Professor David Crystal, who said (in 2013):
		'People think that the internet is having a major influence on English; that English is not the same as it was twenty years ago. That's rubbish. The English language is almost identical to what it was twenty years ago.'
		Learners write up the discussion points made to assess the impact of the digital world on language change. **(I)**
Paper 3 Language Analysis Section A: Language change **KC6**	Learn the linguistic concepts, methods and approaches of spoken language Analyse and synthesise language information from a variety of spoken sources Learn how spoken language features reflect the purpose and relationship of the participant.	**Language change and standards of English** Introduce the issue of English language values. We each speak a variety of language and we are all aware of the varieties of spoken and written language that we encounter in our daily lives. For many people, language change involves a decline in the standards of English. This view is often because people believe that one version or variety of English is better than the other. This is a **prescriptivist** view, as opposed to the **descriptivist** approach that language is made up of what people say and write and that no variety or version is superior. This approach considers that there are no right and wrong standards in language as long as communication and understanding are clear. Learners work with a partner to research views about the prescriptivist and descriptivist views of English and how they impact changes. Overview about recording and storage of language for language change analysis: • Diachronic (language change over time) and synchronic (the study of language at a particular time) interlink for a systematic study of language. • Analysing any language changes would be virtually impossible without some systematic method of storage and retrieval of the language. • The functions of a dictionary and thesaurus. Learners work in small groups to investigate and record their answers to the following questions: • Why was the first English dictionary compiled, and by whom? • What traditional methods were used for compiling dictionaries? • For what different purposes were dictionaries compiled? • Are there any English language dictionaries specific to your country? • How are digital resources used to compile modern dictionaries?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Introduce or review the information about corpus data; what it is and how it is used. With digital advances, large collections of authentic texts, such as newspapers, brochures, broadcasts, chapters of novels and online text are stored in databases for linguistic research. This database is a **corpus**, (plural corpora), a collection of language texts which provide a representative sample of the language of a particular time in the past. A corpus is useful for linguists for the following reasons: • It can be scrutinised for language usage in a systematic way. • From this scrutiny, data concerning the frequency of use of specific words and the changing use over time can be gathered. Hypotheses can then be drawn up to be tested. • Because a corpus is widely available online, it is accessible to many people conducting research projects. • It is easier to make more general claims about language because the researcher can draw on a much larger set of data. Learners work with a partner, to research a corpus; one for their own country would be relevant and interesting. They find details on: • How many words are in the corpus • How it is accessed and what is the procedure for using it **Word sketches** Explain about the use of software to analyse language change systematically. The following are important for learners to note: a **word sketch**, accessed from a corpus, shows the functions and usage of a word or phrase in a concise form. The basic word form, the stem of a word, is the lemma. Instead of reviewing each individual entry in the corpus to see how a word is used, all its different grammatical uses are summarised and displayed in a chart. The chart also displays the word alongside others that it is often used with. This frequent pairing is known as a **collocation**. An example is given below where the word *day,* frequently appears with the following words, so these will be used together. Investigating collocations is seeing what other words a particular word is associated with. **Day** *all* *present* *spent* *final* *full* *working*

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		whole *start* *(have a) nice* Learners work in pairs to find words which for collocations with the following words: *Life; part; work* **N-grams** Discuss the definition and use of n-grams: *n*-grams are combinations of words and letters occurring next to each other. Applied in a corpus analysis, they identify language patterns. Used with corpus examples over time, patterns of language change start to emerge. The word 'gram', derives from the Greek 'letter', so an *n*-gram is a combination of n letters. In this A Level syllabus, an n-gram is used to refer to items containing *n* words. Because learners are likely to be unfamiliar with this type of data and the way that it is presented, it may be useful for learners to work in pairs to explore how the data is used and how it measures different language use. Video clips and online tutorials are appropriate for individual learning. **(I)** Learners work in pairs to find change in usage of lexis relevant to their region. They could also trace the change in language usage of obsolete and dated lexis, e.g. yclept; thy.
Paper 3 Language Analysis Section B: Child language acquisition **KC5**	Explore the factors influencing the main stages of early development in children's language Learn the linguistic concepts, methods and approaches of analysing spoken language Analyse and synthesise language information from a variety of spoken sources	**Child language acquisition** This unit incorporates the skills of spoken language. Explain that this unit will support the material on the topic of child language acquisition and that the skills learned apply to childhood language and also unscripted discourse (conversation) for all ages. Explain to learners that they are fluent in unscripted discourse as they engage in it every day of their lives. This means that within ethical grounds, they can apply their observations and examples of unscripted conversation to this topic. Explain to the whole class that the conventions of spoken discourse are not the same as for written and transcribed (written down) – spoken conversation because this also has different conventions. **Elements of spoken discourse** Learners discuss in small groups: • Why do people speak?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn how spoken language features reflect the purpose and relationship of the participants	• What do they speak about? • In what ways do people speak differently to different people whom they meet? • How do people start conversations? • How do they change the subject in conversations? • How do they finish conversations? • What makes someone an interesting conversationalist? What makes someone a boring conversationalist? Learners compare their observations with other groups to make a large mind map of features of unscripted conversation which they have observed. **Conventions and features of unscripted spoken language** Discuss the distinction between unscripted conversation which occurs every day and the 'tidied up' representation of conversation in film, TV, drama. Online video clips of situation comedies show the carefully crafted discourse patterns. Recap the conventions of discourse. Listed below are the most significant features of unscripted conversation. Learners work in small groups to identify and to find examples of the features. These can be found in everyday conversation, so they may have to listen after understanding what the features are: • Phatic communion – conversational openers • Turn taking and adjacency pairs • Holding the conversational floor • Topic shift • Repairing the conversation • Non-fluency features including voiced pauses, false starts, hesitations, repetition, interruption, use of non-standard English • Hedges • Ellipsis and elision • Back channelling • Tag questions • Discourse markers • Fixed expressions Non-verbal elements of unscripted conversation are also important. Learners should research the following elements of unscripted conversation, as all elements of verbal and non-verbal interact as the conversation proceeds.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Paralinguistic features: the unspoken elements of communication such as body language, gestures, facial expressions. **Prosodic features**: intonation, stress, tone and speed in spoken language. After learners have completed all information gathering on verbal and non-verbal features of conversation, they should be able to recognise the features in most of the unscripted conversations they encounter. To appreciate the importance of non-verbal elements in conversation, learners could try holding a conversation in small groups, where they deliberately break one or more of the conventions and assess the impact on the conversation, e.g. • Avoid eye contact with the person spoken to. • Show no emotion in facial expressions when speaking – no smiles or frowns. • Do not change the voice tone – speak in a monotone. • Do not match the voice tone with what is being said. For example, try saying how much something has been enjoyed in a very flat tone. • Change the pace of speech with no apparent link to what is being said – faster, slower. Learners work in small groups to identify these features and to evaluate their effects. Introduce the specific conversational feature of **caretaker speech** which is a speech style often used by adults and older children when talking to babies and young children. The features are short utterances with simple syntax, limited lexis, focused on the child's world and considerable repetition, 'baby talk', e.g. *choo choo* rather than *train.* Observe this style of language and in small groups, discover the features that caretaker speech has in common with unscripted discourse and also the differences between caretaker speech and regular unscripted discourse.
Paper 3 Language Analysis Section B: Child language acquisition **KC5**	Explore the factors influencing the main stages of early development in children's language Develop skills to analyse and respond to quantitative data relating to the main stages of	**Spoken language transcripts** Introduce the procedure for accurately writing spoken language. **Transcripts**. Learners discuss how spoken language might be written down, to achieve a clear definition of a transcript: a written record of spoken language which uses symbols and markings to represent the distinctive nature of speech. Speech transcripts do not follow the normal conventions of writing: speech marks are never used and other punctuation marks are used only sparingly – mainly where any confusion about meaning could occur.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	early development in children's language Learn new linguistic terminology and how to use it appropriately Write fluently and in appropriate detail about the features of language development in children of this age group Analyse and respond fluently to texts exploring the functions of language Explore the different theories of how children learn to talk Evaluate the key theories of language acquisition Become familiar with relevant case studies and research to support these theories Understand the different social contexts in which children use language to communicate effectively	Learners research the conventions for transcribing conversation. You can find a transcription key and reference table of international phonetic alphabet in the syllabus. There are some variances but the symbols below are standard. www.universitytranscriptions.co.uk/jefferson-transcription-system-a-guide-to-the-symbols/ **Phonetic** transcripts record the sounds of a speaker according to a standard set of **phonemes** (sounds) and some transcripts also record intonation. Phonetic transcripts are a precise method of writing down spoken language. Learners practise writing words in the phonetic alphabet. They can start in pairs, transcribing their names phonetically. www.internationalphoneticalphabet.org/ipa-charts/ipa-symbols-chart-complete/ In the exam, the data to be analysed may be in the form of a transcript. Learners are expected to recognise the graphology and to understand the function of phonetic transcriptions. **Data analysis**: Learners can collect conversation extracts between young children and their carers. The example below may be helpful. **A mother and 16-month-old daughter, Aroha, are sharing a picture book story of different animals:** **Mother:** Aroha (.) what's the name of that big animal with the long trunk **Aroha:** eph (.) ephant(.) there (.) ephant **Mother:** that's right Aroha (.) an elephant with her mummy (.) look they are standing in the river (.) I think they a having a drink (.1) look (.) the baby elephant is having a drink **Aroha**: ephant drink (.) drink juice **Mother:** the baby elephant is having a drink of water from the river (.) look she has a long trunk and that's how she is drinking (.) do you think the mummy elephant will have a drink **Aroha:** drink ephant (.) mummy drink **Mother:** that's right Aroha (.) let's turn the page and see what animals we can see now. Learners work in pairs to answer: • Characteristics of conversation evident • Characteristics of caretaker language

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Understand the appropriateness of language between participants in social situations	• Suggested stage of Aroha's language development with examples for evidence Main units to cover: • The main stages of early language development. • The different functions of children's language. • Theories and theorists of child language acquisition. • The conventions and features of unscripted conversation and spoken language transcripts. Learners list the differences between their own speech and that of a three- or four-year-old, considering such things as: • the kinds of words they use • the things they speak about • the people they speak to. This topic also emphasises data analysis and so it is important that learners gather information and research this independently. It would be very helpful here for learners to give examples from their own observations of babies and young children, in their own family and friendship circle. • All young children go through the same stages in acquiring language, though not necessarily at the same age. • Young children can become fluent conversationalists quite rapidly after they have acquired their language basics. Learners research the main stages of language development from birth to five years: • Before birth. • The first year – the babbling stage. • One–two years – the holophrastic stage. • Two–three years – the telegraphic stage. • Three–five years – continuing development: post-telegraphic stage. Learner's work in pairs to identify the stage of language development of the following utterances: • mmmm (.) mmmmm (.) [*blows raspberry*] • juice [*waving arms*] juice [*throwing cup on the floor*] • train (.) go (.) train (,) • that's my toy mummy (.) not Hamza's toy
Paper 3 Language Analysis	Learn how to identify and analyse the features of language	**Language development from five to eight years** Remind learners about **language register**, which should be a revision exercise.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Section B: Child language acquisition **KC5**	development in children aged approximately five to eight Use independently researched case studies and research findings to support your analysis Write fluently and in appropriate detail about the features of language development in children of this age group	Outline to the whole class that this stage is very much a continuation from earlier language development, with the significant addition of more fluent language resulting from the start of the child's formal education. Learners discuss in pairs: - Do you remember how you learned to read and write? - What early children's books did you enjoy? How important were books and shared reading while you were learning to read and in your early days as an independent reader? - Which particular elements of learning to read and write were challenging? Which did you enjoy most? - How do you think the start of formal education, will affect a child's language development from five to eight years old? Learners reflect on their own early school days particularly with reference to: - Understanding the teachers' instructions. - Understanding the other children. - Learning to read and the books and stories they enjoyed. - Learning to write. - Feelings about the subjects they were asked to study and how confident they were in their learning. **Extension activity:** learners work in pairs to create a story for an emergent reader of 5–6 years old. If it is appropriate and they know a child of this age, they can read the story with the child to see how far the language they have used and the story they have created, interests the child. Learners need to have notes and material on the stages of language development. In the exam it is likely that they will be asked to use this information, along with their learning of features of spoken language, to comment and interpret data on a young child's level of development. **(I)**
Paper 3 Language Analysis Section B: Child language acquisition **KC4**	Know the variety of functions of language Analyse and respond fluently to texts exploring the functions of language	**The different functions of children's language** Remind the whole class of the topic and that although there is much child specific material, the concepts and conventions of the different functions of language may apply to the discourse of older children and adults. Introduce the concept of **pragmatics** and give an outline of it. *Pragmatics definition: the social context of language; the significance of interaction and the social skills which accompany discourse.* Learners work in pairs to list examples of pragmatics, such as: manners, how they were taught to speak and address different people; politeness forms. They could also discuss forms of address or conversation which would be considered impolite.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		It may be useful for learners to consider the seven functions of children's language as discussed by the linguist Michael Halliday.

Learners build a chart to expand on the functions of children's language. They source examples of children's language for specific case studies. Learners can also gather data for the analysis required in Paper 3.

A suggested method of organisation:
- Draw up a spreadsheet of the functions of young children's language, as classified by Halliday. List each function described by Halliday in a wide, separate column (e.g. instrumental, regulatory, heuristic).
- Within ethical boundaries, watch a sample of 10 pre-school children speaking. This could be live or via online clips.
- Work together to categorise the data according to Halliday's functions of young children's language.
- Present their findings to the class.
- Following the presentation, learners assess their methods of data collection and ease of analysis of the spoken language into the functions suggested by Halliday.

Extension activity: An additional consideration of the function of young children's language is the influence of TV and other media (including online gaming) on children's language development. Learners work in pairs to research and present material about the arguments concerning children watching TV and spending time online. A class debate could follow related to the influence of the media on young children's language.

Starter ideas:
- TV appears to provide no educational benefits for a child under two years old. Time spent watching TV could be spent more productively interacting with family and other people.
- Passive TV viewing does not develop cognitive language skills which develop in the context of real life and interaction with others.
- Images presented on TV may restrict a child's imagination.
- Children who watch cartoons and entertainment television during pre-school years have poorer pre-reading skills at the age of five. These skills include 'print awareness', which is the understanding that the print on a page represents words which have meaning. Children who frequently watch TV at this age are also less likely to read books and other print media.
- Many studies show that the passive nature of watching TV, even if the content being watched is educational, may have negative effects on young children's language development. |

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Paper 3 Language Analysis Section B: Child language acquisition **KC4**	Understand the different theories of how children learn to talk Evaluate the key theories of language acquisition Analyse and synthesise relevant case studies and research to support these theories	**Theories and theorists of child language acquisition** Discuss as a class the ways in which they learned their mother tongue. Bilingual learners should contribute their views about the ways in which they learned more than one language. Introduce the important ideas of **nature** vs **nurture**. This discusses how important our genetic makeup is in our language development vs the environment children grow up in. Learners should consider and discuss the following question about language and thought. *Does thinking come before the production of language or can people only think if they possess the language to do so?* Following the organisation of learners' ideas and opinions, allocate a theory and theorist to a small group in the class to research and give a presentation to the remainder of the class. • Imitation and reinforcement – Behaviourism. • Innate language competence –Language Acquisition Device (LAD). • Language Acquisition Support System (LASS). • Cognitive Development theories. • The use of child-directed or caretaker speech. For each theory/theorist, learners research and compile information on: • Theory name and main theorist(s) who put forward the ideas. • Key outline information about the theory to explain how children acquire language. • Evidence or considerations in support of the theory. • Evidence and/or considerations which show the theory's weakness. Learners work on data analysis and interpretation from: • Children speaking. • Scenarios of children's behaviour and language development. Once they have gathered information, learners debate topics on the influence of young children's language acquisition.

Paper 4 Language Topics

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Paper 4 Language Topics Section A: English in the world **KC5**	Become familiar with the different levels of English language use throughout the world Evaluate the differing status of Englishes throughout the world	The emphasis on Paper 4 topics is on issues relating to English language. As such learners should be encouraged to research and develop class information in their individual work. Questions are likely to ask learners for their wider knowledge of a subject. **Starter activity** Remind learners about the Paper 4 Language Topics and that they are expected to be able to research and discuss broader issues relating to the diversity of English in the world and the ways in which language contributes to the construction and development of the self. Discuss the definition of a 'global language' and the status of English in their region: • Is it the mother tongue? • What other languages are spoken in the region? • What is English used for in the region? A 'global language' is a language used across the world for all written, spoken and digital communication (it may coexist with or dominate local languages). English is recognised as the global language of the 21st century. **Geographical research** Learners research the distribution of English: • Where it is spoken as a first language. • Where it is spoken as a second language or lingua franca. Learners research the approximate number of first-language English speakers throughout the world and the numbers who speak or are learning English as a second language. Learners discuss the figures for English first-language speakers and English second-language speakers. Discuss the language issue: who, if anyone has control of English in the world today? Lingua franca – a language which is spoken as a common language in a country or region with many different language speakers. **Learner research activity:** learners trace the historical development of English from its origins as an Anglo-Saxon dialect spoken in a small area of Northern Germany to its status as a global language. Learners

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		should research the significance and impact on the spread of English, of the following events. Learners compile a time line for reference to include details of the historical event and the impact on the spread of English.
		The events to research are:
		• After the Romans leave Britain in 400 B.C., Anglo-Saxon tribes invade. Their language forms the basis of Old English. The language is threatened but not destroyed by Viking invasions.
		• The Norman invasion of Britain caused Old English to disappear as an official language for 200 years. Norman French became the language of government, while Old English was spoken by the peasant class. English was also under threat from the church who wished to preserve Latin as the language of the church and the bible. Both were very important in medieval society.
		• The British explorers and traders began to expand British interests from the 16th century onwards. The British developed an empire and English was the *lingua franca* (common language) amongst different language groups in a country and the language of government.
		• The British Empire declined during the 20th century but the spread of English continued through the economic, political and military influence of North America. English dominated the entertainment and media industries which became increasingly important in people's lives.
		• With the dominance of English as the language of the internet, the language continues to be at the forefront of significant global developments.
		Give some indicators of the use of English to show its status as a world language. Learners note the facts and research specific evidence in commerce, international relations, internet use, leisure and media dominance.
		Small group and then a whole class discussion on the ways a person might benefit from speaking English in the world in the first part of the 21st century. This sets the basis for the importance of English in the world.
		Learners work in pairs to relate the general status of English to their own experience of English in the world. The question addresses the learners directly.
		Investigate the importance of English in the area, country or region where you live. Some points to consider are:
		• Is English the mother tongue? Is it an official language? Is it spoken by only those learning the language?
		• How and when do you and your community use English? (Remind learners that community can be defined in various ways and may overlap. Some learners may be part of a religious group or community, or a community based on their gender or sexual orientation. Some learners may be part

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		of a sporting community etc. It may be useful for you to do some prior work with learners to consider these different communities). • Does your government use English? How do they use it? • What languages other than English do people speak in your region? What is the status of these other languages in comparison with English? Learners consolidate all their information about the growth of English throughout the world and its current status as a global language. Learners discuss in small groups: Could the status of English as a global language change? Learners look back at the reasons for the growth of English; they also consider briefly, the influence of Latin, which once occupied the position of a global language, 2000 years ago and why it is no longer an international language. Learners use the following general questions to research and then present their ideas: • Which countries now have or are developing significant economic power? What languages do they speak? • Which other languages are used extensively on the internet? Why might these language increase at the expense of English? • What other languages might challenge the status of English in the world? Why? Learners discuss the arguments made in the Economist magazine in 2019 about 'The Perils of Learning in English' https://www.economist.com/leaders/2019/02/23/the-perils-of-learning-in-english Learners write this as a discursive essay, including research and case studies of the past, present and future projected status of English. **(I)**
Paper 4 Language Topics Section A: English in the world **KC5**	Become familiar with the different levels of English language use throughout the world Evaluate the differing status of Englishes throughout the world	Recap on the growth of English in the world. The following questions could be used as prompts: • What was the global language 1000 years ago? • Why does any language spread? • What events in history established English as a global language? Learners look at colonialism and its impact on the spread of English • What is a *lingua franca*? Clarify that this part of the topic deals with the current varieties of English and the evolution of the language. Learners should prepare to debate the idea that 'power always drives a language' David Crystal.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners should use past and present examples, primarily of English, but other languages as appropriate. Then learners could: • Recap on the ways in which their community or communities use English. How is this driven by power? • What variety of English is spoken? • Use online videos to listen to a variety of English which they do not regularly hear and discuss the ways in which it is different and discuss in pairs, the differences in pronunciation, lexis and syntax between the varieties.
Paper 4 Language Topics Section A: English in the world **KC5**	Become familiar with the different levels of English language use throughout the world Evaluate the differing status of Englishes throughout the world	**The spread of English**: Explain the concept of a *model* which is a suggested structure used to explain a process. This is Braj Kachru's model of 'World English'. Explain that this model aims to explain the spread and use of English in the world. Learners work in small groups to research the characteristics of each group within the circles and their use of English and report back to the class to ensure that they have information about this model and the spread and use of English. Learners ensure that they know where their local variety of English sits in the model. Introduce the topic of the different varieties of English, their characteristics and their status. The following points could be used as a basis:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		- The ways that different varieties of English are given different status. Is there a variety (varieties) of the way in which the English language is spoken or written which is seen as more 'correct' than other varieties? What might be the basis for this perception? Examples are needed. - The definition of standard and non-standard English. - A brief history of the rise of Received Pronunciation in Britain and the high status which accompanies it. - The idea that the spread of English as a global language has resulted in different varieties of English and give some examples. - The process of creolisation where two (or more) languages merge to form a distinctive variety with native speakers – with examples. Learners work from the general points to gather information including case studies on: - The variety of English they use and its history and characteristics which will include: - The approximate number of speakers. - The importance in the society of the variety of English researched (e.g. in government and the economy of the country). - The other languages which co-exist with the variety of English and the relative importance of each. For example, which language is the official language? - More details on Received Pronunciation, and its traditionally higher status in relation to regional accents. - Another variety of English and its distinctive features.
Paper 4 Language Topics Section A: English in the world **KC5**	Explore the debates surrounding the spread of English and the development of new varieties of English	**New Englishes and linguistic fragmentation** Learners watch online videos about the varieties of English and their characteristics. www.youtube.com/watch?v=YvbEODnJVTc 'New Englishes' can also be known as new varieties of English (NVEs). 'New Englishes' is a term first coined by Platt, Weber and Ho to describe varieties of English which have developed in different countries through government administration, education and media, rather than from native language speakers. In these areas, English exists alongside other local languages and is the common medium for communication (i.e. the lingua franca). Importantly, each variety of New English has developed its own lexis, pronunciation and syntax. Learners work in small groups to gather information on different varieties of English. They select three New Englishes (for example: Indian, New Zealand, Ghanaian, Jamaican, Singaporean, Zimbabwean English,). For each variety selected: - find out when English first arrived in the country - search online for samples of the English variety used

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• create a brief dictionary of words and idioms which are characteristic of this variety of English. Give the equivalent (if there is one) for each one in their own variety of English. **British and American English** Learners are likely to be familiar with American English. In groups, discuss the music, films, television and other forms of entertainment which they consume. List those which are from the United States and those which are from Britain. Assess which country's entertainment is more dominant in their life. Learners research one of the following topics in small groups: • The history of settlement and the establishment of English in the United States. • The impact of mass immigration on American English. • The reasons for the rise in the dominance of American English over British English and examples of the differences between the two varieties. • The future of American English.
Paper 4 Language Topics Section A: English in the world **KC5**	Explore the stages by which dominant world languages, including English, threaten the extinction of local minority languages Learn about 'language death' and the reasons why it happens	**Language dominance and language death** The ideas in this section may need some introduction about the number of languages in the world and the fact that many are dying out. Learners discuss the following questions briefly and then present them with the statistics below: • What languages do you know that have few speakers? Can you think of examples of languages spoken in your region? • Discuss why these languages might have relatively few speakers. • What do you think the term 'language death' means? • Does it matter that a language dies out? Is anything else lost? Statistics on the changing number of world languages. Learners discuss: • The trends they observe. • Possible reasons for these trends. • The link between language dominance and language death. Statistics on world languages: • Approximately 6000 languages spoken in the world today. • At present 23 languages account for more than half the world's population. • Estimated that less than 10% of the world's languages will still be spoken in 100 years' time.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Following these discussions, introduce the concept of **linguistic Imperialism (linguistic dominance)** which is a term coined by Robert Phillipson where one language is imposed on a group of people. This language is usually a language associated with power and control and is forced upon the speakers of another languages. Learners discuss specific examples where this process is or has been occurring. It would be very helpful to refer to examples from the learners' region/country. Learners research or discuss known examples of where languages have declined and the specific reasons for this.
Paper 4 Language Topics Section A: English in the world **KC5**	Explore the stages by which dominant world languages, including English, threaten the extinction of local minority languages Learn about the efforts made to reinvigorate dying languages Learn about 'language death' and the reasons why it happens Explore the debates surrounding the spread of English	**Issues concerning linguistic imperialism** Learners need to be aware that the spread of English worldwide has resulted in the decline and death of local languages throughout the world. Historically, as English was introduced from the 18th century onwards, it became the language associated with government and power in countries colonised by Britain. (The same thing was happening as other empires spread.) The spread of English as a dominant language threatened the survival of indigenous languages and ways of life. Learners should also become aware of the efforts of global organisations such as the United Nations Educational Scientific and Cultural organisation (UNESCO) to monitor the decline of native languages and to support efforts to keep native languages alive. Paired activity: • Research the ideas of linguistic imperialism. You need to have information about the claimed unfairness of this practice and know specific examples of countries where this has taken place. • Use a large sheet of paper to draw up a chart: on one side, list the possible benefits of imposing a dominant world language on a society which has different native languages. List the drawbacks and unfairness of this on the other side. • Then consider which side seems to have the more convincing arguments? Use this information to discuss with other groups in class. Create a mind map with all the arguments expressed. **English as an imperialist language** Explain the idea of English as a killer language: a dominant language which causes the extinction of other, less used languages. Discuss some different attitudes towards English. Learners research facts and case studies to develop an informed point of view about the spread of English and its impact on the survival of native languages. Discuss the widespread teaching of English as a second language in many parts of the world. Discuss why a community would want to speak English and not its native language. Learners could read the following articles and discuss some of the points raised:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		US and UK policies to promote English teaching throughout the world are undermining multilingualism and limiting educational opportunities. From article 'Linguistic imperialism alive and kicking', by Robert Phillipson. The Guardian www.theguardian.com/education/2012/mar/13/linguistic-imperialism-english-language-teaching In Pakistan, education officials have insisted that education should be in English as it is promoted as an 'open door' that will make everyone prosperous. From article 'Pakistan ruined by language myth', by Zubeida Mustafa. The Guardian. www.theguardian.com/education/2012/jan/10/pakistan-language-crisis Learners use the ideas and issues to discuss the outcomes for a community when their local language is dominated by English. A final class-debating question: Is English itself under threat? Learners discuss the changing power and influence of countries and try to predict if English could be under threat from another language.
Paper 4 Language Topics Section B: Language and the self **KC4**	Identify the ways in which language and personal identity interact Explore the influence of a person's self-identity on our use of written and spoken language	**Language and the self** The links between language and the self, may initially not be entirely clear so it is helpful to have some initial discussion. **Introduction**: Explain the idea of a person's physical, social, emotional and cognitive development. For example, cognitive development is about the development of information processing skills in the brain. These concern processing information, memory, perception and learning language. Cognitive and physical, or motor, developments are thought to be linked. Learners discuss: • Who are you? Try to explain what or who your 'self' is. • Apart from your physical body, how do you distinguish yourself from other people? Learners may find it helpful to construct a mind map of their own distinctive features. **Extension activity:** Discuss: 'We are not born with any sense of self; with any likes, dislikes, cultural beliefs – these are all acquired during our lives.' Learners discuss: • What is meant by 'the self'? • How does any infant develop a sense of self? What are the ways in which the self is created?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• The influences that have given them a sense of self. • List specific features which they feel contribute to making up their self **Extension activity:** list the ways in which a young child becomes aware of their self-identity. • verbal and non-verbal language used by carers of young children • important people, places and situations where the young child gains confidence and a sense of self • the cognitive (thought) stages of development which the growing child goes through in their development of self Construct a mind map to show the ways you feel that your sense of self is influenced by individuals and groups in your society. Stories and films often deal with people who are castaway or living in isolation. • Discuss what qualities a person should possess to be a castaway and survive alone with an uncertain prospect of rescue. • In what ways might their isolation affect their sense of self-identity? **Idiolect and sociolect** Learners watch YouTube clips on varieties of speech and idiolect, and define and learn the concepts. **Extension activity**: it is useful to consider how you can link discourse and a sense of self. Remind learners of the work on spoken language and how extensive interaction occurs in conversation. Learners research: • The cooperative principle that people wish to express relevant information in a clear manner. • Grice's maxims of conversation – guideline principles which are generally adopted in conversation. • Define how idiolect and sociolect affect their sense of self and give examples.
Paper 4 Language Topics Section B: Language and the self **KC4**	Learn about and critically evaluate different theories of the acquisition of self-identity through cognitive development Evaluate the strengths and weaknesses of theories relating to the degree to which language is innate, learned or both	**Theories of language and self-identity** Explain the elements of cognitive development, which affect the development of self-identity. Give examples of these cognitive skills: • Perception • Attention • Memory • Motor skills • Language • Visual and spatial processing.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners consider the cognitive skills involved in the following tasks: • Your journey to college. • Eating a meal. • Sending a text message. • Sitting the A Level English Language exams. Learners should have these concepts clear before moving on to theories of language and self-identity. Key issues linking language to self-identity. • We all live in a world with many other people and social groups. They play an important role in communicating with us which helps us to define our self-identity. • The theories of language and self-identity are about how the language that is learned and used becomes a meaningful part of a person's ideas about themselves and in relation to other people. • The theories of child language acquisition link closely here. **Summary activity:** The following extract is from a famous English children's story 'Alice in Wonderland' by Lewis Carroll: *'Who are you?' said the Caterpillar.* *This was not an encouraging opening for a conversation. Alice replied, rather shyly, 'I — I hardly know, sir, just at present — at least I know who I WAS when I got up this morning, but I think I must have been changed several times since then.'* *'What do you mean by that?' said the Caterpillar sternly. 'Explain yourself!'* *'I can't explain myself, I'm afraid, sir' said Alice, 'because I'm not myself, you see.'* *'I don't see,' said the Caterpillar.* Learners use the extract as a stimulus to the different ways in which they see themselves.
Paper 4 Language Topics Section B: Language and the self **KC4**	Understand linguistic issues, concepts, methods and approaches relating to language and thought Read and show understanding of a wide variety of texts which discuss the relationship	**Language and thought** Learners discuss in small groups the following questions concerned with the relationship between language and thought: • How do we think? • Do we think in sentences? • Do we need a language to think? • Observe a baby, or watch a video online, and consider whether babies have thoughts before they can speak. The link between language, thought and a sense of self-identity. Some key points:

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	between language and thought	• Much of our everyday lives involves using language. • We are most aware of language when we are speaking, listening, reading and writing. • Our cognitive skills process and store information that helps us to create and maintain our sense of who we are. The following ideas provide a background to theories of language and thought. Present these to the whole class. Small groups then work together to give specific examples from their everyday lives. • Rational thinking would seem to involve an element of language by which to organise the information we are presented with in our daily lives. • Some linguists believe that language and thought are two separate and independent entities, with thought, coming first, then language as the vehicles for expressing it. • Both language and thought are essential to interact with the very many individuals and groups we come into contact with. Learners work in pairs to apply ideas of language and thought to the following examples: • An advert for a new toothpaste claims that it has been 'scientifically tested to remove 93% of all bacteria on teeth'. • A news website headline describes the arrival of summer tourists on a remote Pacific island as 'an invasion'. • A list of recommended foods describes quinoa as a 'super food'. • A website for parents of young children states that the 'first word often appears around 12 months'. Your infant cousin is nearly 16 months old and has not said a word. • To help manage the cost of your lawyer's fees, the lawyer says she will do some of your work 'pro bono'. You do not understand Latin. How does the lawyer's use of legal jargon affect your response to her? **Theories of language and thought** Learners document the main ideas of the theories and suggest two points in support and two weaknesses. **Sapir Whorf Hypothesis** The hypothesis supports the view that the words and grammar of a language directly shape the thoughts of its speakers. There are different degrees of the relationship between language and thought. **Linguistic determinism:** Language determines the way we think and a society is confined by its language. The words we use directly frame our thoughts. **Linguistic reflectionism:** Language reflects the thoughts of its speakers, so language influences people's views of their world but does not determine it.

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		A general overall idea is linguistic relativity, which states that the structure of a language affects the speaker's world. **Universalism** The theory of universalism: Language is a reflection of human thoughts and all languages are similar with shared patterns and concepts. Learners decide whether the following statements support language determinism or universalism: - All languages have verbs. - Arabic has at least 11 words for love and each of them conveys a different stage in the process of falling in love. - The philosopher Wittgenstein said in 1922 that 'the limits of my language mean the limit of my world'. - All spoken languages have consonants and vowels. - Observation of infants shows that they have thoughts long before they develop speech.
Paper 4 Language Topics Section B: Language and the self **KC4**	Explore the ways in which language influences personal identity Analyse unseen texts which discuss the influence of language on a sense of personal identity	**Language and social identity** Review the ideas that through our lives, the image we have about ourselves is influenced and altered by the individuals, social groups and situations we encounter. Language is an integral part of that process. Brief clarification of *gender* and *gender identity* if necessary. Small group discussion: - How is your use of language influenced by different social situations (e.g. in a lesson, using a social network site or visiting an elderly relative)? Think of other situations where the language you use may change. - Why do you vary the style of language you use in these situations and how have you learned to do it? Learners create an individual mind map, at the centre is 'My social identity'. Learners complete the map by listing all the physical, social, emotional and intellectual elements which make up their self-identity. Learners work in pairs for support in applying the information that they have created in the mind map and apply it to one important social group to which they feel they belong. Learners compare their completed map with their partner to see what similar ideas they have created and the differences. The maps could be altered and used as a basis for the unit.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Clarify the role that language plays in the social group exemplified by each learner and use this to introduce the idea of **Communication Accommodation Theory (CAT)** developed by Howard Giles: www.youtube.com/watch?v=KExeBNB5wy8 Explain the key ideas of CAT: • When people interact they adjust their speech, their vocal patterns and their gestures to accommodate others. • As individuals, we do not like to appear different from those we spend time with, so we 'accommodate', or change, our language to become more like theirs. • An example in the English-speaking world is found in regional accents, when people who do not speak in the same way as the majority may try to alter their accents. Since spoken language is a way of expressing group membership, people may adopt convergence to use language in a similar way to others in the group. • However, we may wish to highlight differences and so consciously adopt divergence and make our language distinctively different from those around us. Learners consider to what extent the following support CAT: • A family moves to an area where the English regional accent is different and the 8- and 10-year-old children are laughed at by other learners when they speak, so they try to modify their accents. • The supervisor of a call centre, insists that the employees who are under her control call her by her full family name and title, which is how everyone else in her section addresses each other. Learners define: **idiolect, sociolect, linguistic prestige** and **social stratification.** This research will provide the background information for the idea that different speech communities have different roles and status in their community. **(I)** Learners need to apply these terms to specific case studies. It would be beneficial if at least some case studies could be studied from the learners' community and/or country. It may also be relevant to explore the language spoken by different socio-economic groups of primary school children and the links between language, social deprivation and achievement. **Class of teenagers as a social group**. Learners work in small groups to explain how the concept of a teenager has developed from simply that of an age group of 13–19 years. Learners think about the lifestyles and language of their own group. Learners give evidence to focus on the language styles of teenagers. **Task:** Discuss the following debates about teenagers and their use of language. It would be helpful if teenagers referenced their own personal form of communication.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Teenagers use language innovatively. Debate teenage language use in the digital world. • Discuss the extent to which teenagers blur the distinction between spoken and written language, giving specific examples and the extent to which their language usage defines them as a social group. • Discuss the accusation that teenagers are lazy users of language with a restricted core of lexis. • Discuss the extent to which teenagers code switch between Standard English and the language of their own social groups. • Research the language term *patois* and the extent to which is can apply to teenagers. • The extent to which teenagers as a social group, use their own form of slang. **The language of gender** Outline the focus ideas for the language of gender linked to self-identity. www.theguardian.com/world/2007/oct/01/gender.books www.thoughtco.com/language-and-gender-studies-1691095 Introduce the issues relating to: • the language used in relation to males and females, e.g. master/mistress and the traditional inequality of status inferred between male and female lexis • perceived differences in the language used by each gender. Traditionally there has been an assumption that males and females hold different types of conversation. There has been a stereotype that women are passive listeners whose lightweight discourse is described as 'gossip', while men have been thought to deal with more weighty and serious matters in debate and discussion. There is also a perceived conversational contrast of input from males and females. Men are seen to interrupt and to 'hold the conversational floor' more than women. This perception has led to some interesting experiments in measuring the extent of equality in conversation between the genders. Learners should research the existing laws relating to gender equality to find out the extent of legal equality of status in the learners' own country. Suggested activities: • Language used to represent males and females – media representation such as past and present adverts, is useful here. Learners research print and online resources to represent males and females. This could be further subdivided by age, e.g. older males/females. • Research the differences between male and female conversation along with the theorists and studies. Learners work in pairs to examine the key points of research work. Early studies – the 1970s

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Zimmerman and West, can be compared with later studies by Tannen and more recent theories of Harding and Wood, as well as Cheris Kramarae. • Learners find a text about gender and identity and then prepare notes on an exam style question relating to the issues raised in the article. • With reference to your knowledge of relevant research studies, discuss in what ways language and gender contribute to a sense of self-identity.
Paper 4 Language Topics Section B: Language and the self **KC1**	Identify the ways in which language operates to include and exclude social groups	**The language of inclusion and exclusion** Introduce the topic by ensuring that all learners understand the terms: **inclusion:** the making of certain people or groups to feel that they belong and are valued **exclusion:** the making of certain people or groups to feel left out and unimportant. Ask learners for examples of past and present examples where a group has been excluded from power and/or has been made to feel left out and unimportant, e.g. race, gender, religion, disability. Learners work in pairs to exemplify and to report back: • Make a list of words you use which your friends understand, but would exclude other people such as older relatives or teachers. Why do you choose to use these words? • What benefits come to individuals by being part of a distinct social group? There are many historical and current examples of the large scale or local exclusion of particular groups. Learners research and report back on the specific inclusion or exclusion of a particular group. Some examples are listed but you can decide on appropriate case studies for the group. There should be a focus on the part played by language in the inclusion/exclusion process. Examples where language has been significant in the inclusion/exclusion process are: • England – the 1066 Norman invasion which introduced Norman French as the language of the ruling class. • South America where under Spain's colonial rule, Spanish replaced Quechua and other Amerindian languages in much of South America, while Portuguese became the official language of Brazil. • British colonial policies in the Indian sub-continent and other parts of South-East Asia. • Australasia – Australia and New Zealand with the imposition of English onto the newly colonised populations. Where the minority languages, such as Māori in New Zealand, survived, official attitudes and policy discouraged their use. • North America, specifically the effects of the slave trade where the African slaves who were transported to work as slaves on the plantations of the southern United States spoke a variety of languages and were totally excluded from any rights in their new environment. The slave owners feared rebellion and adopted a policy of mixing different language groups.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• South Africa where under the South African apartheid regime, the controlling white government proposed that black children should be taught in Afrikaans, one of the native languages. This was unpopular and sparked riots in 1976 as these groups saw education in English as an advantage which was being denied to them. Learners present their case studies with specific reference to the benefits/injustices brought about by inclusion/ exclusion of particular groups and the part played by language in this process. It is important that learners have detailed case studies as the exam is likely to ask for 'wider knowledge' of any language topic. In small groups, learners discuss why language is so important to the power and control of a society. Learners should find articles that relate to this topic, make notes on this and then use their research to write a discursive essay on the topic of the links between language and power. **The inclusion and exclusion of social groups** Learners should gather material from the contribution which language makes to the shared interests and activities of different groups; examples might be taken from sports; music and other leisure activities; religious groups; charities; environmental pressure groups; fan sites and online forums. Learners collect specific evidence about: • The social group – aims, activities and audience. • The (perceived) benefits to individuals of inclusion. • The criteria for inclusion in the group, e.g. formal/informal; temporary/permanent; interests/qualifications. • The language used by group members which only group members are likely to understand and the significance of this language – is it crucial to membership? • Factors other than language, which are likely to exclude non-members and the relative importance of these factors. Learners present their results in an evaluative discursive framework, which will enable them to assess the relative importance of language to include and exclude.
Paper 4 Language Topics Section B: Language and the self **KC4**	Learn about the physiology of speech production Explore the ways in which speech sounds and	**Speech, sounds and accents** Learners could watch online videos of speech production – there are many but some examples are given – one wold be sufficient to watch www.youtube.com/watch?v=iV_yJLlcEBw **Revision of key terms**

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	accents can influence self-identity	Learners revise the following terms and their significance to varieties of Englishes and features of conversation: • Vowels • Consonants • Sibilants • Gutturals • Plosives • Fricatives • Liquids Learners research the International Phonetic Alphabet (IPA) – the reasons for its existence and its usefulness in transcribing the sounds of English. Explain the relationship of the alphabet with the sounds of English: There are 21 consonant letters in the written alphabet (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z), and 24 consonant sounds in most English accents. Because of the history of English spelling, there is no neat correlation between letters and sounds. **Extension activities:** to support familiarity with the IPA. Select ten words and, with the help of the IPA, write them out using the correct phonetic symbols. Learners start by writing their names. Learners revise the meanings and significance of the following definitions: • Accent • The Great Vowel Shift • Received Pronunciation • Dialect • Idiolect • Sociolect And then in small groups, discuss: • In what ways might their accent affect an individual's sense of personal identity? • What type of English accent do you have? What part does your accent play in your self-identity? Ensure learners understand the following points about accent: • It is the sound, stress and intonation which produce the wide variety of accents in the English language.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		• Apart from Received Pronunciation (RP), accents may associate a person with a certain geographical region. RP itself is an accent with a high social status rather than being linked to a specific geographical location. • Accents change far more quickly over time than the spellings of written language. For this reason, many English words are not spelt in the way that they are pronounced. Learners discuss their ideas concerning the relative prestige of accents, and in pairs to discuss and gather information on: • To what extent are you influenced in a positive or negative way by different accents? Can you explain why? • Discuss why different accents may have stereotypes attached to them. • Varieties of English accents are now heard throughout English-speaking areas. Do you feel that there are differences in status amongst these accents? If so, what do you think has been the reason for these differences? Learners research articles about accent and a sense of personal identity. The articles below may provide a good starting point. Learners could then work together to prepare notes and material for an essay that considers to what extent can a person's accent affect their own sense of personal identity and also the response of other people in society towards them? **(F)** www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices www.theguardian.com/commentisfree/2015/jan/22/accents-altered-speak

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