

Year 12 English Language A Level preparation work

We follow the AQA English Language Specification:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

Please read through the materials regarding the course and assessments. In addition, please have a good look through the terminology guide and learn as much of it as you can.

I have set up a course on Seneca for you to complete as part of your A Level research. This involves looking at the following:

- Linguistic terminology
- Accent and Dialect
- Language and Gender
- Language and Occupation
- Language and Ethnicity
- Language and Social Class
- Language and Age

Please use this link to access the course and assignment set:

<https://app.senecalearning.com/dashboard/join-class/s76mi9yeve>

These are all topics covered as part of the Year 12 English Language course. Another good research site can be found below. Please ensure you only focus on the topics above.

<http://englishlangsfx.blogspot.com/> (This is an A Level English Language blog)

A Level English Language Awarding Body- AQA

Minimum course entry requirement

At least GCSE Grade 5 in English Language. For continuation to Year 13, grades in Year 12 English Language need to demonstrate potential for A level success.

Course content

Year 12

In this year you will cover topics that are examined at the end of year 13 for the full A level English Language course, and which are on the AS examination for any student wishing to take this at the end of the first year. This specification offers exciting opportunities to explore key language concepts and engage with a range of texts. You will explore the language we encounter on a daily basis, such as how we judge people's accent or if males and females use language differently. You will also have the chance to demonstrate your writing skills by creating your own texts in a range of forms and genres. One piece of which, with a commentary, will constitute half of the A level coursework element. For those students opting to take the AS qualification there will be opportunities to prepare the examination, which differs slightly from the A level.

Year 13

At this stage you will continue to work towards the full A level English Language qualification which offers you opportunities to develop your subject expertise further, including some of the bigger questions about how language has changed over time, current language trends and the stages we acquire language early in life. The emphasis will be on lines of enquiry, debating different views and working independently to research aspects of language use in the form of a personal language investigation.

Assessment

Year 12: All students will complete a piece of original writing with a commentary (1500 words in total) which is 10% of the total A level.

AS qualification details (as an option) Other students wishing to continue to the full A level will be assessed by internal examinations.

AS Paper One: Language and the individual. 50% of AS qualification 1 ½ hours

Two texts linked by topic or theme. Each text is analysed separately and then the final question requires comparison of the two texts.

AS Paper Two: Language Varieties. 50% of the AS qualification, 1 ½ hours

Section A: Language Diversity. A discursive essay on language diversity with a choice of two questions.

Section B: Language Discourses. A directed writing task on attitudes to language.

Year 13

Paper One: Language, the individual and society. 40% of total A level, 2 ½ hours

Section A: Textual Variations and representations. Two texts linked by topic or theme. Each text is analysed separately and then the final question requires comparison of the two texts.

Section B: Children's Language Development- An evaluative essay on children's language development from a choice of two questions.

Paper Two: Language Diversity and change. 40% of total A level, 2 ½ hours.

Section A Diversity and Change: An evaluative essay on either language diversity or language change.

Section B Language Discourses: A question requiring a comparative analysis of how texts use language to present the views on a contemporary language issue. This is then followed by a directed writing task linked to the same topic and ideas in the texts.

Coursework 10% of total A level

A language investigation is produced (2000) words, which is the second part of the coursework.

Career Possibilities

There is a wide range of possibilities: English Language is highly valued for careers in the media, police, business, law, social services, civil service and education in fact, any career where language and communication skills are important, Many universities offer an English Language or Linguistics degree and all value A level English Language.

AS ASSESSMENTS

<p>Questions</p> <p>Textual variations and representations Two texts, linked by topic or theme.</p> <ul style="list-style-type: none"> •A question requiring analysis of one text (25 marks) •A question requiring analysis of a second text (25) •A question requiring comparison of the two texts (20 marks) 	<p>Questions</p> <p>Section A – Language diversity A discursive essay on language diversity, with a choice of two questions (30 marks)</p> <p>Section B – Language discourses A directed writing task on attitudes to language (40 marks)</p>
---	--

A LEVEL ASSESSMENTS

Paper 1: Language, the individual and society	Paper 2: Language diversity and change	Non-exam assessment: Language in action
<p>What's assessed</p> <ul style="list-style-type: none"> •Textual variations and representations •Children's language development (0 – 11 years) •Methods of language analysis are integrated into the activities 	<p>What's assessed</p> <ul style="list-style-type: none"> • Language diversity and change • Language discourses •Writing skills •Methods of language analysis are integrated into the activities 	<p>What's assessed</p> <ul style="list-style-type: none"> •Language investigation •Original writing •Methods of language analysis are integrated into the activities
<p>Assessed</p> <ul style="list-style-type: none"> •written exam: 2 hours 30 minutes •100 marks •40% of A-level 	<p>Assessed</p> <ul style="list-style-type: none"> •written exam: 2 hours 30 minutes • 100 marks •40% of A-level 	<p>Assessed</p> <ul style="list-style-type: none"> •100 marks •20% of A-level •assessed by teachers/moderated by AQA
<p>Questions</p> <p>Section A – Textual variations and representations Two texts (one contemporary and one older text) linked by topic or theme.</p> <ul style="list-style-type: none"> • A question requiring analysis of one text (25 marks) • A question requiring analysis of a second text (25 marks) • A question requiring comparison of the two texts (20 marks) <p>Section B – Children's language development A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)</p>	<p>Questions</p> <p>Section A – Diversity and change One question from a choice of two: either: an evaluative essay on language diversity (30 marks) or: an evaluative essay on language change (30 marks)</p> <p>Section B – Language discourses Two texts about a topic linked to the study of diversity and change.</p> <ul style="list-style-type: none"> •A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks) •A directed writing task linked to the same topic and the ideas in the texts (30 marks) 	<p>Tasks Students produce:</p> <ul style="list-style-type: none"> •a language investigation (2,000 words excluding data) •a piece of original writing and commentary (1,500 words total)

English
Language
Terminology
Guide

LEXIS TERM	DEFINITION/EXAMPLE	OWN EXAMPLES
Abstract noun	Refers to things that do not physically exist - ideas, feelings, qualities etc.	Loneliness, hypocrisy
Acronym	- <u>words formed</u> from initial letters of existing words-virtually unknown before 20 th century. This is different to initialism.	NATO (North Atlantic Treaty Organisation)
Adjective	More information or describes a noun/pronoun. Usually before the noun they are describing, but sometimes after.	Happy, lovely, large.
Adverb	Give more information about verbs-describe verbs. (-ly on adjectives sometimes) others indicate frequency but do not end in -ly	- e.g. quickly, fast, sometimes.
Affixation	Create a new word by adding a prefix or suffix	Docudrama,
Agenda	Topics covered by the discourse	
Auxiliary verb (See Grammar for further definitions)	'helping verbs' placed in front of main verb- primary auxiliary verbs be- helps to create: passive voice, continuous tense Have- helps to create perfect tense Do- helps to create yes/no questions and negatives	I am going; She has worked here for ages; Do you want to go? No, I do not want to go.
Back Formation	Where an existing word is clipped to form a different word class (a combination of clipping and conversion)	e.g. noun editor was the original word which underwent back formation to form the verb edit .
Blends	Words formed by combining parts of other words. Similar to compounding but not full words	'brunch' 'smog' from 'smoke' and 'fog'.
Clipping	A word formed by shortening an existing word '	phone', 'net'.
Coinage	The way a word or term is used and becomes part of the language	
Collective nouns	Groups of people, animals or objects. Team, family etc.	
Colloquialism	Language as spoken (in practice, informal).	Mate, kid, wassup?
Common nouns	Types of people, places and feelings-	city, man, planet.
Comparative adjective	Makes a comparison-usually ending in -er or more (if the adjective has a lot of syllables)	(colder, faster, happier) - more beautiful
Compounding	-2 complete words put together to make another word.	Superman
Concrete noun	Refer to things that exist physically, things you can see and feel	-computer, hand etc.
Connotations	Associations, emotions and attitudes surrounding words-	e.g. winter-cold etc.
Conversion	Creating a new word by also changing word class	Google= original proper noun, to google= verb.
Definite/indefinite article	(Determiners) Definite-the, indefinite (a/an)	
Deictic expression	Pointing words, points out 'that chair', 'come over here'. These cannot be understood unless context of utterance is known. (E.g. 'here', 'there')	
Person deixis	proper nouns and personal pronouns	Sarah, chair
Spatial deixis	adverbs of place	here and there
	pronouns	this and that, left and right →

orientational deixis		come and go
deictic verbs	adverbs of time	today, tomorrow and yesterday.
Temporal deixis:		
Denotation	Straightforward meaning of word (see connotation)	
Demonstrative determiner	Have a sense of 'pointing' at something or someone- but cannot exist without the noun	This bag, that classroom, these exams, those words.
Demonstrative pronoun	Have a sense of 'pointing' at something or someone- but can exist without the noun	that, these, those, them etc.
Determiner	Determines something - used before noun to indicate quantity, identity or significance 'those boys' (see possessive/demonstrative)	'like', 'I mean' etc.
Dialectology	Study of language variations	
Filled pause	Hesitation-'	Er, um, yeaah
Filler	Inserted into everyday speech to enable speaker time to think, soften force/bluntness of statement and involve listener-	Mm wow, really
Functional language	language to get things done	
Head word	Main word in a phrase	
Initialism	-where initial letters are used and said. Different to an acronym.	R.S.P.C.A
Intensifier	Make more intense	really happy'
Interpersonal language	Language to build relationships	How are you?
Jargon	Specialist vocabulary associated with a particular activity or occupation	Ofsted,
Lexical cohesion	Puts together, coherent	
Lexical field	A group of words with associated uses or lexicon or type of words	(Computers-software, modem, mouse, cursor, monitor etc.)
Loan word	A word taken from another language	cafe
Mode	Spoken or written	
Modifier	Modifies and adds extra information (describes) the head word (see pre- and post-)	
Neologism	A new word created by blending, compounding etc	Staycation, metrosexual
Noun	Refer to people, places and objects (proper and concrete) feelings and ideas (abstract).	Teacher, table, cat
Orator/oratory	Public speaker/speaking	
Participles	Word formed from a verb as a past simple participle (e.g. burnt, frightened) and present continuous participle (burning,	

	frightening) perfect participle for some irregular verbs that have a different participle for this than the past (have swum, done, been)	
Personal pronoun	Replace subject/object of sentence- examples of pronouns referring to subject, me/him/hers refer to object.	he/she/I/ you etc.
Possessive determiner	Like a pronoun but cannot exist on its own- determines a noun e.g. my bag, her book.	<i>my, our, your, his, her, its, their</i>
Possessive pronoun	Show possession- can exist without the noun. For example. Whose bag is that? It's mine.	<i>- mine, yours, hers, his, it's, ours etc.</i>
Prefix	Group of letters commonly found at beginning of words which have a derivational function (i.e. change meaning not grammatical function)	(<i>re-, un-</i>)
Preposition	Indicate how one thing is related to something else- indicates direction, time and position to,	<i>'I went to school'. The bakers is next to the bank.</i>
Pronoun	Take place of noun-'it', 'him' etc -see types of pronouns.	<i>I, ours</i>
Proper noun	Usually refer to places and people and begin with capital letter-	<i>Paris, Andrew etc.</i>
Reflective pronoun	Indicates that object of a verb is the same as the subject-any word with 'self' on the end for singular or 'selves' for plural.	<i>herself, themselves</i>
Post-modifier	After head word (object first).	<i>A jumper with stripes</i>
Pre-modifier	Before head word - '-smelly dog'	<i>A stripy jumper</i>
Qualifier	An additional word or phrase that adds further detail to the noun (an umbrella term for all modifiers, determiners, quantifier e.t.c)	
Quantifier	Indicates a quantity	<i>- e.g 'many' 'few'</i>
Regional dialect	Dialect of geographical region-often having different words for the same thing	<i>e.g. netty in NE English/ bog in Yorkshire</i>
Suffix	Group of letters at the end of the word that are derivational (change meaning) or inflectional (change word class or grammatical function)	<i>-able, -ment (derivational) -ly, -est (inflectional)</i>
Superlative adjective	Indicating highest degree-est	<i>(coldest, happiest) or the most beautiful</i>
Verb	A doing word (actions, feelings, states) in different times	<i>I fight, I feel, I am</i>

GRAMMAR TERM	DEFINITION/EXAMPLE	OWN EXAMPLES
Active voice	(person or thing performing action is emphasised as subject of verb)	Dog bit postman
Adverbial	Word or group of words working as an adverb, usually giving information about time or place- can be as a phrase (no verb) or as a clause (with a verb)	-phrase 'In the middle of the night' - clause 'It was in the middle of the night when...
Agent	Another way of identifying the subject of the clause- person or thing 'doing' the action.	Ollie jumped in the air.
Anaphoric reference	a word in a text refers back to other ideas in the text for its meaning.	<i>John's shirt was a mess. It was covered in egg.</i>
Aspect of tense	Relates to tenses- is it progressive/continuous? Is it perfect? Is it simple ie habitual or once and completed.	
Auxiliary verb	'helping verbs' - placed in front of main verbs-'He IS running'- primary Modal auxiliary affect the mood/sense e.g. obligation, ability	<i>Be, have, do</i> <i>Must, have to, can e.t.c.</i>
Cataphoric reference	means a word refers to ideas later in the text.	<i>John's caught sight of it in the mirror. His shirt was covered in egg.</i>
Clause	Part of sentence must include a verb usually separated by punctuation or connective	
Coordinating conjunction	Join clauses of equal value. Use acronym F.A.N.B.O.Y.S. Some of these words can function in a different way as a connective in a phrase.	<i>For, and, nor, but, or, yet, so.</i>
Complement	Part in a clause that is the attribute of the subject, like an object- usually a noun phrase	<i>David felt worried about the week ahead.</i>
Complex sentences	Have subordinate clauses that cannot exist on their own linked with a subordinating conjunction (all other conjunctions apart from FANBOYS).N.B. Most frequently used sentence type.	<i>Joe kicked the ball perfectly whilst keeping an eye on his teammates.</i>
Compound sentence	Two or more simple sentences combined with coordinating conjunctions-each clause makes sense on own and is of equal importance	<i>Sarah was tired yet excited about the next day.</i>
Contraction	Shortened pronunciation of words-	<i>couldn't shouldn't</i>
Declarative mood	The form of the sentence- a statement (most frequent in language)	<i>There are no more flights between Newcastle and Stanstead airports.</i>
Dialect	Variety of language with distinctive features of vocabulary, grammar and sometimes accent (e.g. regional dialect).	<i>See previous examples</i>
Ellipsis	Miss out part of sentence to avoid repetition 'you can jump in a taxi or you can wait for the bus' change to 'you can jump in a taxi or wait for the bus'. This becomes a cohesive device if an earlier part of the text enables us to supply the missing elements.	
Exclamation/exclamative	Emphasising sentences, exclamation mark in writing	<i>That's impossible!</i>
Fronting	Move the non main clause part of the sentence (subordinate clause, adverbial clause or phrase) to the front of sentence	<i>Whilst keeping an eye on his teammates, Joe kicked the ball perfectly.</i>

Head Word	a head is the key word that determines the nature of a phrase that can then be modified or determined	
Imperative	Command/directive	<i>Turn to page twenty.</i>
Infinitive	Part of verb before changed ('base form') does not specify person or number- '	to run', 'to write', 'to be', 'to decide'.
Inflection/inflectional affix	Grammatical word ending e.g. 'ing'. Plural 's'. Grammatical function.	<i>I talk, she talks</i>
Main verb	Expresses main meaning	
Modal auxiliary verbs	modal auxiliaries used in conjunction with main verb. 'Would you pass the salt?-makes more polite than 'pass the salt'.	Can, will, could, would, should -
Modifier	In grammar terms of how it has affected the syntax ie has the head word being modified multiple times, but pre modification or post modification.	
Morphemes	Smallest unit of language that expresses meaning or serves a grammatical function. It is always a letter or group of letters.	Some morphemes are single words - 'apple', -cannot be broken down -'apples' two morphemes-'apple' and 's' to indicate plural. 'Unfair' (2), 'hunters' (3), truthfulness (4).
Morphology	Study of the structure of words.	
Noun phrase	Has noun or pronoun as head word-	the beach, the sandy beach etc.
Orthographic sentence	A 'sentence' marked by a capital letter and full stop/exclamation mark-usually and interjection or reply	e.g. 'No!'
Participles	Word formed from a verb as a past participle	(e.g. burnt, frightened) and present participle (burning, frightening)
Passive voice	(emphasis on object of verb rather than subject) -see active voice. This is often used in news reporting where the agent of the action is not known.	The post office was burgled last night. The building was opened by the Queen.
Primary auxiliary verb	An auxiliary verb that joins with a main verb to show tense (have, be) or to create negation/question (do)	See previous examples
Rhetorical question	Not seeking an answer, used for dramatic effect -usually to persuade	Aren't girls better than boys?
Repetition	Repeated words, phrases etc.	
Simple sentences	Subject, verb, object-one clause, but can be long as could have additional phrases.	I went to school. Early yesterday morning I went to school in a bit of tired manner with no idea of the day ahead.
Subordinate clause	Clause does not make sense on own and less important than main clause (applies to complex sentences). Subordinating conjunctions usually help to find.	See previous examples
Subordinating conjunction	All other conjunctions, so, because, that etc. These connect a subordinate clause to a main clause.	See previous examples

Syntax	Aspect of grammar concerned with construction of sentences and word-order. Used when discussing the ways sentences are put together by placing words in a particular order.	
Tag question	Question on end of statement	It is him, isn't it?
Tense(see list)	Indicates the time when the action, took, takes or will take place.	
Continuous tense	The 'ing' tense = indicates an action in progression at a certain point of time. Formed with the primary auxiliary participle 'be' + -ing form of the main verb.	I am going, I was going, I will be going.
Perfect tense	Indicates an unspecific time- either an action that started in one time and is still going on, of just/yet to happen. Formed by using the participle of the primary auxiliary verb 'have' plus the past participle of the main verb	e.g <i>I have done it.</i>
Simple tense	An action that always happens or is complete or is definite. . Formed by using the main verb in agreement with the subject.	e.g. I am English
Future Continuous	An action that will be in progress at a certain time	. e.g. <i>During the Queen's speech on Christmas Day I will be feeling full.</i>
Future Perfect	An action that starts now and will carry on in the future.	E.g. <i>Next year I will have saved a lot of money.</i>
Future Perfect Continuous	An action that will have been in progress at a certain time in the future.	E.g. <i>When Christmas Day is over I will have been eating all day!</i>
Future Simple	Indicates a future state or definite intention (hints at strong possibility like modality)	e.g. <i>I will watch the Queen's speech on Christmas Day.</i>
Past Continuous	An action that will was in progress at a certain time	. e.g. <i>During the Queen's speech last year I was feeling full.</i>
Past Perfect	An historical action that started and is was finished- sometimes used to indicate a previous action in the past in a narrative.	. E.g. <i>John looked at the stain on his shirt and couldn't believe why he had not checked it that morning before he had left the house</i>
Past Perfect Continuous	An action that had been in progress at a certain time in the past.	E.g. <i>John looked at his messy hair and wondered for how long it had been looking so untidy.</i>
Past Simple	Indicates a past state or action that is over.	e.g. I watched Bake Off last night.
Phrasal verbs	Verbs = preposition that often have a colloquial meaning	Throw up, get along with.
Present Continuous	An action that is in progress at a certain time.	e.g. <i>I can't talk now as I am watching Bake Off.</i>
Present Perfect	Indicates an unspecific time- either an action that started in the past and is still going on, of just/yet to happen	e.g I have lived here for eleven years.
Present Perfect Continuous	An action that has been in progress for a length of time.	e.g. <i>I am so tired as I have been walking all day.</i>
Present Simple	A action in the present -usually indicating a usual action or state.	E.g. I am a student.

PHONETICS/ PHONOLOGY TERM	DEFINITION/EXAMPLE	OWN EXAMPLES
Accent	Pronunciation of words.	Wot are youse doinn?
Addition	i.e. of a vowel sound	
Alliteration	The silver snake slithered silently by-begin with same sound	
Assonance	Vowel sounds in the middle of two or more words are similar kwIk fIt. Vowel sound clashes known as dissonance.	
Deletion	e.g. of a vowel or consonant sound	
Diphthong	a vowel sound that is the combination of two separate sounds, where a speaker glides from one to another.	e.g. bough 'b' 'o' 'w'
Elision	Missing out a phoneme or sound e.g. 'He's gone <u>t</u> ' pub.	
False start	Changing from one grammatical construction to another before the first construction has been completed. - 'I think you could have-you should have told me'.	
Hesitation	'er', -filled pause (Non-fluency feature)	
Intonation (prosodic)	Variation of tone - 'Well done!' can be made to sound sarcastic or genuine praise.	
I.P.A.	International Phonic Alphabet	
Manner of articulation	The extent to which airflow is interrupted by parts of the mouth in the production of consonant sounds.	
Non-verbal utterances	See paralinguistic and prosodic features	
Onomatopoeia	'Crash', 'buzz' - sound of word echoes meaning.	
Pace	(Prosodic)- slow, measured-calmness, reassurance-rapid delivery-enthusiasm, interest etc.	
Paralinguistic features	Body language (facial expressions, eye contact, gestures, posture, head movement etc.) May be in [] in transcripts.	
Pauses	(unvoiced pause) may reflect awkwardness in speech or uncertainty, stress etc. Pauses for breath in transcripts (.) or (2) for longer.	
Phoneme	the basic unit of sound.	
Pitch	(Prosodic)- high or low-low falling pitch-depressed, raised-excitement, enthusiasm, anxiety.	
Place of articulation	The position in the mouth where a consonant sound is produced.	e.g. labial 'l'm'
Prosodic features	Use of voice (pitch, volume, intonation, pace, pauses, stress) in text can be capital letters etc. to indicate pitch etc.	
Received pronunciation (RP)	BBC English-does not indicate speakers regional origin- 'posh'	
Rhyme	Occurs when words have similar endings-especially associated with poetry but can occur elsewhere-common device in advertising so remember -	Beanz Means Heinz
Rhythm	Pattern produced by emphasis and duration of syllables in words	
Sound Iconicity	the use of the sound system to mirror form or meaning	
Substitution	e.g. of a vowel soun	- 'luv' for 'love'.
Stress	Stressed and unstressed syllables-emphasis on particular words-may change meaning of an utterance. Underlining used for in transcripts.	
Syllable	Phonemes combine to form syllables-single unit of speech-clap out-pleasure (2) and afterwards (3) known as polysyllabic (more than one syllable) AND (1) - known as monosyllabic (1 syllable)	
Volume	Can reflect emotional states-volume CAPITALS in speech/writing mode.	
Voicing	the act of the vocal cords either vibrating (voiced) or not vibrating (unvoiced) in the production of a consonant sound.	

SEMANTIC TERM	DEFINITION/EXAMPLE	OWN EXAMPLES
Antonyms	Words with opposite meanings (hot-cold, wet-dry)	
Cliches	Overused phrase therefore lacking impact-'raining cats and dogs'	
Collocation	Groups (usually pairs) of words that are commonly found alongside each other - 'fish and chips', 'wicked witch', 'salt and pepper', 'spick and span'.	
Connotation	(implied meaning) associations a word has, emotions and attitudes surrounding words-e.g. winter-cold etc. Very important as writers choose words carefully.	
Denotation	Straightforward meaning of word-winter denotes the season between autumn and spring. (see connotation)	
Dysphemism	A blunt expression of a delicate subject	e.g bog for toilet
Etymology	Account of word origin and development-where words come from.	e.g. café = French
Euphemisms	A polite expression of a delicate subject	e.g. 'powder room' for toilet.
Hypernym	A word that is more specific in meaning belonging to a larger group	e.g. laptop
Hyponym	The more general way or 'group'	e.g. computer where <i>laptop</i> is the hypernym as it is more specific.
Idiolect	The way an individual talks- influenced by gender, occupation, age etc.	
Idiom	Literal meaning unclear - 'put a sock in it'-hard for those learning language.	It's raining cats and dogs
Imagery	descriptive writing using similes etc. to make an 'image'	It's as dark as hell
Metaphor	Something is something else.	The silence screamed
Personification	Object described like human- having emotions	The clock cried with happiness at the end of the day.
Phrasal verbs	Verbs = preposition that often have a colloquial meaning	Throw up, get along with.
Polysemy	A word that has more than two meanings e.g. 'fair'	
Pun	Humorous use of word to suggest another that sounds the same (play on words)	
Semantic field	A group of words connected by a theme or idea	e.g a semantic field of seeing- observe, perceive, notice
Semantic reclamation	Where a word which has previously carried negative connotations can be reclaimed by a group that its been used against	e.g. 'bitch' was used against women but is now used, 'What's up bitches' by women
Simile	like/as something	
Slang	Broad term-not Standard English	
Sociolect	Social ways of speaking (teenagers/occupation-includes jargon, slang terms etc.)	
Standard English (SE)	Dialect associated with educated users of language. Like RP does not indicate regional origin BUT can be spoken with a regional accent. Considered formally 'correct' & used in MOST written texts.	
Synonyms	Words that are similar in meaning	(begin-commence-start)
Taboo language	Offensive-swear words etc.	
Vulgarism	Impolite, not as bad as taboo.	

PRAGMATIC TERM	DEFINITION/EXAMPLE	OWN EXAMPLES
Cliché	Overused phrase therefore lacking impact-'raining cats and dogs'	He's been on a journey
Collocation	Groups (usually pairs) of words that are commonly found alongside each other	- 'fish and chips', 'wicked witch', 'salt and pepper', 'spick and span'.
Context	Degree to which meanings in a spoken or written text refer to elements of the contexts in which they are produced and received.(Where, why and when produced)	
Dysphemism	Blunt expression of delicate subject	See previous examples
Euphemisms	Polite expression of delicate subject	See previous examples
Implied meaning	Meanings which are implied in a text	
Implicature	An implied meaning that has to be inferred as a result of a conversational maxim being broken.	
Puns	Humorous use of word to suggest another that sounds the same (play on words)	
DISCOURSE TERM	DEFINITION/EXAMPLE	OWN EXAMPLES
Adjacency pair	Two part exchanges following a predictable pattern and found in a conversation - question followed by answer. (Turn-taking in conversation)	
Adjuncts	Non-essential elements of clauses (usually adverbials) that can be omitted	(e.g. "I'll see you <i>in the morning</i> ").
Anaphoric reference	making reference back to something previously identified in a text (often using pronouns to refer to an already established reference point, used to link one paragraph to another	" <i>The woman</i> stood by the door. <i>She</i> made detailed notes of what <i>she</i> could see"
Cataphoric reference	making reference forwards to something as yet unidentified in a text	. " <i>It</i> was warm. <i>It</i> was living. It was <i>a rabbit</i> ."
Deviation	<i>External</i> : breaking from the normal conventions of language use, for example in the use of nonsense words or ungrammatical constructions; • <i>Internal</i> : breaking from a pattern that has previously been set up in the text for a striking effect.	
Disjuncts	sentence adverbs that work to express an attitude or stance towards material that follows	(e.g. " <i>Frankly</i> , I'm appalled at what she said" or " <i>Sadly</i> , not one of them survived").
Endophoric reference	The reference is within the language of the text),	AS previously stated
Exophoric reference	making reference to things beyond the language of a text itself ie perhaps within a speaker's immediate physical	context e.g. "Look at <i>that</i> ".
Foregrounding	the way in which texts emphasise key events or ideas through the use of attention-seeking devices (in terms of lexis, semantics, phonology or grammar) that either repeat content (<i>parallelism</i>) or break established patterns (<i>deviation</i>).	
Genre	Type or form of a text	

Graphology	Visual aspects of a text-layout, typeface, illustrations	
Interdiscursivity (or intertextuality):	the use of discourses from one field as part of another	the use of science discourses in the selling of beauty products, or the use of commercial discourses in education
Narrative	*The <i>story</i> : the events, places, characters and time of action that act as the building blocks of the narrative; • The <i>narrative discourse</i> : the particular shaping of those building blocks into something worth telling through specific choices in language and structure.	
Purpose	Persuade, inform/instruct, amuse/entertain.	
Register	Choice of language style (slang, taboo, dialect, SE, colloquialism).	
ORTHOGRAPHY TERM	DEFINITION/EXAMPLE	OWN EXAMPLES
Homograph	Words that are spelled the same but have different meanings.	E.g. content- to be happy with something/ what is inside something.
Homophones	A type of homonym that also sound alike and have different meanings, but have different spellings.	E.g. there/they're/their
HOMONYMS	General term for both homographs and homonyms.	

Point of view: the way in which events and experiences are filtered through a particular perspective to provide a particular version of reality. Point of view may be:

- Related to how a narrative is presented in terms of *space and time* through the use of deixis, time frames, and flashbacks and flashforwards;
- Related to a particular *ideological viewpoint*, such as an individual's way of seeing the world or thinking about events (often in an extreme way). These might be shown through the use of modal verbs, adjectives and adverbs to stress belief or commitment and/or the use of idiosyncratic words and phrases;
- Related to distinguishing between *who tells and who sees*, as in the case of a narrative told in the third person but which seems to be filtered through a particular character's consciousness.

Positioning: how a text producer places or orientates him/herself to the subject being presented and towards the audience or reader being addressed.

Purpose: the intention or objective behind a text in terms of what it is designed to do and how it is used. Texts can have many different and overlapping purposes.

Register: a variety of language that is associated with a particular field of reference, eg occupational discourse. Registers may be either written, spoken or multimodal.

Representation: how experiences, views and ideas are 're-presented' to readers, listeners and viewers through language and other meaning-making resources in order to influence their way of seeing the world.

Style: the level of formality in a text. This can be seen as distinct from its register (eg an occupational register can exist at different levels of formality).

Mode: the way in which language is communicated between text producer and text receiver, eg as an image, in writing, in speech or as a logo. The term **mode** (from semiotics and linguistics) is related to the term **medium** (from media studies) which is how messages are mediated (eg paper or digital text), and also to the term **channel** (from communication studies) which is the physical means of transmission (eg auditory, visual or olfactory). Mode also encompasses ideas around planning and spontaneity, distance between text producer and receiver, how transitory or long-lasting a text is. Mode is more than a binary opposition, is sometimes visualised as a continuum and is constantly changing as new communication technologies blur the lines between older forms.