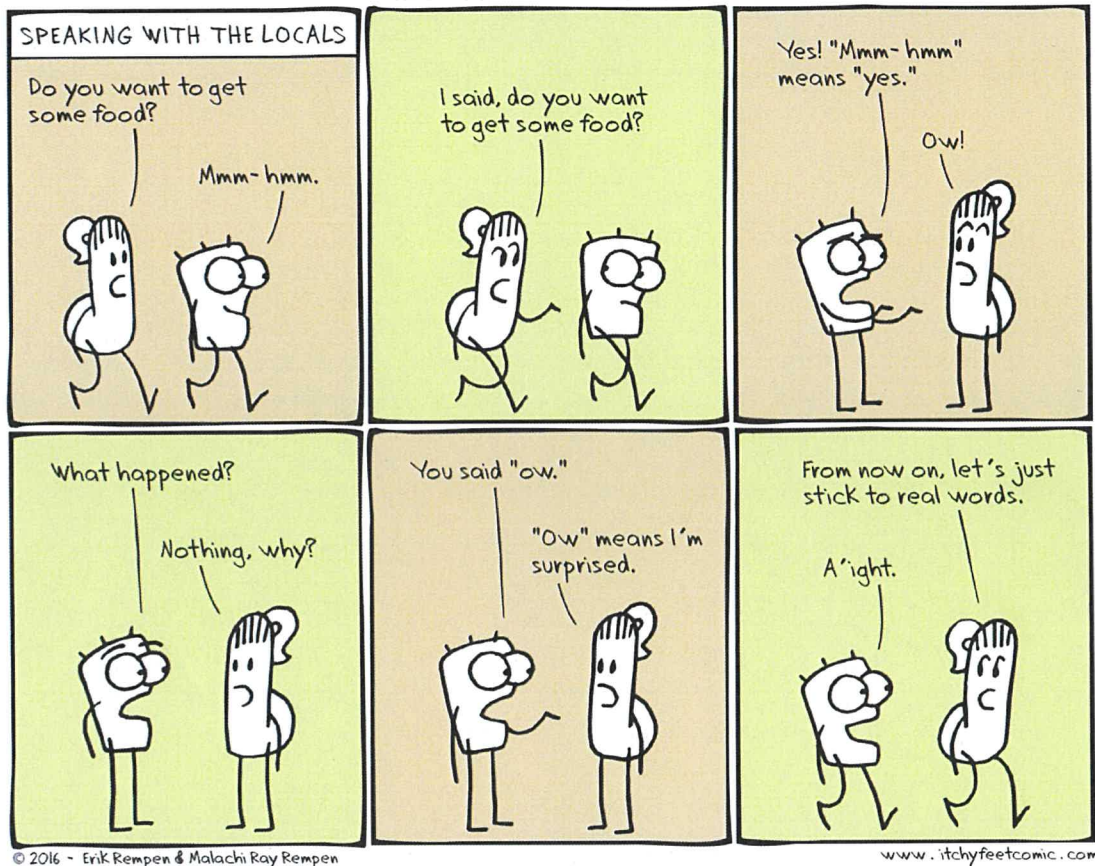




# English Language HOLIDAY HOMEWORK Year 12, 2020



<p><b>Teacher:</b></p>	<p><a href="mailto:meiki.apted@sssc.vic.edu.au">meiki.apted@sssc.vic.edu.au</a></p>
<p><b>Work required in preparation for start of 2019:</b></p>	<ol style="list-style-type: none"> <li>1. Complete all sections of your metalanguage bible</li> <li>2. Read pages 28-32 "Informal Language" and pages 32-48 "Features of Informal Language" in "Living Lingo". Create a 2 page dot-point summary cheat sheet.</li> <li>3. Collect 3-5 SHORT informal and formal texts from 2019-2020 eg. the back of a cereal packet, a leaflet from a politician, an article in the newspaper, a transcription of a radio show, your mobile phone contract. Make these as different as possible.</li> </ol>



<p><b>Textbooks and other resources:</b></p>	<p><b>Year 12 booklist</b>  <b>Essential</b>  * Fox, Kirsten. A Guide to metalanguage for Senior Students. Insight Publications (THIS IS THE SAME TEXTBOOK USED IN YEAR 11. DO NOT RE-BUY!!)  * Burrige, K, &amp; De Laps, D 2015, <i>Living Lingo VCE English Language Units 3 &amp; 4</i>, 3<sup>rd</sup> edn, BooBook Education, Melbourne.  * Dalla-Riva, Dmitri. <i>VCE English Language Units 3/4 - Interactive Course. Udemy</i> ((Udemy is a bit like Edrolo. You pay \$59.99 and it has the complete course online, with interactive lectures, quizzes etc. Sometimes if you buy this the year before you can get a special deal)). Visit <a href="https://www.udemy.com/vce-english-language-course/">https://www.udemy.com/vce-english-language-course/</a></p> <p><b>Highly Recommended - an invaluable guide to every aspect of the exam and SACs. This content is not covered in the other textbooks.</b>  *Fox, Kirsten. 2016. <i>English Language Exam Guide 3rd edition</i></p>
<p><b>Key Links:</b></p>	<p><a href="https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageS D_2016.pdf">https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageS D_2016.pdf</a></p> <p><a href="https://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/exams.aspx">https://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/exams.aspx</a></p>
<p><b>Due date:</b></p>	<p>First class 2020</p>



## YOUR METALANGUAGE BIBLE BY SUBSYSTEM

**Syntax...** How phrases & clauses are put together in sentences. Anything to do with sentence structure.

**Anaphoric reference:** Use of pronouns to refer *back* to something already mentioned in the sentence or text.

*Example: The revision lectures were excellent. Everybody got something out of them.*

**Your example:**

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**Cataphoric reference:** Use of pronouns to refer *forward* to something that has not yet been mentioned.

*Example: They were great. Everybody got something out of the revision lectures.*

**Your example:**

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**Declarative sentences types:** Sentences that make a statement (declare something).

*Example: It was a lovely day. (Hey, that's a cataphoric reference too!)*

**Your example:**

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**Ellipsis:** Words left out of a sentence. More common in informal texts.

*Example: "Coming?" instead of "Are you coming?"*

**Your example:**

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**Simple sentence structures:** A sentence made up of one main/independent clause.

*Example: (Micheal likes wearing his hat.)*

*(main)*

**Your example:**

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**Compound sentence structures:** A sentence made up of two or more main clauses linked by a coordinating conjunction or sometimes a comma.

*Example: (We could go to the park) or (we could visit the museum.)*

*(main)*

*(main)*

**Your example:**

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**Parallelism:** Sentences and/or phrases that have a balanced structure. You could say the structures reflect one another.

**Example:** *'It was the best of times, it was the worst of times.'* (this also uses antithesis/antonymy in 'best' and 'worst').

**Your example:**

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**Punctuation:** Used to help structure the syntax of a text and mark expression. Includes commas (,) full stops (.), question marks (?), exclamation marks (!), quotation marks (" "), brackets ( ), colons (:), semi colons (;), apostrophes (') and dashes/hyphens (- \_).

**Example:** *"I told you not to do that!" said Miss O'Meara to her very loud class. Why wouldn't they stop talking? She thought that maybe it was the weather; it was unusually hot for winter and a heatwave was predicted for the coming week.*

**Your example:**

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**Subordination:** A combination of clauses that are not in balance with one another. Subordinate clauses joined to a main clause by a *subordinating conjunction*.

*Example: I go to restaurants where I can get a good meal.*

*Your example:*

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**Front focus:** The 'new' or surprising/interesting information comes first in the sentence, giving it more attention. 'New' before 'given/old' information.

*Example: That morning, the train departed on time.*

*Your example:*

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**End focus:** The 'new' or surprising/interesting information comes last in the sentence. 'Given/old' information before 'new'.

*Example: I gave John a brand new pen.*

*Your example:*

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**Your example:**

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**Main/independent clause:** A clause that can stand alone and function as a sentence successfully.

**Example:** *I went to the park.*

**Your example:**

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**Subordinate/dependent clause:** A clause that cannot stand alone as a sentence. It requires a main clause to be present.

**Example:** *I went to the park with my dog.*

**Your example:**

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**Phrase:** Small groups of words that makes up neither a main or a subordinate clause.

**Example:** *noun phrase – the green tree; adjectival phrase – very blue; adverbial phrase – quite slowly; verb phrase – has gone.*

**Your example:**

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**Collocation:** Words within a phrase that are predictably associated with one another. They often overlap with *idioms* and *clichés*.

*Example: knowledge and interest; love and money; safe and sound; full-time staff; canteen lady.*

**Your example:**

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**Euphemism:** When a mild or indirect term is given in place of a harsh/offensive/confronting one.

*Example: Some collateral damage took place during the combat.*

**Your example:**

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**Dysphemism:** When a direct/offensive/confronting word is given in place of a milder/indirect one.

*Example: Did she finally kick the bucket?*

**Your example:**

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**Slang:** Informal, distinctively non-standard language that is often associated with a particular age/social/gender group. Slang is always changing and doesn't always last. Slang often overlaps into colloquial language.

**Example:** *You're a dickhead mate.*

**Your example:**

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**Taboo:** Ideas that we are not usually comfortable talking about openly. Euphemisms are often used to help us to talk about topics like *sex, death and bodily functions* more easily.

**Example:** *I'm just going to the 'little girls' room'. I'm sure you can come up with many more creative examples for this one 😊*

**Your example:**

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**Doublespeak:** Not saying what you really mean. Talking around the topic so that you are not actually lying but nor are you being very clear.

**Example:** *'We are moving forward' (Julia Gillard during the 2010 election campaign)*

**Your example:**

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**Idiom:** A common saying.

**Example:** *It's raining cats and dogs.*

**Your example:**

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**Jargon:** Specialised language belonging to a particular field/domain.

**Example:** *Can you please make sure the **crema** on that **latte** is perfect.*

*(uses jargon from the semantic field of coffee/coffee making)*

**Your example:**

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**Irony:** A form of figurative language where the actual meaning is the opposite of the stated meaning. It is often used for humorous effect. Can often cross over with/make use of oxymoron & sarcasm.

**Example:** *'It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife'. (Jane Austen; Pride & Prejudice) **This quote makes use of irony as it is actually saying that all these rich men do not necessarily want a wife but the women want their money.***

**Your example:**

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**Antithesis/Antonymy:** Use of words/phrases that are opposite in meaning to each other.

*Example: I want to be **loud** but I also enjoy some **quiet**.*

**Your example:**

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**Overstatement/hyperbole:** Exaggeration. Making something sound more than it is.

*Example: Those eggs are the best in the whole wide world!!*

**Your example:**

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**Political correctness:** Communicating in a way that ensures no-one is discriminated against particularly in regard to race, religion, gender, sexual orientation and disability. . **Can also fit into discourse.**

*Example: 'hearing impaired' for deaf; 'firefighter' for fireman.*

**Your example:**

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**Phonology...** The study of sound systems and the distinctive sound patterns in a language.

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**Phonetics...** The study of how humans produce sounds eg. How we articulate vowels & consonants.

**Accent:** Distinctive pronunciations that mark regional or social identity.

*Example: I went to the shop for six dollars worth of fish and chips (insert New Zealand accent here – e sound instead of i).*

**Your example:**

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**Consonance:** Repeated patterns of consonant sounds within words.

*Example: Beanz Meanz Heinz (from a popular Australian advertisement for baked beans)*

**Your example:**

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**IPA:** International Phonetic Alphabet. You do not need to know this in any detail. You just need to be aware of it and what it is for.

**Example:** /b@i/ to represent the word buy.

**Your example:**

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**Rhythm:** When a particular sound pattern is repeated. Often occurs in conjunction with rhyming.

**Example:** *There once was an old woman who lived in a shoe, she had so many children she didn't know what to do.*

**Your example:**

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**Rhyme:** When specific words have mostly the same sound as other words. When they are used together it called rhyming. Rhyming creates *rhythm*.

**Example:** *The cat sat in the hat on a mat.*

**Your example:**

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**Prosodic features:** The use of stress, pitch and intonation to indicate variations in sound. Volume, ~~pace~~, ~~rhythm~~, ~~elongated vowels~~, ~~truncated words/phonemes~~ are also prosodic features. Always read spoken transcription symbols carefully!!

**Stress** – When emphasis is placed on a certain word to make it stand out. *Usually indicated by italics.*

**Pitch** – The level of a sound – low, medium, high. May be a high and squeaky pitch, may be low and deep or rising and falling. *Rising pitch /, falling pitch \*

**Intonation** – Describes a change in pitch. May be *rising / or falling \*.

**Example: A:** *Ye=ah but don't you reckon she shouldn't/*

**B:** *I really don't \*

**Your example:**

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**Epenthesis:** When sounds are added into a word.

**Example:** *Pronouncing the word 'known' as 'knowan'*

**Your example:**

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**Morphology...** The study of how words are structured/formed.

&

**Lexicology...** The words themselves eg. your lexicon (vocabulary).

**Morpheme:** The smallest unit of meaning.

**Free Morpheme:** A unit of meaning that can stand alone as a word.

**Example:** dog, able, word, free, star, gravy, car.

**Your example:**

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**Bound Morpheme:** A unit of meaning that cannot stand alone as a word.  
Used to add meaning to free morphemes.

**Example:** -ness, -un, -ing, -er, -ish, ish, dis.

**Your example:**

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**Derivational Morphology:** Uses morphemes to create new words by adding prefixes or suffixes or both. Often changes the word class also.

**Example:** unreal, redraft, sadly, unacceptable, subconsciously; exploit (verb) – exploitation (noun); joy (noun) – joyful (adj.)

**Your example:**

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**Affix/affixation:** A collective term for both prefixes and suffixes.

**Example:** See prefix & suffix.

**Your example:**

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**Deictic expressions/deixis:** Words used to point to something outside of the text that is not otherwise mentioned.

**Example:** *This* is nice; *These* are lovely; *That* is worth reading.

**Your example:**

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**Word classes:**

**Closed class (function words):**

**Determiner:** Come before nouns in sentences and indicate (determine) the amount of something or who possesses it. Includes the *articles* the, a & an. Numbers also count as determiners. If it doesn't come before a noun then it is not acting as a determiner.

**Example:** *The* book; *my* book; *This* week...; *More* chocolate?; *Every* student...; *Six* cows escaped; *That* book is worth reading.

**Your example:**

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***Open class (content words):***

**Nouns:** Naming words for people, places and things.

*Example: chair, table, happiness, hockey, stories, mice, tarantulas.*

**Your example:**

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**Adjectives:** Describe nouns.

*Example: The stallion was pure white; She was the cleverest; The large balloon.*

**Your example:**

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**Verbs:** Words that describe actions and states of being.

*Example: I think therefore I am; The cow jumped over the moon.*

**Your example:**

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**Adverbs:** Describe and/or add information to verbs.

*Example: The cow jumped quickly over the moon; I was thinking slowly.*

**Your example:**

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**Lexical choice:** The words that are chosen in any given text/conversation.

*Example: Well, why don't you choose what to write?*

**Your example:**

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**Repetition:** Repeating a particular word/s for a certain effect. When sentence patterns are repeated this then becomes a **syntactical feature** also.

*Example: 'To be or not to be, that is the question' (Hamlet, William Shakespeare)*

**Your example:**

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**Spelling:** The letters used to form words.

*Example: Is it encyclopedia or encyclopaedia??*

**Your example:**

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**Discourse...** The overall text/conversation. Discourse features are ones that affect the text as a whole and are generally discussed in terms of the overall text/conversation.

**Non-fluency features:** Anything that interrupts the flow of a discourse. More often associated with spoken language. Includes repairs, long pauses, voiced hesitations, overlaps, repetition, pause fillers. Of course, you need to decide if these things are acting as non-fluency features depending on the **context**.

**Example:** 'I-I-I just, just don't know what to um s-say...'

**Your example:**

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**Adjacency pairs:** Are sequences of utterance that create a recognisable structural pattern. They are most often questions & answers but can also be openings/ closings or greetings/farewells. *They always: follow each other, are produced by different speakers, have a logical pattern, conform to a pattern.*

**Example: X:** 'It was lovely to see you'

**Y:** '

**Your example:**

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**Paralinguistic features:** Communication that uses gestures, posture, facial expressions and laughter.

**Minimal responses/backchanneling:** Little response given in a conversation. They usually, but not always, indicate that a person is listening to the speaker (or wants the speaker to think they are).

**Example: Q:** *'...and then the paint got dryer and dryer.'*

**U:** *'Mmm...'*

**Your example:**

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**Topic management:** The way a speaker 'manages' or 'controls' the topic of conversation. Things like adjacency pairs, rising/falling intonation, use of pauses and backchanneling can help manage a topic.

**Turn-taking:** The manner in which speakers in a discourse take turns to speak.

**Holding/sharing/handing over the floor:** If a speaker has **'the floor'** it means they are in control of the conversation and are the ones currently speaking. When it is someone else's turn to speak you would **'hand over the floor'** and if speaking is shared then the **'floor is shared'**.

**Latching:** When one utterance comes directly after another with no break at all in between. This often happens when people who are close are talking as they are good at predicting which direction the conversation will take. A good example of this is sporting commentary, where the discourse is unscripted but the participants are well practised at predicting what should come next.

**Social distance:** The level of 'distance' between a text and its audience or between two or more speakers. For example, there is a greater level of social distance (you feel further away from each other) between you and the prime minister than there is between you and your close friends.

## COMMUNICATION PURPOSES

**Phatic communication:** A social conversation, often between friends.

**Face-to-face conversation:** A conversation that requires you to physically be in the same place as the other person.

**Referential:** Informative. A revision lecture is 'referential' in function because it is informative.

**Transactional:** When an exchange of some kind is being made. If you went to the corner shop to buy milk your purpose would be transactional.

**Expressive:** When the purpose is to express an inner emotion or feeling. Poetry and some stories are expressive in nature.

## COMMUNICATION STYLES

**Frozen:** A style that is very set in its ways and does not change. It also does not allow for much interaction with other participants. If there is interaction it is very formulaic and symbolic. A wedding ceremony, the Australian constitution and a church service are all examples of the frozen style.

**Formal:** Often pre-prepared still but what is said is not as set as with the frozen style. Words are chosen carefully however and there is generally still quite a lot of social distance created by politeness in this style. A job interview, a dinner party with people you don't know that well and a news report are all in the formal style.

**Consultative:** The style used most often for everyday interaction. It is still polite but not quite as formal. It still makes use of Standard English and is the style you would use in class when talking to your teachers for example.

**Casual:** Much more informal. Makes use of slang, colloquialisms and idioms. This is the style you would use when talking to people you know.

Social purposes learning wall

# obfuscate

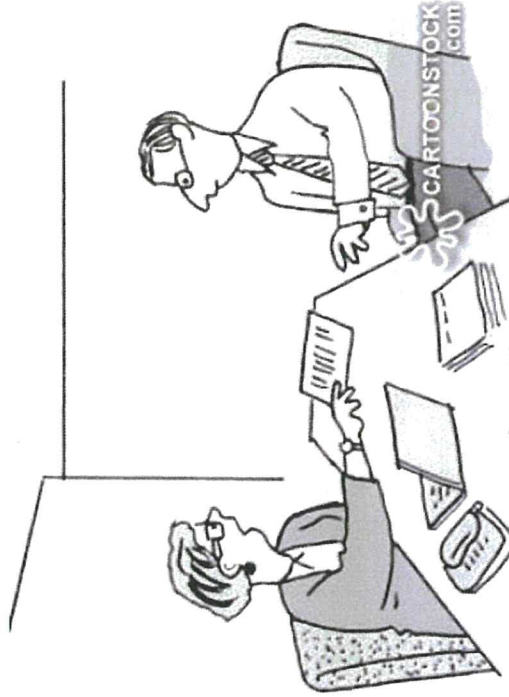
/ˈɒbfʌskeɪt/ ⓘ

verb

make obscure, unclear, or unintelligible.

"the spelling changes will deform some familiar words and obfuscate their etymological origins"

*synonyms:* obscure, confuse, make obscure/unclear, blur, muddle, jumble, complicate, garble, muddy, cloud, befog, muddy the waters





# solidarity

/ˌsɒlɪˈdærɪti/

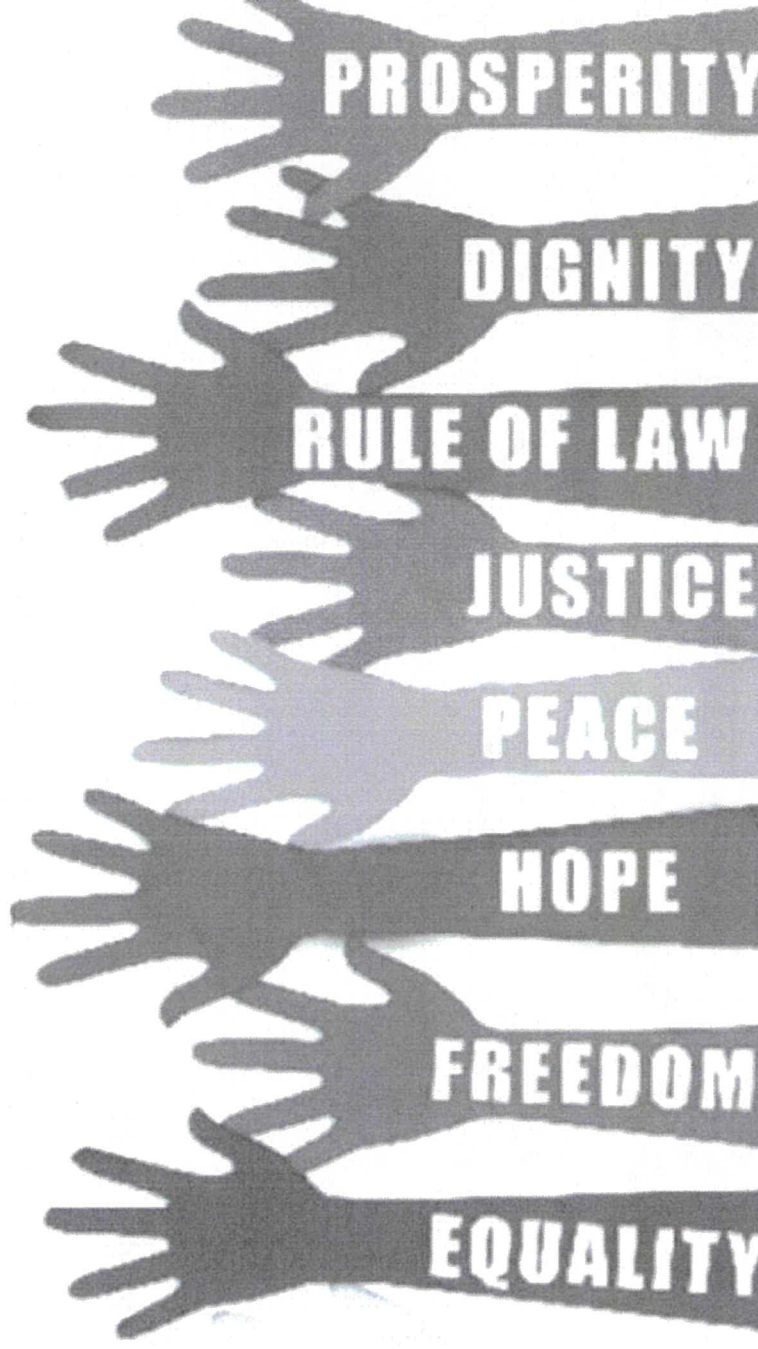
noun

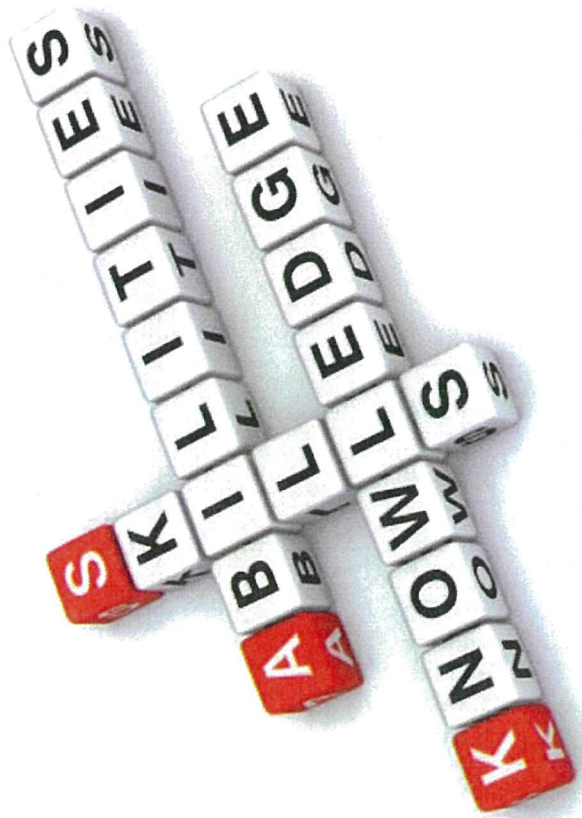
1. unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.

"factory workers voiced solidarity with the striking students"

*synonyms:* unanimity, unity, like-mindedness, agreement, accord, harmony, consensus, concord, concurrence, singleness of purpose, community of interest, mutual support, cooperation, cohesion, team spirit, camaraderie, esprit de corps

"there was a great feeling of solidarity between us all"





**expertise**

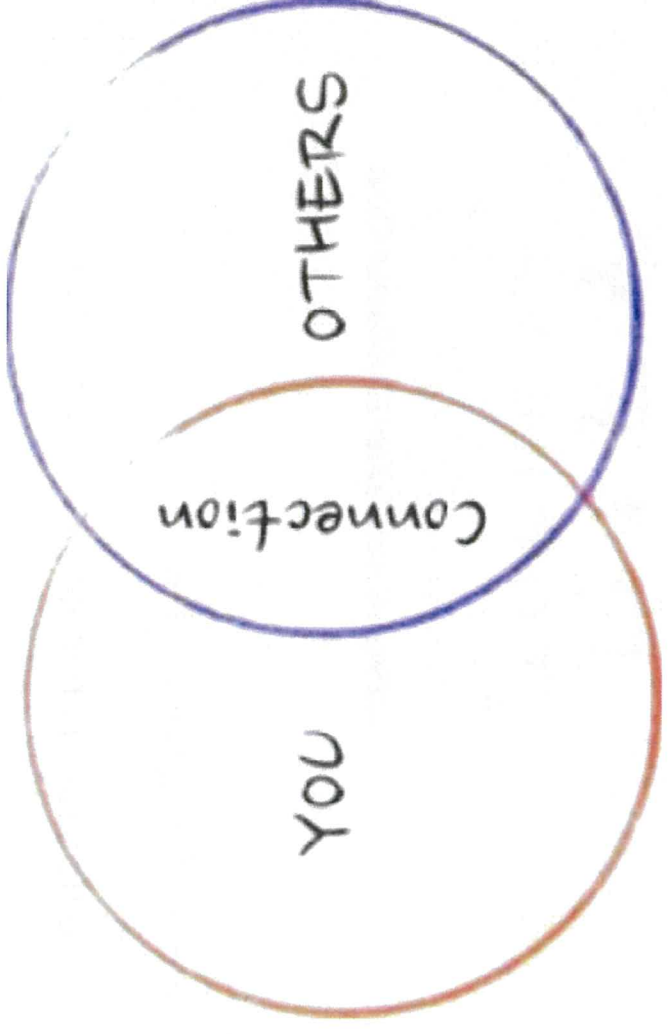
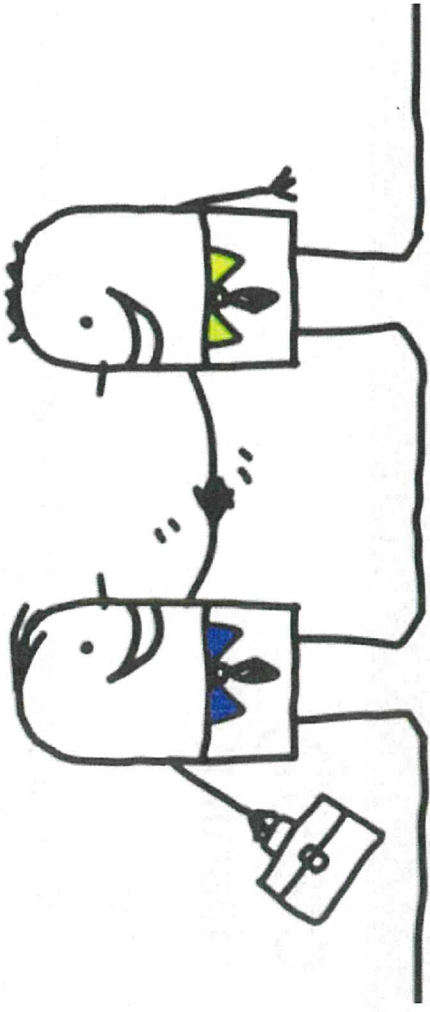
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*noun*

expert skill or knowledge in a particular field.

"technical expertise"

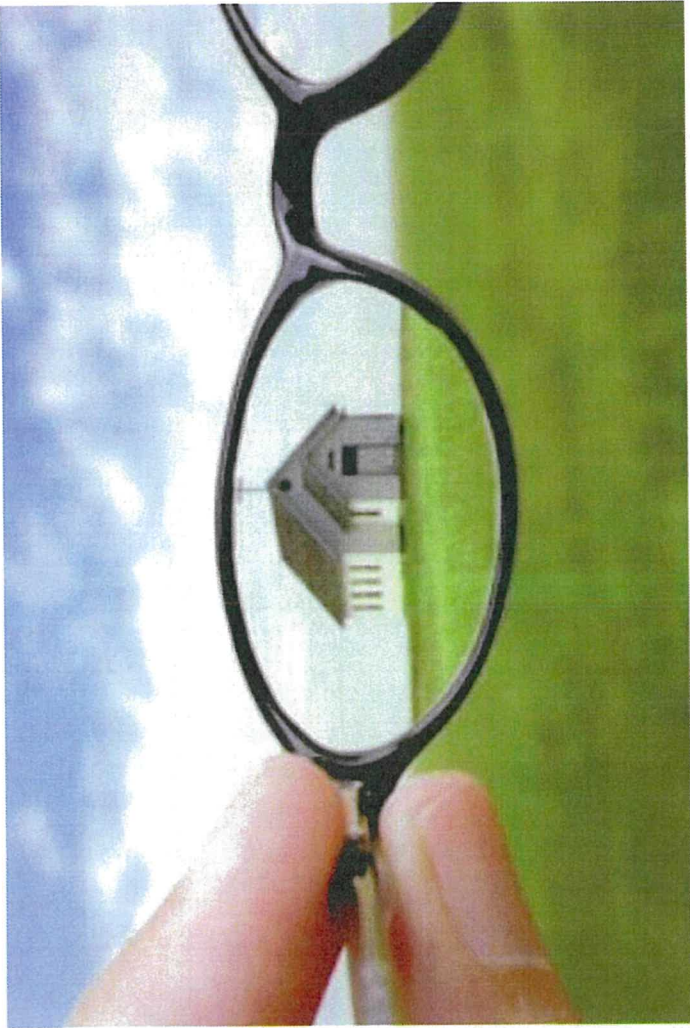
*synonyms:* skill, skilfulness, expertness, prowess, proficiency, competence;



## Building Rapport

**Rapport** is a state of harmonious understanding with another individual or group that enables greater and easier communication. In other words **rapport** is getting on well with another person, or group of people, by having things in common, this makes the communication process easier and usually more effective.





**clarify**

**/ˈklærɪfaɪ/**

*verb*

1. make (a statement or situation) less confused and more comprehensible.  
"the report managed to clarify the government's position"  
*synonyms:* make clear, shed light on, throw light on, elucidate, illuminate, make plain, make simple, **simplify**, **More**

**C**  
**L A**  
**R I F Y**  
**T O C L E A R**  
**O F C O N F U S I O N**  
**A N D U N C E R T A I N T Y**

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## **HOLIDAY HOMEWORK:**

Collect 3-5 real 2020 texts that are as different from each other as possible.

### **GROUP TASK 1: Mode (classify)**

### **GROUP TASK 2: Register (rank)**

### **GROUP TASK 3: Social Purposes (classify)**

For each of the social purposes below, find **ONE** text.

Copy and paste all your texts into a word document, google doc, or power-point. Add line numbers.

#### **1. Social Harmony**

eg. quote from a politicians speech

#### **2. Obfuscate**

eg. quote from a politicians speech!

#### **3. Intimacy**

eg. screen shot of text messages

#### **4. Solidarity**

eg. song lyrics

#### **5. Equality**

eg. photo of some graffiti

#### **6. Authority**

eg. photograph of a sign saying no littering

#### **7. Expertise**

eg. photo of packaging on your ice-cream or cereal

#### **8. Building rapport**

Interviewer says something to the person they are interviewing

#### **9. taboo**

graffiti?

#### **10. clarify**

eg. textbook?

#### **11. manipulate**

eg. advertisement

