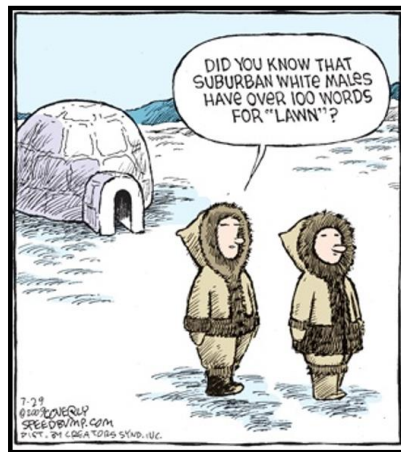




# English Language HOLIDAY HOMEWORK Year 12, 2022



<b>Teacher(s)/Subject Coordinator:</b>	Meiki Apted - meiki.apted@sssc.vic.edu.au
<b>Work required in preparation for start of 2022:</b>	<ol style="list-style-type: none"><li><b>From your Living Lingo textbook, hand-write a dot point summary of:</b><ol style="list-style-type: none"><li>2.0 Informal Language pp. 28-32</li><li>2.1 Features of Informal Language (pp 32-48)</li><li>2.4.1 Conversational Strategies: conversation routines, listening noises, interrogative tags, discourse particles</li></ol>&gt; <i>Photograph and submit via google classroom</i></li><li><b>Record+Transcribe a spontaneous informal spoken conversation (3 pages)</b> &gt; <i>Submit via google classroom</i></li><li><b>“The Structure of English” (Pick your level of engagement)</b><ul style="list-style-type: none"><li> <b>Beginner</b> &gt; Highlight key concepts. Create cue-cards or quizlets for details you want to remember.</li><li> <b>Intermediate</b> &gt; Answer all questions, using the answers provided to support your understanding. Create cue-cards or quizlets for details you want to remember.</li><li> <b>Advanced</b> &gt; Answer all questions and then check your answers, re-reading key sections. Create cue-cards or quizlets for details you want to remember.</li></ul>&gt; <i>Show Meiki in Class</i></li></ol>
<b>Textbooks and other resources:</b>	Required: <ul style="list-style-type: none"><li>● LIVING LINGO: VCE ENGLISH LANGUAGE (Kate Burridge, Debbie de Laps)</li><li>● ENGLISH LANGUAGE FOR SNR STUDENTS: A GUIDE TO METALANGUAGE (K Fox)</li></ul> Recommended: <ul style="list-style-type: none"><li>● VCE English Language Exam Guide (Kirsten Fox)</li><li>● ATAR NOTES</li></ul>
<b>Key Links:</b>	VCE English Language Study Design 2016-2023 <a href="https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/2016EnglishLanguageSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/2016EnglishLanguageSD.pdf</a>
<b>Due date:</b>	Early Bird - First Class back (Orientation Week) Regular Bird - Tuesday February 8th

# 1. Textbook Summary

**(3+ pages)**

**From your Living Lingo textbook, hand-write a dot point summary:**

- 2.0 Informal Language pp. 28-32
- 2.1 Features of Informal Language (pp 32-48)
- 2.2.2 Transcribing and Analysing Speech (pp50-60)
- 2.4.1 Conversational Strategies: conversation routines, listening noises, interrogative tags, floor holding strategies, discourse particles 62 -71

*> Photograph and submit via google classroom*

## **NOTES:**

- *You can create these as cue cards, but you need to hand write them*
- *We are not looking at cohesion and coherence yet; you can skip these*
- *You do not need to do any of the questions from the textbook.*

## **2. Record and Transcribe a spontaneous informal spoken conversation (3 pages)**

### **Important Note – The Ethics of Recording Speech**

- You must never record people's speech without their consent
- Please show the participants in your recording the letter provided and ask them to sign a consent form
- You must submit these documents with your Holiday HW recording

# How to Record & Transcribe a spontaneous informal spoken conversation

This task requires you to record a few minutes of a spontaneous (not scripted or rehearsed) informal spoken conversation and transcribe **three pages** of it. The conversation could be between you and a friend, or you could ask permission to record a parent or other adult speaking to you or to one of two of their friends. Your transcription can not be the same as any other person's in the class - if you wish to record a conversation between yourself and some classmates, by all means do, but each one of you must record a separate conversation.

At least two people, and no more than three people can be involved in the conversation. Participants should be anonymous (give them fake names). Once you have your recording you will be transcribing it, and identifying the features of spontaneous informal spoken language that you can find.

## Suggested topics for conversation

It's probably best to record people talking about a safe, neutral topic: deciding what to eat over the holidays, public transport plans, christmas gift ideas (shhh), explaining something that happened to you that day.

## Recording and Transcription Tips

People can get self conscious, so keep recording until everyone is relaxed and speaking naturally - then choose your best section. Use a phone or laptop to record the conversation, then write it down in as much detail as possible. The goal of this task is to become familiar with the typical features of informal spontaneous spoken language.

## What you are looking for

Anything that shows this is a **spontaneous** | **informal** | **conversation**

In particular, the following are all really useful:

- Non fluency features: False starts, repairs, repetition, pauses, elongated words, voiced hesitations (umm, er, ah)
- Backchanneling (mmm, uhuh, aaaah) and laughter (@@@)
- Minimal responses (yep, okay, sure > used to show you are listening/agreeing/disagreeing)
- Discourse markers (well, anyway, okay, so, like > used to manage conversation)
- Overlapping speech (think about whether this is cooperative or competitive)
- Prosodic Features: Volume, Emphatic Stress, Pitch, Intonation, Tempo
- Intonation patterns (rising and falling pitch)
- Connected speech processes (elision, insertion, assimilation, vowel reduction)
- Informal Vocabulary (colloquial lexemes such as "g'day mate", slang such as swearing)
- Adjacency Pairs (question and answer, greeting and greeting, request and acceptance/decline)
- Topic management (who changes the topic, how? who keeps the topic going? How?)
- Cooperation (eg. people completing each other's sentences, showing agreement etc.)

Make sure you are comfortable for others in the class to view your transcription, as we will share these out in the class.

Please use these conventions to organise your transcription. Number each line.  
Include as many features as possible. Aim for excellence, not perfection.

## SPOKEN CONVERSATION TRANSCRIPTION:

### TRANSCRIPTION KEY:

> <	Fast paced utterance	-	Truncated word
< >	Slow paced utterance	\	Falling intonation
<F F>	Loud Voice	/	Rising intonation
* *	Soft voice	(.)	Short Pause
@	Laughter	(...)	Long pause
@@@	Lots of laughter	^ ^	High pitch
[ ]	Overlapping speech	(( ))	Background sound
=	Lengthening of a sound	<u>listen</u>	Emphasis
XXX	Undecipherable speech	!	Animated tone

- 1     A     >I wanted to go to Chapel Street the other day<  
2           And (.) like I forgot to tell mum/  
3           And then= >I told her like on the day like 20 minutes before I had to be there<  
4           >And she's like \*gah you've ruined my plans blah blah blah\* but ill drive you<  
5           <F It was such back traffic F> so she was like get out of the car and walk  
6           >So I did<  
7           But then she made me walk back/  
8           cause she's like ah I'm not going into ah um Prahran like its going to be so busy  
9           >ra ra ra<  
10          And then= (..)  
11          I'm walking and then I like sit down at a tram stop to have a rest/  
12          Which is in like the village/  
13          And  
14          D     Yep mm  
15          A     [And she um (...)]  
16                [ ((Tap running)) ]  
15          There was this girl there \ (.) sitting there \ (.)  
16          with no shoes on with a big like zip lock bag of chips/  
17          B     [@]  
19          D     [@]

November 2021

To whom it may concern,

\_\_\_\_\_ is a VCE student at Swinburne Senior Secondary College, currently studying Year 12 English Language. This is a Linguistics-based subject which involves the close examination of language features and structures such as vocabulary, syntax, semantics and accent.

We are currently collecting data in the form of recorded conversations between two or more people. If you are able to participate in this recording, the school and the student would be extremely grateful. The purpose of this recording is completely educational and the participants will remain anonymous.

If you would like further details, please feel free to contact Meiki Apted ([meiki.apted@sssc.vic.edu.au](mailto:meiki.apted@sssc.vic.edu.au)).

Warm Regards,

Meiki Apted, teacher

# Consent Form

## VCE English Language Unit 3 Spontaneous Informal Language Analysis

I agree to take part in the Swinburne Senior Secondary College research project specified above.

I have had the project explained to me, and I have read the explanatory letter provided by the student researcher. I have had an opportunity to have any questions addressed by the student him/herself or the student's English Language teacher, Meiki Apted.

I understand that agreeing to take part means that I am willing to:

- Participate in a spontaneous (unplanned) conversation and allow that interview to be audio-taped

**Yes**

**No**

I understand that my participation is voluntary. I can choose not to answer some or all questions and I can stop the recording at any time.

I understand that any information that the researcher extracts from the recording for use in a class assignment will not, under any circumstances, contain names or other identifying characteristics.

I understand that the information I provide is for the educational development and assessment of the participating student and will not be published.

**Participant's name:**

**Signature:**

**Date:**

# Consent Form

## VCE English Language Unit 3 Spontaneous Informal Language Analysis

I agree to take part in the Swinburne Senior Secondary College research project specified above.

I have had the project explained to me, and I have read the explanatory letter provided by the student researcher. I have had an opportunity to have any questions addressed by the student him/herself or the student's English Language teacher, Meiki Apted.

I understand that agreeing to take part means that I am willing to:

- Participate in a spontaneous (unplanned) conversation and allow that interview to be audio-taped

**Yes**

**No**

I understand that my participation is voluntary. I can choose not to answer some or all questions and I can stop the recording at any time.

I understand that any information that the researcher extracts from the recording for use in a class assignment will not, under any circumstances, contain names or other identifying characteristics.

I understand that the information I provide is for the educational development and assessment of the participating student and will not be published.

**Participant's name:**

**Signature:**



**Date:**



# Consent Form

## VCE English Language Unit 3 Spontaneous Informal Language Analysis

I agree to take part in the Swinburne Senior Secondary College research project specified above.

I have had the project explained to me, and I have read the explanatory letter provided by the student researcher. I have had an opportunity to have any questions addressed by the student him/herself or the student's English Language teacher, Meiki Apted.

I understand that agreeing to take part means that I am willing to:

- Participate in a spontaneous (unplanned) conversation and allow that interview to be audio-taped

**Yes**

**No**

I understand that my participation is voluntary. I can choose not to answer some or all questions and I can stop the recording at any time.

I understand that any information that the researcher extracts from the recording for use in a class assignment will not, under any circumstances, contain names or other identifying characteristics.

I understand that the information I provide is for the educational development and assessment of the participating student and will not be published.

**Participant's name:**

**Signature:**

Date:

### 3. “The Structure of English”

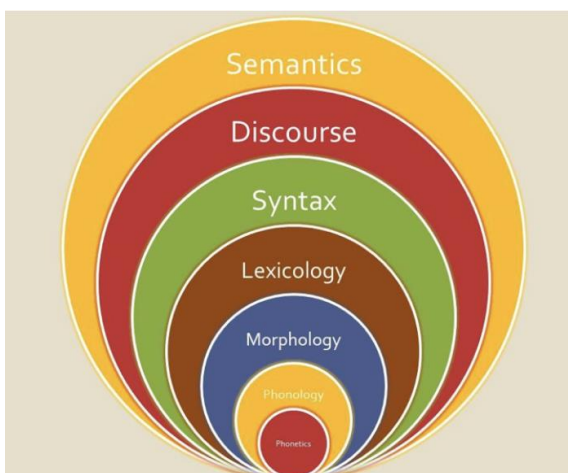
 *Beginner > Highlight key concepts.  
Create cue-cards or quizlets for details you want  
to remember. Minimum 1 page or 5 cue cards*

🐦 🐦 🐦 *Intermediate > Answer all questions, using the answers provided to support your understanding. Create cue-cards or quizlets for details you want to remember. Minimum 2 pages or 10-15 cue cards*

🐦 🐦 🐦 *Advanced > Answer all questions and then check your answers, re-reading key sections. Create cue-cards or quizlets for details you want to remember. Suggested 4 pages or 15-20 cue cards*

## Show Meiki in Class

*> All students are expected to demonstrate some engagement with this task*



## Revision of the Subsystems

When considering language, linguists refer to the five subsystems of language. These are essentially ways of considering language by looking for specific things:

## Phonetics & Phonology

Phonetics and phonology is the study of human speech sounds. Each language has different speech sounds, even within the English language. For example, New Zealand English contains some different speech sounds to Australian English, notably the vowel sounds; a New Zealand back may sound like beck. Other languages do not have sounds that English does or have sounds English doesn't. For example, Bantu has various clicks that do not occur in English. Each sound in language is called a phoneme and we depend on phonemes to understand words. These phonemes are represented by the International Phonetic Alphabet (IPA). When analysing language we also look at prosodic features — stress, pitch, pace, volume, rhythm and intonation - and at sounds in connected speech, such as the loss of sounds (elision), addition of sounds (epenthesis) and modification of sounds (assimilation).

## Morphology & Lexicology

Lexicology is the study of words. Grammarians traditionally categorise words into word classes or parts of speech. Some words classes include: nouns, verbs, adjectives, pronouns and conjunctions. When analysing the language of a text, we might discuss, for example, the excessive use of adjectives to promote a product. Lexicology also looks at what words are used. For example, in the classroom VCE teachers will use education terms, such as SAC, essay, correction. Morphology is the study of the smallest units of meaning in words — morphemes, such as prefixes (**un**believable) and suffixes (believ**ing**).

## Syntax

Syntax is concerned with the organisation of words into phrases, clauses and sentences. The way words are ordered in a sentence has a significant effect on the meaning of a sentence as a whole. For example, the string of words *the flea bit the elephant* has a different meaning to *the elephant bit the flea*, despite the same words being used. Syntax is also concerned with sentence types (such as interrogatives and exclamatives) and structures (such as simple and complex).

## Discourse

To analyse a discourse means to analyse a stretch of language - an interaction between two or more speakers, or between readers and writers. Discourse is not just a matter of linking sentences together. For example, in everyday conversation, there are conventions we follow, such as turn-taking, responding to questions and minimal responses, such as nods and sounds (mm) which show we are listening to a speaker. Considering the context of a text and the relationship between participants also forms part of Discourse Analysis.

## Semantics

Semantics is the study of meaning in language. Words can have very different meanings in different texts and contexts. Some topics covered in semantics are: idioms, ambiguity, puns and metaphors.

# Year 11 Concepts you will need in Year 12

**Required:** Write the definition to each of the following terms, in your own words. You **must** have these terms memorised by first lesson back in 2022.

Linguistics:

Metalanguage:

Subsystems:

Phonetics:

Phonology:

Morphology:

Lexicology:

Syntax:

Discourse Analysis:

Semantics:

Noun:

Pronoun:

Adjective:

Verb:

Adverb:

Conjunction:

Preposition:

Article (Determiner):

Interjection:

**Terms from our first lesson**

Euphemism:

Taboo:

Register:

Mode:

Situational Context:

Cultural Context: