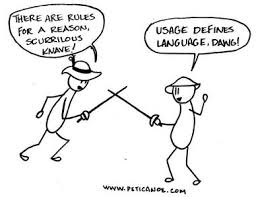
**Name:**

**Year 12 English Language**

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**Why do we use Informal Language?**

**TASK:**

**Why do you think we use Informal Language? What purpose does it achieve? Write your answers below.**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Now post your answers onto** [**www.padlet.com/ameemd89/informallanguage**](http://www.padlet.com/ameemd89/informallanguage) **to see what other people think!**

Overview of Unit 3

**U3 Language Variation and Social Purpose**

**Area of Study 1**

**Informal language**

In this area of study students consider the way speakers and writers choose from a repertoire of language to **vary** the style of their language to suit a particular **social purpose**. They consider the **features and functions** of informal language in **written**, **spoken** and **electronic** **interactions**, understanding that the **situational and cultural context** of an exchange determines the language used.

Students examine the **features** that **distinguish informal language from more formal language**. They understand that **informal language** often **lacks** the carefully **planned structure** of formal texts and may play an **important role in building rapport**. They examine how users of informal language may be idiosyncratic in their linguistic choices and structure texts in a **non-linear** way, and they explore the role of **colloquialisms** and **non-Standard** **English** in establishing informal registers. Students study texts in which speakers use informal language including **conversations, narratives, monologues, interviews and unscripted commentaries**. They also examine informal texts produced by writers, including **narratives, advertisements, journals, notes, and electronic or other written interactions involving one or more participants**. Students consider features of **‘chat’** associated with both speaking and writing, such as a **reliance on sequencing, cooperation** and **turn-taking**, as well as features that are particular to each mode. Students learn that speakers have at their disposal a support system of **prosodic** and **paralinguistic** cues that they can use to organise and present information. They explore how writers may choose to rely on **abbreviations**, spellings which reflect pronunciation and **prosodic patterns**, **emoticons** and **context-specific graphemes**. Both written and spoken informal texts may contain **non-fluency features**, **ellipses**, **shortened lexical forms** and **syntactic complexity**.

Students investigate how informal language can be used to meet and challenge others’ **face needs, both positive (the need to be liked, respected and treated as a member of a group) and negative (the need to be autonomous and act without imposition from others)**; how informal language choices can **build rapport by encouraging inclusiveness**, **intimacy**, **solidarity and equality**; and how informal language features such as **slang** and **swearing** patterns are important in **encouraging linguistic innovation** and **in-group membership**.

**TASK:**

Go back to the Padlet and see if your answers are the same as the study design.

**Key Knowledge**

**TASK:** Use these dot points to check your understanding before the first SAC next year. If you do not understand any of them before the SAC, review your notes, textbook or ask your teacher.

* the role of Standard and non-Standard English in creating formal and informal texts
* differences in the nature and functions of formal and informal texts
* the relationship between the context and the features of language in informal texts
* the role of discourse features and lexical choice in creating textual cohesion and coherence in informal written texts
* stylistic features in informal speech and writing, including phonological patterning, syntactic patterning, morphological patterning, and lexical choice and semantic patterning
* features of spoken discourse and major discourse strategies used by speakers and the ways in which cooperation can be achieved
* the use of informal language for various social purposes, including:
  + –  encouraging intimacy, solidarity and equality
  + –  maintaining and challenging positive and negative face needs
  + –  promoting linguistic innovation
  + –  supporting in-group membership
* conventions for the transcription of spoken English texts, including symbols, legend, and line numbers
* metalanguage to discuss informal language in texts.

**Key Skills**

**TASK:** Use these dot points to ensure you can do the following things before the first SAC next year. If you cannot do any of them before the SAC, review your notes, textbook or ask your teacher.

* use key linguistic concepts as they relate to informal language in texts
* use key concepts and metalanguage appropriately to describe and analyse informal spoken and written

language use in an objective and a systematic way

* analyse the effect of informal contexts on language choices
* analyse the nature, features and functions of informal written texts and transcripts of informal spoken English.

**Metalanguage for Units 3 and 4**

Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse language in an objective and a systematic way. Metalanguage underpins the key knowledge and key skills and provides students with the means to discuss elements of linguistic study. Students are required to understand and use the metalanguage provided in the unit and area of study introductions, the key knowledge and skills, and the following lists.

**The subsystems of language**

The subsystems of language are the essential organising tools with which students become familiar. In Units 3 and 4, students use metalanguage associated with the following five subsystems:

**Phonetics and phonology**

* prosodic features: pitch, stress, volume, tempo and intonation
* vocal effects: coughs, laughter, breath
* sounds in connected speech and connected speech processes: assimilation, vowel reduction, elision, insertion
* features of Broad, General and Cultivated accents in Australian English
* phonological patterning in texts: alliteration, assonance, consonance, onomatopoeia, rhythm, rhyme
* an awareness of the International Phonetic Alphabet (IPA) and the phonetic transcription of Australian English.

**Morphology and lexicology**

* word classes: nouns, verbs, auxiliary verbs, modal verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, determiners, interjections
* function words and content words
* affixation: prefix, suffix, infix
* inflection and derivation
* root, bound and free morphemes
* suffixation in Australian English
* word loss; word-formation processes: blends, acronyms, initialisms, shortenings, compounding, contractions, collocations, neologisms, borrowing, commonisation, archaism
* morphological patterning: conversion of word class, creative word formation
* lexical choice and patterning.

**Syntax**

* phrases, clauses and sentences
* sentence structures: sentence fragments; simple, compound, complex and compound-complex sentences; ellipses; nominalisation; and coordination and subordination
* sentence types and their communicative function in texts: declarative, imperative, interrogative, exclamative
* basic functions in clause structure: subject, object, complement, adverbial
* active and passive voice, including agentless passives
* syntactic patterning in texts: antithesis, listing, parallelism.

**Discourse**

* code-switching (the practice of alternating between two or more languages or dialects in conversation)
* factors that contribute to a text’s coherence: cohesion, inference, logical ordering, formatting, consistency and conventions
* factors that contribute to a text’s cohesion: lexical choice including synonymy, antonymy, hyponymy and collocation; information flow including clefting, front focus and end focus; anaphoric and cataphoric reference; deictics; repetition; ellipses; substitution; conjunctions and adverbials
* features of spoken discourse: openings and closings; adjacency pairs; overlapping speech; interrogative tags; discourse particles; non-fluency features including pauses, filled pauses/voiced hesitations, false starts, repetition, repairs
* strategies in spoken discourse: topic management, turn-taking (taking, holding and passing the floor), minimal responses/back-channelling
* conventions for the transcription of spoken English.

**Semantics**

* + semantic fields/domains
  + lexical choice and semantic patterning in texts: irony, metaphor, oxymoron, simile, personification, animation, puns, lexical ambiguity
  + lexical meaning, especially sense relations: synonymy, antonymy, hyponymy, idiom, denotation and connotation
  + euphemism and dysphemism.

**Other metalanguage**

The following terms are not confined to one particular subsystem of language:

* + register
  + overt and covert norms
  + Standard and non-Standard English
  + political correctness
  + jargon
  + slang
  + colloquial language/colloquialisms
  + double-speak
  + taboo language
  + public language
  + rhetoric
  + positive and negative face needs
  + situational context
  + cultural context
  + social purpose
  + ethnolect; sociolect; idiolect.

**Ranking your Knowledge of Metalanguage**

Use the table below to rank your knowledge of the required metalanguage for Units 3&4

1= I have never seen that word in my life

2= I know that word but do not know what it means

3= I know the definition of the word

4= I know the definition and can identify this in texts

5= I know this term so well that I can teach it to the rest of the class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subsystem** | **1** | **2** | **3** | **4**  **4** | **5** |
| **Phonetics and Phonology** |  |  |  |  |  |
| prosodic features: pitch, stress, volume, tempo and intonation |  |  |  |  |  |
| vocal effects: coughs, laughter, breath |  |  |  |  |  |
| sounds in connected speech and connected speech processes: assimilation, vowel reduction, elision, insertion |  |  |  |  |  |
| features of Broad, General and Cultivated accents in Australian English |  |  |  |  |  |
| phonological patterning in texts: alliteration, assonance, consonance, onomatopoeia, rhythm, rhyme |  |  |  |  |  |
| an awareness of the International Phonetic Alphabet (IPA) and the phonetic transcription of Australian English. |  |  |  |  |  |
| **Morphology and Lexicology** |  |  |  |  |  |
| word classes: nouns, verbs, auxiliary verbs, modal verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, determiners, interjections |  |  |  |  |  |
| function words and content words |  |  |  |  |  |
| affixation: prefix, suffix, infix |  |  |  |  |  |
| inflection and derivation |  |  |  |  |  |
| root, bound and free morphemes |  |  |  |  |  |
| suffixation in Australian English  word loss; word-formation processes: blends, acronyms, initialisms, shortenings, compounding, contractions, collocations, neologisms, borrowing, commonisation, archaism |  |  |  |  |  |
| morphological patterning: conversion of word class, creative word formation |  |  |  |  |  |
| lexical choice and patterning |  |  |  |  |  |
| **Syntax** |  |  |  |  |  |
| phrases, clauses and sentences |  |  |  |  |  |
| sentence structures: sentence fragments; simple, compound, complex and compound-complex sentences; ellipses; nominalisation; and coordination and subordination |  |  |  |  |  |
| active and passive voice, including agentless passives |  |  |  |  |  |
| sentence types and their communicative function in texts: declarative, imperative, interrogative, exclamative |  |  |  |  |  |
| basic functions in clause structure: subject, object, complement, adverbial |  |  |  |  |  |
| syntactic patterning in texts: antithesis, listing, parallelism. |  |  |  |  |  |
| **Discourse** |  |  |  |  |  |
| code-switching (the practice of alternating between two or more languages or dialects in conversation |  |  |  |  |  |
| factors that contribute to a text’s coherence: cohesion, inference, logical ordering, formatting, consistency and conventions |  |  |  |  |  |
| factors that contribute to a text’s cohesion: lexical choice including synonymy, antonymy, hyponymy and collocation; information flow including clefting, front focus and end focus; anaphoric and cataphoric reference; deictics; repetition; ellipses; substitution; conjunctions and adverbials |  |  |  |  |  |
| features of spoken discourse: openings and closings; adjacency pairs; overlapping speech; interrogative tags; discourse particles; non-fluency features including pauses, filled pauses/voiced hesitations, false starts, repetition, repairs |  |  |  |  |  |
| strategies in spoken discourse: topic management, turn-taking (taking, holding and passing the floor), minimal responses/back-channelling |  |  |  |  |  |
| conventions for the transcription of spoken English. |  |  |  |  |  |
| **Semantics** |  |  |  |  |  |
| semantic fields/domains |  |  |  |  |  |
| lexical choice and semantic patterning in texts: irony, metaphor, oxymoron, simile, personification, animation, puns, lexical ambiguity |  |  |  |  |  |
| lexical meaning, especially sense relations: synonymy, antonymy, hyponymy, idiom, denotation and connotation |  |  |  |  |  |
| euphemism and dysphemism |  |  |  |  |  |
| **Other Metalanguage** |  |  |  |  |  |
| register |  |  |  |  |  |
| overt and covert norms |  |  |  |  |  |
| Standard and non-Standard English |  |  |  |  |  |
| political correctness |  |  |  |  |  |
| jargon |  |  |  |  |  |
| slang |  |  |  |  |  |
| colloquial language/colloquialisms |  |  |  |  |  |
| double-speak |  |  |  |  |  |
| taboo language |  |  |  |  |  |
| public language |  |  |  |  |  |
| rhetoric |  |  |  |  |  |
| positive and negative face needs |  |  |  |  |  |
| situational context |  |  |  |  |  |
| cultural context |  |  |  |  |  |
| social purpose |  |  |  |  |  |
| ethnolect; sociolect; idiolect |  |  |  |  |  |

**TASK:**  Go through the metalanguage and create flash cards for each term. I highly recommend using Quizlet (quizlet.com) as once you have finished writing your cards there is a test feature that you can use to test your knowledge. There is also a free app for your phone or tablet that you can use to quiz yourself. If you prefer to use written flash cards, that is fine also. Make sure you include an example of the term also.

Make sure that you review the table above every couple of weeks to ensure that your rankings are moving towards the 5. If they aren’t, make note of them and use your cards to help you study. You can also ask me for activities or help to assist you.

Year 12 English Language

Orientation

Metalanguage – Prior Knowledge Assessment

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using the metalanguage list on the page before, identify the metalanguage terms below, and comment on how you came to that conclusion

1. **Phonetics and Phonology**

|  |  |  |
| --- | --- | --- |
| Example | Metalanguage | Comment |
| Sam and Sarah sang sweetly |  |  |
| Snap, crackle and pop |  |  |
| The bright light illuminated the sight |  |  |
| Film 🡪 pronounced as ‘filum’ |  |  |
| It beats as it sweeps as it cleans |  |  |
| Pangcake |  |  |
| Two households/ both/ alike/ in dignity/ in fair Verona/ where we lay our scene |  |  |
| The very nervous ventriloquist sighed heavily |  |  |
| Davo went to the footy and got eaten by mozzies mate |  |  |
| Writer 🡪 pronounced as ‘writ-ə’ |  |  |
| Captain 🡪 pronounced as ‘cap’n’ |  |  |
| David attended the football and bitten many times by mosquitoes |  |  |
| Stress + pitch = ? |  |  |

1. **Morphology and Lexicology**

|  |  |  |
| --- | --- | --- |
| Example | Metalanguage | Comment |
| Smog = smoke + fog |  |  |
| He |  |  |
| ‘pre’ (e.g. pre-service teacher) |  |  |
| Salt and \_\_\_\_\_ ? (‘pepper’ of course!) |  |  |
| King + **dom** |  |  |
| **King** + dom |  |  |
| Scuba (self contained underwater breathing apparatus) |  |  |
| BTW |  |  |
| John **is** walking the dog |  |  |
| Isn’t |  |  |
| Beef + cake |  |  |
| Because 🡪 ‘cos |  |  |
| **Google** began in January 1996 as a research project by [Larry Page](http://en.wikipedia.org/wiki/Larry_Page) and [Sergey Brin](http://en.wikipedia.org/wiki/Sergey_Brin) when they were both PhD students at [Stanford University](http://en.wikipedia.org/wiki/Stanford_University) in [Stanford, California](http://en.wikipedia.org/wiki/Stanford,_California)… they changed the name to **Google**, originating from a misspelling of the word "[googol](http://en.wikipedia.org/wiki/Googol)" |  |  |
| Abso-bloody-lutely |  |  |
| The |  |  |
| And |  |  |
| Industrial |  |  |
| Industrialise |  |  |
| Industrialisation |  |  |
| I **might** do my homework |  |  |
| Quickly |  |  |
| Of |  |  |

1. **Semantics**

|  |  |  |
| --- | --- | --- |
| Example | Metalanguage | Comment |
| A deafening silence… |  |  |
| The book was **dog eared** from being read so often. |  |  |
| He ‘kicked the bucket’ |  |  |
| The Geelong forward line had an absolute feast |  |  |
| Drugs, dance and dealers: A **rave review** |  |  |
| Funny, humorous, comedic… |  |  |
| The Polish winter was cruel |  |  |
| Enjoyable vs. boring |  |  |
| Dog: a four legged, fury member of the canine family |  |  |
| I’m so excited I could just about burst… into a coma |  |  |
| Thing – animal – mammal – canine – dog – Pit-bull Terrier – Rover (the Pit-bull Terrier) |  |  |
| She sang like an angel |  |  |

1. **Syntax**

|  |  |  |
| --- | --- | --- |
| Example | Metalanguage | Comment |
| Big on value, small on price |  |  |
| Susie did her homework **and** Anthony watched youtube |  |  |
| Discuss 🡪 discussion (e.g. ‘We undertook discussions’ V.S. ‘We discussed…’) |  |  |
| In Autumn, the leaves fall to the ground and ~~the leaves~~ blow around the garden untidily |  |  |
| Can you buy bananas, apples, pears and beef jerky? |  |  |
| **Harold** ate the cake |  |  |
| Harold was **hungry** |  |  |
| Harold ate **the cake** |  |  |
| **Yesterday,** Harold ate the cake |  |  |
| Susie, **who** was a conscientious student, did her homework |  |  |
| Sam downloaded Anaconda by Nicki Minaj |  |  |
| Anaconda by Nicki Minaj was downloaded by Sam |  |  |
| I came, I saw, I conquered |  |  |
| Eat the cake! |  |  |
| Who ate the cake? |  |  |

1. **Discourse Analysis**

|  |  |  |
| --- | --- | --- |
| Example | Metalanguage | Comment |
| Harry was keen to get to Defence Against Dark Arts 🡪 **It was** Defence Against Dark Arts **that** Harry was keen to get to. |  |  |
| The **dog** ran up to the boy but the child was scared of **animals**, particularly **canines**. “This is **Rover**,” said his owner, trying to reassure the boy. “He’s very friendly. He’s a **Pit-bull Terrier**.” |  |  |
| There’s only one… My dad’s dog is really special… |  |  |
| Pass me **that** would you… |  |  |
| They’re horrible, those Dementors |  |  |
| Those Dementors, they’re horrible |  |  |
| A: There’s someone at the door!  B: I’m in the shower. |  |  |
| The cat sat on the mat. **It** was a fat cat. |  |  |
| It’s so interesting, **isn’t it**? |  |  |
| I really love … oh… um… greyhounds |  |  |
| A: I’m really sorry to interrupt Betty  B: That’s alright John |  |  |
| A: Here’s Christmas…  B: Yeah  A: The eighteenth of February, you’re right Christmas  B: Yeah  A: No, have to be January.  B: Mhmm |  |  |
| She like totally lost it… it was like… crazy… like… really out of control! |  |  |

**Analytical Commentary**

**TASK:** Annotate the text from the back of this booklet. Identify any Informal Language Features that we have discussed and explain why you think these features have been used.

Remember to use your metalanguage. Use the list from pages 5-7.

Once you have finished, use your annotations to complete the planning sheet from the next page. You will need to complete the Analytical Commentary before the start of the school year.

**Holiday Homework Checklist**

I have completed the following:

* All the tasks from this booklet
* Both of the tables from this booklet
* My Metalanguage Flash Cards
* An Analytical Commentary
* I have read Chapter One of Living Lingo
* I have made Summary notes of Chapter One Living Lingo