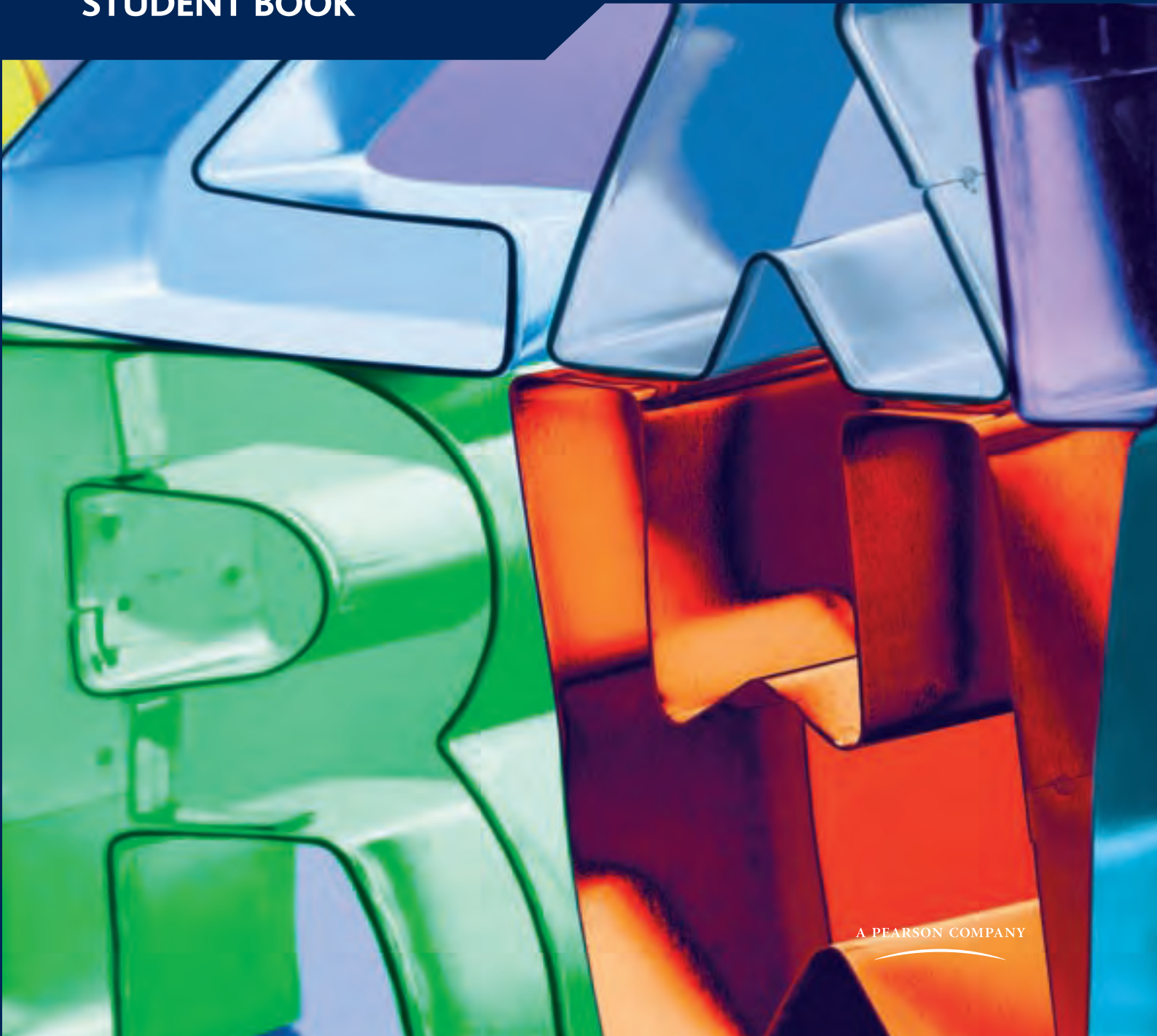


# Edexcel GCE English Language: Variation Over Time

Danuta Reah   Craig Newton   Alison Ross  
Consultant: Jen Greatrex

**STUDENT BOOK**



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# Variation over time

This section looks at the ways in which English has changed over time as a result of external forces.

The English language is not, and never has been, a static and stable entity existing in only one form. Like all living things, it adapts to an ever-changing environment by undergoing changes itself.

One of the most noticeable areas of change has been over time. Social, political and technological developments have all acted on the English language and have caused it to undergo significant changes. Although the speed and scope of change has slowed over the last few hundred years, the English we use today is different in some ways to that used even 50 years ago. This is especially true of spoken English, which tends to be more susceptible to change.

This section of the book covers language change over time and answers some of the basic questions such as 'Where did English come from?', 'How has it changed?' and 'What have been the major influences on its modern form?'

With these changes in mind, it becomes increasingly difficult to think of what we can call *the English language* and instead we have to start thinking of different forms of English or Englishes.

# 1 English over time

## English today

Before exploring the changes that English has undergone as a result of external and internal influences over time, it is useful to look at *what* and *where* English is today. For many of you the English language is a language you have used for your whole life. But you have probably never stopped to think about what English *is* and how to define it.

- Is it the language you or your friends use?
- Is it best illustrated by somebody in authority such as newsreaders or the Queen?
- Is it the language you see in Internet chat rooms or the messages posted on social networking sites?
- Is it the language you hear in Hollywood movies and American sitcoms?
- Is it the language you hear from rappers and musicians on MTV?

There are so many diverse forms. Which is English? Are they all English?

Each of you will have different views of what English is, as well as different experiences of its use. You are probably much more aware of what you think isn't English (but even then you have to be careful, as you will see throughout this section), but what *is* English is a much more fluid question.

### Activity 1

Working in groups, try to define English. What makes a language English? Where is English found? Who speaks it?

### Activity 2

1 Read the following extracts and match them up with the descriptions on page 11.

2 Now discuss the following questions:

- Which seem to be forms of English?
- Can you supply some evidence from relevant key levels and frameworks of language (phonology/ graphology, morphology, lexis, grammar and discourse) to back up your decisions?
- Where would each variety of language be used? Who would use it and in what context?

#### Text A

Aa myed me way doon te the Central Station and got a tram the trams wor runnin in them days. Off alang Scotswood Road we gans. Wey ye knaa whaat the aad trams wor like – the' swung aboot like hikeys. As we got near te Clumbor Street aa myed me way te the stairs haadin the rail wi one hand and the flooers high abuv me head wi the uthor, when suddenly she stops! Aa just cuddent help mesell; doon the stairs aa cyem cowpin me krees at the bottom and oot aa shoots ontiv the road...

Aa opened me eyes and aal aa cud see wor fyesses lyeukin doon, and for aal the shootin neebody did nowt.

#### Text B

Hi r u still meetin me at mment @ 6? Hob sed u wud brng the nu dvd – ya got it? If not do not fuss. C u soon. F x

**Text C:** from *Cell Signalling* by John T. Hancock (1997)

Phosphorylation is also crucial in the activation of other isoforms. PLC $\gamma$  is phosphorylated on some tyrosine residues, usually those at positions 771, 783 and 1254. This may be catalysed by a tyrosine kinase linked receptor, for example the EGF receptor.

**Text D**

Den, Fox staat fuh talk. E say to eself, a say, 'Dish yuh Crow duh ooman, enty? Ef a kin suade um fuh talk, him haffuh op'n e mout, enty? En ef e op'n e mout, enty de meat fuh drop out?'

Fox call to de Crow: 'Mawnin tittuh,' e say.

**Text E**

hi:

Heya, how are you doing recently? I would like to introduce you a very good company which i knew. Their company homepage is [www.xxxxx.com](http://www.xxxxx.com). They can offer you all kinds of electronical products which you need, such as motorcycles, laptops, mobile phones, digial cameras, TV LCD, xbox, ps3, gps, MP3/4, etc. Please take  
5 some time to have a look at it, there must be something you'd like to purchase.

Their website: [www.xxxx.com](http://www.xxxx.com)

Their contact email: [xxxx@.com](mailto:xxxx@.com)

MSN: [xxxx@xxx.xx](mailto:xxxx@xxx.xx)

TEL: +xxxxxxxxx

10 Hope you have a good mood in shopping from their company!

Best Regards!

**Text F**

Wi the recent needcessity for the Cross Pairtie Comatee on Scots ti translate an offeecial blad inti Scots, the leid fi nnds itsel at a turnin pynt. For a gey lang time, the'r been fowk threipin at Scots shoud be traetit as a langage in its ain richt.

**Text G**

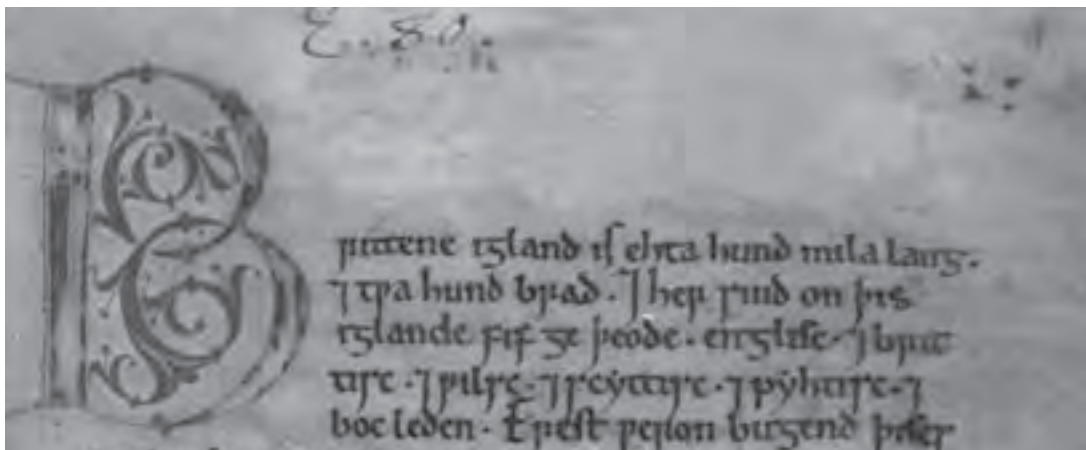
B: O you want /wæn/ the /di/ computer now

O: why

B: I just /jus/ de ask /ax/ if you want /wæn/ the /di/ computer now

O: Yeah (.) I come /com/ get it now

B: OK then come / com/get it.

**Text H**

**Text I**

A vox gon out of þe wode go  
 Afingret so þat him wes wo  
 He nes neuere in none wise  
 Afingret erour half so swipe.

5 He ne hoeld nouper wey ne strete  
 For him wes lop men to mete.  
 Him were leuere meten one hen  
 þen half an oundred wimmen.  
 He strok swipe oueral  
 10 So þat he ofsei ane wal.  
 Wipinne þe walle wes on hous.  
 The wox wes pider swipe wous  
 For he pohute his hounger aquenche  
 Oper mid mete oper mid drunche.

**Writing tips**

Remember to link language forms to **context**.

**Key term**

- context

**Descriptions**

- A very early form of English – Old English
- A text message
- An example of modern scientific writing
- An example of 'Lallans' – the Scots language, written down
- An example of 'Geordie' English as spoken in the north-east of England
- Another early form of English – Middle English (southern dialect).
- A very short extract from conversation between teenage girls living in Newcastle, who originally came from the Caribbean
- An example of 'Gullah', spoken in South Carolina and Georgia, North America, by some African Americans
- An example of a 'spam email'

You may have been surprised that some of the forms above are classed as English because they may well have differed from your expectations of what English is. This may be especially true of forms like Gullah. How can it be English if you don't understand it? There are so many diverse forms of English today that even people who identify as English speakers may not even understand each other.

'English' has been around for some 1500 years and over that time it has shown itself to be highly variable and continually changing. These changes can be linked to contacts with other languages via invasion, trade, colonialism and immigration, some can be linked to social and cultural changes within British society, some to developments in science and technology. Other changes can be linked to the spread of English geographically. English has spread throughout the UK, then across the globe. Millions of users put it to different uses in a many different places and this has caused the language to change.

'English' does not just mean those obvious varieties such as standard British English or even global forms such as American English. Each area that uses English has its own forms that are thought of 'standard' for that area, and they are all English.

## How do we define English?

Because of the diverse number of forms, defining just what English is quite difficult and several views can be taken.

There is the popular but narrow view that defines English only in terms of educated use – the standard form. Books on grammar and style have a tendency towards this viewpoint. Most books on grammar, or those that promote the idea that there is a correct and an incorrect form of English, base the grammar of the language on the written form. However, spoken language is the more widely used form and its grammar is very different from the grammar of written language. This view of language excludes the vast majority of daily language and doesn't sufficiently cover the texts you have already examined.

But there is another way of approaching language – one that is not so restrictive and, ultimately, so unrealistic. If you ask a Californian, a Texan, a Jamaican, somebody from Yorkshire or an Australian what language they speak, the answer will be 'English'. Yet these forms may not always be fully mutually understood – an issue you may have encountered.

## The origins of English

The origins of English lie in the 5th century with the arrival in the British Isles of the Germanic tribes from Continental Europe. Later, in the 8th and 9th centuries, Viking invaders from the Scandinavian countries colonised the eastern part of England. In the 11th century came the Norman invasion, which brought the French language to the existing mix of Germanic, Latin and Celtic languages.

To what extent are these very early forms of English still found in the modern language used today?

### Activity 3

1 Using the dictionary, look at the origins of the following words:

the	knee	I	you	and	father
bread	for	of	shirt	in	daughter
sister	to	hat	egg	heart	on

2 Divide them into grammatical words (words that form part of the structure of the language, like auxiliary verbs, prepositions, pronouns, conjunctions; these words are often hard to define, other than by describing their function) and 'lexical' words that have a clear dictionary meaning or content.

3 Group the lexical words into semantic fields.

- a Which fields can you identify?
- b Why have these groups of words remained in the language from such an early period? Identify other words from these semantic fields that are still in current use and look up their origins. Are these from the same or from a later period?
- c Are there other semantic fields where you might expect to find words from very early periods?

## English as a national language

Through the centuries, English has changed under the influence of invasions (the arrival of the Germanic tribes, the invasions of the Vikings, the Norman Conquest). The records of these changes are incomplete because we have to rely on the manuscripts that have survived from these early periods, many of which have not been fully studied.



During those times there was no agreed standard form of English. It remained as a series of different dialects that corresponded to some degree to the boundaries of the Old English kingdoms. However, by the end of the fifteenth century, Europe underwent a series of major social, political, cultural, technological and economic changes that had a profound influence on all the European languages, including English.

## Standardisation

At the start of the early modern English period, Latin was seen as superior to the vernacular languages of Europe. It was a *lingua franca*, widely used in government, education and law. For English to take its place, the language needed to undergo the process of standardisation. This meant that: a) one variety among all the existing ones had to be chosen as the standard form, b) its linguistic resources needed to be extended to make it useful for the widest range of functions, c) it needed to have internal consistency (i.e. not vary from place to place or group to group), and d) it needed to be widely available in printed form.

It is important to remember that **Standard English** is an abstract umbrella term, which covers a range of varieties that undergo change over time under the same influences that affect all varieties of English. Under the umbrella you can include Standard British English, Standard American English, Standard Australian English and all the **prestige forms** where English is spoken as a first or main language.

### Key terms

- *lingua franca*
- Standard English
- prestige form

## Activity 4

The text on page 14 is from William Caxton's introduction to *Eneydos*, one of the earliest texts to be printed in England.

- 1 What central problem, according to Caxton, does English present to a printer?
- 2 He discusses the problems caused by the use of two words for 'egg'. Early uses of both forms are given in the *Oxford English Dictionary*.

The **eiren** of edderes thei to-breeken (Isiah 59:5, Wycliff)

Many other briddes Hudden ... her **egges** ... In mareys  
(Piers Plowman, Langland)

Wycliff lived and worked in Yorkshire. Langland probably grew up in Oxfordshire and lived in London as an adult. What does this information suggest to you about the origins of Standard English?

- 3 What differences can you identify between Caxton's English and modern standard British English in:
  - a graphology
  - b lexis
  - c grammar.

### Writing tips

You need to describe language using grammatical terminology where it is relevant so that you can analyse, explain and relate the features you identify to their context – language over time, the situational context or genre.

**Text A:** from the Preface to *Eneydos* by William Caxton (1490)

... my lorde abbot of welftmynter ded do shew me late, certayn euydences wryton  
 in olde englysshe, for to reduce it in to our englyfhe now vfid. And certaynly it was  
 wreton in fuche wyfe that it was more lyke to dutche than englyfhe; i coude not  
 reduce ne brynge it to be vnderfonden. And certaynly our langage now vfed varyeth  
 5 ferre from that whiche was vfed and spoken whan I was borne. For we englyfhe men  
 ben borne vnder the domynacyon of the mone, which is never stedfast but euer  
 wauerynge, wexynge one feason and waneth & dyscreafeth another feason. And that  
 comyn Englyfhe that is spoken in one shyre varyeth from a nother. In fo moche  
 10 that in my days happened that certain marchautes were in a shippe in Tamysfe for  
 to haue sayled ouer the see into zelande, and for lacke of wynde thei taryed atte  
 forlond, and wente to lande for to refresh them. And one of thym named sheffelde,  
 a mercer, cam in to an hows and axed for mete, and specyally he axyd after 'eggys'.  
 And the good wyf answered that he coude speke no frenshe. And the marchaunt was  
 angry, for he also coude speke no frenshe, but wolde haue eggys, and she vundertood  
 15 him not. And thenne at laft a nother sayd that he wolde haue 'eyren'. Then the  
 good wyf sayd that she vundertood hym wel. loo! what sholde a man in thyse dayes  
 now wryte, 'eggys' or 'eyren'? certaynly, it is harde to playfe euery man by caufe of  
 dyuersite & change of langage.

The influence of Caxton is clearly fundamentally important in the selection of the variety that became Standard English. Caxton chose the dialect he used himself, the South East Midlands and London dialect, which was used in Oxford and Cambridge, the major centres of learning, as well as in London, the centre of government.

## The extension of English

The developments in learning during the Renaissance led to rapid changes in English. Interest in the classical languages and literature, and developments in the fields of science, medicine, travel and the arts meant that the existing vocabulary of English was woefully inadequate for the work it had to do. Some estimates suggest that over 30,000 new words were added to English vocabulary during this period.

### Activity 5

- 1 The following words came into the language during the Renaissance period. Working in groups, identify:
  - a words that have not survived to the present day. Can you think of a reason why?
  - b the origins of the remaining words. Can you think of any way of classifying these words by their origins? Make a list based on the routes via which words came into the English language. Which of these routes are still used for the expansion of English vocabulary today?

alligator	alloy	bamboo	caravan	catastrophe	chocolate
counterstroke	demit	disadorn	easel	endear	expede
gloomy	grotto	invite	laugh	lottery	pincushion
potato	rouble	sago	violin	wampum	

## The development of scientific writing

Changes in society in the 16th century meant that science began to emerge as an academic subject. Latin was the scientific *lingua franca* of Europe, but this meant that scientific texts were only accessible to an educated elite. Science books began to be written in the national languages of the writers, and this was to cause further expansion and changes in the language both in vocabulary, as specialist terms were developed, and in syntax, as the need for a clear, less ornate style was identified. Once again, the process of standardisation was enhanced.

### Activity 6

Below are two scientific texts. Text A is taken from Robert Hook's *Micrographia*, published in 1665. Text B is a later version of Hook's work, published in 1745.

- 1 In what ways does the vocabulary of these texts change between 1665 and 1745?
- 2 Why do you think these changes have taken place?
- 3 How has the syntax changed from the earliest text to the latest one?
- 4 How does the way the audience is addressed change over time? Why?
- 5 Compare these texts with the modern scientific text in activity 2. What similarities and differences can you identify?

#### Text A

5 This is the appearance of a piece  
of very fine Taffety-riband in the  
bigger magnifying Glafs, which you  
see exhibits it like a very convenient  
substance to make Bed-mattes, or  
Door-matts of, or to serve for Bee-  
hives, Corn-scuttles, Chairs, or  
Corn-tubs, it being not unlike that  
10 kind of work, wherewith in many  
parts in *England*, they make such  
Utenfils of Straw, a little wreathed,  
and bound together with thongs of  
Brambles. For in this Contexture,  
each little filament, fiber, or clew  
15 of the Silk-worm, seem'd about  
the bigness of an ordinary Straw,  
as appears by the little irregular  
pieces, a b, c d, and e f.

#### Text B

5 This object was a Sixpenny broad  
Ribbon, whose Substance viewed  
through the larger Magnifying-  
Glafs appeared like Matting for  
Doors, or such Basket-Work as they  
make in some Parts of *England*,  
for Bee-Hives, etc. With Straws  
a little wreathed or twited: for  
every Filament of the Silk (several  
10 whereof go to the forming of one  
Thread) seem'd about the size  
of a common Straw, as the little  
irregular Pieces a b, c d, e f, shew.

## The study of language: dictionaries and grammars

A standard language needs internal consistency. For the first time, English became a focus of academic study. It was taught in schools and notions of correctness began to enter the equation. One of the earliest grammars of English was William Lily's *A Shorte Introduction of Grammar*. This was based largely on Latin, but was very influential at the time and was still in use in schools in the 19th century.

### Activity 7

Text A below is Lily's introduction to *A Shorte Introduction of Grammar*.

- 1 For whom is Lily writing in your opinion?
- 2 How useful do you find Lily's grammatical descriptions of English nouns?
- 3 Compare Lily's text with Text B, from a modern grammar aimed at a non-specialist audience of teachers. What differences can you identify between Lily's English and modern Standard British English in the key levels and frameworks of graphology, morphology, lexis, syntax and discourse?

#### Text A

##### *An Introduction of the Numbers of Nouns.*

**N**ouns be two numbers, the Singular and the Plural. The singular number speaketh but of one: as, *Lapis, a stone*. The plural number speaketh of more than one: as, *Lapides, stones*.

##### *Cases of Nouns.*

**N**ouns be declined with six cases, Singularly, and Plurally: the Nominative, the Genitive, the Dative, the Accusative, the Vocative and the Ablative.

**Nominative case.** The Nominative case cometh before the Verb, and answereth to this question, who, or what? as, *Magister docet, The Master teacheth*.

**Genitive.** The Genitive case is known by this token *Of*: and answereth to this question, whose or whereof? as, *Doctrinae Magistri, The learning of the Master*.

**Dative.** The Dative case is known by this token *To*: and answereth to this question, to whom, or to what? as, *Da librum Magistro, I give a book to the Master*.

**Accusative.** The Accusative case followeth the Verb, and answereth to this question, whom or what? as, *Amo Magistrum, I love the Master*.

**Vocative.** The Vocative case is known by calling or speaking to: as, *O Magister, O Master*.

**Ablative.** The Ablative case is commonly joined with Prepositions serving to the Ablative case: as, *De Magistro, Of the Master. Coram Magistro, Before the Master*.

Like *In, With, Through, For, From, By, and Than*, after the Comparative degree, be signs of the Relative case.

1 These Articles used in declining of Nouns even in *Class's* time are rejected by *Puffin*, as having been introduced by Grammarians, without any sufficient reason. 2 A Gender being nothing else but the distinction of sex, there are in nature but two, the Masculine and the Feminine; and the Oriental tongues acknowledge no more. For the *Neuter*, (which the *Greeks* and *Latins* introduced with very good reason, both for variety and the better distinction of words) is not properly a new gender, but a mitigation of the other two, which by nature agree to all words, whose significances include not a distinction of sex. Though the *Greeks* and the *Latins* reserved to themselves a liberty of using many words, that were really Neuters (that is, of no sex) after the manner of using Masculines and Feminines: and others of

**Text B:** from *English Knowledge for Secondary Teachers* by Alison Ross

### Form

Another way of identifying nouns is based on their form. Nouns can change their form to indicate singular or plural. Another change in form indicates possession.

5

Pupils can use their knowledge of morphology to identify the types of suffix that can be added to nouns.

## Activity 8

Working in groups, imagine that you have the job of writing the first dictionary of a language.

- 1 How would you go about this task?
  - a How would you decide which words to include and which to exclude?
  - b How would you identify definitions? How would you decide whether these are accurate? What would make a definition 'correct' and what would make it 'incorrect'?
- 2 Read the definitions of the word 'mother' from three early dictionaries.
  - a How do these entries compare with the entries for the word in a modern dictionary?
  - b Can you find evidence of the earlier definitions in a modern dictionary?

**Text A:** from *The English Dictionarie: or, An Interpreter of hard English Words* by Henry Cockram (1623)

Mother. A disease in women when the wombe riseth with paine upwards, sweet smelles are ill for it, but loathsome savors good.

**Text B:** from *An English Dictionary, Explaining the Difficult Terms that are used in Divinity, Husbandry, Physick, Philosophy, Law, Navigation, Mathematicks, and other Arts and Sciences* by Elisha Coles (1676)

Mother, a painful rising of the womb, for which all sweet smells are bad, and stinking ones good.

Motherwort, Cardiaca, A cleasing (sic) Astringent herb

Mother-tongues, having no Affinity with one another

**Text C:** from *Gazophylacium Anglicanum*, anon (1687)

Mother from the AS Moðor, the Fr. Th. Mudder, the Belg. Moeder, or the Teut.

Mutter, the same; all from the Lat. Mater, or the Gr. Meter, idem.

## Activity 9

In groups, discuss the question: Can any paper dictionary truly represent the lexicon of a language? You might consider whether such dictionaries can include recent additions to the language or all the words in a language. Can you decide on a solution to these problems?

Listen to Erin McKean talking about the problems with paper dictionaries 'The joy of lexicography' on TED.com.

Do you agree with her that modern paper dictionaries have what she calls a 'ham-butt' problem? Was this a problem for the writers of early dictionaries? Can any paper dictionary truly represent the lexicon of a language?

### Independent research

You can read more about the telegraph and its influence on the spread of English in the world of business and finance in *Changing English*, Graddol *et al.*

## Technological change

The developments in learning that followed on from the Renaissance led to technological changes that have been ongoing. You have already seen the impact printing had on the English language. Other technological changes have also had significant effects. This section tracks one technological change – electronic communication – and the effects it has had on the English language.

We live in a world of instant news. There are hundreds of news channels on TV and radio offering instant access to what is happening around the world. It is easy to forget that simple communication over distance is a relatively recent development, and that news frequently used to take days or even weeks to arrive from its source.

The first electronic form of communication was the telegraph. There had been experiments with electronic signalling as early as 1759, but the first viable commercial system was invented in Britain and America in 1837. The first international links were established in 1865. The telegraph allowed for the transmission of written language via coded signals and was instrumental in establishing English as a global *lingua franca* for news, trade and technology.



### Activity 10

In April 1912, the *SS Carpathia* transmitted a telegram from the north Atlantic to the New York offices of the White Star Line:

Deeply regret advise you Titanic sunk this morning  
fifteenth after collision iceberg resulting serious  
loss life further particulars later.

Because sending telegrams was time consuming (and, at a commercial level, people had to pay by the word), they developed their own style, just like text messages have. A story from the early days of telegraphy tells of a telegram sent to the writer Mark Twain by his publisher: 'Need two-page story in two days.' Twain's reply was: 'No can do two pages in two days. Can do 30 pages in two days. Need 30 days to do two pages.'

Using appropriate lexical and grammatical terminology associated with the key constituents of language, explore what characterises these example of early long-distance communication.

## Activity 11

Look up the etymology and dates of the first use of the following words and phrases. When did they come into the English language? Has their meaning changed over time?

wireless	by wire	crossed wires	telegraph
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## Activity 12

- 1 Compare the language of telegrams with the ways in which text messages are written.
- 2 Why are some text messages shortened and abbreviated?

## Activity 13

- 1 The texts below represent two early uses of the word 'computer'. What meaning did this word have when these texts were written?
- 2 Using dictionaries (ideally the *Oxford English Dictionary*) trace the uses of the word 'computer' to the present day.
- 3 What other words relating to the development of mechanical and electronic computing can you identify?
- 4 What social changes are suggested by the words 'blog', 'podcast', 'webpage'?

**Text A:** from *Exercitations on the Epistle of the Hebrews* by John Owen (1688)

5 <Daniel> was not a Computer of the time  
but a Seer as though the Question were about  
the way and means whereby we attain a just  
computation of the time, and not about the  
thing it self. Daniel received the knowledge of  
10 this time by Revelation, as he did the time of  
the accomplishment of the Captivity, though  
he made use of the computation of time  
limited in the Prophecy of Jeremiah; but in  
both he gives us a perfect Calculation of the  
time, and so cannot be exempted from the  
Talmudical Malediction.

**Text B:** from *The Tale of a Tub* by Jonathan Swift (1704)

5 Now the method of growing wise, learned, and sublime  
having become so regular an affair, and so established  
in all its forms, the number of writers must needs have  
increased accordingly, and to a pitch that has made it  
of absolute necessity for them to interfere continually  
with each other. Besides, it is reckoned that there is not  
at this present a sufficient quantity of new matter left in  
Nature to furnish and adorn any one particular subject  
10 to the extent of a volume. This I am told by a very skilful  
computer, who hath given a full demonstration of it  
from rules of arithmetic.

## Activity 14

- 1 In groups, think of another area of technological change, for example in farming and agriculture, medicine, manufacturing, etc.
- 2 Identify some texts relating to your chosen area and study the ways the language relating to this area have changed over time.
- 3 How far have these changes moved from the specialist area into the general language of the English speaking community?

## English through time: snapshots of British English

In this sub-section, you will look at examples of English written for different purposes and in different contexts across a wide time scale.

Working in groups, read Texts A–J carefully.

### Writing tips

Remember when you are analysing data, it isn't enough to list the features you find (sometimes known as feature counting). You must identify the features that are relevant to your research question, discuss how they relate to the context of the text and identify any patterns that relate to the overall topic of the question.

### Activity 15

- 1 Identify ways the language has changed across the key language levels and frameworks of graphology, morphology, lexis and grammar.
- 2 Discuss the discourse of the texts. How are they structured for their tenor and mode? How do they address their audience? How do they refer to themselves? How does the semantic field relate to language choices? Can you identify differences in these key concepts across time?
- 3 Can you suggest reasons why these changes might have taken place?

#### The language of advice

**Text A:** From *Your Pocket Guide to Sex* by Nick Fisher (1994)

Maybe you're already having sex which is perfect. It might be so brilliant, that you just haven't got time to read this book. Fair enough. Good on you.

But most of us aren't having perfect sex. Most of us have got questions we'd like to ask or problems we'd like to share, but are reticent, because we don't know what's acceptable. Or we're just plain embarrassed.

Your Pocket Guide to Sex tries to prod around in the areas people have difficulty with. It tries to explain a range of facts, explode a bundle of myths, give useful contacts, describe what safer sex is and even dig up a laugh or two's worth of sexual trivia.

There are quotes from people who've been there, done that, there are comments from seasoned celebrities and there's even some assorted nonsense about what we used to think, do and feel about sex in Ancient Times.

There are lots of things we didn't include. For example, there's no a–z of 101 new sexual positions. This is a book about getting to know yourself, your partners and safely enjoying and experimenting with the sex that you do have.

So what if you are unsure about undressing in front of someone else? So what if you've never had sex and don't know where to start? Maybe you're a lot more like the rest of us than you think.

With a bit of luck, *Your Pocket Guide to Sex* might help you understand the complexities of sex, be aware of the dangers, feel more confident in yourself and realise that good relations and emotions can count for a lot more than notches on the bed post.



**Text B:** from *Instructions to his Sonne: and to Posteritie* by Sir Walter Raleigh (published 1632, but written between 1603 and 1618)

The next, and greatest care in this life, ought to be in choice of thy Wife, and the onely danger therin is Beautie, by which all men in all Ages, wise and foolish, have beene betrayed. And though I know it vaine to use Reasons, or Arguments to dismay thee, from being captivated therewith, there being few that ever resisted the  
 5 Witcherie; yet I cannot omit to warne thee, as of other things, which may be thy destruction for the present time. It is true, that every man preferreth his fantasie in that Appetite before all other worldly desires, leaving the care of Honour, credit, and safetie in respect thereof; yut remember, though these afflictions doe not last,  
 10 yet the bonds of Marriage dureth to the end of thy life; and therefore better to be borne withall in a Mistris, then in a wife; for when thy humour shal change thou art yet free to chuse again (if thou give thy selfe that vaine liberty.) Remember, secondly, that if thou marry for Beauty, thou bindest thy selfe for all thy life for that which perchance will neither last nor please thee one yeere; and when thou hast it, it will bee unto thee of no price at all, for the desire dyeth when it is attayned, and the affection perisheth, when it is satisfied. Remember when thou wert a sucking Child, that thou diddest love thy Nurse, and that thou wert fond of her, after a while thou didst love thy dry Nurse, and didst forget the other, after that thou didst also despise her; so will it be with thee in thy liking in elder yeeres; and therefore, though thou canst not forbear to love, yet forbear to linke, and after a while thou shalt find an  
 20 alteration in thy selfe, and see another far more pleasing then the first, second or third love ... Let thy time of marriage bee in thy young and strong yeeres; for beleeve it, ever the young Wife betrayeth the old Husband, and shee that had thee not in thy flower, will despise thee in thy fall, and thou shalt bee unto her, but a captivity and sorrow. Thy best time will be towards thirty, for as the younger times are unfit, either  
 25 to chuse or to governe a Wife and family; so if thou stay long, thou shalt hardly see the education of thy Children, which being left to strangers, are in effect lost, and better were it to be unborne then ill-bred; for thereby thy posterity shall either perish, or remaine a shame to thy name, and family.

### The language of personal communication

**Text C:** from a letter written by Margaret Paston to her husband John in 1441, right at the start of the early modern English period

To my ryth reuerent and worscheful husbond John Paston.

Ryth reuerent and worscheful husbond, I recomaunde me to yow, desyryng hertly to here of yowre wylfare, thankyng yow for þe tokyn þat ye sent me be Edmunde Perys, preyng yow to wete þat my modyr sent to my fadyr to London for a govne  
 5 cloth of mvstyrddevyllers to make of a govne for me; and he tolde my modyr and me wanne he was comme hom þat he cargeyt yow to bey it aftyr þat he were come ovt of London. I pre yow, yf it be not bowt, þat ye wyl wechesaf to by it and send yt hom as sone as ye may, for I haue no govne to werre þis wyntyre but my blake and my grene a Lyere, and þat ys so comerus þat I ham wery to wer yt.

#### Glossary

**wete** – know, be aware of

**govne** – gown

**mvstyrddevyllers** – grey woollen cloth from Mouster de Villers in Normandy

**wechesaf** (vouchsafe) – promise

**lyere** – black and green woollen cloth from Lierre near Antwerp

**Text D:** from a letter sent to a personal friend (2008)

Happy Birthday!!

I hope this year's birthday will be a happy & memorable one for you. You will certainly be in my thoughts. Thank you for the money I received September 24th! With the holidays coming up, it will go toward the holiday treats commissary has each year. I hope they have a good variety.

I'm doing okay & my family are all doing well. Dad & Russ came to see me last month & we had a really nice visit! I always enjoy my time with them. He killed a great big Timber rattle snake up at their cabin. It was coiled-up right next to their steps.

Enclosed is a letter I wrote for my step-niece Heather. She is a clinical director over two youth homes for troubled teens with sexual problems. She asked if I would write a letter for them. She said my letter to them has had a positive impact. I hope it will have a 'lasting' impact on them!

Summer, my attorney, is coming tomorrow to see me. I'm really looking forward to seeing her. She & I get along very well. Things look VERY GOOD for me. My other attorney is in Panama & will be back sometime next week. He's an awesome guy!

**Text E:** a text message



### The language of instructional texts

**Text F:** from *The Accomplished Cook* by Robert May (1660)

#### To make Cream Tarts

Thicken cream with muskefield bisket bread, and serve it in a dish, stick wafers round about it, and slices of preserved citteron, and in the middle a preserved orange with biskets, the garnish of the dish being of puff-paste.

Or you may boil quinces, warden peas, and pippins in slices or quarters, and strain them into cream, as also these fruits, melacattons, necturnes, apricocks, peaches, plums, or cherries, and make your tarts of these forms.

**Text G:** from a recipe book

## Mouthwatering muffins

**Serves 4–6 • Prep 10 mins • COOK 30 mins • Easy**

200 g castor sugar

375 g plain flour

2 eggs

240 ml vegetable oil

200 ml milk

4 tsp baking powder

100 g raspberries

100 g white chocolate chips

1. In a food processor, whizz together the sugar, eggs and oil.
2. In a separate bowl mix the flour and baking powder together. Then stir in the sugar, egg and oil mixture.
3. Slowly add the milk to the mixture, stirring until you get a lumpy but moist mixture. Gently fold in the raspberries and chocolate. *Tip: Freeze the raspberries beforehand. This helps to maintain their shape when mixed in.*
4. Bake in the oven for 25 minutes at 200C.

**Text H:** from *Mrs Beeton's Book of Household Management* (1861)

### CLEAR ASPARAGUS SOUP

(Fr.- Potage aux Pointes d' Asperges)

*Ingredients.* — 5 lbs. of lean beef, 3 slices of bacon, ½ pint of ale, a few leaves of white beet, spinach, 1 cabbage lettuce, a little mint, sorrel, and marjoram, a pint of asparagus-tops, cut small, the crust of 1 French roll, seasoning to taste, 2 quarts of water.

*Mode.* — Put the beef, cut into pieces and rolled in flour into a stewpan, with the bacon at the bottom ; cover it close, and set it on a slow fire, stirring it now and then till the gravy is drawn. Put in the water and ale, and season to taste with pepper and salt, and let it stew gently for 2 hours; then strain the liquor, and take off the fat, and add the white beet, spinach, cabbage lettuce and mint, sorrel and sweet marjoram, pounded. Let these boil up in the liquor, then put in the asparagus-tops, cut small, and allow them to boil until all is tender. Serve hot, with the crust of the French roll cut into small rounds or squares in the dish.

*Time.* — Altogether 3 hours.

*Average cost,* per quart, 3s

*Seasonable* from May to August

*Sufficient* for 8 persons

**Activity 15 continued**

- 4 Use the Old Bailey website ([www.oldbaileyonline.org](http://www.oldbaileyonline.org)) to source a legal document from between 1674 and 1913. Compare it with a modern news article reporting on a criminal case. Use questions 1-3 to focus your comparison.

**Connections**

The Old Bailey website is a useful resource. It contains interesting data for a language investigation (Component 3) into Language and Power. It contains original texts giving details of criminal trials, court proceedings and information about the lives of prisoners from 1674 to 1913.

## Social and cultural change

You have looked at the development of English as a national language (see page 12) and the development of a standard form (p 13). Standard English is often seen as a superior or higher form of the language, and is often (as in this book) used as a base form against which other varieties are compared.

### Regional variation

The development of English as a national language and the emergence of an agreed standard did not reduce variation in English across the British Isles. For example, the language of northern England is different from the language of South East England. The language of the West Country is different again.

Regional variation has also undergone major changes over the years. The Industrial Revolution brought communities into urban environments, and since then rural communities have declined and more people live in cities than ever before. Other patterns of social change have led to the mixing of people speaking mutually intelligible dialects, which has led to the formation of new dialects. This process is sometimes called **koineization**, and the new dialect formed this way is referred to as a **koiné language**.

Because much language change takes place unobserved, this process has not often been studied. There seem to be two main scenarios in which this kind of dialect formation takes place: the settlement of a relatively large territory in which a previous population is ousted or assimilated, and the formation of a new town within a defined geographical boundary. Examples of the former are the settlement of New Zealand, largely by English speakers in the nineteenth century. An example of the latter is the establishment of the new town of Milton Keynes.

**Key terms**

- koineization
- koiné language

### Independent research

Read about dialect mixing and the development of new dialects in research papers by Paul Kerswill on his profile on the Lancaster University website.

## Activity 16

Texts A–C below represent examples of English spoken by people in different regions of the UK. Accent is not indicated unless the word is non-standard, in which case the pronunciation has been represented by spelling, with a phonemic transcription the first time it appears.

- 1 How do these regional forms differ from Standard British English in the key constituents of lexis, syntax and grammar?
- 2 Look up your own region on <http://sounds.bl.uk> and listen to any recordings you can find. Do the recordings represent the variety spoken in your region? Do they represent the language of you and your peers?

#### Text A: South Yorkshire man from Barnsley

Y: I mean tha's /ðaz/ got thi /ðl/ mates and tha comes down gym (0.5) I mean (.) that's what life's about in it /In?It/ I goes an earns some money and there's training and seeing your mates and the your lass but tha's got to go out and have a good laugh (0.5) life's too short kid (.) tha can't worry all t /?/ time (.) tha's gotta let thi hair down and get yersen in club and have a bit of a boogy and make a fool on thissen chatting to all t /?/ nice women (.) and tha walks home with a bag of chips on thi own but so what (.) that's life (.) Tha's gotta go out with thi mates and have a good night (.) it doesn't matter if tha pulls a bird or not (.) tha' with thi mates and owt else is a bonus.

#### Text B: Geordie speaker from north-east England

I made me way down to the Central Station and got a tram the trams wor /wɔ/ running in them days. Off along Scotswood Road we gans /gænz. /Wey ye /jə/ know what the old trams wor like – they swung about like hikeys. As we got near to Clumbor Street I made me way to the stairs holding the rail with one hand and the floors high above me head with the other, when suddenly she stops! I just couldn't help meself; down the stairs I came cowpin me kreels at the bottom and out I shoots onto the road. I opened me eyes and all I could see wor faces looking down, and for all the shouting nobody did nowt /naʊt/

#### Text C: South Yorkshire woman from Rotherham

I had this dream and I was in a car in the back of the car and there were two people that I knew in the front (.) we were driving up a hill and there were traffic lights on either side of the hill (.) and on the left-hand corner there was a pub (.) and at the top of the hill there was a big roundabout with a big carpark in the middle (.) okay right (.) and on about halfway round the roundabout there was a big co-op a big big co-op (.) erm and then about a year ago just after I had the dream (.) we were going up this hill and I was in the back of the car and my mum and dad were driving (.) we were on us way to Chesterfield (.) and (.) I'd never been before but I thought I recognised it (.) and then my dream came back to me (.) and I said to my mum this is strange and I had a dream where there were two traffic lights on either side and a pub (.) and there was a roundabout but in my dream there was a co-op half way round (.) and my mum said oh well that must be just a coincidence (.) and we got round the roundabout and there was a sign saying co-op but it had been sort of disguised from view before (.) and there you go'

You may have noticed that Activity 16 did not ask you to look at the key level phonology. An important thing to remember about Standard British English is that it has nothing to do with pronunciation. Standard British English is spoken with a range of regional accents.

So what is Standard English? As noted above, it refers to an abstract form of language that does not really exist, but it is represented by the forms Standard British English, Standard American English, etc. Some people see standard forms as formal and vernacular forms as informal, but this is not the case. Standard language is not a style. Every speaker will have a range of styles that vary according to context, and speakers may vary their style depending on how they perceive, or how they wish to establish, the context.

In the examples in Activity 16, it is reasonable to assume that none of the speakers are using the most informal style in their range because they are being interviewed and recorded. This will affect the way they speak.

In fact, Standard English is a dialect. It is often described as a social dialect because it is no longer associated with a region (despite its origins in the dialect of the South East), but more with middle-class, educated social groups.

## Cultural change

As you will have observed from the brief account above that English has always been influenced by contacts with other languages and other cultures. An important aspect of British English relates to cultural contacts.

The lexicon of English has expanded massively since the earliest days of the language. For political and historical reasons, English has borrowed words from other languages all over the world, and still does. As new cultures and concepts enter society, their influence is seen in the language by, among other things, developments in the English word stock.

### Take it further

You can listen to examples of Newcastle English and South Yorkshire English on the British Library website: <http://sounds.bl.uk>. The site also offers analysis of the key levels and frameworks of the varieties.

## Activity 17

Read the lists A and B below. Try to locate the original source of each word in the dictionary, for example, 'bonanza' is identified as American slang, but its origins are Spanish. You may not be able to find the words in list A if your dictionary is not a very recent one, but you should be able to identify the place of origin.

### List A

anime	bada bing	barbie	desi	g-man	honcho
intifada	jilbab	karaoke	sushi	wok	

### List B

adobe	algebra	bonanza	carriage	contralto	dilettante
dingo	giraffe	hoosegow	jazz	juggernaut	pariah
tattoo (marking on the skin)	tobacco	voyage			

Since the 1950s people from the Indian subcontinent and the West Indies have made England their home. They brought with them the versions of English that had developed in their countries of origin as a result of colonisation and added their accents and dialects to the ones already spoken in the UK. Since they settled in urban areas, speakers of Asian and Caribbean descent have absorbed aspects of local dialects and produced new varieties often identified by such names as London Jamaican or Bradford Asian English.

### Independent research

You can listen to clips of Asian and Caribbean English, as well as other audio recordings demonstrating how the sound of English has changed over the last 50 years, at [www.bl.uk/learning/langlit/sounds/index.html](http://www.bl.uk/learning/langlit/sounds/index.html).

### Key term

- patois
- connotation

These settlers have also influenced Standard British English, giving English words like 'balti' (literally meaning 'bucket') and a whole host of other food terms. Slang, in particular, plays host to many terms originating from Asian or Caribbean languages. Terms like 'chuddies' (underpants) or 'desi' (typically Asian). Even the tag question, 'innit' is thought to owe some of its popularity to the British Caribbean or the British Asian community. In this case, it was also part of the Welsh dialect, but has its strongest associations with the Asian community.

Varieties of English associated with ethnic groups often carry a range of names. Black English, Black English vernacular, American African vernacular English are some of the terms used. In the late 1980s, Viv Edwards carried out research into the language in a black community in Dudley. She used the term the community itself used – **patois**. This term is used less now as it is seen as having negative **connotations**.

## Activity 18

Read Text A.

- 1 Using appropriate language frameworks, identify the differences between Standard English and the form of English used by the people who were brought up in the Caribbean and came to the UK as adults.
- 2 Is there any evidence that exposure to forms of British English have affected their language forms?

**Text A:** Group of Afro-Caribbean first generation immigrants, talking about their early experiences of life in the UK

Mr J: Dem tings (.) man (.) me no inna dem at all (.) sausage and pie (.) no sah

Mrs S: I am not kidding some rough piece a ting I go tru inna dis very Englan

5 Mr K: First time de work-dem yuh could get de work-dem cause de work-dem was so bad nobody want dem I tell yu something I went up to dis Stalybridge here (.) man (0.5) Man (.) an yu ave dis place where dem wash de calico an is pure water (.) acid (.) chemic

10 Mr J: I come ere an see some white women do some work (.) I wouldn't do it

<Interviewer: Why (.) what was it>

Mr K: Boil the calico into it before dem set it out

Mr J: Spraying man (.) with de (.) what you call it (.) de paint If yu ever see de poor woman-dem (.) I wouldn't do it at all

15 Mr K: An dem ave a ole down inna de groun about seven foot yu know (.) an yu ave to go down inna de groun (0.5) An de waste (.) everyting a run out an a come ova de machine

Mr J: Mi seh if a me fe do dat (.) mi prefer I walk go ome back (.) umh-um

20 Mr K: An all de cloth come doun inna de pit (.) yu know (.) an yu hafi ketch-dem an twine dem round dat when dem a pull out back (.) dem no tie up An it hot (.) yu know (.) When I tell yu say it hot (.) An yu ave on a water boot or clog (.) An man when yu hear dat steam build up an dat acid and dat chemic mi she (.) sometime yu ear man bawl down dere (0.5) Yu hafi run go wid a ladda (.) yu know (0.5) An when im come up pon de ladda (.) straight tru de door im gone (.)  
25 outadoor (0.5) An when yu go out deh (.) man (.) mi say (.) yu eye a run water (.) yu troat bitter (0.5) Sometime believe yu me (.) I don't

- 30 know how some of de men-dem come out a dat door. I work dere  
for a little while (.) I say no sah (.) cyaant leave fi come ere fi some  
work (.) say yu a work job (.) an yu know ow much a week (0.5)  
How much a week yu tink
- Mr J: Seven poun
- Mr K: Seven poun an when dem trim it down done yu get some (.) man  
get all £3.50
- 35 Mr J: Tek out too much
- Mr K: Yeah man (.) a wha do yu man



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