**Little Heath Sixth Form**

**(English Language)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:****Language varieties****(Paper 2)** | **Unit Code:** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Identifying purpose and audience
 |  |  |  |
| * Identifying text types
 |  |  |  |
| * Spoken Language Vocabulary
 |  |  |  |
|  |  |  |  |
|  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * **Attendance**
 |  |  |  |  |
| **Skills**  |  |  |  |  |
| * **Note taking**
 |  |  |  |  |
| * **Cross referencing**
 |  |  |  |  |
| * **Analysis of linguistic terms**
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * **Regional**
 |  |  |  |  |
| * Estuary English
 |  |  |  |  |
| * David Rosewarne/ Joanna Przedlacka
 |  |  |  |  |
| * Glotalling
 |  |  |  |  |
| * L-vocalisation
 |  |  |  |  |
| * TH- fronting
 |  |  |  |  |
| * Yod-coalescence
 |  |  |  |  |
| * Accent and Dialect
 |  |  |  |  |
| * Dialect levelling
 |  |  |  |  |
| * Paul Kerswill Milton Keynes Study
 |  |  |  |  |
| * Jane Stuart-Smith Glasgow Study
 |  |  |  |  |
| * Koineisation
 |  |  |  |  |
| * Labov’s Martha’s Vineyard Study
 |  |  |  |  |
| * Scouse
 |  |  |  |  |
| * Irish English interjection, contraction, reduplicative forms, ‘yes’ ‘no’, diphthongs, tense changes, deletion
 |  |  |  |  |
| * Scottish
 |  |  |  |  |
| * Welsh
 |  |  |  |  |
| * Cockney
 |  |  |  |  |
| * Tyneside
 |  |  |  |  |
| * West Midlands
 |  |  |  |  |
| * Long/ short ‘a’
 |  |  |  |  |
| * Rhotic ‘r’
 |  |  |  |  |
| * Trudgill’s Norwich study
 |  |  |  |  |
| * Socio-Linguistic Maturation
 |  |  |  |  |
| * **Social**
 |  |  |  |  |
| * Sociolect and Idiolect
 |  |  |  |  |
| * Labov’s Dept Store study
 |  |  |  |  |
| * Labov’s New York ‘r’ study
 |  |  |  |  |
| * Lesley and Jim Milroy- Belfast study
 |  |  |  |  |
| * Status and Solidarity/ network strength
 |  |  |  |  |
| * Standard English
 |  |  |  |  |
| * Received Pronunciation
 |  |  |  |  |
| * Malcolm Petyt ‘H’ dropping
 |  |  |  |  |
| * Aitch or Haitch?
 |  |  |  |  |
| * Codeswitching
 |  |  |  |  |
| * MEYD
 |  |  |  |  |
| * Sue Fox
 |  |  |  |  |
| * Non standard ‘s’, ‘has’, ‘was’, ‘never’, ‘what’, ‘come’, ‘ain’t’ as a copula verb
 |  |  |  |  |
| * High- rising intonation/ Australian Interrogative Inflection
 |  |  |  |  |
| * Acrolect
 |  |  |  |  |
| * Mesolect
 |  |  |  |  |
| * Basilect
 |  |  |  |  |
| * Codeswitching
 |  |  |  |  |
| * Jennifer Cheshire Reading Study
 |  |  |  |  |
| * Trudgill’s Norwich Study velar nasal
 |  |  |  |  |
| * Mark Sebba- London Jamaican
 |  |  |  |  |
| * Basil Bernstein Restricted and Elaborated Codes
 |  |  |  |  |
| * Hobbies & specialist jargon
 |  |  |  |  |
| * **Gender**
 |  |  |  |  |
| * Dominance
 |  |  |  |  |
| * Zimmerman And West
 |  |  |  |  |
| * Difference
 |  |  |  |  |
| * Deborah Tannen- table of differences
 |  |  |  |  |
| * Jennifer Coates
 |  |  |  |  |
| * Deborah Jones: House Talk, Scandal, Bitching, Chatting
 |  |  |  |  |
| * Pamela Fishman division of labour in conversations
 |  |  |  |  |
| * Deficit
 |  |  |  |  |
| * Robin Lakoff Women’s Language
 |  |  |  |  |
| * Hypercorrect grammar, affective adjectives, emphatic stress, colour terms, rising intonation, superpolite forms, tag questions, ‘so’, women’s work
 |  |  |  |  |
| * Gender Similarities Theory Deborah Cameron
 |  |  |  |  |
| * Janet Holmes referential/ affective tag questions
 |  |  |  |  |
| * Dale Spender Man Made Language
 |  |  |  |  |
| * **Sexuality/ Occupation/ Age**
 |  |  |  |  |
| * Polari
 |  |  |  |  |
| * Jargon- medical/legal./ political/ education- CATs, SATs, SEN etc
 |  |  |  |  |
| * Archaic/ Obsolete lexis for old people
 |  |  |  |  |
| * **Other Bits that can fit anywhere**
 |  |  |  |  |
| * Michael Halliday Anti-Language
 |  |  |  |  |
| * Overt/Covert Prestige
 |  |  |  |  |
| * Cryptolect
 |  |  |  |  |
| * Observer’s Paradox
 |  |  |  |  |
| * Vernacular
 |  |  |  |  |
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| **REVISION****Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |

*Note: You should discuss this checklist regularly with your subject teacher/mentor*