

English Language – Summer Independent Learning: Y11 – Y12

Compulsory Content:

Part 1: Language Frameworks

Understanding Language Frameworks and the key terms within them is essential to the study of English Language.

Complete the Language Frameworks worksheet in full (Source A)

- Complete as much as you can from your existing knowledge of linguistic terminology.
- For any answers that you need to look up the answer, fill in the sheet using a different colour so it is easy for you to identify what is existing knowledge and what is new knowledge.

Part 2: Annotating Texts

Read the speech by American President, John F Kennedy (Source B).

- Annotate the speech, identifying the language devices you can spot and explaining what impact these have on the audience of the speech.
- As a speech, what techniques do you notice that are typical of this genre?
- What do you think the purpose(s) of this speech is (are)?
- Identify and explain how certain language choices help Kennedy successfully achieve his purpose(s) of the speech.
- Based on your annotations, what impression do you form of John F. Kennedy based on this speech? Support your ideas with quotes from the speech, and analysis of the impact of these quotes (Aim to write around 400 words for your answer).

Part 3: Reflections on Language

Part of your weekly 'homework' tasks will be to gather and annotate a range of different texts that you collect in a scrapbook.

You should ideally begin this scrapbook over the summer, finding and annotating two different text types to show your ability to see how language is used to conform (or subvert) the expectations of genre (text type), audience (who it's written for) and purpose (what the text is trying to 'do').

- Purchase / find a scrapbook that you will stick your examples of texts into over the course of the year.
- Find two different texts and stick them into the first two pages of your scrapbook.
- Annotate each text, identifying language techniques used.
- Expand annotations to show how the language techniques suit / go against expectations of genre, audience and purpose.

The texts you use can be ANYTHING!

Make sure they are different genres though.

Example texts to use:

- Letter
- Article
- Takeaway menu
- Business card
- Advert
- A note left for someone
- Birthday card
- Blog
- Extract from an online message board
- Text message
- Social media posts
- Speech transcript
- Film script
- Any other form of writing you come across can be used.

Strongly Recommended Content:

Part 1: Ideas on Language

Read the emagazine article on 'Rhetoric Ancient and Modern: The Language of Speeches' (Source C), then respond to the following tasks:

- Summarise the issues with rhetoric the writer outlines in the first paragraph.
- What is the meaning of describing rhetoric as, "A speech maker's armoury"?
- Review the examples of contrasts given by the writer. Explain the effect of the use of contrasts in each example.
- Review the examples of puzzles and rhetorical questions given by the writer. Explain the effect of the use of these features in each example.
- Review the examples of three part lists given by the writer. Explain the effect of listing in each example.
- What is the writer's conclusion to this article?

SOURCE A: LANGUAGE FRAMEWORKS WORKSHEET

The key to success in English Language is being able to analyse texts using specific language terminology. All language terms can be categorised into the following seven Language Levels.

Task 1: Match the Language Level to its definition.

Language Framework	Definition
1. Graphology	A. The analysis of the sounds of language, including the ways that sounds are produced and how rhythm and intonation are used in speech.
2. Phonology	B. The analysis of the meanings of words, including denotative and connotative meanings.
3. Lexis	C. The analysis of the visual appearance of a text, including the use of images, fonts, colours, etc.
4. Grammar	D. The analysis of the use of words and their functions.
5. Discourse	E. The analysis of morphology (the formation of words) and syntax (the order and structure of words within phrases, clauses and sentences).
6. Semantics	F. The analysis of the implied meanings of words and how language use creates meanings in interactional contexts.
7. Pragmatics	G. The analysis of the ways conventions are used to create 'whole texts'. This includes discourse structure (the overall structure of a text), the use of cohesive devices and narrative structures.

Write your answers in the boxes below.

Language Framework:	1	2	3	4	5	6	7
Definition:							

Task 2: Complete the table below, defining each of the key language terms, providing at least one example of each and identifying which of the seven Language Frameworks each one belongs to.

Language Term	Definition	Example(s)	Language Framework
Abstract Noun			
Concrete Noun			
Proper Noun			
Material Verb			

Mental Verb			
Relational Verb			
Modal Verb			
Attributive Adjective			
Predicative Adjective			
Adverb of Degree			
Adverb of Frequency			
Adverb of Manner			
Adverb of Place			
Adverb of Time			
Active Voice			
Passive Voice			

Main Clause			
Coordinate Clause			
Subordinate Clause			
Relative Clause			
Declarative Sentence			
Imperative Sentence			
Interrogative Sentence			
Exclamatory Sentence			
Conditional Sentence			
Simple Sentence			
Compound Sentence			
Complex Sentence			
Metaphor			

Simile			
Personification			
Idiom			
Pun			
Irony			

Challenge: What other language terms do you know that you could add to this table?

SOURCE B: JOHN FITZGERALD KENNEDY'S INAUGURAL ADDRESS (20 JANUARY 1961)

[1] Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:

[2] We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago.

[3] We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

[4] Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

[5] This much we pledge—and more.

[6] To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

[7] To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

[8] To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

[9] Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

[10] So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

[11] Let both sides explore what problems unite us instead of belaboring those problems which divide us.

[12] Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

[13] And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

[14] My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

[15] Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

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the language of speeches

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Max Atkinson compares rhetorical devices in plays by Shakespeare and in real life speeches to show how important rhetoric still is in the art of persuading.

Some years ago, a new M.P. asked one of my colleagues for help in writing speeches. He wanted to be persuasive, he explained, but didn't want to use any rhetoric. By so doing, he was reflecting the fact that rhetoric has had a bad press in recent years, and the word has come to be used mainly as a term of abuse. It is now more likely to be used to dismiss some statement as hollow, inaccurate or lacking in substance than to refer to a set of linguistic techniques that have been with us for thousands of years. It's a change of meaning that has almost certainly been spurred on by the virtual disappearance of classics from the curriculum, one result of which is that as a student today, you will have received little or no exposure to the study and appreciation of rhetoric.

A speech maker's armoury

The trouble with deriding rhetoric is that it risks ignoring techniques that are part and parcel of the language of persuasion, and are essential weapons in the armoury of all great speakers. One way of exploring the enduring role of rhetoric in effective communication is to focus on the similarities between the techniques used by contemporary politicians and those found in the most famous examples of oratory in Shakespeare's plays.

The internet has made finding modern examples of rhetoric much easier: you can locate and download the full text of almost any recent speech. Some websites (e.g. www.americanrhetoric.com) even allow you access to both the script and an audio recording of the speech, which makes it possible to listen to it being delivered while reading the original text: this is the most effective way of exploring the workings of rhetoric. It is also possible to find clips and transcripts from live speeches recorded from television.

Contrasts

One of the most important rhetorical techniques is the contrast, famous twentieth-century examples of which are:

- [A] Ask not what your country can do for you.
[B] Ask what you can do for your country.
John F. Kennedy
- [A] You turn if you want to.
[B] The lady's not for turning.
Margaret Thatcher

Examples of contrasts are just as easy to find in speeches by more recent political leaders:

- [A] There is nothing wrong with America that cannot be cured
[B] by what is right with America.
Bill Clinton
- [A] September 11th was not an isolated event
[B] but a tragic prologue.
Tony Blair
- People will look to the resurrection of New York City and they will say:
[A] 'Here buildings fell;
[B] here a nation rose.'
George W. Bush

If you look at Shakespearean speeches you will quickly discover that many of the most famous lines have the same rhetorical structure, as in the case of this powerful contrast between peace and war from *Henry V*:

- [A] In peace there's nothing so becomes a man as modest stillness and humility.
[B] But when the blast of war blows in our ears, then imitate the action of the tiger.

Some of the most famous lines in the forum speech in *Julius Caesar* are also constructed as simple contrasts:

- [A] I come to bury Caesar,
[B] not to praise him;
[A] The evil that men do lives after them,
[B] The good is oft interred with their bones,
[A] I speak not to disprove what Brutus spoke,
[B] But here I am to speak what I do know.

Mark Antony also uses the same rhetorical device to express his own rhetorical limitations:

- [A] I am no orator, as Brutus is;
[B] But, as you know me all, a plain blunt man.

More generally, much of the force of the forum speech hinges on the recurring contrast between what Mark Antony has to say about Caesar and Brutus's version of Caesar ('Yet Brutus says he was ambitious; And Brutus is an honourable man.').

Puzzles and rhetorical questions

Rhetorical questions and puzzling lines [P] are other important rhetorical devices. They have the effect of getting audiences to focus closely on what's coming next, and either draw their own conclusions or respond positively to the solution [S] provided by the speaker.

- [P] This is a moment of quite some mixed emotion for me.
[S] I haven't been on prime time television for quite a while.

Ronald Reagan

- [P] On my way here I passed a local cinema and it turned out you were expecting me after all.

- [S] for the billboards read: 'The Mummy Returns.'

Margaret Thatcher

- [P] And why did they vote for change?

- [S] Because we had the courage of our convictions and we dared to change.

Tony Blair

In the Forum speech, Mark Antony uses rhetorical questions to invite the crowd to reach their own opinion about Caesar – which just happens, of course, to coincide with the one he is putting across.

- He hath brought many captives home to Rome,
Whose ransoms did the general coffers fill:
[Q] Did this in Caesar seem ambitious?
You all did love him once, not without cause:
[Q] What cause withholds you then to mourn for him?

And Hamlet begins his soliloquy with two questions about contrasting alternatives:

- [Q] [A] To be or
[B] not to be?
[Q] [A] Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
[B] Or to take arms against a sea of troubles,
And by opposing end them?

Three part lists

It is very easy to find plenty of examples of three part lists in recent and contemporary speeches. These can made up of three words, as in:

- Education, education and education.

Tony Blair

Or three phrases:

- I stand before you today the representative of a family in grief, in a country in mourning before a world in shock.

Earl Spencer

Or three sentences:

- We have led. Many have joined. And America and the world are safer.

George W. Bush

Nor does one have to look very far into Shakespearian speeches to find examples of this device. The troops in *Henry V* are urged to do three things:

- Stiffen the sinews, summon up the blood,
Disguise fair nature with hard-favour'd rage.

And Mark Antony not only starts the Forum speech by addressing three categories of people, 'Friends, Romans and Countrymen', but deploys two consecutive lists of three to elaborate on his claim to be an ineffective orator:

- For I have neither wit, nor words, nor worth,
Action, nor utterance, nor the power of speech,
To stir men's blood ...

Rhetoric past and present

After twenty years of using findings from research into rhetoric in courses on public speaking and presentation skills, I am in no doubt that the rhetorical devices described by classical Greek writers more than two thousand years ago are just as effective as they ever were.

Comparing the techniques used by today's politicians with those found in Shakespeare helps us appreciate the continuing effectiveness and relevance of rhetoric. Equally, it demonstrates that despite the difficulty in understanding Shakespeare's language it is by no means as obscure or out of date as it might seem at first sight. And the fact that as great a writer as Shakespeare used these rhetorical techniques to construct some of the most memorable lines in English literature can help to allay the doubts of those who think there is something disreputable about rhetoric. After all, if it worked for Shakespeare, it can work for anyone else. And, unlike the young M.P. mentioned at the start, Shakespeare knew full well that the prospect of being persuasive without using rhetoric makes about as much sense as trying to make an omelette without using any eggs.

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