

A level English Language Summer Independent learning

Welcome to A Level English Language. Please complete the following tasks ready for your first day at New College:

1. Design a poster of all the language terms you know. Include creative examples to show your understanding of the language terms. Make it bright and colourful, and include images. You can design by hand or on a computer. If you need a reminder of some language terms the following websites might be helpful:
<https://acstudies.com/2019/10/12/english-gcse-key-terminology/>
<https://www.bbc.co.uk/bitesize/guides/zsf2v4j/revision/1>
<https://filestore.aqa.org.uk/resources/english/AQA-7707-GLOSSARY-CTT.PDF>
2. Read Source A, an article from the Guardian about social media, and complete the tasks listed beneath it.
3. Read Source B, a speech by American President, John F Kennedy, and complete the tasks listed beneath it.
4. Write a language autobiography (writing around 500-750 words), explaining how you use language.
You could discuss:
 - How the place you were born and the place you grew up (if it's different) have affected your language
 - How your language has changed throughout your life
 - How your friends and family influence the way you speak
 - How you use language when you speak vs how you use it on social media
 - How your language is influenced by any interest groups you belong to
 - Anything else about your use of language that you would like to share.

Start by researching the following language concepts and include them in your autobiography:

- Accent
- Dialect
- Sociolect
- Idiolect

The following video might also help: <https://www.youtube.com/watch?v=jAGgKE82034>

On the next page is an extract from an example of a language autobiography to give you some ideas and inspiration.

Example Language Autobiography

There are a number of factors which have had influence on my speech over the course of my life. The first of these is probably the speech of my parents. My father has a moderate Yorkshire accent, but my mother has a slight Midlands accent, so my Yorkshire accent was never as strong as that of my neighbours. However, I did, as a child, speak with a definite and at times strong Yorkshire accent, especially when interacting with other children from my area.

My mother's speech has influenced me in other ways, too. She uses a number of idioms regularly, some of which I have adopted. Examples of these are 'It's black over our Bill's mother's', 'Too slow to catch a cold', and 'She's no better than she ought'. These generally sound rather old-fashioned, and perhaps humorous in tone: I would not use them in a formal situation.

My education has also had considerable effect on my idiolect – at school my social group and general surroundings were such that I lost my Yorkshire accent to a great extent, by process of convergence with those around me (who were, largely, speakers of Received Pronunciation or other 'prestigious' accents).

My accent and general speech behaviour change considerably according to context. In formal situations, I take care not to drop [h] sounds at the beginnings of words, and [t] sounds at the end. I am also careful that word-final [ŋ] sounds, such as in 'going' or 'happening' do not become [n], as in 'goin' or 'happenin'.

SOURCE A: An article from The Guardian, written in May 2022 about the increasing age of users of the social media app, TikTok.

Support the Guardian Available for everyone, funded by readers
Subscribe → Contribute →

Search jobs Sign in Search The Guardian UK edition
News Opinion Sport Culture Lifestyle More

UK World Climate crisis Newsletters Football Coronavirus Business Environment UK politics Education Society Science Tech Global development Obituaries

TikTok

Older people using TikTok to defy ageist stereotypes, research finds

There are an increasing number of accounts belonging to users aged 60 and older with millions of followers

Amelia Hill
@byameliahill
Wed 18 May 2022 07:00 BST



The paper looked at 1,382 videos posted by TikTok users aged 60 years who had between 100,000 to 5.3 million followers. Their videos had been viewed over 3.5bn times. Photograph: Mike Blake/Reuters

Older TikTok users are using the online platform, regarded as the virtual playground of teenagers, to defy ageist stereotypes of elderly people as technophobic and frail.

Research has found increasing numbers of accounts belonging to users aged 60 and older with millions of followers. Using the platform to showcase their energy and vibrancy, these TikTok elders are rewriting expectations around how older people should behave both on and off social media.

“These TikTok elders have become successful content creators in a powerful counter-cultural phenomenon in which older persons actually contest the stereotypes of old age by embracing or even celebrating their aged status,” said [Dr Reuben Ng](#), the author of the paper [Not Too Old for TikTok: How Older Adults are Reframing Ageing](#), and an assistant professor at Yale University.

Interestingly, said Ng, most TikTok elders are women who “fiercely resist common stereotypes of older women as passive, mild-mannered and weak, instead opting to present themselves as fierce or even foul-mouthed,” he said.

Ng found that 71% of these videos – including those from accounts such as [grandadjoe1933](#), who has 5.3 million followers, and [dolly_broadway](#), who has 2.4 million followers – were used to defy age stereotypes. A recurring motif was the “glamma”, a portmanteau combining “glamorous” and “grandma”, with videos including those of a 70-year-old woman joyfully parading around the streets in a midriff-bearing top.

Other videos positioned older users as superior to younger people. “I may be 86 but I can still twerk better than you,” says one user, showing an octogenarian leaping up from a fall down the stairs with a twerk.

Emma Twynning, the director of communications at the [Centre for Ageing Better](#) said: “We need to see much more diverse portrayals if we are to truly shift attitudes and cast off negative perceptions of growing older. Social media is the perfect platform to do this and to call out ageism more generally.”

Stuart Lewis, the chief executive of [Rest Less](#), said TikTok was the ideal platform for midlife influencers to take to the stage and defy ageist stereotypes. “Creators are encouraged to be original, raw and unedited – making it the ideal soapbox on which to stand if you want a space to debunk stereotypes and be your uncensored self,” he said.

Your task: Consider how the writer has used language to interest the reader. Write a paragraph in which you answer one or more of the following questions:

1. How does the writer use language to present TikTok?
2. How does the writer use language to present older people?
3. How does the writer use language to present stereotypes?

You could comment on:

- Word classes i.e. nouns, adjectives, verbs and adverbs, etc
- Conventions of an online article i.e. headline, image, hyperlinks, etc
- Genre conventions i.e. metaphors, portmanteau, alliteration, etc
- Structural features i.e. juxtaposition, discourse markers, listing, etc
- Sentences and clauses
- Anything else you notice about language use

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.

Your task: Annotate the above speech, identifying as many interesting language features as you can find. Use your poster from Task 1 and the suggestions from Task 2 to help you.

Then, answer the following questions about the contexts affecting how the text has been written:

- a. What is the genre (text type) of this text?
- b. Who is the target audience of this text?
- c. What is the purpose of this text? (Why was it written and delivered by Kennedy?)
- d. What other contextual factors might have influenced how this text was written?

Using your annotations and answers to the above questions as a starting point, write at least one paragraph in which you analyse how Kennedy uses language in the text to present himself and how he uses language to present the people of America.