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| Part of the Paper  | LANGUAGE LEVELS FOR STUDY | Definition |
| Paper 1: Language and the Individual. The aim of this part of the subject content is to introduce students to language study, exploring textual variety.This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. | * Phonetics, phonology and prosodics:
 | How speech sounds and effects are articulated and analysed. Is there any indication about how certain words should be said? Are there paralinguistic features? Fillers? Pauses?  |
| * Graphology:
 | The visual aspects of textual design and appearance. Does the text manipulate the physical space? Is meaning created through visual stimuli (pictures, colour, font, patterns)? |
| * Lexis and semantics:
 | The vocabulary of english, including social and historical variation. Which words stand out to you? Why did the writer choose those words over others? Are there patterns in the themes? What is the tone of the piece? What is the writer actually saying? Is the text formal or informal? Are the words high or low frequency? Are there words from other languages? Technical terms? Acronyms and initialisms? Is there wordplay? Puns? Coinages? Figurative language? |
| * Grammar, including morphology:
 | The structural patterns and shapes of english at sentence, clause, phrase and word level. Is the grammatical construction complex or simple? What is the tense? What is the mood of the verbs? Does the text follow grammar conventions or break them?  |
|  | * Discourse:
 | Extended stretches of communication occurring in different genres, modes and contexts. How many voices are in the text? What is the interplay between them? Who has the power? If there is only one voice, how does this voice make itself clear? Can the audience talk back? How is the text structured? How do they organise their ideas? How does the writer build their argument?  |
|  | * Pragmatics:
 | The contextual aspects of language use. What is the text? Why was it written? Who wrote it? What did they want to achieve? If there is more than one voice, what does each of the voices want to achieve? Is the person who created it the same person they want you to think they are? Who is the intended audience? Who is the actual audience? What is the mode?  |
| Parts of Speech:  | Definition:  |
| Noun | refers to words that are used to name persons, things, animals, places, ideas, or events. Nouns are the simplest among the 8 parts of speech. |
| Pronoun -  | a part of a speech which functions as a replacement for a noun. Some examples of pronouns are: I, it, he, she, mine, his, hers, we, they, theirs, and ours. |
| Adjective -  | used to describe a noun or a pronoun. Adjectives can specify the quality, the size, and the number of nouns or pronouns. |
| Verb -  | a word that shows an action (physical or mental) or state of being of the subject in a sentence. |
| Adverb -  | like adjectives, adverbs are also used to describe words, but dverbs describe adjectives, verbs, or another adverb. |
| Preposition -  | refers to words that specify location or a location in time like in, on or before. |
| Conjunction -  | a part of a speech which joins words, phrases, or clauses together. |
| Interjection -  | refers to words which express strong emotions, they are usually followed by an exclamation mark. |
| Declarative Mood –  | statements (e.g. I watched a film last night.) |
| Interrogative Mood –  | questions (e.g. where are you going?) |
| Imperative Mood –  | orders (e.g. Pass me that pencil sharpener.) |
| Exclamatory Mood –  | exclamations of emotion (e.g. Ouch, Bloody hell**)** |
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| ASPECT →TENSE ↓ | **SIMPLE** | **PERFECT** | **CONTINUOUS/****PROGRESSIVE** | **PERFECT**  **PROGRESSIVE** |
| **PAST** | I walked | I *had* walked | I *was* walking | I *had been* walking |
| **PRESENT** | I walk | I *have* walked | I *am* walking | I *have been* walking |
| **FUTURE** | I *will* walk | I *will have* walked | I *will be* walking | I *will have been* walking |

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