



TERM TWO

MODULE 2: LANGUAGE AND THE COMMUNITY

January 2023- April 2023

Calendar dates:

Mock Exam- March 11-22, 2024

Final draft of S.B.A. –March 15, 2024

SBA Grades on Renweb – April 8, 2024

Final Day for Grades 11-13 – April 17, 2024

Release of reports for Grades 11-13 – April 19,2024

Department Dates

ORALS- The week of March 18- 22 /27, 2024 [subject to change]

[NB. Completion of everything carried forward must be done prior to starting the substantive topics for this term]

1. Sourcing Information (continued)
 - a) Defining key terms: authority, reliability, validity, bias, fact, opinion
 - b) Summarizing the content of sources
 - c) Evaluating the reliability and validity of sources
 - Author and speaker (expertise, authority, perspective, social and political biases)
 - Context (social and historical)
 - Text (factual accuracy, logical structure, cogency)

Essay Writing Techniques specific to writing the essay for Module 01

Assessment #1: Comprehensive Module 01 Essay the week of - [January 26, 2024](#)

2. *Purposes* of language
 - Persuading (repetition, statistics, rhetorical questions, appeal to emotion (**PATHOS**), appeal to logic (**LOGOS**) and appeal to one's character (**ETHOS**), use of authority p. 374 - 379
 - Questioning (language is used to gain information from a source) p. 254- 258
 - Directing (giving someone information to help them reach a destination e.g. draw a map and include instructions)

- Providing aesthetic pleasure (language is used to help us express ourselves and find pleasure in words e.g. poem, song, diary, stories, journal)
- Informing (language being used to give details, disseminate information and reveal new data to an individual e.g. textbooks, newspapers, academic journals, websites, etc.)

3. **Functions** of language (definitions and examples)

- Social functions (various types)
- Expressive
- Reflective
- Ritual

4. Language and the Society

- a. Influences of social, political and other cultural factors on the development of language and related communicative behaviours.
- b. Social, political, ethical and psychological roles of language, for example, the use of language to:
 - (i) Discriminate against others, alienate, ridicule, make face threats, mark social biases;
 - (ii) Assert authority, mark identity, mark solidarity, make social linkages, and promote cultural awareness.
- c. The influence of historical factors on Caribbean language situations
- d. Attitudes to Caribbean language: implications for regional, national, social, gender, ethnic and other sub-group relations
- e. Language in international situations
- f. Language in interactive settings: influence of factors such as audience, message, purpose, occasion, gender, age, on choice of language and related communicative behaviours.

5. Languages in the Caribbean

- (a) Language situation in each Caribbean territory (contributing factors historical, social etc.)
- (b) Characteristic features of Creoles in the region
- (c) Comparative look at linguistic situation in the region

6. **Characteristics of English Creole Languages**

Lexis (language – each Creole is seen as its own language) * this is not a characteristic of English Creole Languages

Grammar (the use of punctuation and organization of sentences)

English Creole	Caribbean Standard English
i. Unmarked count nouns e.g. mango sweet	Pluralised count nouns with generic meaning, for example, mangoes are sweet
ii. Unmarked action verbs e.g. she pinch me	Past-marked action verbs with past time reference, for example, she pinched me
iii. Preverbal markers e.g. ben/bin/wen/did (past marker), go (future marker), a (marker of continuous and habitual), does (marker of habitual)	Auxiliaries (auxiliary verbs – be, do, have, will) and suffixes, for example, did/-ed (past), will/shall (future), -ing (continuous), simple present tense forms (cook, cooks)
iv. Subject-adjective structures e.g. mi sick, di mango sweet	Subject-copula-adjective structures e.g. I am sick, the mango is sweet

v. Subject-verb word order in question formation, together with rising intonation e.g. <i>you done cook di food?</i>	Inversion of subject and auxiliary in question formation together with rising intonation, for example, <i>have you finished cooking the food?</i>
vi. Front-focussing of different parts of the sentence for emphasis e.g. a tired a tired, is di bathroom he/him tile	Pitch-emphasised parts e.g. I am tired , he tiled the bathroom

- The most common plural marker ‘s’ in Standard English is shown differently in Creole
e.g. Mary and **dem** went out.

We have **plenty** orange on our tree.

In Creole there is no ‘s’ ending as is the rule in English

Phonology (the study of sound of words)

English Creole	Caribbean Standard English
i. No voiced consonant clusters at the end of words e.g. -nd > n, as in <i>han, san</i>	Voiced consonant clusters at the end of words, for example, -nd, as in <i>hand, sand</i>
ii. No voiceless consonant clusters at the end of words, e.g. -st > -s, as in <i>tes, wris</i> , -ft > f, as in <i>lef</i>	Voiceless consonant clusters at the end of the words, e.g. -st, as in <i>test, wrist</i> , -ft, as in <i>left</i>
iii. No voiceless-voiced consonant clusters at the end of words, e.g. -sed > s as in <i>miss</i> ; -ghed, gh, as in <i>laugh</i> ; -ped > p, as in <i>leap</i>	Voiceless-voiced consonant clusters at the end of words, as in <i>missed, laughed, leaped</i>
iv. No voiced ‘th’ sound at the beginning of words or syllables; a <i>d</i> ’ sound instead, as in <i>dey, dem</i>	Voiced ‘th’ sound at the beginning of words or syllables, as, for example, in <i>they, them</i>
v. No voiceless ‘th’ sound at the end of words or syllables; a ‘t’ or ‘f’ sound instead, as, for example, in <i>fift/fif, wit/wif</i>	Voiceless ‘th’ sound at the end of words or syllables, as in, <i>fifth</i> , with

Syntax

English Creole	Caribbean English Creole
i. Peculiar words and phrases (for example,	

[Incomplete table](#)

See pages 14 – 16 of the syllabus for further explanation.

Writing the Module 2 Essay

- Essay writing techniques
- Organization (Introduction, Body, Conclusion)
- Content appropriateness for Module

[Essay Writing Techniques specific to writing the essay for Module 02](#)

[Assessment 2 : Module 2 essay week of February 16, 2024](#)

A. Preparing for the External Exam/ Exposition Part 3

- (a) Students to provide a summary of third source
- (b) Students evaluate third source based on criteria: *how the source, context and channel/medium affected the reliability and validity of the information gathered.*

ORAL PRESENTATION IN CLASS PRACTICE - Students can make an oral presentation of the evaluation of ALL THREE sources.

B. S.B.A. Component 4

Language Analysis

- Registers
- Dialectal variation
- Attitudes to language
- Communicative behaviours

Minimum TWO drafts. Teachers should keep a copy of final draft on file.

C. Preparing for the External Exam/ Exposition Combining Parts

- (a) Students to combine evaluations based on criteria: *how the source, context and channel/medium affected the reliability and validity of the information gathered.*

(b) Speaking for the Exam (Exposition)

- Introduction
- Posture
- Verbal and non-verbal devices
- Components of delivering
- Context (audience, message)
- Conclusion

(c) In-class practice of speeches prior to External Exam (maximum 2 weeks)

Students to deliver their practice speeches during students' assigned periods.

Suggested Graded Activities:

- **Comprehensive Essays = 2 [Module 1 and Module 2]**
- **Mock Exam = 1**
- **Speech = 1[test] [Final Speech grade]**
- **Listening Comprehension =1**
- **The Reflective Piece (after 2 drafts have been submitted) – SBA = 1**
- **The Complete SBA – Used as Course work grade = 1**
- **Individual Teacher test grade = 1**

TOTAL GRADES = 8

