A   Keep a Viewing/Listening Log - continued

Text Type	Comments Describe the text in one sentence. Explain the purpose of the text. Explain who the intended audience is.	Started/ Completed
DOCUMENTARY Title : Writer/Director :	....	Date Started : Date Completed :
PODCAST Title : Writer/Director :	....	Date Started : Date Completed :
PODCAST Title : Writer/Director :	....	Date Started : Date Completed :
ORAL PRESENTATION OR SPEECH Title : Writer/Director :	....	Date Started : Date Completed :

A Context Examples - continued

2 Now, try this passage :

Every year, New Zealanders throw away over 100 million kilograms of clothing! That's enough to fill 213 Olympic-sized swimming pools! Are you surprised? I know I was. But it's not just about the waste. The fast fashion industry is also responsible for 10% of global carbon emissions and 20% of global water waste. The truth is that fast fashion has a devastating impact on the environment, as well as large social implications and human rights issues. It's time for us to take action.

Context	Answer	Evidence from the Text to Support your Answer
Time		
Place		
Purpose		
Audience		

B Contextualising the Text

1 Use details from a text you have studied, a podcast you have listened to, or a show/film you have watched to complete the following. Include specific examples from the text to support your answers:

Title of text ……………………………………………………………………………………………………….………...

Writer/director …………………………………………………………. Text type ……………………………………..………...

Time	
Place	
Purpose	
Audience	

A A Glossary of Verbal Language Features

1 These terms will be useful for this assessment, but also for AS. 1.2 Demonstrate understanding of specific aspects of studied text and AS 1.4 Demonstrate understanding of significant aspects of unfamiliar texts. Try to memorise a few each week.

Technique	What it Does	Example	Why It's Used
Repetition	Repeated words/phrases.	"I have a dream" - Martin Luther King Jr.	Emphasises important things.
Vocabulary	The words used.	"The blood-red sunset painted the sky."	Set the mood, and build the imagery.
Changes in Tense	From past, to present, to future.	"She walked into the room, memories flooding back."	Shows time passing or something that has happened or will happen.
Tone	Shows the writer's feelings.	"Her sarcastic remarks left him speechless."	Evokes emotion.
Code-switching	Switches to another language.	"His je ne sais quoi charm captivated everyone."	Adds culture or sophistication to the writing.
Register	Indicates how formal the writing is.	"The colloquial banter made the atmosphere friendly."	Sets the tone and how east it is to read.
Point of View	From whose perspective the writing is written.	"I felt a rush of excitement as I approached."	Gives a personal view or an outsider's view.
Positioning of Reader	Contects the reader to the text.	"With bated breath, the reader awaited the verdict."	Influences feelings about what is happening.
Parallel Structure	Repeats words/phrases in a pattern to make them stand out.	"She loved to dance, sing and paint."	Highlights things that are similar or different.
Questions and Answers	Asks questions and gives answers to keep it interesting.	"Why did he do it? Because he had to."	Makes it more engaging and suspenseful.
Rhetorical Questions	Asks questions that don't need answers to make a point.	"Who could have known the consequences?"	Makes the reader think and emphasises ideas.
Passive Voice	Shows what is done to something.	"The book was read by her."	Makes if formal and focuses on certain words.
Simple Sentences	Short sentences to make it easy and direct.	"She smiled. He laughed."	Makes it simple and immediate.
Minor Sentences	Uses short phrases without full sentences for informality.	"In the moonlight, a whisper."	Makes it relaxed and easy to understand.
Compound / Complex Sentences	Sentences with more than one thing happening.	"She studied hard, yet she still struggled with the subject."	Gives more details and explores ideas.
Balanced Sentences	Makes sentences that compare or contrast important ideas.	"His actions spoke loudly, but his words remainied silent."	Emphasises relationships between ideas.
Simile	Compares using 'like' or 'as' to make the image clearer or more vivid.	"Her smile was as bright as the sun."	Helps you understand or imagine things better.
Metaphor	Compares without using 'like' or 'as' to make a strong point.	"His heart was a stone."	Makes a strong comparison or paints a vivid picture.
Personification	Gives human traits to thins that are not human to make them more interesting..	"The wind whispered through the trees".	Makes non-human things seem alive or relatable.

A Identifying Language Features

1   Try to connect these examples to the correct language feature. The first one has been done for you.

Metaphor	Let is snow, let it snow, let it snow.
Repetition	"Kia ora, kei te pehea koe? I'm doing well, thanks."
Personification	Who wouldn't want to be a millionaire?
Rhetorical Questions	The ball was thrown by John.
Passive Voice	The car ran a red light.
Simple Sentences	Not right now
Cliche	She is as pretty as a picture.
Minor Sentences	The trees danced in the wind.
Simile	He has a heart of stone.
Code-switching	The calm before the storm.

2   Identify the language features used in the following sentences :

a)   The sun smiled down on us.   ....

b)   It's a piece of cake.   ....

c)   Every cloud has a silver lining.   ....

d)   The report was prepared by the team.   ....

e)   The dog barked.   ....

f)   He eats like a pig.   ....

g)   Can we ever truly know someone?   ....

h)   Peter Piper picked a peck of pickled peppers.   ....

i)   The world is a stage.   ....

j)   The teacher gave us a ton of homework.   ....

A Model Essay for AS 1.1

Greta Thunberg's speech on climate change, was presented at the United Nations Climate Action Summit in 2019. She set out to raise awareness about the urgent need for action on climate change and to force world leaders to think about their lack of action. The speech was aimed at world leaders, policymakers, and activists from around the world, and was presented to highlight the negative effects of climate change, as we are destroying the world we live in.

Thunberg's speech uses passionate and emotive language, repetition, and rhetorical devices to engage the audience. Repetition is used with the phrase "How dare you?" This phrase is used multiple times throughout the speech to show her frustration and anger about the lack of action on climate change. By repeating this phrase, she emphasises her message and gives a sense of urgency to her audience. Repetition is typical in protest speeches, as it helps build support and create strong emotions in the audience. It also makes the speech more memorable, which was one of the main goals.

Thunberg asks questions like "How can you continue to ignore the science?" and "How can you look away and say you are doing enough?" These rhetorical questions are used to force the audience to look at their own actions and responsibilities. She engages the audience and encourages them to think about the issue of climate change. She also uses the inclusive pronoun "you" to build rapport and connect with the audience. Using rhetorical questions is also typical in protest speeches, as they help to get the audience to think and take action.

Emotive language is used throughout the speech to connect with the audience. She says "You have stolen my dreams and my childhood with your empty words", which is powerful because it makes the issue of climate change more personal by making it relatable to young people like herself. By using this emotive language, she connects with her audience emotionally and inspires them to take action. Emotive language is also a technique typically used to persuade the audience and to provoke a reaction.

Inclusive pronouns are used all the way through this speech, such as "we" and "us". For example, she says "We will not let you get away with this". The use of inclusive pronouns works with her use of emotive language to build on the connection between herself and her audience. She needs them to understand that this is an issue we have to work on together. This technique is typical for persuasive speeches and for this speech specifically, as it helps to create a sense of community for everyone who is fighting for climate change.

The techniques of repetition, rhetorical questions, emotive language and inclusive language are all connected in this context, as they are used as a 'call to action'. Thunberg was aiming to provoke an angry response from her audience in the hope they would be forced to take action before it was too late.

Interestingly, Greta Thunberg also uses silence as a verbal language technique. During her speech, she paused for four seconds after saying "How dare you?". This pause was really powerful because it gave the audience time to think about the message and it created some tension in the room. The audience would be left wondering what would come next, so this also added to the engagement.

The connections between these examples of verbal language are influenced by the context. Where there is a lack of action on climate change from those in power, silence can be just as powerful as words because it creates a sense of tension that emphasises the urgency of the situation. Greta Thunberg's speech on climate change uses various forms of verbal language to convey her message and inspire action. Repetition, rhetorical questions, emotive language, inclusive pronouns, and silence all have a purpose in the context of protest speeches. By using these forms of verbal language effectively, Greta Thunberg was able to raise awareness about climate change and inspire young people around the world to take action. This clearly worked, as her speech was replayed on news outlets across the world and young people led protests in towns and cities to continue to raise awareness and demand change. She showed the world that one person really can make a difference.

Achievement
Demonstrate understanding of how context shapes verbal language use.

Merit
Explain how context shapes verbal language use.

Excellence
Examine how context shapes verbal language use.

A Response Template - continued

Explain in detail how verbal language techniques are used in the text. Include examples and quotes from the text.

Technique 1 : ....

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Technique 2 : ....

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Explain how and why these techniques are used together for a particular purpose (E.g. build rapport, grab attention, persuade, establish credibility). Are these techniques **typical** for the context?

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Technique 3 : ....

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Technique 4 : ....

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Verbal Language Techniques used in Advertising

Some of the more general verbal language techniques used by advertisers include :

Emotional Appeal	Advertisers use emotive language to connect with their audience, e.g. through feel-good stories or sentimental advertisements.
Celebrity Endorsements	Having the right celebrity name can raise the profile of the brand dramatically (see page 24).
Bandwagon Effect	Advertisers try to create a trend by promoting a sense of belonging, and building on the fear of missing out. This is promoted by implying or even stating that everyone is doing it or has it.
Persuasive Language	Advertisers use classic persuasive techniques, such as repetition, hyperbole, data and statistics.

(A) Verbal Language Use in Advertising

1 In this task, you will practise using verbal language techniques to build on your understanding of how they are used in advertising. Your teacher may direct you to suitable examples, or you can choose your own.

Here is a list of potential advertisements for you to use :

Air New Zealand Safety Videos	Whittaker's Chocolate	One New Zealand	NZ Tourism	Spark New Zealand

Advertisement - Structuring the Essay

Add your notes here as you watch your chosen advertisement :

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Title of text   ……......

Brand   …….

Briefly explain the advertisement.

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B Social Issue Podcasting - Structuring the Essay - continued

Verbal language techniques used (Include examples and quotes from the text, whether they are typical for the context and how the techniques work together).

Techniques 3 and 4

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How has the context shaped the use of verbal language in the podcast? Explain in detail.

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Are the language techniques typical of a social issue podcast? Discuss.

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Was the podcast effective in communicating the key idea? Why/why not?

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Example Analysis of the Language of Sports Commentary

Read through the example below, and then check through your analysis to ensure you have included enough detail.

Title of text : "ICC Cricket World Cup Final Commentary"

Commentator : Unknown

Commentary from the final match of the ICC Cricket World Cup between New Zealand and England.

Context

This commentary took place in 2019. The match was broadcast globally, reaching cricket fans worldwide who were watching or listening to the match. The purpose of the commentary was to provide a detailed description of the game, convey the excitement and tension of the match, and engage a wide range of listeners.

Techniques 1 and 2

A technique used in this commentary is play-by-play description, providing a detailed description of what's happening in the game, e.g. "Looks like Archer will bowl England's over. He's sitting by the edge of the boundary, ball in hand." This allows the listener to picture the scene and makes the commentary engaging for the audience. Another technique used is emotive language, such as "Finally, England get their hands on the big prize" to convey the excitement and tension of the game. These two techniques work well together as they engage the audience by using familiar language and sharing the message of excitement.

Techniques 3 and 4

The sports commentary also uses repetition, as this emphasises the importance of certain events or actions in the game 'JIMMY NEESHAM, JIMMY NEESHAM, JIMMY NEESHAM!' is an example of repetition used to convey the commentator's excitement. Through the use of technical jargon, "In the blockhole close to off stump, stabbed down towards long-off, rolls slowly through the outfield and they can take two," the commentator adds authenticity to the conversation. These two techniques work together to reinforce the message of excitement and tension, whilst using the terminology cricket fans expect to hear.

Evaluation

The context has shaped the verbal language used in the commentary, as it reflects the generally formal style of communicating used in sports broadcasting. This makes it effective at communicating the excitement and tension, and connects with the global audiences that the commentary targets. The use of play-by-play descriptions, emotive language, repetition and jargon effectively reinforce the key idea of excitement being real, even whilst watching or listening to sports events. The commentary has been successful in creating an engaging experience for viewers, making it more exciting.

Political Speeches - History

Politicians use speeches to communicate their policies, beliefs, and visions to the public. The goal is to persuade and influence potential voters, developing trust and support for their leadership.

<u>A Brief History of Political Speeches</u>

Political speeches have a long history. Ancient civilisations, like the Greeks and Romans, used public speeches as a tool to influence public opinion. The invention of the printing press in the 15th century had a big impact on political speeches, as it allowed the written version of a speech to be shared with a wider audience.

In the 20th century, radio and television changed political speeches dramatically, as politicians could directly address the people. This made their messages more personal and immediate. Famous speeches, such as Martin Luther King Jr.'s "I Have a Dream" speech, were broadcast to millions and had a lasting impact.

The digital revolution at the end of the 20th century introduced a new platform for political speeches - the Internet. Politicians began to use emails and websites to communicate with constituents. The rise of social media in the 21st century further changed political speeches, as platforms like Facebook, X (formerly Twitter), and YouTube allowed politicians to connect directly with the voters.

A Political Speech Analysis and Social Media Impact

1   Political speeches can have a huge impact on public opinion, and their reach can be increased through social media. Politicians often use social media to communicate directly with voters, and their posts can influence discussion.

Complete the following table with examples of politicians and the key messages they promote on social media. The first one has been done for you.

Look for politicians who are active on social media, note down the platform they use, their key messages, and provide an example of a post that shows their message.

Politician	Social Media Platform	Key Message	Example
Joe Biden	Twitter	Unity, Democracy, Hope	"This is America's day. This is democracy's day. A day of history and hope, of renewal and resolve."

A Social Media - Structuring the Essay

Hashtag ....

Social Media Platform ....

Briefly explain the hashtag.

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Context (time, place, purpose and audience).

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Identify at least one **key idea** developed through the hashtag.

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Verbal language techniques used (Include examples and quotes from the text, whether they are typical for the context and how the techniques work together).

Techniques 1 and 2

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....

Pages 4-5 - A Viewing/Listening Log

A1 Student's own answers - filled in as needed.

Page 6 - Recognising Viewpoints

A1 Marney washed the cups and wiped the table down.   Third Person

If you have a good relationship with your partner, you will feel better about yourself.
                                                                        Second Person

"Hullo," I say, but no one speaks.   First Person

She thought she should take Mereana to the doctor, but how?   Omniscient Narration

It seemed to Mereana's mother that the woman was somehow frightened.
                                                                        Omniscient Narration

The rest of us would feel around in the lagoons for agar.   First Person

When the kids got home she went in and put the tea on.   Third Person

I could't help but marvel at the beauty of it all.   First Person

You are the wind beneath my wings.   Second Person

You too can look beautiful!   Second Person

We will fight them on the beaches.   First Person

They waited out of the storm in a hut.   Third Person

Page 7 - Context Examples 1

A1

Context	Answer	Evidence from the Text to Support your Answer
Time	2020	"Tonight's result has been strong"
Place	New Zealand	"challenges New Zealand already faced"
Purpose	To show how, by working together, the government and the people of New Zealand can make the changes needed to rebuild after the COVID crisis.	"Better, stronger, with an answer to the many challenges New Zealand already faced."
Audience	New Zealand public	"Labour will lead the government for the next three years"

Page 8 - Context Examples 2

A2

Context	Answer	Evidence from the Text to Support your Answer
Time	Recent/2023	"over 100 million kilograms of clothing"
Place	New Zealand	"New Zealanders"
Purpose	To call to action, to encourage New Zealanders to take action against fast fashion.	"The truth is that fast fashion has a devastating impact on the environment, as well as the large social implications and human rights issues. It's time for us to take action."."
Audience	New Zealanders and global audiences	"The fast fashion industry is also responsible for 10% of global carbon emissions and 20% of global water waste.""

B1 Student's answers relating to a text studied.

Page 10 - Structure of Your Text

A1 Student's own answers relating to text studied.

Page 11 - Key Ideas

A1 Student's own answers based on text studied.

Page 14 - Identifying Language Features

A1
Repetition	Let it snow, let it snow, let it snow.
Code-switching	"Kia ora, kei te pehea koe? I'm doing well, thank you for asking."
Rhetorical Questions	Who wouldn't want to be a millionaire?
Passive Voice	The ball was thrown by John.
Simple Sentences	The car ran a red light.
Minor Sentences	Not right now.
Simile	She is as pretty as a picture.
Metaphor	He has a heart of stone.
Personification	The trees danced in the wind.
Cliché	The calm before the storm.

A2 a) Personification   b) Idiom
    c) Cliché   d) Passive Voice
    e) Simple Sentence   f) Simile
    g) Rhetorical Question   h) Alliteration
    i) Metaphor   j) Hyperbole

Page 15 - Matching Techniques to Text Types

A1 Student's own answers.

Page 16 - Language Features and Text Type

A1 These are only some of the techniques used, and they can vary depending on the text.

Poems   metaphors, similes, repetition, alliteration, and personification.
Short stories   dialogue, description, emotive language, irony, clichés, metaphors, and similes.
Speeches   persuasive language, such as rhetorical questions, repetition, emotive language, anecdotes and listing.
Opinion articles persuasive language, such as rhetorical questions, emotive language, anecdotes, data and statistics.
Podcasts   informal language, anecdotes, expert opinions, and data.

Page 17 - Context Support Key Ideas

A1 Student's own answers based on a key idea chosen.

Page 18 - Connected Techniques -Notes

A1 Student's own answers.

Pages 21-23 - Planning a Response

A1 Student's own answers.

Pages 24-26 - Language of Advertising

A1 Student's own answers based on chosen Advertisement.

Pages 28-31 - Language of Social Issue Podcasting

A1 Student's own answers based on chosen Podcast.

Pages 33-36 - Language of Sports Commentary

A1 Student's own answers based on chosen Sports Commentary.

Pages 38-41 - Language of Political Speeches

A1 Student's own answers based on chosen Political Speech.

Pages 43-47 - Language of Social Media

A1 Student's own answers based on chosen Hashtag.

Pages 48-51 - Language of News Broadcast

A1 Student's own answers based on chosen News Broadcast.