

Year 11 to Year 12 Transition Work

A Level English Language

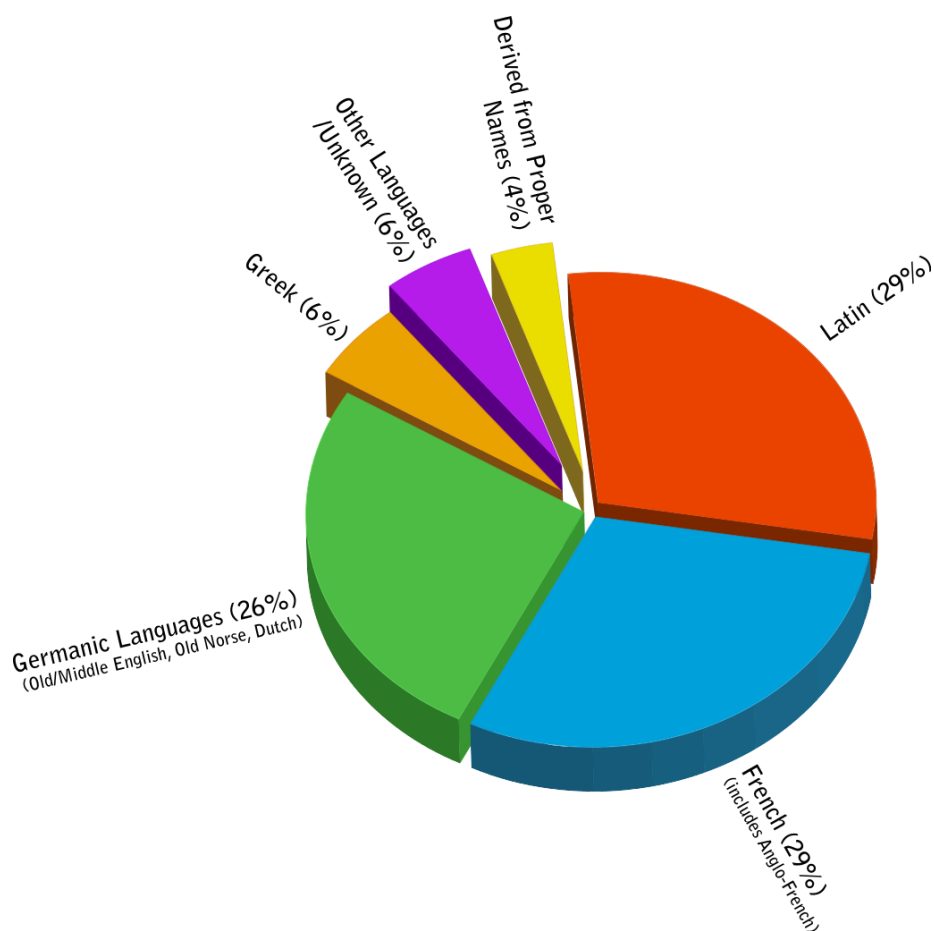
Introduction

Congratulations on choosing to study English at A Level.

Whether you have chosen to study Literature, Language or both, you have chosen to study a course that will not only build on the skills you already have but also encourage you to think critically and prepare you for whatever your next steps happen to be.

Prepare to think a little differently about the world!

Each of the below activities should equate to a week's worth of work, based on the four hour curriculum with the teacher and 1 hour of ILS (Independent Learning Study).



Week 1:

The most challenging aspect of A Level English Language is getting to grips with the huge amount of terminology that you will be expected to know and use accurately.

Start by creating a **working glossary document** so that you can collect all the key terms you learn in one place, making it easier to revise in the future.

1. Firstly, mark all the terms you know already from the secondary school.
2. Secondly, research five of the key terms for each letter (choose the ones you like the look of and copy the definition but also provide examples so the definition makes sense.
3. Finally, learn these definitions.

Stretch and Challenge: Prove that you know that by labelling as many of them as you can in the text you will find in this hyperlink:

<https://www.thesun.co.uk/archives/news/129677/why-dunton-was-the-first-deidre/>

All of the exam boards offer glossaries of key terms to support you. Regardless of which exam board you are studying, each of the glossaries have useful content so you might want to have a look at all of them. Ours is **OCR**, so you can start there but keep the others in mind for a breadth of knowledge.

AQA	http://filestore.aqa.org.uk/resources/english/AQA-7701-7702-GLOSSARY.PDF
Edexcel	https://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/GCE_A%20Level_EngLang_frameworks_and_levels_v1.pdf
Eduqas	http://www.eduqas.co.uk/qualifications/english-language/as-a-level/Eduqas-A-level-English-Language-qft-from-2015.pdf?language_id=1 from page 118 – page 134
OCR	http://www.ocr.org.uk/Images/308613-glossary-of-terms-and-main-language-theories.pdf

Don't be put off by the amount of terminology in these documents – by the end of the course, you will be able to use everything confidently.

Week 2:

The field of English Language is a wide and varied field of study and, as a result, lots of people like discussing it.

1. Make detailed notes on each of the programmes.
2. Write a blog entry on how far you agree that our gender identity is linked to language we are using.
3. Create a visual representation of how language changed over time. This can be a timeline with the key events plotted, a graph, a pictogram or any other form of visual representation.

Check out Radio 4's 'Word of Mouth' programme on the BBC iPlayer:

<https://www.bbc.co.uk/programmes/b006qtnz/episodes/player>.

In this half hourly programme, Michael Rosen discusses various sorts of language from broad areas, such as the use of slang and language linked to gender identity, to more niche areas such as the naming of diseases and clichés in football commentary.

You should also check out this playlist on Ted Talks:

https://www.ted.com/playlists/228/how_language_changes_over_time



Week 3

Now that you have a basic introduction to the Historical Linguistics, you can start exploring more ideas. These topics/themes refer back to the discussions in the videos you watched in Week 2, so you might have to come back to them to answer some of these questions.

Here is your topic/theme for Week 3: **Txtng is killing language. JK!!!**

Firstly, answer the following questions:

1. What are your views on the way that texting (and social media in general) has influenced language?
2. What are the key differences between the way we use language in speech and the way we use it in language?
3. Look at the way the speaker discusses the use of the phrase 'LOL.' How far do you agree with his assertion that the role of 'LOL' has changed?
4. Do you still use this technique?

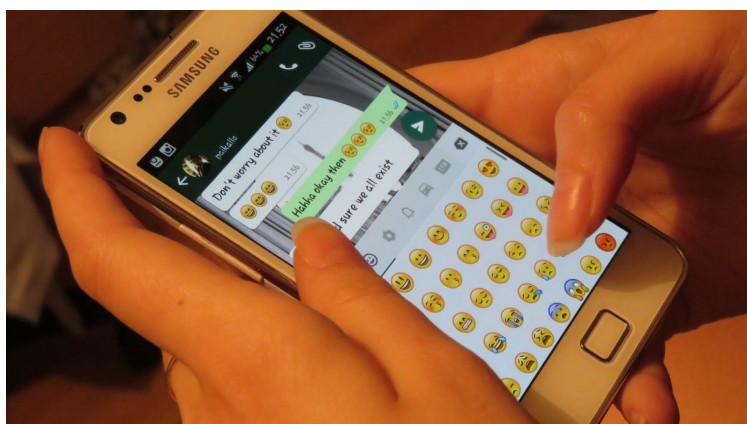
Secondly, create a mini investigation into the following questions:

Investigation: What are the key features of the way you use language in text messages and social media? What affects the way you use language in these situations?

Your investigation should include some linguistic theory and discussion of what different linguists are saying about this as well as your personal findings.

For the purpose of this exercise, you might want to collect some data - like text messages from your family members and friends to see if they still use textspeak on their phones or on social media.

(Remember to ask for their consent before you use their data. Also, anonymise it by creating a code. For example - your dad could be coded as Male Older (MO); your mum could be Female Older (FO), etc. It is important to use real life examples in your mini investigation but it is also important not to give the identity of the individual language users.)



Week 4:

Now that you have a basic introduction to the Historical Linguistics, you can start exploring more ideas. These topics/themes refer back to the discussions in the videos you watched in Week 2, so you might have to come back to them to answer some of these questions.

Here is your topic/theme for Week 4: **Go ahead, make up new words!**

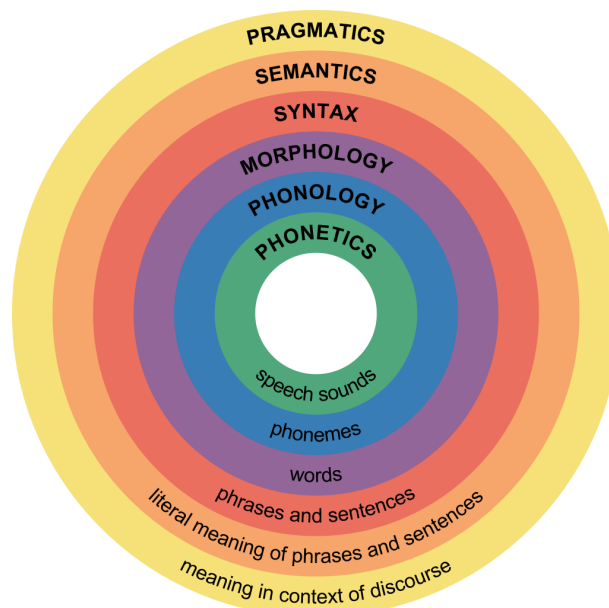
Firstly, answer the following questions:

1. How far do you agree with the idea that we are pre-programmed to apply certain grammatical rules such as plurals?
2. According to the talk, what are the different ways of creating new words?
3. Look at the new words that have been added to the *Oxford English Dictionary* (google 'new words list' and they will appear). What methods have been used?

Secondly, create a mini investigation into the following questions:

Investigation: Try to create a new word and see if you can track its usage. Think about the gap you are trying to fill and how you will get the word to spread around different speakers.

Stretch and Challenge: What is morphology? What types of morphology do we recognise? How is morphology connected to etymology?



Week 5:

Now that you have a basic introduction to the Historical Linguistics, you can start exploring more ideas. These topics/themes refer back to the discussions in the videos you watched in Week 2, so you might have to come back to them to answer some of these questions.

Here is your topic/theme for Week 5: **How language transformed humanity.**

Firstly, answer the following questions:

1. How essential is language to social learning?
2. Pagel presents an argument for a global language. What are your thoughts about creating a single global language? What are the potential benefits of such a situation? What are the potential downsides to this situation?

Secondly, create a mini investigation into the following questions:

Investigation: Pagel discusses the idea that language is subversive and that there are certain words you cannot say. Discuss the words that are considered 'dangerous' or 'taboo' in modern society. How has this changed over time? Are there words that could be used 50 years ago that are considered inappropriate now? Why has this changed?

Stretch and Challenge: Write an essay, exploring the meaning behind the Benjamin Whorf's hypothesis of linguistic relativity as presented in the below quotation.

**"We dissect nature
along lines laid down
by our native language.**

**Language is not simply
a reporting device
for experience but a
defining framework for it."**

-Benjamin Lee Whorf

Week 6:

Now that you have a basic introduction to the Historical Linguistics, you can start exploring more ideas. These topics/themes refer back to the discussions in the videos you watched in Week 2, so you might have to come back to them to answer some of these questions.

Here is your topic/theme for Week 6: **What our language habits reveal.**

Firstly, answer the following questions:

1. What are the different types of verb that Pinker discusses?
2. Why might speakers choose to use euphemistic or metaphorical phrases for certain events or ideas?
3. Pinker discusses the use of language to create implicature (implying meaning but not saying it directly). In what ways have you used or heard implicature in different settings or situations?

Secondly, create a mini investigation into the following questions:

Investigation: Look at different political speeches and identify how language has been used to convey or reinforce certain ideologies or values. How do politicians use implicature to affect the audience's response? What values do they assume their audiences hold?

Stretch and Challenge: You will find many political speeches online but it would be interesting to see your analysis of Donald Trump's representation in the Coronavirus conferences. If you choose to do this, pick one speech and transcribe it, using these guidelines:

<https://gotranscript.com/transcription-guidelines> (but since some of these speeches last over two hours, pick a 10 minute section of Trump's direct speech and transcribe that section exclusively. Leave the advisors out of it.)



Week 7:

Now that you have a basic introduction to the Historical Linguistics, you can start exploring more ideas. These topics/themes refer back to the discussions in the videos you watched in **Week 2**, so you might have to come back to them to answer some of these questions.

Here is your topic/theme for Week 7: **Don't kill your language!**

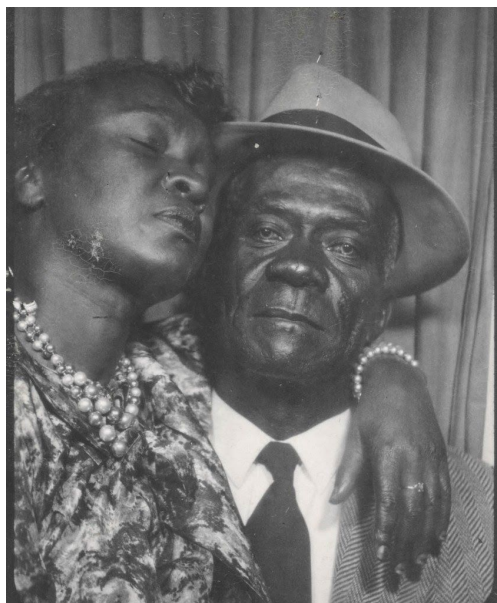
Firstly, answer the following questions:

1. This talk is in a different language with subtitles. What were your initial responses to this? Did this make you less likely to want to engage with the talk? What do you think that reveals about the way we respond to different languages?
2. To what extent do you feel that language is an important part of culture?
3. What might make someone give up their native tongue in favour of a different language?

Secondly, create a mini investigation into the following questions:

Investigation: Research a country that has English as a primary language alongside other national languages – e.g. South Africa, Jamaica or Singapore. How does this country use English? How did English arrive in the country? What effects has English had on the native languages?

Stretch and Challenge: What are the grammatical features of AAVE (African American Vernacular English)?



Week 8:

Now that you have a basic introduction to the Historical Linguistics, you can start exploring more ideas. These topics/themes refer back to the discussions in the videos you watched in **Week 2**, so you might have to come back to them to answer some of these questions.

Here is your topic/theme for Week 8: **What is a snollygoster?**

Firstly, answer the following questions:

1. How important is it that the debates in Parliament are available for people to read?
2. How important are titles for a profession?
3. To what extent do you agree with Forsyth's view that reality shapes words more than words shape reality?

Secondly, create a mini investigation into the following questions:

Investigation: Visit <https://hansard.parliament.uk/> and look at the ways in which language is used in Parliament. Which elements of language use are particularly interesting?



Week 9: Reading Week

Recommended Reading List

There are a lot of books written about English Language and regular reading about linguistics will help you in the long run. See if you can gain access to some of these:

David Crystal: *The Story of English in 100 Words*; *How Language Works*; *The English Language: A Guided Tour of the Language* (in fact, most books by this author are accessible and interesting. Have a look in your local library for them.)

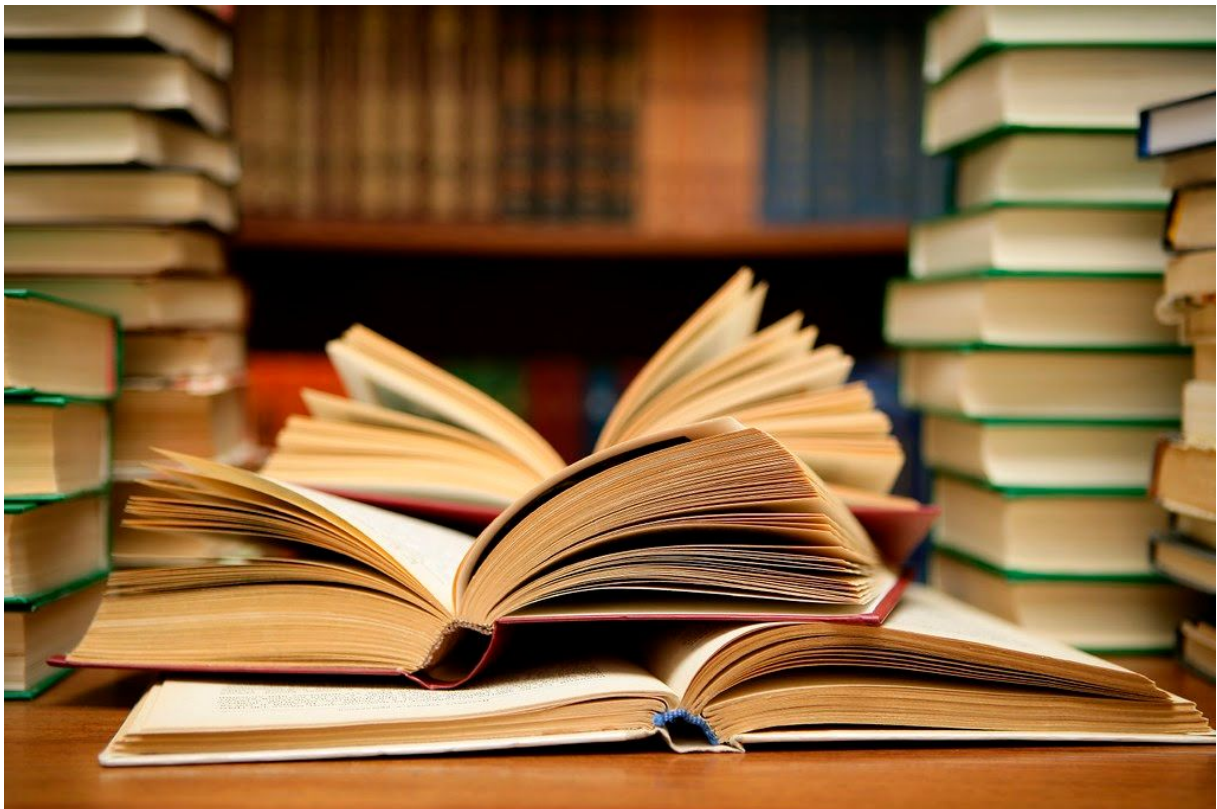
Bill Bryson: *Mother Tongue*

There are also some really useful blogs to have a look at:

<https://blog.oxforddictionaries.com/> - gives some interesting insights into new words and the changing uses of existing words.

<http://flashfictiononline.com/main/> - useful website for looking at short pieces of creative writing. This will prove useful as you start preparing for coursework.

<https://www.theguardian.com/media/mind-your-language> - interesting blog that looks at attitudes towards the ways in which language is used.



Week 10:

Language Scrapbook

The joy about studying English Language is that it is everywhere. **Start a scrapbook, collecting examples of language. Annotate these examples, looking at how they use language to meet the demands of the different audiences, forms and functions of the text.**

You might want to create a system for the scrapbook wherein you place different texts in different categories as it might form your coursework piece in the future. For example, you might have sections such as:

- *'On the news'* - articles / newspaper clippings (this could be categorised further under specific topics)
- *'Overheard'* - direct quotations / snippets of conversations you overheard etc.
- *'Collected along the way'* - bits of texts that you are given on a regular basis (e.g. train tickets, sweet wrappers, leaflets for events, instructional inserts from products you bought etc.)
- *'To buy or not to buy?'* - posters, printouts of advertising campaigns etc.
- *'Funny bits'* - examples of language consisting of humour (e.g. jokes, snippets of novels, comedy talk shows, stand up comedy etc.)
- *'Spoken like a true...'* - transcripts of speeches of politicians and people in a position of power (e.g. your parents telling you to clean your bedroom!)

It doesn't matter what texts and categories you pick, just keep collecting and analysing. It's fun but it will also help you get to grips with what linguistic analysis looks like. Wherever possible, try using your glossary of terms for labelling but also talk about the effects.



'Off-Peak Single' - **Jargon** - language unique to this type of text - demonstrates the cost of the ticket and implies that it is cheaper than other types.

'05-Jnr-15' - **Abbreviations** - due to the limited size of the text

'The Off-Peak ticket can only be used at certain times' -

Implied legal language showing the authority of the ticket. Hints at the power behind the people who issue and check tickets.

Extra fun

Collect a minimum of 260 credits. Anyone who starts the year with that number of credits will get a prize at the start of the year.

<p>Write an explanation for each term: - deictic words - unreferenced pronouns - pragmatics</p> <p>10 POINTS</p>	<p>Analyse a piece of dialogue from a novel using language speech analysis techniques.</p> <p>10 POINTS</p>	<p>Make a list of words/phrases and grammatical habits that are particular to you. This is your idiolect – what do you notice about it?</p> <p>10 POINTS</p>	<p>Research 5 words that have undergone semantic derogation in the last 200 years and explain what has happened.</p> <p>10 POINTS</p>	<p>Analyse and compare two adverts which attempt to sell the same kind of product but to different audiences (e.g. men/women; young/old).</p> <p>10 POINTS</p>	<p>Produce the front cover of a lifestyle magazine aimed at women that represents them in a completely non-stereotypical way.</p> <p>10 POINTS</p>	<p>Find 10 words we regularly use today that have been borrowed from other languages. Identify the term and the native language.</p> <p>10 POINTS</p>
<p>https://unravellingmag.com/articles/history-punctuation-english/ Produce a timeline of how English punctuation has changed.</p> <p>10 POINTS</p>	<p>Produce a list of 20 words/phrases that have been coined in the last 50 years. Why do you think these new terms have developed?</p> <p>10 POINTS</p>	<p>Collect 2 newspaper articles about the same topic and analyse how each chooses to represent it via graphology (images) and lexis (words).</p> <p>10 POINTS</p>	<p>Listen to the different accents and dialects: https://sounds.bl.uk/Accents-and-dialects/BBC-Voices What connotations do they have for you?</p> <p>10 POINTS</p>	<p>Make a list of 10 marked and unmarked terms in use today. Do you consider marked language to be a problem? Explain your response.</p> <p>10 POINTS</p>	<p>'A strong accent can prevent you from getting on in life.' What is your response to this statement? Record your answer on your phone.</p> <p>10 POINTS</p>	<p>Sociolect – Create a glossary of words and phrases used by young people that older people may not understand.</p> <p>10 POINTS</p>
<p>Read 4 articles that interest you on the British Library website: https://www.bl.uk Produce a summary of each.</p> <p>20 POINTS</p>	<p>Write a speech to be delivered to Year 11 students about the benefits of studying English at A-Level.</p> <p>20 POINTS</p>	<p>Write a humorous, gently ironic article on an aspect of modern life.</p> <p>20 POINTS</p>	<p>Take one of your A-Level topics and make up a 20-question quiz to test others. Make sure you provide the answers as well.</p> <p>20 POINTS</p>	<p>Write an account of a busy journey by public transport using the semantic field of warfare.</p> <p>20 POINTS</p>	<p>Explain 2 theories related to language and gender in a way that is accessible to non-specialists.</p> <p>20 POINTS</p>	<p>Write about an aspect of your life in the style of an autobiography that is to be published.</p> <p>20 POINTS</p>
<p>Create an advert aiming to sell computers to the over 70s. Produce a commentary which explains what you have done and why.</p> <p>30 POINTS</p>	<p>Create an advert for a toy doll that removes all gender bias. Provide a commentary to accompany your work.</p> <p>30 POINTS</p>	<p>Watch the briefings currently being given each day by the Prime Minister. Analyse the language that he uses to try to get people to comply with gov't guidelines.</p> <p>30 POINTS</p>	<p>Explain how modern electronic forms of communication try to replicate the prosodic and paralinguistic features of speech.</p> <p>30 POINTS</p>	<p>Get a piece of writing by a child – either from a younger sibling, your own primary school work or the internet. Analyse what the child can and can't yet do.</p> <p>30 POINTS</p>	<p>https://www.historyextra.com/period/second-world-war/churchills-greatest-speeches/ Study this. How did Churchill use language to inspire?</p> <p>30 POINTS</p>	<p>Write an article explaining how technology has impacted on language in the last 50 years. Give it a suitably snappy title.</p> <p>30 POINTS</p>
<p>Research theories of language acquisition. Produce a study guide for A-Level students, summarising the key things they should know.</p> <p>50 POINTS</p>	<p>Research theories of language change. Produce a study guide for A-Level students, summarising the key things they should know.</p> <p>50 POINTS</p>	<p>Research the key features of phonology (how is sound produced and what the key types of phonemes we recognise in language. Produce a study guide for A-Level students, summarising the key things they should know.</p> <p>50 POINTS</p>	<p>Why is Samuel Johnson's dictionary of 1755 considered to be such an important work? Evaluate the pros and cons of prescriptivism and descriptivism as part of your discursive essay on the topic. You can also compare Johnson's dictionary to the modern Oxford one.</p> <p>50 POINTS</p>	<p>Transcribe a 10 minute clip of The Dinner Date and a 10 minute clip of Come Down with Me. (Remember the rules of transcription.) Decide what the premise of your discussion would be (e.g. power or gender) and compare how language is used in both of these programmes.</p> <p>50 POINTS</p>	<p>Transcribe a commentary of your favourite sporting event (10-15 minutes max). Remember the rules of transcription. Go to page marked 68 of https://content.sciencedo.com/view/journals/inpo/54/1/article-p65.xml and comment on how your text corresponds with the 7 situational characteristics of OSC.</p> <p>50 POINTS</p>	<p>Find a unique set of data based purely on your area of interest. This can be from children's books to the language of graveyards - the choice is yours. Create a mini investigation into how language is used in your data with a specific focus on how it relates to linguistic theory and scholarly linguistic articles written around your chosen field.</p> <p>50 POINTS</p>

