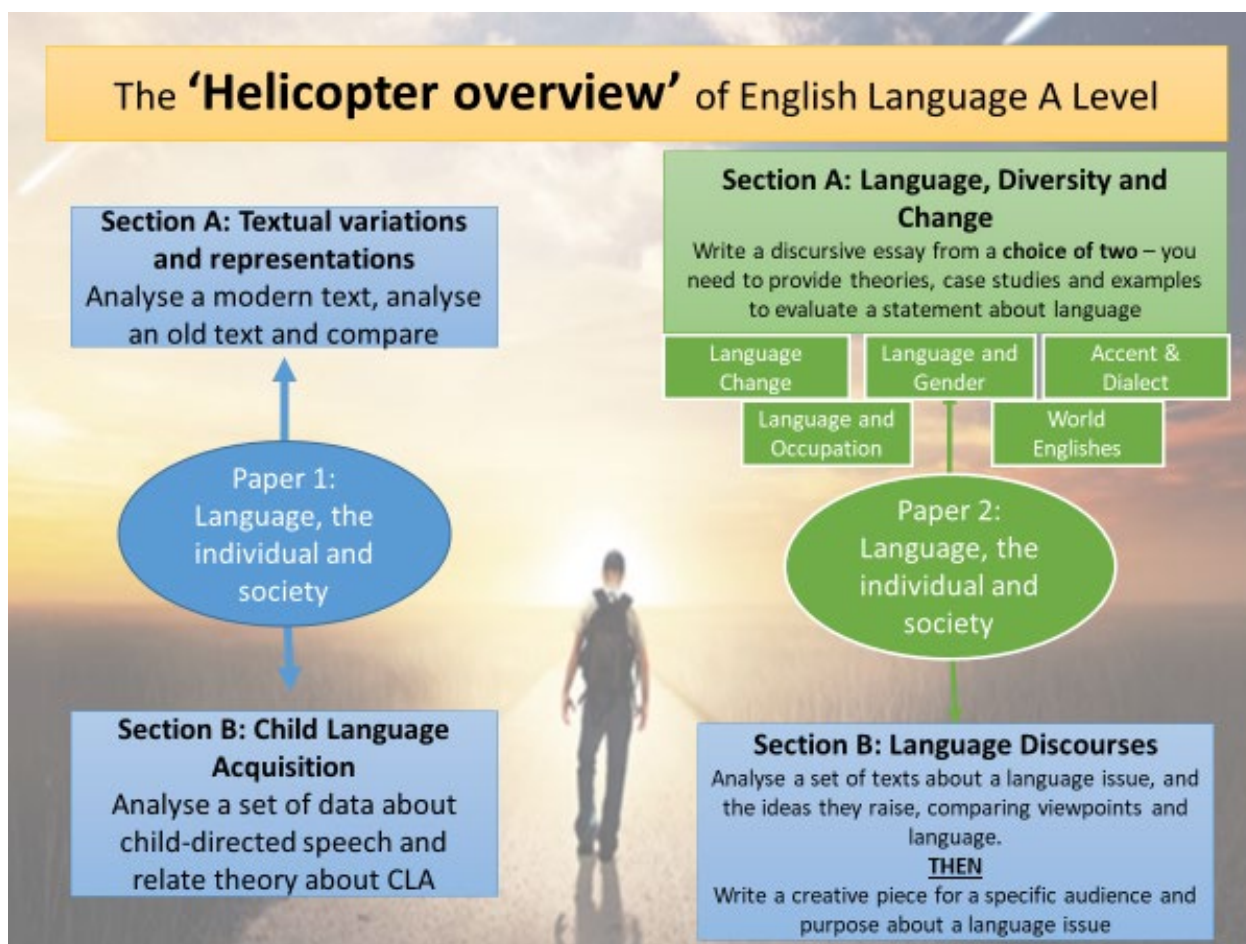


English Language A Level Transition Materials for Year 11 Students

English Language – The Course at a glance



Getting to grips with terminology:

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, mindmaps or cue cards so that you can collect all the key terms you learn in one place, making it easier to revise in the future.

This one from AQA (our specification) is a useful starting point.

<http://filestore.aqa.org.uk/resources/english/AQA-7701-7702-GLOSSARY.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.

Discussions and Debates around Language:

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

1. 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.

2. You should also check out this playlist on Ted Talks:

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

For each of the talks, think about the following questions and then choose one of the following topics to investigate:

Txtng is killing language. JK!!! 	What are your views on the way that texting (and social media in general) has influenced language? What are the key differences between the way we use language in speech and the way we use it in language? 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? Do you still use this technique? 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?
Go ahead, make up new words! 	How far do you agree with the idea that we are pre-programmed to apply certain grammatical rules such as plurals? According to the talk, what are the different ways of creating new words? Look at the new words that have been added to the <i>Oxford English Dictionary</i> (google 'new words list' and they will appear). What methods have been used? 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.
How language transformed humanity. 	How essential is language to social learning? 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? 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?

Accessible wider reading

There are a lot of books written about English Language. Some of the most accessible include:

- 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 or online 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.

Keeping a Language Scrapbook

The joy about studying English Language is that it is everywhere.

As part of your summer work, start a 'scrapbook' where you collect different examples of language.

Annotate the examples looking at how they use language to meet the demands of the different audiences, forms and functions of the text.

For example:

The image shows a train ticket for an 'Off-Peak Single' journey from Watford Junction to Coventry. The ticket is orange and white. Annotations with arrows point to specific parts of the ticket:

- Jargon – language unique to this type of text. Demonstrates the cost of the ticket and implies that it is cheaper than other types.** (Points to 'Off-Peak Single')
- Abbreviations due to limited size of** (Points to '05-Jnr-15')
- Colours are typical of this text type and are the same regardless of the train company.** (Points to the orange background)
- Implied legal language showing the authority of the ticket. Hints at the power behind the people who issue and check tickets.** (Points to 'Valid for one journey from', 'Not valid for travel via London Terminals', 'This Off-Peak ticket can only be used at certain times.', 'Under-16-year-old Standard Class', 'Refundable and exchangeable for a fee')

The ticket text includes:

- Off-Peak Single
- Valid for one journey from Watford Junction
- To Coventry
- Not valid for travel via London Terminals
- This Off-Peak ticket can only be used at certain times, for details ask staff or go to nationalrail.co.uk/9
- Under-16-year-old Standard Class
- Refundable and exchangeable for a fee
- £22.55 M
- 12345 1234 1234 00 01 10
- 1234 5678 15A