

A-Level English Language Transition Work



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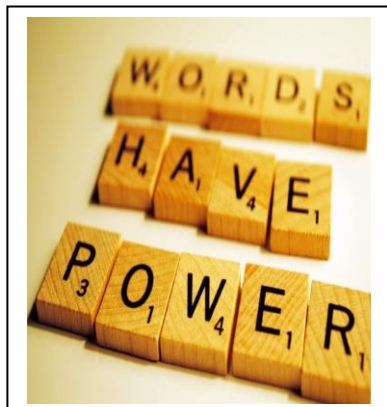
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We hope you enjoy the tasks and find them useful. We look forward to seeing you in September! Please bring your completed transition work to your first lesson. If you have any questions, come and see us or feel free to email.

English Language

How do GCSE and A Level link together?

At GCSE you prepared for two exam papers:



- **Paper 1: Explorations in Creative Reading and Writing**

This paper allowed you to develop your analytical approaches when studying fiction texts (short stories, extracts from novels). You also had the opportunity to practise your narrative and descriptive writing skills.

- **Paper 2: Writers' Viewpoints and Perspectives**

This paper allowed you to develop your analytical approaches when studying non-fiction texts (newspaper articles, letters, travel writing etc). You also had the opportunity to practise your own non-fiction writing skills, writing to argue and present a viewpoint.

English Language A Level builds on the skills that you have already developed in your GCSE. You will be familiar with analysing unseen texts and thinking carefully about how the writer has made choices to influence you as a reader. You will also have the opportunity to continue to develop your own writing skills both as a writer of fiction and non-fiction.



However, you may be surprised by how different A Level is to the English you have done so far in school. For example, we don't just study writers and writing- we also study talk and conversation. You will be encouraged to ask questions about the language that we find all around us, such as why are some forms of language considered more powerful than others? Is there prejudice and discrimination towards some forms of language? How is language used to represent certain topics and ideas? Is there a difference between the ways in which men and women use language? How is technology changing the way we use language? Why does language use vary across the United Kingdom? And so on...

You will be encouraged to become an independent critic of language. For your NEA, you will have the opportunity to pursue an investigation into an area of language that you personally have an interest in. Your own creative writing skills will also continue to be developed, and the second piece of coursework will be a piece of your own original writing.

Tha can allus tell a Yorkshireman, but tha can't tell 'im much.

FLIPPIN' 'ECK **OW MUCH**

MARDY **AS A CAT** **Sirhee**

See all, 'ear all, say nowt. Eat all, sup all, pay nowt.
An' if thee ivver does owt fer nowt, do it fer thissen.

ah'll tell thi that fer nowt

NOW **EY** **Frame**
then **UP** **Thissen**

od thi **OW**
osses **DO**

'appy as a pig in muck

PUT T' WOOD IN T' OIL trouble at i' mill

WHERE THERE'S MUCK THERE'S BRASS

There's nowt as queer as folk **FINE FETTL**

fair to middlin **WELL, I'LL GO**
EE BY GUM **TO T' FOOT OF**
BARMPT **OUR STAIRS**
Yorkshire Stuff

Task One - Textercise

One of the things you will quickly notice about the study of language at A Level is that you don't just look at serious, weighty books. You might have studied quite a lot of literary fiction on your English courses so far and even when it hasn't been literature, it has probably been what is broadly termed 'literary non-fiction'. On an A Level English Language course, you will analyse all sorts of language. This activity gives you a taste of that and asks you to think a bit more about the language around you all the time.

- On the pages that follow, you will find eight 'texts'. These might not be the kind of texts you've analysed before, but they are all worth analysing because they have been created to communicate in some way.

- Have a quick look at each text and think about the following:

- o What they are about

- o What they might mean – the ideas, messages, opinions, personalities being expressed

- o How they use different methods of communication: design, colour, vocabulary choices, structure, style, interaction.

- **Choose three of these texts and use the questions below to make some quick notes about how they compare in their uses of language. At least one of the texts should be one that was originally a spoken text (texts 1 and 7).**

Questions to ask about your choice of texts


- What is the language in each text designed to achieve? Can you identify any words/phrases/sentences constructions that you think are particularly interesting? Do you notice any distinctive or subtle differences between the three you have chosen?



- How have visual elements been used in the texts? Any differences?

- Do you notice anything distinctive about the text(s) that were originally spoken?

As you are analysing and comparing, think about how easy or difficult is it to analyse some of these texts. Does it feel like you can analyse them in the same way as a piece of literature, for example?

While analysing these types of text might be a new experience for you, the ways in which you explore and analyse them will build on things you've done before. Some of that will take you back to the work you might have done at Primary school with grammar (verbs, nouns and phrases, for example) and some will build on the work you've just been doing for GCSE.

<p>On tonight's show, we've got Fontaines DC live in the studio, old session tracks from The Chameleons, Ruthless Rap Assassins and Half Lazy plus all the usual mixture of weird, wonderful and just a bit wonky music from all around the world. Join me after nine tonight for the last of this week's Evening Shows.</p>	<p>1. A radio DJ presenting a trailer for a show.</p>
 <p>6. Serve</p> <p>Serve the spiced Moroccan soup in bowls with the remaining coriander sprinkled over. Dollop on some Greek yoghurt and finish with a sprinkling of dukkah. Add a sprinkle of the remaining chilli, if you want an extra kick.</p> <p>Enjoy!</p>	<p>2. Part of a recipe for a meal.</p>
<p>What refugees using our services say:</p> <div> <div> <p>“I want to say thank you and I really appreciate the effort you made towards making my life look beautiful, peaceful and secure.”</p> <p>– Resettled refugee</p> </div> <div> <p>“Refugee Action has been amazing with us. They helped us with everything – registering our children in schools, this was a priority for us.”</p> <p>– Dara</p> </div> </div> <div> <div> <p>“They help me a lot – Refugee Action is great. And I feel that they love me.”</p> <p>– Joseph</p> </div> <div> <p>“A lot of people in this country have helped me, including Refugee Action. Now I would like to change my career and help other people.”</p> <p>– Ade</p> </div> </div>	<p>3. A section of a charity leaflet from Refugee Action.</p>
<p>Play as a band of rebel cats trying to stop fascists from seizing control of the galaxy in this cooperative game!</p> <p>In the year three million, the animals of Earth's past inhabit the galaxy in advanced societies. Now, using fear and force, the regime known as the Rat Pack is sweeping into power across the planets. Together, a small group of cat rebels will try to stop these fascist forces from seizing power – while building a new galaxy where all species are free together.</p>	<p>4. A description of the boardgame, Space Cats Fight Fascism (TESA Collective games) on the back of the box.</p>

<p>From the first time he was stopped and searched as a child, to the day he realised his mum was white, to his first encounters with racist teachers; race and class have shaped Akala's life and outlook. In <i>Natives</i>, he takes his own experiences – with education, the police, identity and everything in between – and uses them to look at the social, historical and political factors that have left us where we are today.</p> <p>'Gripping . . . trenchant and highly persuasive'</p> <p>METRO (BOOKS OF THE YEAR)</p> <p>'One of the most thoughtful books of the past year'</p> <p>EVENING STANDARD</p> <p>'A potent combination of autobiography and political history'</p> <p>INDEPENDENT</p>		<p>5. The blurb from the back of a book (Akala's <i>Natives</i>, published by Two Roads).</p>
		<p>6. A dog food carton.</p>
<p>And it's controlled beautifully by Jack Harrison who beats his man and whips a ball across the face of goal. It's an inviting ball aaaaand it's Ben White who gets on the end of it to put it past the keeper's outstretched hand. First goal of the season for the central defender and what a great team goal that was.</p>		<p>7. Part of a radio commentary on a football match.</p>
		<p>8. A tweet from a local record shop on Record Store Day.</p>

Comparison table

My chosen texts are:	Text:	Text:	Text:
<p>What is the language in each text designed to achieve?</p> <p>Can you identify any words/phrases/sentences constructions that you think are particularly interesting?</p> <p>Do you notice any distinctive or subtle differences between the three you have chosen?</p>			
<p>How have visual elements been used in the texts? Any differences?</p>			
<p>Do you notice anything distinctive about the text(s) that were originally spoken?</p>			

Task Two - A Language Diary

While the A Level English Language course will take you to new places, it also builds on things you've studied and read before. That's because it's still about English: something you've been using and learning about for years. And if you like reading novels, plays, poems and short stories, you don't have to leave them behind when you're studying English Language A Level, because all those forms use language in one way or another and they can all be part of what you study. You can also write creatively on this course.

- Think back over the last few months to the various things you might have read, watched or listened to. What have been your favourites recently? For example, you might have enjoyed the latest series of Gogglebox, Killing Eve, an interview between Cardi B and Bernie Sanders, a speech by a scientist taking about public health, a novel about a child entering a parallel universe, a series of articles on a news website about conspiracy theories and fake news, a TikTok of a woman in the USA performing different accents, a stand-up comedy show on YouTube or even a clip of a man trying to chase a bat around his kitchen while a relative shouts 'He's making a mockery out of you boy' in a strong Irish accent.

- Keep a language log where you reflect on what you have read, watched and listened to. Try to identify one or two language angles to these. Was there:

- o Something interesting about an accent being used
- o A new word or expression you heard that you hadn't come across before
- o A paragraph of writing that you thought was particularly powerful
- o An image that you were struck by
- o A plot structure or character that interested you?

One of the ways to inspire your own creativity on the course is to think about the things that have inspired you. At some point, you'll be asked to produce your own creative writing on this course and that might be an article about a language issue, an opening to a short story, a review of a gig, film or restaurant, or even the text of a speech. The more you read, listen to and think about language, the more you'll have to draw on.

Language Log

What have a read/ watched/ listened to and enjoyed?

Why did you enjoy it? What was interesting about it? For example:

- o Something interesting about an accent being used*
- o A new word or expression you heard that you hadn't come across before*
- o A paragraph of writing that you thought was particularly powerful*
- o An image that you were struck by*
- o A plot structure or character that interested you?*

1.

2.

3.

Feel free to add more than 3! Just carry on with the table...