

Dear students

Welcome to the English Language 'A' Level course.

KS5 study will be very different from what you've previously done. There's a lot more of an expectation for you to take the initiative and structure your independent learning sensibly. You will be expected to come to lessons prepared to discuss and share your ideas, starting from the very first lesson in September.

You will see from the first transition pack that we expect you to create a language scrapbook in readiness for your KS5 study. However, we have also put together some extra activities for you to complete, so that you can gain an overall understanding of the ways in which we use language and how language is affected by a range of different contexts.

In this pack, there are lots of activities for you to dip in and out of. There are some tasks that you must complete, and the others are optional, but will be a really useful support to your studies. As 6th Form students, you will be expected to manage your own learning to a large extent, and this will be good practice for you.

We look forward to welcoming you to the department in September!

Kind regards

Mrs Harvey and Mrs Barnard

<u>Compulsory tasks</u>	<u>Optional tasks</u>
<ul style="list-style-type: none">• Task 1• Task 2• Task 6• Task 7• Task 8	<ul style="list-style-type: none">• Task 3 (you will need the audio files for this. There are 10 audio files saved on the Lady Lumley's website)• Task 4• Task 5• Task 9• Task 10

1. Becoming a Student of Language

What does an A Level in English Language involve and what does it mean to be a great student of English Language?

This activity will help you find out what's involved in the A Level and beyond and the ways of learning that will help you succeed in your exams and non-exam work, but more importantly than all that: how to enjoy and get the most out of the course. You might be in for a surprise or two along the way...

- Use the table below to get a sense of what might be involved in the A Level English Language course. Tick the things that sound like you might find them interesting and then tick any that you have already studied or learned about at some point in your education (whether at Primary, Secondary or just out of your own interest).
- Select three of these areas for language study that you most want to study in greater depth. Write a paragraph or two explaining what you already know (either through study or general knowledge), and a paragraph explaining what you would like to know more about and why.

What you might study	I know a bit about this but have never studied it	I've studied this	Would like to learn more about it
How children start to say their first words			
The ways in which women and men use language in similar and different ways			
Why everyone has an accent but why some accents are liked more than others			
How social media language has developed rapidly in the last couple of decades			
Where new words come from and why			
Why people in India, Nigeria, USA and New Zealand all have their own ways of speaking English			

How people in conversation interrupt and overlap with each other and how that works			
How slang develops and how it's been around for hundreds of years			
Why some words in the language are particularly offensive and make others feel angry or upset			

2. Leap into Language – Language Profile

One of the most interesting aspects of studying language is that you learn more about your own language use, so let's make this first task all about you...

- Create a 'language profile' of yourself by answering the following questions and then writing them up as a set of bullet points that highlight what you think are the most interesting and important aspects of the language you use:
 - What's your earliest language memory? Can you remember a nursery rhyme, song or picture book from when you were very little?
 - Have your family or extended family kept any records – video, audio, family memories – of any of your earliest words?
 - Have you kept any old school books from when you were learning to read and write?
 - Where were you born and where in the UK, or the wider world, are your family from? Go back a few generations if you like and think about any other languages that your family members might speak, or other places your family members might have lived.
 - Are there any words or expressions only you or your family use, which others don't really understand?
 - Do you or your friends at school use language in any ways that you notice as being different from other people around you? These could be other people in your year, your teachers, your family, whoever.
 - Do you listen to or watch anyone on TV, online or in films or music videos who uses language in a way that interests or annoys you?
 - Do you ever look at or hear someone else using language in a way that you find is totally new or strange to you?
 - Have your teachers or family ever talked to you about the way you speak?

One of the most useful resources for language on this course is **you**. Language is made up of so much more than the words we see printed on a page, so when you are thinking about language, come back to these ideas here to keep the range wide. We are often told there is a right way and a wrong way to use language, but the more you study about language, the more you'll realise that it's more complicated and interesting than that.

And you'll also start to build up a bigger picture of the different influences on your own language identity as this course goes on – all the factors that influence who you are linguistically and how you can choose to behave with language in different situations.

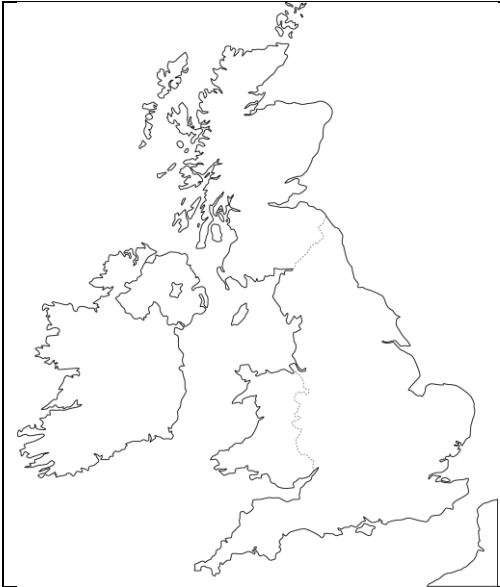
3. Which Accents?

Everyone has an accent. You might not think you do, but it's a linguistic fact. Accents are normally associated with particular regions and places but can also be linked to a person's social class – how 'posh' they sound, for example.

In this taster activity, you will access to the 10 audio clips included with this pack (on the Lady Lumley's website). Here you will find 10 examples of different people from around the British Isles reading the same bit of text.

- Listen to all 10 of them and use the map on the next page to mark where you think each speaker might be from.
- Write a quick comment (maybe just a few words) about each accent and how it sounds to you.
- Check the map (in the answers PDF document) to see if you were right about where the speakers were from.
- Now use the text of the extract (on page 8) and listen to three of the recordings (of your choice) again. Write down the numbers of the accent clips you have chosen in the relevant spaces. As you listen, use a highlighter to note the sounds that you notice as being different to how you might pronounce them.
- Think about the sounds that you have highlighted for each recording and see if you can notice any patterns in them.

Accent Response Sheet

	
1	
2	
3	
4	
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6	
7	
8	
9	
10	

Accent number:

When he woke the next morning, the streets were empty and there was no one to be seen. He left the house and looked up and down the hill but not a soul was to be found. Somewhere in the distance a single church bell tolled slowly but there was no other sound: no bird song, no hum of traffic, nothing. Starting to feel anxious now, he walked up past the farm, towards the church, along the path by the school and into the main square. The bell had stopped ringing now, but a fragile tune – perhaps played on a fiddle – had taken its place. And that's where he saw them for the first time: a circle of children, dancing mutely, each of their faces a mask of concentration, yet somehow alive and happy.

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4. Do We Need New Words?

The English language is always generating new words. New words can be created out of nothing (**neologisms**) or be formed by using other words – or parts of words – together in new combinations (what are called **compounds** and **blends**). Sometimes initials of words in a phrase might be used (**acronyms** and **initialisms**) and you might also see parts of words being added to the front or end of another word to give it a new form (**prefixes** and **suffixes**). Most A Level English Language courses look at how and why new words are formed, but there is also debate about whether we need new words and when (or whether) they should appear in dictionaries.

- Look at the list of some of the new words that have appeared (or suddenly become much more popular) in English over the last few years.
- Have you heard of these words before? Have you used any of them? Tick the relevant columns for each word.
- Choose two words from the list that you think are an important addition to the language. Try to come up with a sentence or two explaining why they are so important.
- Then choose two words from the list that you think are pointless and insignificant. What's the problem with these words and why do you think they shouldn't be included? Again, write a sentence or two explaining your thinking.
- Are there any other new words – or new meanings for older words – that you have heard about? Perhaps you could make a note of new and interesting uses of words over the next few months.
- What are your predictions for the most popular and widely-used words for the next 12 months?
- If you are interested in looking at the history of new words and slang terms that have appeared in the language, follow some of the links on pages 30-36 but in the meantime, [this article by one of the world's most respected slang lexicographers](https://www.bbc.co.uk/news/magazine-27405988) (i.e. people who compile dictionaries of slang), Jonathon Green, is a very good read: <https://www.bbc.co.uk/news/magazine-27405988>

Word	Definition	Have heard/seen this word being used	Have used this word myself
Floss	A dance in which people twist their hips in one direction while swinging their arms in the opposite direction with the fists closed. Popularised by the game <i>Fortnite</i> .		
Word	Definition	Have heard/seen this word being used	Have used this word myself

VAR	Video Assistant Referee. A system used in football to assist refereeing decisions.		
Gaslight	To manipulate or trick someone by pretending that they cannot trust what they see or hear until they doubt their own sanity.		
Twinking	A way of dancing that involves bending forward and shaking or thrusting your buttocks in a rhythmic motion.		
Dadbod	A term used to describe the typically flabby and unsculpted male physique that most dads have.		
Cancel culture	A way of describing the movement to 'cancel' - to publicly disapprove of and then attempt to ignore - celebrities or organisations because of their perceived immoral or unpopular actions.		
Climate strike	A protest in which people leave work, school or college when they should be attending to take part in a protest about climate change.		
Influencer	A person who uses social media to promote a particular way of life or commercial products to their online followers.		
Nonbinary	A word describing a sexual identity that		

	does not conform to binary categories of male and female.		
Hamsterkaufing	Stockpiling food like a hamster storing food in its cheeks (from German)		
WFH	Working From Home		
Mansplaining	A patronising way of explaining something (by a man to a woman).		

5. Language Fingerprints

As you learn more about language use, you'll start to see that everybody has their own unique language style. Lots of things influence this – where we're from, how old we are, the type of work we do and our interests, our family backgrounds and our own individual personalities – but we all have what's called an **idiolect** (an individual language style). It's not quite the same as a fingerprint, but there are some similarities. And while detectives can use fingerprints to track down individuals, **forensic linguists** can also use this idea of individual language style to identify people, or aspects of a person's background.

This activity puts you in the role of a language detective trying to solve a crime. The police need your help to work out who might have sent an abusive social media message from an anonymous account to a local politician. They have three suspects in custody and your job is to offer a view on which one you think is most likely to have sent the message, based on possible language clues.

- Read **Exhibit 1**, the abusive message that the police are investigating. Is there anything that stands out in this message as being potentially interesting about how language is being used?
- **Social media messages** about the same issue which were used to identify three suspects. Read through these in turn, again making a note of anything that strikes you as interesting about how language is being used.
- Based on this small amount of data, have you got any suggestions about who might have sent the abusive message? Write a short police report explaining your thoughts. Try to pin your thinking down to specific bits of language evidence in the data.
- You can check your ideas against our suggestion in the answers PDF document.

This is a **very** simplified version of the kind of analysis forensic linguists sometimes do.

- If you want to find out more about the real work forensic linguists do in solving crimes, have a look at the link to the Tim Grant lecture on page 3 of the accompanying '*emagazine* Resource Pack – Language'. You can see him [discuss aspects of forensic linguistics here](https://www.englishandmedia.co.uk/video-clips/clip-listing/leaping-into-language-emagclips) (<https://www.englishandmedia.co.uk/video-clips/clip-listing/leaping-into-language-emagclips>).

Data sets

Exhibit 1: the abusive message

Hope your really proud of yourself for what you done but you gotta no that one day your gonna get payback!!! We have had enough of politicians like you not listening to us, you should of listened!!! Watch your back

Suspect 1's social media message

I don't like what's been happening in this area since the new housing development started. This used to be a nice place to live!!! I'm so disappointed in are local representatives for not sticking up for us!!!

Suspect 2's social media message

When are local councillors gonna realise that they should of been standing up for us and not for they're mates in the big building firms, these people are gonna make a fortune from this

Suspect 3's social media message

Your joking! Are they seriously going to build 200 new houses on the fields up by the hospital?! That is crazy. There's not enough facilities for the rest of us at the moment. Madness!!!

6. Key Events in Language History

One of the most interesting parts of any A Level English Language course is exploring how the language we use today came to be. Even now, the language is changing all the time and is used by people in the UK (and beyond) in many varied ways. From its earliest origins in the 5th Century CE, English has gone through many changes and reached many historic milestones.

- This activity asks you to create a timeline of key events in the history of English. You might not know some of the dates for these events – and that doesn't matter at this stage – but you will still be able to start sequencing some of the main developments in the language.
- You can do this activity either by writing out the events in the order you think they happened.
- If you're writing the dates, put them in a sequence on a sheet of paper, with the oldest ones on the left and the most recent on the right.
- If you're printing and cutting them out, shuffle them around and try to place them in the order that you think they occurred, with the oldest events on the left and the most recent on the right. Add tiles to your timeline one by one, thinking about where to place each one, before settling on your final timeline.
- Once you have decided on the order of events, check the answers in the answer PDF document.
- How accurate was your timeline? Do any of these dates surprise you?
- Why do you think some of these dates are so significant to the history of the language? Choose three key events from the timeline and try to write a sentence or two about their significance.
- If you want to find out more about some of the key events in the history of the English language, have a look at the link to the British Library timeline and the Open University *History of English in 10 Minutes*.

British Library

[English Language and Literature Timeline](http://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html)

(<http://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html>)

Open University

[The History of English in 10 Minutes](https://www.youtube.com/watch?v=H3r9bOkYW9s) (<https://www.youtube.com/watch?v=H3r9bOkYW9s>)

Events on the English language timeline

First TV broadcast in the world	First spelling guide in UK
First printing press in the UK	First English settlement in America
First telephone call	First wood-cased pencil invented
First Bible translation in English	First newspaper printed in UK
First dictionary published in UK	Passing of Education Act that led to compulsory schooling up to age of 15
First BBC radio broadcast	Norman invasion of Britain
First Hollywood film studio built	First email sent
First SMS (text) message sent	Establishment of first university in the UK

7. 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 pages 17-19 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:
 - What they are about
 - What they might mean – the ideas, messages, opinions, personalities being expressed
 - How they use different methods of communication: design, colour, vocabulary choices, structure, style, interaction.
- Choose three texts and use the questions below to make some quick notes about how they compare in their uses of language.
- Once you've done this, think about gathering your own set of texts from the world around you. Like these texts here, your texts could be written, spoken, online, serious, silly, informative, clever and/or important. Try to find at least five interesting texts and use the same questions to help you think about them.


Questions to ask about your choice of texts

- What is the language in each text designed to achieve? Do you notice any differences between the three you have chosen?
- How have visual elements been used in the texts? Any differences?
- If any of the three were originally spoken, do you notice anything distinctive about them?
- 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.

The Texts

<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>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>Part of a recipe for a meal.</p>
<p>What refugees using our services say:</p> <p>"I want to say thank you and I really appreciate the effort you made towards making my life look beautiful, peaceful and secure." – Resettled refugee</p> <p>"Refugee Action has been amazing with us. They helped us with everything – registering our children in schools, this was a priority for us." – Dara</p> <p>"They help me a lot – Refugee Action is great. And I feel that they love me." – Joseph</p> <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." – Ade</p>	<p>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>A description of the boardgame, <i>Space Cats Fight Fascism</i> (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>The blurb from the back of a book (Akala's <i>Natives</i>, published by Two Roads).</p>
 <p>EASY OPEN: FLIP, SQUEEZE, RIP AND TIP</p> <p><i>Grain-free, Natural, Complete, Delicious</i></p> <p>(GB) INGREDIENTS/COMPOSITION: FRESH TURKEY (45%), FRESH DUCK (20%), GREEN PEAS (3%), CARROTS (1%), SEAWEED EXTRACT, YUCCA EXTRACT, FRUCTOOLIGOSACCHARIDE PREBIOTICS (0.5G/KG).</p> <p>NUTRITIONAL ADDITIVES: VITAMINS: VITAMIN A: 2500 MG/KG; VITAMIN D3: 200 IU/KG; VITAMIN E: 30 MG/KG. TRACE ELEMENTS: POTASSIUM IODIDE 0.8 MG/KG, CUPRIC SULPHATE PENTAHYDRATE 20 MG/KG, ZINC SULPHATE MONOHYDRATE 139 MG/KG, FERROUS CARBONATE 33 MG/KG.</p> <p>ANALYTICAL CONSTITUENTS: CRUDE PROTEIN 10.25%, CRUDE FAT 10%, CRUDE FIBRE 0.2%, INORGANIC MATTER 4%, MOISTURE 69%.</p> <p>BEST BEFORE/ BATCH NUMBER: SEE BASE</p> <p>FRESH INGREDIENTS LOCALLY SOURCED FAMILY-FARMED TURKEY FAMILY-FARMED DUCK FRESH VEGETABLES SOURCE OF ANTIOXIDANTS</p>	<p>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 aaaaaand 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>Part of a radio commentary on a football match.</p>



Rapture
@RaptureWitney

We're all feeling a bit sad that
#RSD2020 has been postponed.

We thought it might cheer things up a
teeny bit to share some throwback
photos from past #RSD celebrations! 🥳

@RSDUK



11:27am · 18 Apr 2020 · Twitter for Android

2 Retweets 7 Likes

A tweet from a local record shop on Record Store Day.

8. Opinions and Arguments

Language gives rise to really strong feelings. Some people get furious about how words like 'so' are used to start sentences, while others get upset about 'like', 'sort of' and 'innit'. And when you get into more sensitive areas such as race, gender, illness, disability and war, arguments really start to kick off. That's because language is such a vital tool in expressing who we are but also how we represent others and how they feel about that. Language is rarely neutral and because we use it all the time – speaking, writing, online – we're surrounded by it and immersed in it, so it's always part of what we do and who we are.

Part of what you'll do on the English Language A Level is to think about some of these opinions and views and work out what you feel about them and why. You won't be asked to just pluck an opinion out of thin air, but to use your study of language to inform what you do and how you think. The course is designed to give you lots of ideas and evidence to base your opinions on.

You've not started the course yet, so it's a bit mean to ask you to do this now, but the good thing about language is that you already know a lot about it and will perhaps have some strong opinions about it already. In this activity, you are asked to offer some views about issues related to language. You can do a version of this activity on your own, but it will be more fun and work better if you can share ideas and interact with other students via the platform recommended and validated by your school.

- Read the five statements in the table below and on a scale of 1-5 make a note of how strongly you agree (5) or disagree (1) with each. Try to write a sentence or two in the final column to explain your view.
- If you can share ideas and interact with others, check your scores and see if you have agreed with your classmates. What different views have been offered?
- Why not keep a note of your own scores and see if your views have shifted by the end of the course?

Statement	Your view 1-5 (strongly disagree =1, strongly agree =5)	Your reasons
If English changes too quickly, we won't be able to understand each other.		
People who use slang sound stupid and uneducated and it's best to avoid it completely.		
Some accents are just better than others; that's a fact of life.		
There are some words that are so offensive, they should just be banned.		
When you're communicating online, it doesn't matter if you make mistakes or don't follow the normal rules of grammar; as long as people can understand, that's all that matters.		

9 Opinions in the Media

As well as debating big ideas about the English language, you'll be studying what others say about it. Language is constantly being discussed online and in the press, with opinion pieces being produced all the time. This is great news for language students, because there's a never-ending supply of material to explore. But it can also be a little tricky to keep track of.

We've chosen 5 articles for you to have a look at, to give you a taste of the kinds of arguments people have about language. Some of these are by linguists (people who study language) and others are by journalists or commentators. We're not saying we necessarily agree with the views being offered, but they will give you a sense of some of the different arguments out there.

Five suggested opinion pieces:

1. [If You Can't Embrace Regional Dialect, You Can Kiss My Chuddies:](https://www.theguardian.com/commentisfree/2019/mar/31/embrace-regional-dialect-kiss-chuddies-dictionary/)
<https://www.theguardian.com/commentisfree/2019/mar/31/embrace-regional-dialect-kiss-chuddies-dictionary/>
2. [The Ugly Rise of Accent Softening:](https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices)
<https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices>
3. [Calling Someone a 'Gammon' Is Hate Speech:](https://www.gq-magazine.co.uk/article/what-does-gammon-mean)

<https://www.gq-magazine.co.uk/article/what-does-gammon-mean>

4. [Saying No To Gizit Is Plain Prejudice:](https://www.independent.co.uk/voices/comment/saying-no-to-gizit-is-plain-prejudice-8488358.html)
<https://www.independent.co.uk/voices/comment/saying-no-to-gizit-is-plain-prejudice-8488358.html>
5. [Text Speak: Language Evolution or Just Laziness?](https://www.telegraph.co.uk/education/educationopinion/9966117/Text-speak-language-evolution-or-just-laziness.html)
<https://www.telegraph.co.uk/education/educationopinion/9966117/Text-speak-language-evolution-or-just-laziness.html>

And some further suggestions for keeping up to date with language stories in the media are given in 'A Level Language – Reading Around the Subject' (page 38 in the accompanying '*emagazine* Resource Pack – Language').

You can keep track of articles about language by following @EngLangBlog (<https://twitter.com/EngLangBlog>) on Twitter and by bookmarking your favourite articles using your preferred social media apps.

Why not keep a reading record of the articles you come across over the next few months? You could even do a top five and a bottom five of the best and worst articles about language that you've read!

10. 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.