



<u>Year 12 Topics</u>	<u>Year 13 Topics</u>
Language levels Text analysis Language and gender Language and occupation Language and power Accent and Dialect variations Language and age	Child Language Acquisition Language change Global English  <u>NEA (Coursework)</u> Language investigation (10%) Original writing and commentary (10%)

## Grammar

Grammatical knowledge is essential at A level – you will be expected to apply your grammatical knowledge across almost all topics; analysing grammatical aspects also unlocks the highest bands of the mark scheme. Complete the grammar test below to test your existing knowledge.

1. Identify the nouns in the passage below:

The major thoroughfares were already lit by the new gas, but this was not the bright and even glare of the late Victorian period: the light flared and diminished, casting a flickering light across the streets and lending to the houses and pedestrians a faintly unreal or even theatrical quality.

2. Complete the table with the appropriate personal pronouns:

Person	Singular	Plural
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		

3. Identify the verbs in the passage below:

Her pace slowed and an ache spread from between her shoulders. Vapours swirled and banked; the light of on-coming headlights drained out of the car. Sodium street lamps burned phosphorescent holes in the fog, but as she turned off Main Street to the cottage, she noticed the one which illuminated the alley was out.

4. Is the verb in bold a main verb or an auxiliary verb?
- I will **have** the soup
  - Police **are** investigating the incident
  - It **is** very peaceful here
  - Where **does** your brother work?
  - They **have** decided to advertise your job
  - He **does** his homework on the way to school
5. Are the following constructions active or passive?
- Jane decided to cancel the party
  - The lecturer was impressed by your essay
  - Your horse is walking on our lawn
  - The top floor was destroyed
  - The pills should be taken twice a day
6. In each of the following sentences, indicate whether the word in bold is an adjective or a noun: a.
- Life** insurance is not cheap
  - The Prime Minister is a **close** friend of mine
  - The **Chinese** Embassy is just down the road
  - Friday is a **busy** day for me
  - Our **patient** records are confidential
7. In each of the following pairs, indicate whether the word in bold is an adverb or an adjective: a.
- My train arrived **late**, as usual
  - I'm watching the **late** film
  - My brother loves **fast** cars
  - He drives too **fast**
  - This exercise is **harder** than I thought
  - I hope you'll try **harder** in the future
  - The Times* is published **daily**
  - The Times* is a **daily** newspaper
  - You've just ruined my **best** shirt
  - Computers work **best** if you kick them
8. In each of the following sentences a conjunction is in bold. Is it a coordinator or a subordinator?
- The proposal could not have been considered further **unless** it had been signed by all the members back in May
  - Last year we visited Venice **and** Pisa

- c. Have there been any developments **since** we last met?
- d. Conversation used to be entertainment, **whereas** now it's a means of exchanging information e.  
Meg will drink red **or** white wine
- f. I find it very difficult to forgive, **although** I do eventually
- g. Karen's definitely coming **but** I don't think Pete can make it

9. Name the 4 sentence functions and 3 sentence types

10. Label the parts of speech in the following sentence:

**The immaculate old building stood on the river bank.**

11. Are the following verbs strong or weak?

- To be
- To walk
- To sing
- To go
- To whistle
- To debate
- To lose
- To help
- To dig
- To see

12. Are the following clauses or phrases?

- a. To get there on time
- b. Leaving home at 10:30
- c. My father travelled to work
- d. Eat your lunch
- e. Talking about poetry
- f. I have eaten a meal

13. List 6 prepositions

14. Write a short passage consisting of all 3 sentence types. Label them.

### Your Language Use

The first part of the course explores language diversity – the tasks below outline some of the topics we will be researching in class. Complete one of the tasks below:

1. Explore how different members of your family speak differently – consider factors such as age, education, occupation, hometown etc.

2. Explore your own language – does your language ever change depending on who you are with? E.g. parents, grandparents, friends, different groups of friends.
3. Watch this clip from the Junior Apprentice (you may have seen this before!):  
[https://www.youtube.com/watch?v=J-bG\\_158HxY](https://www.youtube.com/watch?v=J-bG_158HxY)

Explore the difference between the ways the contestants and the panel use language; how do roles of power, occupation and context affect this?

For each task, you may consider writing down some data you have collected e.g. words people have used and write a short analysis outlining why you think this is the case.

## Researching Linguistic Issues



We have our own Twitter page which is run by Miss Rowley. Visit the Twitter feed (@BHSEnglishLang) and browse some of the articles. Select one article that has particularly interested you and annotate some of the key findings; bring this article, as well as this booklet, to your first English Language lesson.

Bring an article ready to discuss – annotate why it's interesting / whether you agree etc.

## Further Reading Suggestions

AQA have a reading list which can be found by following the link below. Of course you are not expected to read all of these, but you may choose to read around particular areas using some of these suggested resources.

<http://filestore.aqa.org.uk/resources/english/AQA-7702-READING-LIST.PDF> Here are some key texts you can explore (if you're feeling super keen!):

### Child Language Acquisition

- 'Listen to Your Child' by David Crystal
- 'The Language Instinct' by Steven Pinker

### Language and Gender

- 'The Myth of Mars and Venus' by Deborah Cameron
- 'Man Made Language' by Dale Spender

### Language Change

- 'The Stories of English' by David Crystal

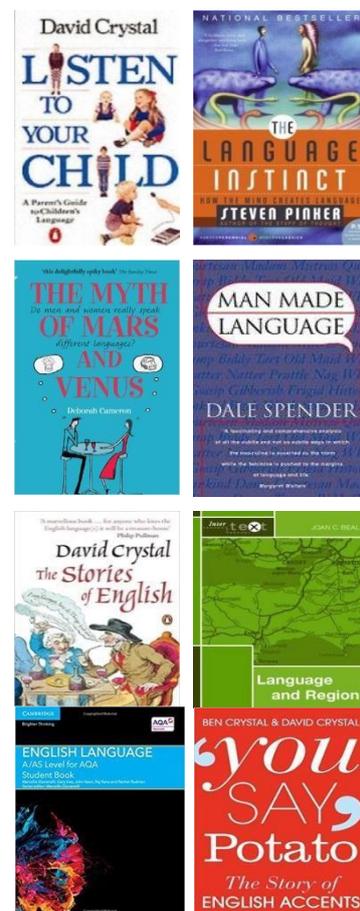
### Accent and Dialect

- 'Language and Region' by Joan Beal

David Crystal's material is very accessible and very relevant. You will most likely find his books in libraries and find extracts online.

The AQA textbook published by Cambridge is also very useful:

<https://tinyurl.com/yaebdfp7>



### **Optional Work**

The work below is not compulsory, however it will further prepare you for the course and is an opportunity to impress your new teachers!

**Task 1:** Record a short conversation (around 30 seconds) with one or more people in your family (with their permission!) Transcribe the conversation (who says what) and explore how different members of your family speak differently – consider factors such as age, education, occupation, hometown etc. Are there specific words they use differently? Do they pronounce words differently? Do they speak differently to certain people? Write about the reasons for these.

**Task 2:** In a similar way to the task above, explore your own language – does your language ever change depending on who you are with? E.g. parents, grandparents, friends, different groups of friends? You may decide to record a FaceTime call with one of your friends (if you have their permission!)

**Task 3:** One of the areas we explore at A level is Language and Gender. Research the following theorists and, in your own words, create a fact file on them. This can be done on Docs or Slides/PowerPoint – it is up to you!

Robin Lakoff, Deborah Tannen, Peter Trudgill, Keith and Shuttleworth

**Task 4:** Find an article on the Twitter page (@BHSEnglishLang) which interests you; choose an article which you have a strong opinion on. Read it and summarise it in your own words. Then, imagine you are writing an article for a magazine based on this article, sharing your opinion. It should have a headline, a strapline (a sentence underneath summarising your thoughts). The article should be lively and engaging – even humorous if you like!

**Task 5:** Take a look at the grammar booklet attached to this Google Classroom post. If you're really keen on taking English Language in September, then learn as much of this as you possibly can!

**Task 6:** Take a look at the text on the next page. How does the writer represent women? Write a short essay using examples from the text. Challenge: can you use any terminology when selecting examples?

# HOW TO HOLD A HUSBAND:

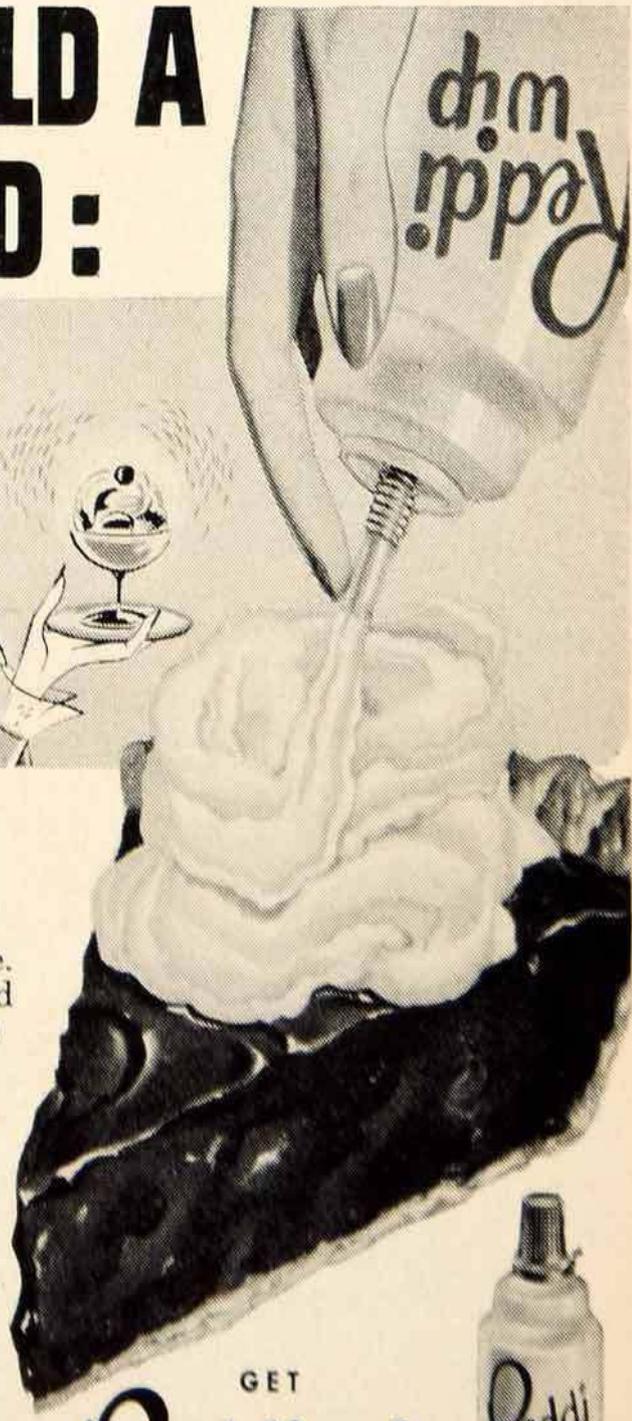


## Serve him desserts glorified with Reddi-wip

Tonight—plan a quiet evening at home. Start it with your husband's favorite food—then for dessert serve him your own special chocolate pie *glorified* with Reddi-wip!

No need to tell him that Reddi-wip, made with fresh, rich cream, whips itself at the touch of your finger. No fuss—no work. No bowl or beater to wash.

Keep Reddi-wip in your refrigerator to glamorize pies, puddings, gelatins, cakes—every one of your husband's special dessert favorites. Dozens of servings in each container—and remember, there's only *one* Reddi-wip—your dessert magic secret that helps to hold a husband.



GET  
**Reddi-wip**



FROM YOUR GROCER OR MILKMAN

One aspect of the course is coursework, and you are asked to produce a piece of original writing. This can be: a piece of travel writing about a place you have visited; a short story (any genre); a persuasive speech or leaflet; an article. Basically anything that is storytelling, giving information, or being persuasive. It can be on ANY topic.

**Task 7:** Write a 750-word piece of travel writing about a place you have visited (it can even be your hometown). It can be factual, or humorous – it is up to you!

**Task 8:** Write a short commentary (around 500 words) on why you decided to write the things you did. For example, *“In my piece of travel writing I used facts and statistics about Leeds to ensure the readers were accurately informed, and so that my writing was reliable. I also used the adjective “bustling” to describe the crowds to show how busy Leeds can be, as “bustling” has connotations of having lots of people together in one place”*

**Task 9:** Write a 750-word short story – any genre, but only 750 words!

**Task 10:** Write a short commentary (around 500 words) on why you decided to write the things you did. See example above in task 9.

**Task 11:** Write a 750-word persuasive speech or leaflet on a topic of your choice.

**Task 12:** Write a short commentary (around 500 words) on why you decided to write the things you did. See example above in task 9.

**Task 13:** Below are some of the key theorists in the spoken aspect of Child Language Acquisition. Create a PowerPoint presentation outlining information about each theorist below using your own words and research (not just copied from Wikipedia).

**Noam Chomsky, Jean Piaget, B.F. Skinner, Jerome Bruner and Lev Vygotsky.**

You should also research the national literacy framework/curriculum and research around children learning to read and write.

**Task 14:** Find another article on the Twitter page (@BHSEnglishLang) which interests you; choose an article which you have a strong opinion on. Read it and summarise it in your own words. Then, imagine you are writing an article for a magazine based on this article, sharing your opinion. It should have a headline, a strapline (a sentence underneath summarising your thoughts). The article should be lively and engaging – even humorous if you like!