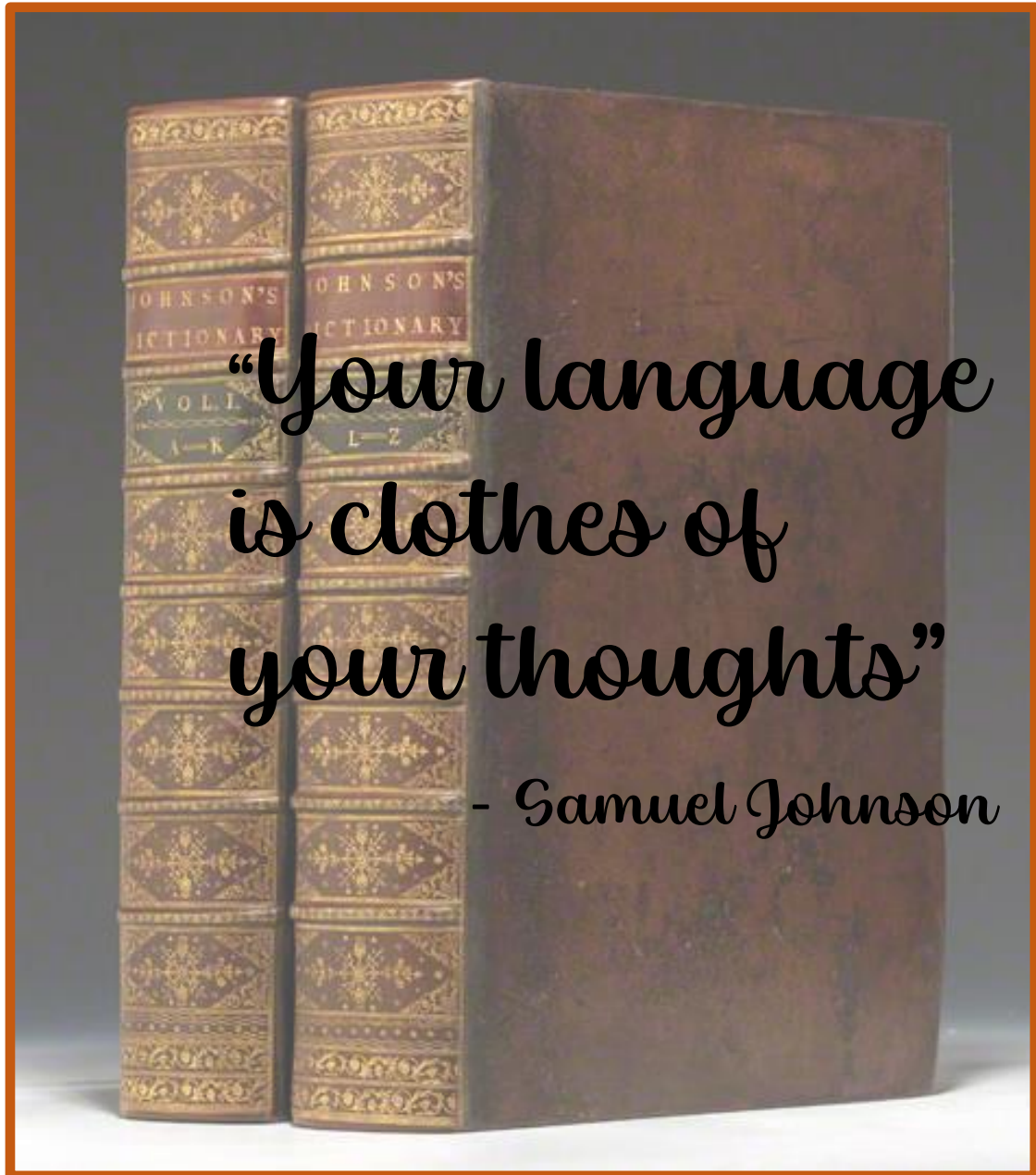
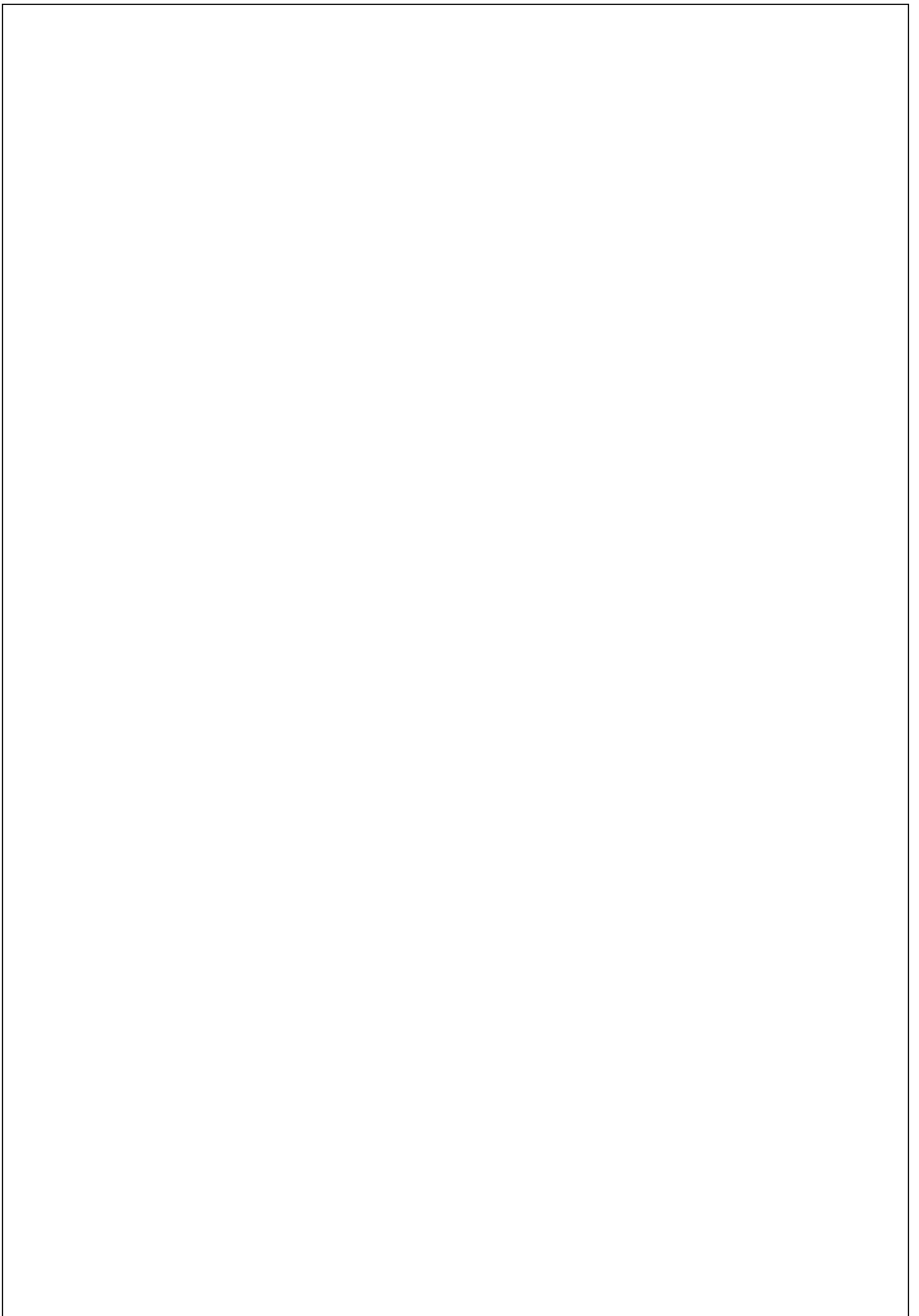


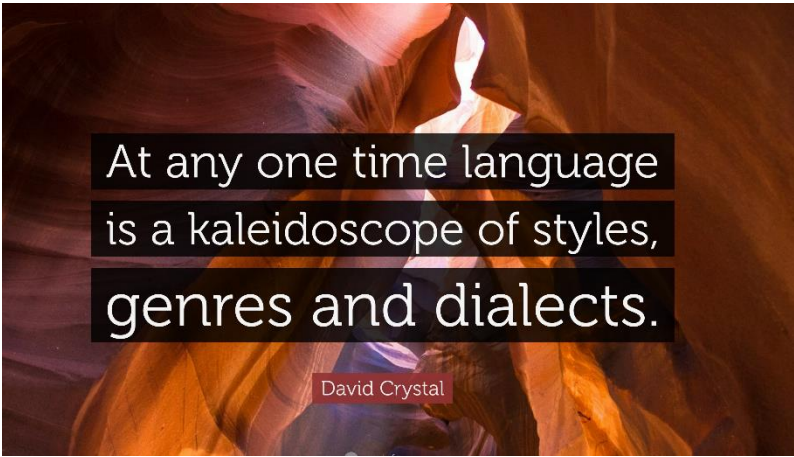
English Language Transition Booklet



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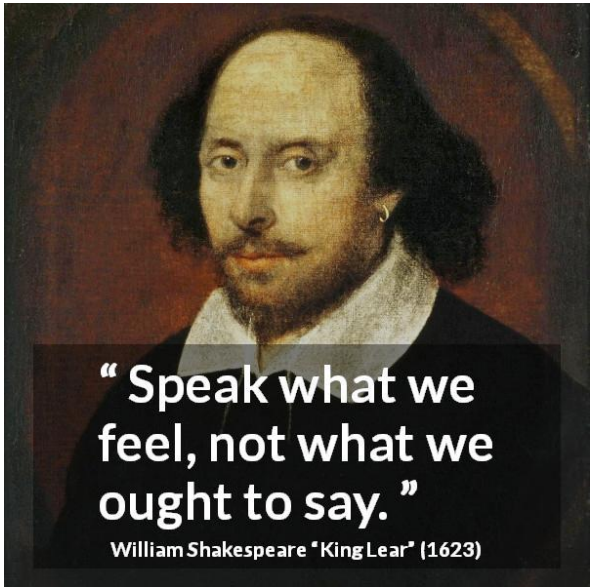
Head of KS5 English contact:
semery@hbk.acesmat.uk





At any one time language
is a kaleidoscope of styles,
genres and dialects.

David Crystal



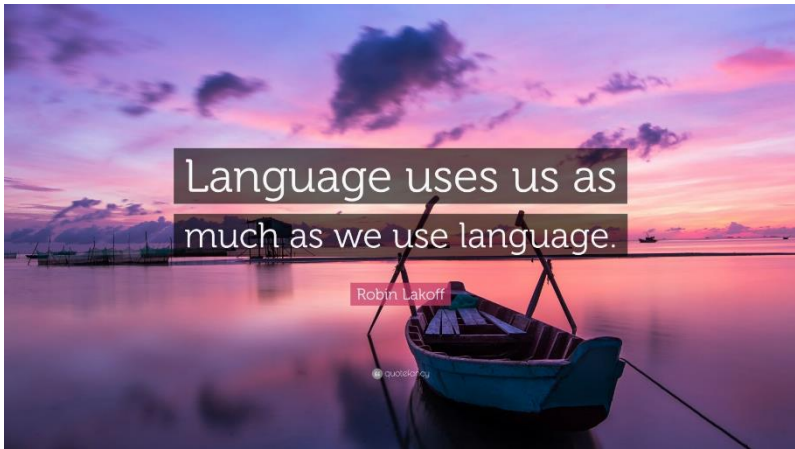
“Speak what we
feel, not what we
ought to say.”

William Shakespeare “King Lear” (1623)

WE TEND TO LOOK
THROUGH
LANGUAGE AND NOT
REALIZE HOW MUCH
POWER LANGUAGE
HAS.

QUOTEHD.COM

Deborah Tannen
American Sociologist



Language uses us as
much as we use language.

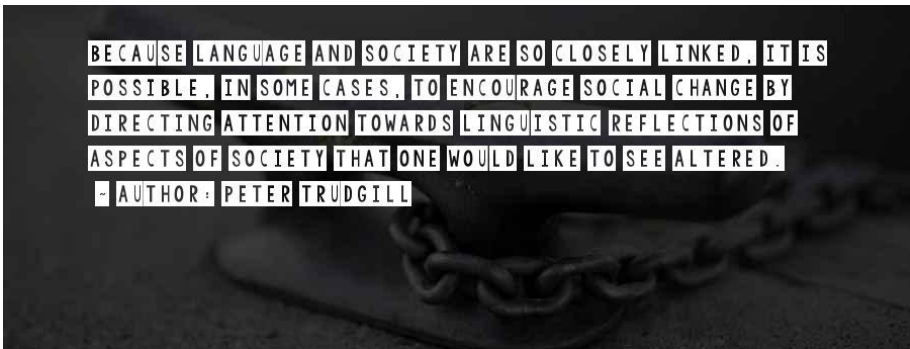
Robin Lakoff

LANGUAGE IS
THE BLOOD
OF THE SOUL INTO
WHICH THOUGHTS RUN
AND OUT
OF WHICH THEY GROW

...
Olivier Wendell Holmes

Language and culture cannot be
separated. Language is vital to
understanding our unique cultural
perspectives. Language is a tool that is
used to explore and experience our
cultures and the perspectives that are
embedded in our cultures.

— Buffy Sainte-Marie —



BECAUSE LANGUAGE AND SOCIETY ARE SO CLOSELY LINKED, IT IS
POSSIBLE, IN SOME CASES, TO ENCOURAGE SOCIAL CHANGE BY
DIRECTING ATTENTION TOWARDS LINGUISTIC REFLECTIONS OF
ASPECTS OF SOCIETY THAT ONE WOULD LIKE TO SEE ALTERED.

- AUTHOR: PETER TRUDGILL

The Course...

Paper 1 40 % - Language, the Individual and Society

A focus on individual and immediate social contexts for language, exploring textual variety and language development.

Section A: Textual Variations and Representations

You will explore significant features and patterns in language across a variety of texts. When exploring multiple texts, these will be linked by topic or theme to prepare you for a comparative task in this section.

Section B: Children's Language Development

You will delve into the fascinating world of child language development, exploring how children develop their spoken and written skills.

Paper 2 40%: Language Diversity and Change

You will consider language outwardly, reflecting on larger-scale public discourses about change and variety, drawing on regional, ethnic, national and global Englishes.

Section A: Diversity and Change

You will explore a range of examples of language in use and research data to inform your study of diversity and change. This will include analysis of texts using different sociolects and dialects and texts that highlight the influences that technology has had on language.

Section B: Language Discourses

You will consider how texts use language to present ideas, attitudes and opinions. This section also offers you the opportunity to put your own discursive writing skills to the test on a subject linked to language in use.

Non-exam assessment 20%– Language in action

The aim of this non-exam unit is to allow you to explore and analyse data independently and develop and reflect upon your own writing expertise. You will carry out two different kinds of individual research...

Language Investigation

You will undertake an independent investigation of language on a topic of your own choice. You will choose your own methodologies; select and analyse your own data and draw suitable conclusions from them.

Original writing and commentary

For the original writing task, you will produce one piece of original writing based on the power of persuasion, storytelling or information. You will complete a commentary allowing you to reflect upon your decisions, the writing process and the effectiveness of your final piece.

Paper one and two are assessed through external examinations of 2 hours 30 minutes each. Both components are worth 40% each of the overall grade.

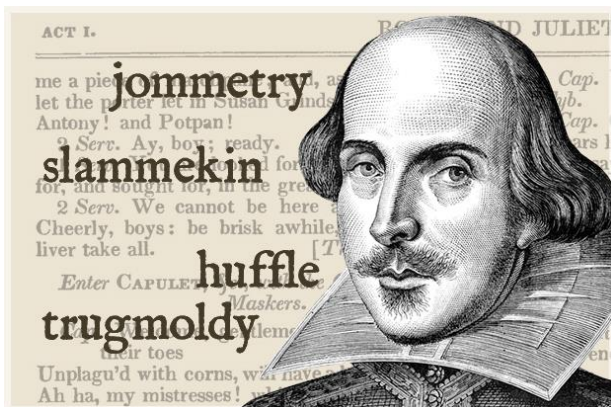
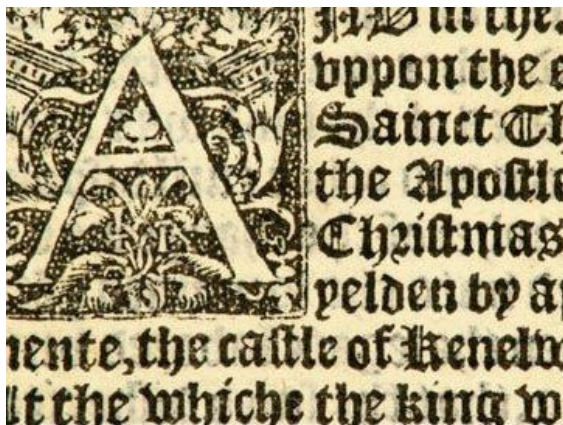
The non-exam assessment is internally assessed and worth 20% of the overall grade.

Progression: A Level English Language can help many career paths including journalism, writing, teaching, politics and the law.

Why study English Language?

What is A level English Language?

If you want to understand how language is used to control and manipulate us by both the media and people in power; how to take apart a piece of language and be able to work out exactly what makes it tick, produce your own language investigation AND dabble in your own creative writing then this is the course for you.



What will I learn about if I take this course?

- How language endorses/ challenges gender stereotypes
- How language is used to gain power
- How advancements in technology have affected our language
- How we learn to speak
- How sentences are formed and their technical function
- How language has changed over time
- Language use in the media
- How our spoken and written language is different
- And finally... you will investigate *any* area of language that interests you as well as creating your own original writing piece!

For more information contact us!

semery@hbk.acesmat.uk



What does **ICE** stand for?



At KS5, you will take part in the **ICE Programme** to support your studies.

'**ICE**' stands for **Independent Consolidation and Extension** – essentially, the work you complete during your (many!) study periods to **consolidate** and **extend** your learning from your lessons.

This programme allows you to **recap** and **review** learning; exercise your academic curiosity; read widely around your chosen topic; and unlock the success needed for university and beyond.

A Levels are an investment; you only get out as much as you put in.

The **ICE Breaker** activities in this transition booklet are designed to do the following:

1. Introduce you to **ICE Expectations** and set the tone for our **high expectations of high-quality** independent work.
2. Prepare you for a (small!) initial written task in September.
3. Whet your appetite for the course to come!



ICE Breakers



These **ICE Breaker** activities are designed to prepare you for our **A Level ICE** expectations.

The tasks will prepare you for a written task in September, so it is important that you complete these.

The written work you complete for this task must be presented in this booklet and brought in for the first lesson in September. This work will be kept in your **ICE journals** (the contents for which will be discussed in September).

ICE Task 1

1a. Research the following theorists. For each one, outline their research area and their stance(s). Make brief notes for each. Extension: investigate other theorists concerned with language and power.

Wareing
Fairclough
Goffman
Grice (maxims)
Giles
Basil Bernstein
Labov
O'Barr and Atkins

1b. Research and understand the key terminology below. Write out your own definition for each.

Lexis
Semantics
Phonetics
Discourse
Sociolinguistics
Dialect
Influential power
Instrumental power

Please ensure you bring this work to the first lessons in the first week back, as you will need these notes for the planned activities.

ICE Task 2

2a. Look at the three *Love Island* transcripts from the taster lesson. Using your GCSE knowledge, your understanding of transcripts and of spoken language, annotate all three of the texts to highlight linguistic, paralinguistic (non-verbal) and power features in each.

2b. In response to the following question: *How do men and women communicate differently?* Write up your ideas in the space provided. Try to show your awareness of some new terminology, reference to 1 or 2 theorists and explore your understanding of the features in the transcripts and what these could infer about the speakers and their gender.

Please ensure you bring this work to the first lesson in the first week back, as you will need these notes for the planned activities.

ICE Task 1a:

Wareing

Fairclough

Goffman

Grice

Giles

Basil Bernstein

Labov

O'Barr and Atkins

ICE Task 1b:

Lexis

Semantics

Phonetics

Discourse

Sociolinguistics

Dialect

Influential power

Instrumental power

ICE Task 2a:

Transcript 1:

Series 8 – episode 22 (10.25mins) Boys only conversation:

Jay and Davide are lying on the sun loungers, side by side.

J: What were you and Ekin up to last night mate?

(mutual laughing)

D: Bro everyone keep asking me! *(J laughing)* But ... honestly...I dunno...its its hard to explain

J: do you feel, do you feel like there's unfinished business man?

D: nno nno, I just feel, I dunno, it's not going in a romantic way

J: Yeah – nah?

D: She's like expired y'know for me – we say in Italy the food

J: [Right]

D: [expired y'know.]

(muffled laugh – both look over towards Ekin-Su both laughing and smiling)

D: Orr don't go putting things in my mind y'know – *[(laughing)* this is not going to happen!]

J: *[(laughing)* mate I'm not] You're putting things in your own head man! *(both laughing)* [2.0]

J: *(Quietly)* If Ekin said to you, she wanted to give it another go what you sayin'?

D: *(Smiling)* Noo! *(Shaking head and smiling)*

J: Yeah you are...

D: *(shaking head and smiling)* Noo...

J: Mate look at your smile *(both quietly laughing)* its so obvious bro *(laughing)* [2.0] *(turning to each other on the sun loungers to talk more discreetly)* d'you ...um.. feel like if...erm... Charlie pursued Tasha, then Ekin became more available...

D: ...Bru I'm not scared about my ability; I know I can er get her like (snaps his fingers) this!

J: *(laughing)*

(Both laughing)

Transcript 2:

Series 8 – episode 22 (11.54 mins) Mixed conversation:

Charlie, Demi, Ekin, Gemma and India are sat together on the daybed.

D: What is your ting Charlie?

C: My thing?

D: Yer – what can you say, this is my thing I can do very well?

C: mmm

E: Yeah, that's a good question

I: Do you have party trick. I think I asked you that dint I?

E: Not a party trick, but anything that you're good at.

C: I'm not good at anything

(E shrugs her shoulders and rolls her eyes)

I: Good at being yo[u]

C: no um[mm]

E: [Good] at being...

C: I dunno

D: Boring?

(They all laugh, slight shock from the girls.)

D: *(Backtracking)* no no, I was trying to help him out here, you thought [that too]

C: [no I] dunno bro

D: coz how do you not have like, one thing, like [one thing]

C: [what's your] what's your thing? *(looking at D)*

E: *(Jumps in)* One thing I can do is like read people's minds..sorry.

D: Man you can not read any people's mind! ... *(girls chuckle)* Shall I read your mind Ekin?

E: Go on!

(The group listen to Dami make predictions about Ekin and then Gemma.)

Transcript 3:

Series 8 – episode 22 (17.00mins) Girls only conversation:

Gemma, Paige and India sit together by the side of the pool.

P: I heard you had an interesting convo?

G: Who?

P: You and Dami and his predictions

G: Oh yeah

P: mmm

I: Oh lord what did she [say]

P: [it was] if another guy came in that was your type, your head would turn

G: *(Guffaws)* Whh-at!

I: That's [not] ...

P: [wait] was that not wha[t]

I: [ye]ah but not like that! No!

G: *(Shocked face)* Do I say something, coz I'm not having that!

P: Nar wait..what...so tell me what the actual conversation [was]

G: [m well no] tell me what she said first..

P: ... don't quote me actual word for word...this is...she.. this is basically what she said...if another guy came in that was more Gemma's type...or... or suited Gemma more, her head would turn [3.0]

(Gemma lets out a slight laugh/gasp and puts her face in her hands)

I: Yeah but..that's not what Gem said...obviously it was a prediction but it was [more like] (1.0)

P: [but that you] agreed with it, that was all, that you agreed and said "Yeah I would"

(Gemma steps away annoyed to confront Ekin)

Questions I have about the course:

