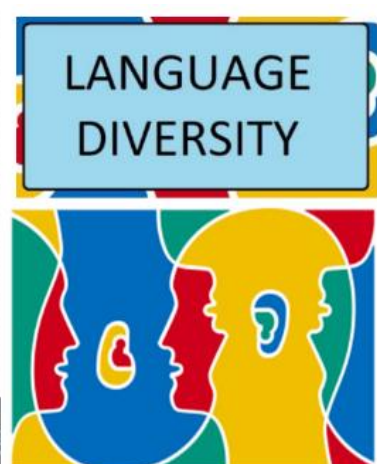
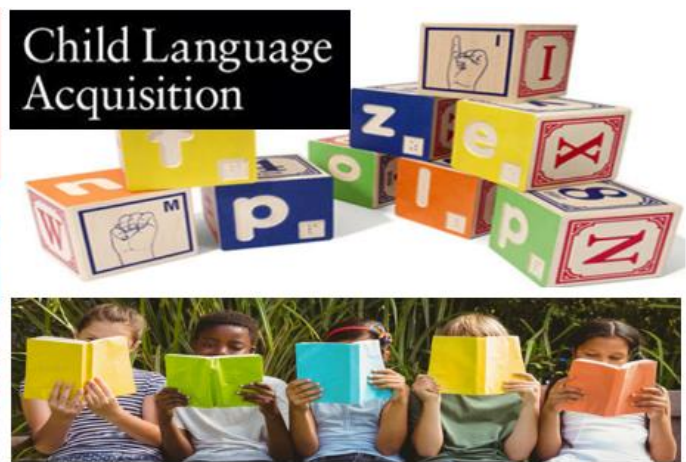
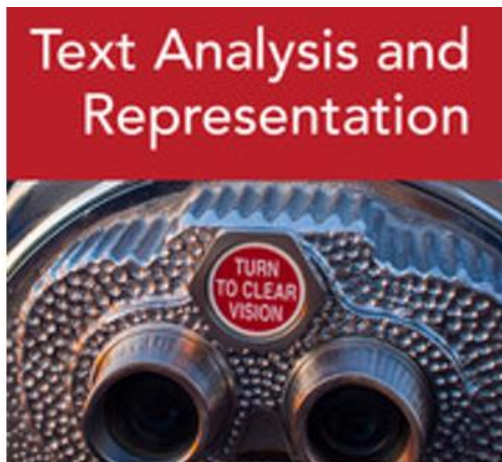


# A LEVEL ENGLISH LANGUAGE TRANSITION BOOKLET



Name:

# Task 1: Representations

Task 1 – a large part of your course asks you to consider how people/places/things are ‘represented’ in texts. Below are two texts – the front cover of a women’s magazine and also a men’s one. Before you look at them, consider what stereotypes exist in our society in our expectations of how women and men should behave and look:

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Now, look carefully at each text and complete the tables that follow them. You need to select evidence from each text and decide how it ‘represents’ women or men. There is an example completed on each table to help you.

FLIP OVER FOR THE **SPRING BEAUTY SPECIAL**

# Women's Health

**SEXY  
TONED  
ARMS!**

Get These  
Show-Off  
Shoulders  
in 6 Moves

**Katie!**  
Why She  
Looks **THIS**  
Confident

How  
Much Fat  
Should  
You  
Really  
Eat?  
Finally, An  
Answer

**Hot  
& Healthy**

Dewy Skin,  
Fit Body,  
Next-Level  
Energy!

**MORE  
SEX,  
LESS  
STRESS**

Try This Simple  
Solution

**THE  
JEANS  
BUTT**

Sculpt A High,  
Round Tush  
In 15 Minutes

3/12/11

WWW.WOMENSHEALTH.COM

How are women represented?	Evidence and explanation (challenge include method)
<p>Women are represented as wanting, and being expected, to have a 'perfect' figure and that this is an easy process.</p>	<p>"Sculpt A High, Round Tush In 15 Minutes"</p> <p>The imperative 'sculpt' seems to be commanding women to get their bodies, in this case their buttocks, fit and attractive. The adjectives 'High, Round' suggest that there is a particular shape that is best and desirable. By using the slang term 'Tush' it makes the order less stern and adds a conversational tone to the imperative – as if it is a friendly recommendation. Finally, the use of statistics, '15 minutes', implies that it is quick and easy to achieve this perfect body shape.</p>

TONS OF USEFUL STUFF

# Men's Health

## Muscle Made Easy!

Your Killer 28-Day Plan

P.48

## 49

All-New Moves: Arms, Abs & More!

## Protein Awards

P.108

▶ **LOOK GREAT NOW!**  
FLIP FOR GUIDE TO STYLE

## 536

Cutting Edge Life Hacks



Think Faster!

Sleep Deeper!

Drink More Camel Milk?!

▶ EXCLUSIVE

## Inside Apple's Exercise Lab

P.118

Ryan Reynolds' Smart-Ass Secrets

P.27

SEPTEMBER 2017  
\$4.99 US DISPLAY UNTIL SEPT. 12



How are men represented?	Evidence and explanation (challenge include method)
Men are represented as daring and willing to try something new and innovative.	<p>“Drink More Camel Milk?!”</p> <p>The suggestion of drinking milk from a ‘camel’ is unusual and not a pleasant thought. When considered alongside the title of the magazine, it seems they are implying it is good for the ‘health’ of their readers. The verb ‘Drink’ is used as an imperative as if the men are being ordered, or dared, to do this. However, the punctuation softens this. The ‘?’ adds a sense of doubt to the idea – it seems as if they are suggesting you think about drinking this very carefully. By combining it with ‘!’, it makes it seem like the idea is bordering on ridiculous and is written as a joke article not to be taken seriously.</p>

## Task 2: Grammar

### **Circle the correct word to complete the sentence:**

1. **Whose / Who's** that leaving the rugby pitch?
2. As far as I know, **his / he's** the only one left who needs to hand their book in.
3. The lions shook **their / they're** manes as the flies buzzed around them.
4. **Its / It's** a miracle that you managed to catch the ball.
5. Megan knows that **your / you're** leaving early.
6. **His / He's** not going to go to the theatre as he doesn't feel very well.
7. Do you know **whose / who's** shoe this is?
8. The bird moved **its / it's** legs stiffly as it was cold.

### **Correct these sentences:**

1. She bought some apples bananas and a pineapple
2. The boy asked Why do I have to go to bed
3. They dont have skyscrapers in a village
4. The boys bicycle was smashed to pieces

### **Correct the errors in the passage below:**

Their was a dark line on the horizon he could see it as he gazed out across the ocean. Mostly the sky was a clear blue but there in the distance it became an unhealthy purple darkness, like an old bruise. Imran would have assumed that it was land, except that it was off to the west of the ship. The only land nearby was to the east – the southernmost tip of africa.

Imran shook his head and got back to the mopping. He was the least experienced sailor on board. It wasnt his job to bring things to the attention of others. They didn't like it.

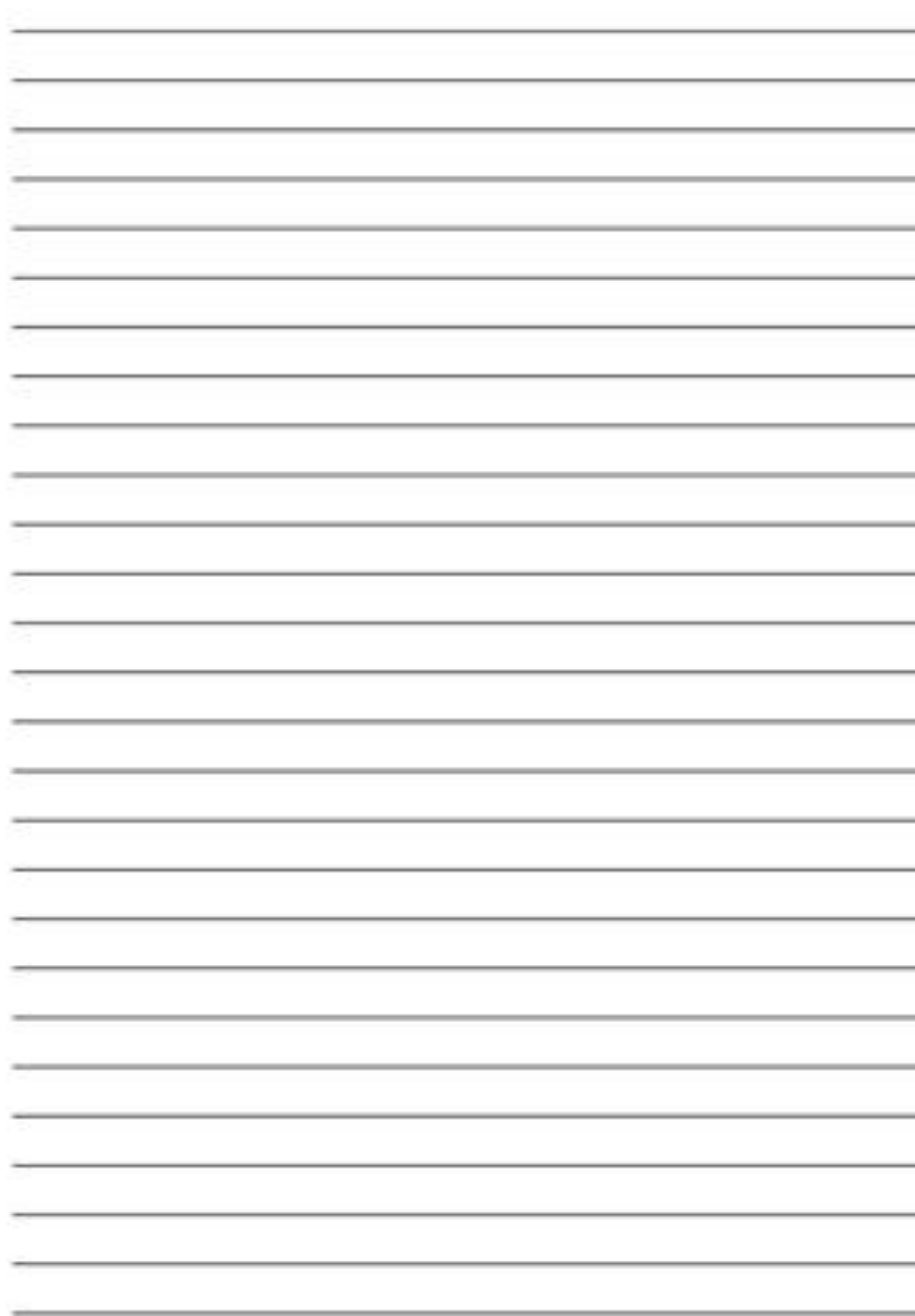
He dips his mop into his bucket and swabs a patch of deck where one of the sailors had bled earlier that morning the man had caught his little finger in a coil of rope which had been suddenly whipped away by a movement of sails, taking his finger with it.

Looking down at the burgundy stain Imran sighed, longing to be far from this place. He was fed up of the crew the work and the constant rocking of the boat. His thought's started to turn to home but he stopped them in there tracks. Dreaming of home wouldn't help him here. He had to much work to do

## Task 3:













Task 4:

1. Part of the A Level course requires you to study the history of the English language so you can understand how it has changed over time.

Watch the following video: <https://www.youtube.com/watch?v=-lvhpHHi6-4>.

Complete the table below for each 'chapter' of the video.

	Key facts and examples
Chapter 1 Anglo Saxon	
Chapter 2 The Norman Conquest	
Chapter 3 Shakespeare	
Chapter 4 The King James Bible	
Chapter 5 The English of Science	
Chapter 6 English and Empire	
Chapter 7 The Age of the Dictionary	
Chapter 8 American English	
Chapter 9 Internet English	
Chapter 10 Global English	

2. Read the following article and make notes about key ideas under the headings below:

[A brief history of the English language - Oxford International English Schools](#)

**Old English (5th to 11th Century)**

**Early Middle English**

**Late Middle English**

**Early Modern English**

**Late Modern English**

**English in the 21st Century**

## Task 5

Select one of the tasks below. Use the talk to answer the questions and then carry out your own investigation:

<p>Txtng is killing language. JK!!!</p>	<p><a href="https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk?referrer=playlist-how_language_changes_over_time&amp;autoplay=true">https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk?referrer=playlist-how_language_changes_over_time&amp;autoplay=true</a> JK!!!   TED Talk</p> <p>What are your views on the way that texting (and social media in general) has influenced language?</p> <p>What are the key differences between the way we use language in speech and the way we use it in language?</p> <p>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?</p> <p>Do you still use this technique?</p> <p><b>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?</b></p>
<p>Go ahead, make up new words!</p>	<p><a href="https://www.ted.com/talks/erin_mckean_go_ahead_make_up_new_words?referrer=playlist-how_language_changes_over_time&amp;autoplay=true">https://www.ted.com/talks/erin_mckean_go_ahead_make_up_new_words?referrer=playlist-how_language_changes_over_time&amp;autoplay=true</a></p> <p>How far do you agree with the idea that we are pre-programmed to apply certain grammatical rules such as plurals?</p> <p>According to the talk, what are the different ways of creating new words?</p> <p>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?</p> <p><b>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.</b></p>
<p>How language transformed humanity.</p>	<p><a href="https://www.ted.com/talks/mark_pagel_how_language_transformed_humanity?referrer=playlist-how_language_changes_over_time&amp;autoplay=true">https://www.ted.com/talks/mark_pagel_how_language_transformed_humanity?referrer=playlist-how_language_changes_over_time&amp;autoplay=true</a></p> <p>How essential is language to social learning?</p> <p>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?</p> <p><b>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?</b></p>
<p>What our language habits reveal.</p>	<p><a href="https://www.ted.com/talks/steven_pinker_what_our_language_habits_reveal?referrer=playlist-how_language_changes_over_time&amp;autoplay=true">https://www.ted.com/talks/steven_pinker_what_our_language_habits_reveal?referrer=playlist-how_language_changes_over_time&amp;autoplay=true</a></p> <p>What are the different types of verb that Pinker discusses?</p> <p>Why might speakers choose to use euphemistic or metaphorical phrases for certain events or ideas?</p>

	<p>Pinker discusses the use of language to create implicature (implying meaning but not saying it directly). In what ways have you used or heard implicature in different settings or situations?</p> <p><b>Investigation: Look at different political speeches and identify how language has been used to convey or reinforce certain ideologies or values. How do politicians use implicature to affect the audience’s response? What values do they assume their audiences hold?</b></p>
<p>Don’t kill your language!</p>	<p><a href="https://www.ted.com/talks/suzanne_talhok_don_t_kill_your_language?referrer=playlist-how_language_changes_over_time&amp;autoplay=true">https://www.ted.com/talks/suzanne_talhok_don_t_kill_your_language?referrer=playlist-how_language_changes_over_time&amp;autoplay=true</a></p> <p>This talk is in a different language with subtitles. What were your initial responses to this? Did this make you less likely to want to engage with the talk? What do you think that reveals about the way we respond to different languages?</p> <p>To what extent do you feel that language is an important part of culture?</p> <p>What might make someone give up their native tongue in favour of a different language?</p> <p><b>Investigation: Research a country that has English as a primary language alongside other national languages – e.g. South Africa, Jamaica or Singapore. How does this country use English? How did English arrive in the country? What effects has English had on the native languages?</b></p>
<p>What makes a word real?</p>	<p><a href="https://www.ted.com/talks/anne_curzan_what_makes_a_word_real?referrer=playlist-how_language_changes_over_time&amp;autoplay=true">https://www.ted.com/talks/anne_curzan_what_makes_a_word_real?referrer=playlist-how_language_changes_over_time&amp;autoplay=true</a></p> <p>In your opinion, when should a word be added to the standard dictionary? What criteria do you think it should fulfil before it is added?</p> <p>Do you think any words should be banished? What criteria would a word have to fulfil in order for it to be threatened with ‘banishment’?</p> <p>Can you write a definition of what makes a word real?</p> <p><b>Investigation: Select three new slang words that you think your English teacher <i>needs</i> to know in order to be able to communicate effectively with your age group. Prepare the dictionary definitions for your words along with examples of them in use.</b></p> <p><b>Justify why you have selected these words over any others.</b></p>
<p>What is a snollygoster?</p>	<p><a href="https://www.ted.com/talks/mark_forsyth_what_s_a_snollygoster_a_short_lesson_in_political_speak?referrer=playlist-how_language_changes_over_time&amp;autoplay=true">https://www.ted.com/talks/mark_forsyth_what_s_a_snollygoster_a_short_lesson_in_political_speak?referrer=playlist-how_language_changes_over_time&amp;autoplay=true</a></p> <p>How important is it that the debates in Parliament are available for people to read?</p> <p>How important are titles for a profession?</p> <p>To what extent do you agree with Forsyth’s view that reality shapes words more than words shape reality?</p> <p><b>Investigation: Visit <a href="https://hansard.parliament.uk/">https://hansard.parliament.uk/</a> and look at the ways in which language is used in Parliament. Which elements of language use are particularly interesting?</b></p>