



# English Language

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**Teachers: Miss J Webb & Mrs E Zappala**

Welcome to the English Language A-level course. This is a popular course at THS because it works well with all other subject choices.

The bigger picture...

## **Why take English language as a subject at A-level?**

- It is a **gateway to higher education** and offers a wide range of degree options. These include English, English language, linguistics, forensic linguistics and creative writing. There are also a number of related subjects such as English literature, law, journalism, media, speech and language therapy, teaching, drama and history.
- There are a **wide range of careers** either directly related to English language, such as speech and language therapist, teaching, editor, writer, or in areas such as publishing, journalism, the media, advertising, marketing, public relations, arts administration, record offices, libraries, national and local government and the civil service.

## **What can I expect as I progress from GCSE to A-level English?**

The truth is, not a lot! English language at A-level is very different to English language at GCSE and you must expect to learn a wide range of new concepts and skills. English language is more scientific and will require a much more in-depth study of language and how it is used to communicate meaning.

In particular, **Year 1** will focus on:

### **Component 1: Language: the individual and society**

- We will introduce methods of language analysis, exploring the concepts of audience, purpose, genre, mode and representation.
- We will explore a range of texts about various subjects, in a variety of genres, for different audiences and purposes, and from different times. We will consider how language is: shaped according to audience, purpose, genre and mode; shaped according to context; used to construct meaning and representations; used to enact relationships between producers and audiences.

### **Component 2: Language: diversity and change**

- We will explore language in its wider social, geographical and temporal contexts, as well as how it has changed over time.
- We will study social attitudes to, and debates about, language diversity and change.
- We will write discursively and analytically about language issues.

### **As a young linguist, you can expect to...**

- develop a greater understanding of how language is linked to identity
- recognise and appreciate linguistic variation
- learn new and complex terminology
- learn new skills
- do a lot of research
- work independently
- be challenged

## Task 1: introducing key terms and related concepts

These terms and areas will become the main tools in your linguistic analysis throughout the A-level course. Start by making yourself familiar with them. Research a definition of each term or concept.

### Language levels/frameworks

<b>Lexis</b>	
<b>Semantics</b>	
<b>Grammar</b>	
<b>Phonetics/Phonology</b>	
<b>Pragmatics</b>	
<b>Discourse</b>	
<b>Graphology</b>	

### Related linguistic concepts

<b>Accent</b>	
<b>Dialect</b>	
<b>Idiolect</b>	
<b>Mode</b>	

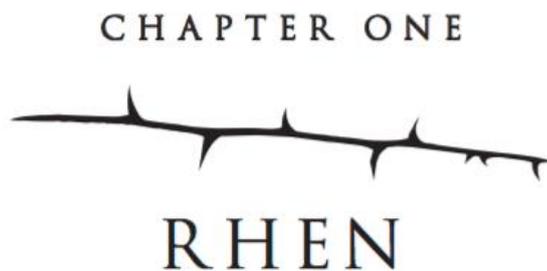
## Task 2: revising parts of speech

Make yourself a set of flashcards or mini posters to help revise the following basics of language:

- nouns (proper, common – concrete, abstract & collective)
- adjectives
- verbs (main & auxiliary)
- adverbs
- pronouns
- prepositions
- conjunctions
- determiners

## Task 3: identifying parts of speech

Make a key, and try to highlight/identify different parts of speech in this extract:



**T**here is blood under my fingernails. I wonder how many of my people I've killed this time.

I thrust my hands into the barrel beside the stables. The ice-cold water bites at my skin, but the blood clings. I shouldn't bother, because it will all be gone in an hour anyway, but I hate this. The blood. The not knowing.

Hooves ring against the cobblestones somewhere behind me, followed by the jingle of a horse's bridle.

I don't need to look. My guard commander always follows at a safe distance until the transition is complete.

*Guard commander.* As if Grey has men left to command.

As if he didn't earn the title by default.

I swipe the water from my hands and turn. Grey stands a few yards back, holding the reins of Ironheart, the fastest horse in the stables. The animal is blowing hard, its chest and flanks damp with sweat despite the early-morning chill.

From: 'A Curse so Dark and Lonely', by Brigid Kemmerer (2019 Bloomsbury)

## Task 4: opinions about language

What do you think Lucy Mangan's viewpoint is about new words being added to the English language?

What are your opinions on this matter? Are there any new words that you would not be able to live without? Are there any new words that you find annoying/pointless?

Write out the terms covered in the article e.g. 'benching'. For each one explore the connotations of that word. Why has it been coined? What does it say about this particular aspect of online dating?

## STYLIST

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LUCY MANGAN /

# Breadcrumbing, ghosting, throning: Lucy Mangan explains why she's all for inventing new words

**"Words define us. We need new ones," says Lucy Mangan.**

**T**hree new dating terms have arrived (as I'm told by people less married, better looking and altogether more advantageously positioned in the sexual arena than I ever was).

Joining the likes of 'ghosting', 'breadcrumbing' and 'benching' come 'curving' (avoiding someone you're not interested in rather than telling them), 'prowling' (getting in touch with someone you broke up with or ghosted - which I count as a shoddier thing - as if nothing's happened) and 'throning' (going out with someone for the social, or social media, status they bring you).

# **“Language is so important. It has the power to perpetuate old systems or usher in new ways of thinking”**

People often like to mock new words, I've noticed. I've also noticed that those people tend to be the ones most likely to have the new words and the power they bring used against them. The ones who don't want attention drawn to the old behaviours because they depend on them and have much to lose if their shittery stops flying beneath the radar.

This too is uplifting. Sometimes, when I am down, I like to remember the aggression that greeted the introduction of 'microaggressions'. That term which gave women especially a neat, insanely useful way to describe all the tiny things that happen to us that add up to hostility and prejudice at worst and a different experience of life's journey at the very least. Having the word at last made it harder for its practitioners – microaggressors, we could call them – to get away with it.

<https://www.stylist.co.uk/people/lucy-mangan/breadcrumbing-ghosting-throning-millennial-dating-terminology-creating-new-words/266572>

Please bring all completed tasks to your first lesson in September

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