



Woolwich Polytechnic
Sixth Form

ENGLISH LANGUAGE

Home Learning Pack Challenges

Please find attached a pack of work to help prepare you for Sixth Form.

I am delighted that you have shown an interest in English Language. In order to get you thinking about the subject, I have drawn up a **challenge pack** to help you prepare for studies in the 6th form such as language research activities, books to read, TED Talks to watch on a rainy afternoon, useful websites to browse when Snapchat and Instagram gets dull.

For a look at the syllabus:

- A Level English Language Specification <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/introduction>

Please email me **Ms Principe**, (sprincipe@woolwichpoly.co.uk) if you have any queries or questions.

In the meantime, I want to say a big thank you for your hard work and I am so very sorry you have lost your opportunity to complete the exams. During these unprecedented times, it's important to keep going and know we will be back to normal soon.

Kind regards

Ms Principe

Head of Year 12/English Teacher
Woolwich Polytechnic Sixth Form

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Home Activities

Task 1 Paper 1: Lesson- Pragmatics

https://docs.google.com/presentation/d/13qGONRK_tIFor2IBA1-F3Vet9WYSBpkxfCqQiD1cCQE/edit#slide=id.p1

Task 2 Paper 2: Language Varieties

Q4: Write **an opinion piece about language diversity** in which you assess ideas and issues raised in the data below and argue your own views.

BBC Radio 4 - Four Thought, Series 4, Language Is Power

<https://www.bbc.co.uk/sounds/play/b03brt2x>

A response:

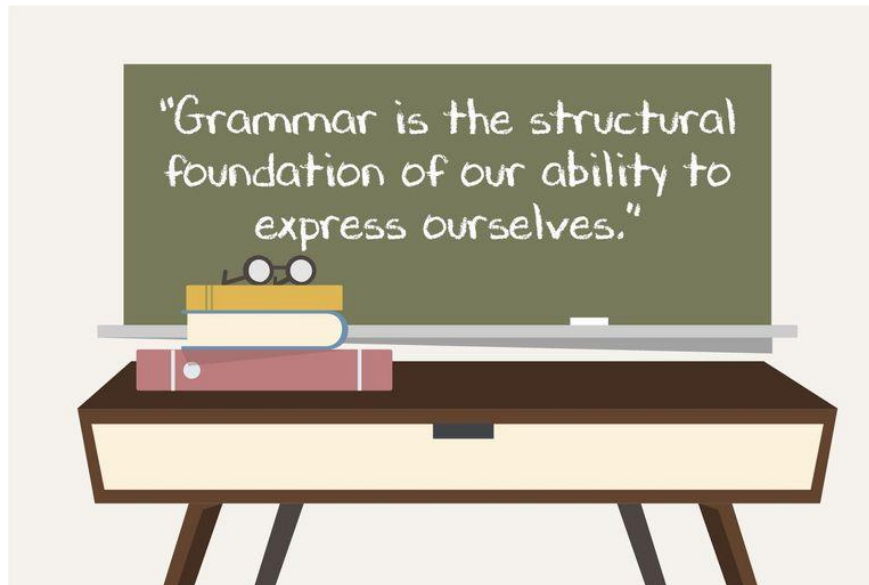
<http://www.urben-id.org/thoughts-on-lindsay-johns-and-ghetto-grammar/>

Michael Rosen and Lindsay Johns video debate:

<https://www.theguardian.com/commentisfree/video/2013/dec/09/should-schools-ban-slang-video-debate>

More about/from Lindsay Johns:

<https://www.theguardian.com/profile/lindsayjohns>



What Is Grammar

David Crystal, "In Word and Deed," *TES Teacher*, April 30, 2004. by [Richard Nordquist](#)
Updated April 26, 2017

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

(David Crystal, "In Word and Deed." *TES Teacher*, April 30, 2004)

It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.

(William Somerset Maugham, *The Summing Up*, 1938)

Hear the word *glamour* and what comes to mind? Celebrities, most likely—limousines and red carpets, swarms of paparazzi and more money than sense. But, odd as it may sound, *glamour* comes directly from a decidedly less glamorous word—*grammar*.

During the Middle Ages, *grammar* was often used to describe learning in general, including the magical, occult practices popularly associated with the scholars of the day. People in Scotland pronounced *grammar* as "glam-our," and extended the

association to mean magical beauty or enchantment.

In the 19th century, the two versions of the word went their separate ways, so that our study of English grammar today may not be *quite* as glamorous as it used to be.

But the question remains: what *is* grammar?

Descriptive Grammar and Prescriptive Grammar

There are two common definitions of grammar:

1. The systematic study and description of a language.
2. A set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.

Descriptive grammar (definition #1) refers to the structure of a language as it's actually used by speakers and writers. **Prescriptive grammar** (definition #2) refers to the structure of a language as certain people think it *should* be used.

Both kinds of grammar are concerned with rules—but in different ways. Specialists in descriptive grammar (called linguists) study the rules or patterns that underlie our use of words, phrases, clauses, and sentences. On the other hand, prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the “correct” or “incorrect” use of language. (See What Is a SNOOT?)

Interfacing With Grammar

To illustrate these different approaches, let's consider the word *interface*. The descriptive grammarian would note, among other things, that the word is made up of a common prefix (*inter-*) and a root word (*face*) and that it's currently used as both a noun and a verb. The prescriptive grammarian, however, would be more interested in deciding whether or not it is “correct” to use *interface* as a verb.

Here's how the prescriptive Usage Panel at *The American Heritage Dictionary* passes judgment on *interface*:

The Usage Panel has been unable to muster much enthusiasm for the verb. Thirty-seven percent of Panelists accept it when it designates the interaction between people in the sentence *The managing editor must interface with a variety of freelance editors and proofreaders*. But the percentage drops to 22 when the interaction is between a corporation and the public or between various communities in a city. Many Panelists complain that *interface* is pretentious and jargony.

Similarly, Bryan A. Garner, author of *The Oxford Dictionary of American Usage and Style*, dismisses *interface* as “jargonmongers' talk.”

By their nature, *all* popular style and usage guides are prescriptive, though to varying degrees: some are fairly tolerant of deviations from standard English; others can be

downright cranky. The most irascible critics are sometimes called “the Grammar Police.”

Though certainly different in their approaches to language, both kinds of grammar--descriptive and prescriptive—are useful to students.

The Value of Studying Grammar

The study of grammar all by itself won't necessarily make you a better writer. But by gaining a clearer understanding of how our language works, you should also gain greater control over the way you shape words into sentences and sentences into paragraphs.

In short, studying grammar may help you become a more *effective* writer.

Descriptive grammarians generally advise us not to be overly concerned with matters of *correctness*: language, they say, isn't good or bad; it simply *is*. As the history of the glamorous word *grammar* demonstrates, the English language is a living system of communication, a continually evolving affair. Within a generation or two, words and phrases come into fashion and fall out again. Over centuries, word endings and entire sentence structures can change or disappear.

Prescriptive grammarians prefer giving practical advice about using language: straightforward rules to help us avoid making errors. The rules may be over-simplified at times, but they are meant to keep us out of trouble—the kind of trouble that may distract or even confuse our readers.

From: <https://www.thoughtco.com/what-is-grammar-p2-1689675>

Research Activity

Submission Details

This work can be saved in a folder online and submitted upon the start of school in September. We will be using this data within lessons and for homework assignments.

Context

The final examination asks you to respond to unseen **data**. This **data** comes in a wide range of forms ranging from a novel extract to the back of a train ticket. Collecting a range of texts (**data**) will encourage you to respond to the language used in a real-world context.

Task 1

Over the summer we would like you to collect a texts (**data**) from a range of genres. The aim is to create a scrap book of texts for analysis and evaluation.

What to look for when collecting texts: GRAMPS

Genre: magazine articles, extracts from fiction texts, writing for children, advertising, food packaging, webpage, leaflet, textbook, holiday brochure

Register: Do the texts use a high or low formality register? Evidence of slang, colloquialisms, contractions?

Audience: look for a wide range of audiences - age, occupation, gender, hobbies & interests, income, family situation

Mode: spoken, written, electronic

Purpose: A text may have more than one purpose – describe, persuade, inform, advise, explain, argue, entertain, instruct

Subject: choose things about anything and everything

Other considerations:

Context: where was the text produced and received. What factors may have influenced its production (writer) or reception (reader)

Expectation of amount texts collected:

Minimum - 10

Maximum - 20

Task 2

Choose five of the texts (data) you selected to annotate

1. Identify the **GRAMPS**
2. **Further Annotating Texts using the language techniques below:**

Linguistic framework	Questions to ask the text	Possible features
What does it look like on the page? Graphology	Is it set out in columns? Paragraphs? Verses? Does it include diagrams or images? Does it use different typefaces, font sizes?	layout shape typography capitalisation
What kinds of sentences does the text use? Grammar	Statements? Questions? Commands? Exclamations? Are the sentences short, complex? Are there examples of unusual word order?	Sentence construction – including minor sentences Sentences types Pronoun choice Tense 1 st , 2 nd , 3 rd person
What kinds of vocabulary and phrases does it use? Lexis & Semantics	Is the language emotional or detached? Personal or impersonal, simple or sophisticated? Are words used that are technical, specialist?	Standard and non-standard English / register Formal/informal lexical choices Colloquial choices Semantic field Synonyms Euphemism/dysphemism Literal/figurative language – metaphor Denotation / connotation

**** Remember: just like at GCSE, you are not expected to annotate every word. You are looking at the most significant features within the data: features you would be able to analyse and evaluate.**

Wider Reading Recommendations

Texts to introduce you to the study of English Language:

- A Little Book of Language - David Crystal
- Listen to my Child - David Crystal
- The Adventure of English - Melvyn Bragg
- Language: The Basics - R. L. Trask
- The English Language - David Crystal
- Mother Tongue - Bill Bryson
- Language Myths - Laurie Bauer and Peter Trudgill
- Describing Language - David Graddol, Jenny Cheshire and Joan Swan

Useful websites:

1. **www.universalteacher.org.uk**
Andrew Moore's teaching resource site – go to the A Level English Language page. Useful for definitions of terms and explanations of concepts and theories
2. **<https://www.theguardian.com/global/series/buzzwords>**
How does language shape the world around us, and vice versa? Buzzwords explores politics, speech and meaning, with plenty of linguistic tidbits thrown in for good measure.
3. **<http://englishlangsfx.blogspot.co.uk/>**
EngLangBlog is a blog written for English Language students and teachers. The posts give suggestions for wider reading and direct you to online resources and articles about controversial language issues in the media.
4. **<http://www.bl.uk/>**
The British Library website – head to the 'Discover' page of their website for information on English Language topics such as accents and dialects.
5. **<http://david-crystal.blogspot.co.uk/>**
A blog written by 'The Expert' in Language and Linguistics, David Crystal.

TED Talks

1. Lera Boroditsky-**How language shapes the way we think**
2. Jamila Lyscott-**3 ways to speak English**
3. Safwat Saleem- **Even when people mock my accent**
4. John McWhorter-**Txting is killing language. JK!!!**
5. Mark Pagel-**How language transformed humanity**
6. Steven Pinker-**What our language habits reveal**
7. Erin McKean-**The joy of lexicography**
8. Murray Gell-Mann-**The ancestor of language**
9. James Geary- **Metaphorically speaking**
10. Jay Walker- **The world's English mania**
11. Alan Segel- **Let's simplify legal jargon**

Revision Notes

AQA – KEY Terms

You could create your own revision cards to get started!

<https://filestore.aqa.org.uk/resources/english/AQA-7701-7702-GLOSSARY.PDF>