

Savage Chickens

by Doug Savage



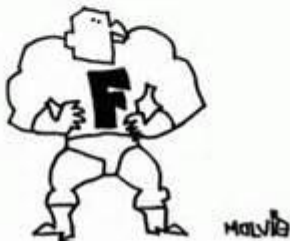
**English Language  
A Level  
Transition Booklet**

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**PHONETIC MAN**



## Course Overview

### Course details: AQA English Language

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/specification-at-a-glance>

### Paper 1: Language, the Individual and Society

What's assessed

- Textual Variations and representations
- Children's language development
- Methods of language analysis are integrated into the activities

How is it assessed?

- Written exam – 2 hours 30 minutes
- 100 marks
- 40% of the A-Level

#### What will the questions be like?

- **Section A: Textual Variations and Representations.**

Two texts (one contemporary and one older text) linked by topic or theme.

- A question requiring analysis of an older text (25 marks)
- A question requiring analysis of a second text (25 marks)
- A question requiring comparison of the two texts (20 marks)

- **Section B: Children's Language Development.**

A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)

### Paper 2: Language Diversity and Change

What's assessed?

- Language diversity and change
- Language discourses
- writing skills
- Methods of language analysis are integrated into the activities

How is it assessed?

- Written exam – 2 hours 30 minutes
- 100 marks
- 40% of the A-Level

#### What will the questions be like?

- **Section A: Diversity and Change.** One question from a choice of two.

**Either:** an evaluative essay on language diversity (30 marks)

**Or:** an evaluative essay on language change (30 marks)

- **Section B: Language Discourses.**

Two texts about a topic linked to the study of diversity and change.

- A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)
- A directed writing task linked to the same topic and the ideas in the texts (30 marks)

### **Non-Examined Assessment**

What's assessed

- Language Investigation
- Original Writing
- Methods of language analysis are integrated into the activities

How is it assessed?

- Word count: 3,500 words
- 100 marks
- 20% of A-Level
- Assessed by teachers
- Moderated by AQA

### **Tasks**

You will produce:

- A language investigation (2,000 words, excluding data)
- A piece of original writing and commentary (1,500 words total)

**In this booklet, you will find introductory tasks to some of the topics you will study during the A Level English Language course. There are activities to complete, articles to read, and talks to watch and listen to. I'm sure you'll enjoy these and they will get you thinking about how we use language every day...**

**Before completing the activities in this booklet, we would suggest that you to read Dan Clayton's 'Leaping into Language' book- you can download this from our school website!**

## Language and Gender

How does this 1950s advertisement represent women?

Pick 3 words or phrases as examples and analyse what assumptions are being made about roles and relationships:

1

2

3

**SO THE HARDER A WIFE WORKS, THE CUTER SHE LOOKS!**

GOSH, HONEY, YOU SEEM TO THRIVE ON COOKING, CLEANING AND DUSTING- AND I'M ALL TUCKERED OUT BY CLOSING TIME. WHAT'S THE ANSWER?

VITAMINS, DARLING! I ALWAYS GET MY VITAMINS

**Kellogg's PEP**  
VITAMINS-ENRICHED  
FOR BEER-FLAVOR

**Vitamins for pep! PEP for vitamins!\***

## International Phonetic Alphabet

This is a key for a phonetic alphabet. Each symbol stands for an English speech SOUND (rather than a written letter).

The phoneme (speech sound) in /green/ or /blue/ represents the sound of the letter written next to it.

'English language' is written like this: /ɪŋɡlɪʃ læŋɡwɪdʒ/

Have a go at writing your own name – or any of the sounds in it! You must use slash brackets at the start and end: /laɪk ðɪs/ ('like this'). It might look hard but you will learn how to do it. Have a go!

### Vowel Phonemes

01	/ɪ/	p <u>it</u>
02	/e/	pe <u>t</u>
03	/æ/	pa <u>t</u>
04	/ɒ/	po <u>t</u>
05	/ʌ/	lu <u>ck</u>
06	/ʊ/	go <u>od</u>
07	/ə/	ag <u>o</u>
08	/i:/	me <u>a</u> t
09	/ɑ:/	ca <u>r</u>
10	/ɔ:/	do <u>o</u> r

### Consonant Phonemes

21	/p/	<u>p</u> it
22	/b/	<u>b</u> it
23	/t/	<u>t</u> ime
24	/d/	<u>d</u> oor
25	/k/	<u>k</u> at
26	/g/	g <u>et</u>
27	/f/	<u>f</u> an
28	/v/	<u>v</u> an
29	/θ/	<u>th</u> ink
30	/ð/	<u>th</u> at



11	/ɜ:/	girl	31	/s/	send
12	/u:/	too	32	/z/	zip
13	/eɪ/	day	33	/m/	man
14	/aɪ/	sky	34	/n/	nice
15	/ɔɪ/	boy	35	/ŋ/	ring
16	/ɪə/	beer	36	/l/	leg
17	/eə/	bear	37	/r/	rat
18	/ʊə/	tour	38	/w/	wet
19	/əʊ/	go	39	/h/	hat
20	/aʊ/	cow	40	/j/	yet
			41	/ʃ/	shop
			42	/ʒ/	leisure
			43	/tʃ/	chop
			44	/dʒ/	jump

## The Transcript (The Apprentice)

B = Ben  
Y = Yasmina  
P = Paula  
SA = Sir Alan

# LANGUAGE AND POWER

Who has the power here?

How do you know?

What features can you pick out to analyse?

**SA:** Ww what was the point you were making as a human resources manager then (?)

**P:** Because you got (.) a person 'ere who works in finance an a person who runs a restaurant

**SA:** But you were the team leader (.) you're the team leader

**P:** I understand that (.) but my skills are in creativity and...

**SA:** Well you know how to work out redundancy on a calculator

**P:** Yes

**SA:** Mmmn (2) It's a feeble excuse as far as I'm concerned, you put yourself up to come in this process and you're now using the excuse that you're a human resources manager, so therefore you shouldn't be in charge of costings (.) If that's the case why did you put yourself in charge of costings (?)

**P:** I didn't put myself in charge of costings Sir alan (.) which is why I nominated two people to look after my costings

**SA:** Oh (.) so its not three of you in charge of costings then

**P:** Absolutely not

**SA:** What your saying is (.) you nominated these two only to deal with costings is that what youre saying (?)

**P:** I nominated them to look after costs (.) obviously as team manager I would have to keep an eye on that myself as well which is what I was trying to do.

**B:** I think the bottom line here (.) is that if you'd wanted me involved with those costings (.) then it's a failure on your part as the project manager for not saying Ben can you come round here and look at it and just make sure its alright

**P:** Surely an idiot would have worked out that they had that they should be...

**B:** Were talking about idiots

now (.) well lets talk about 5 pounds and 700 pounds if you wanna talk about idiots at the end of the day you made a complete balls up of it you were the ones responsible for the cock up in the fragrances you were the project manager you were the one who should have come to me getting involved in the costings if you wanted to and

**P:** I asked you to

**B:** And the next day I sold my bloody heart out for you just to do damage control

**P:** The cost of the fragrances was a cost it wasn't a cost on its own I asked you to look after costs and you didn't

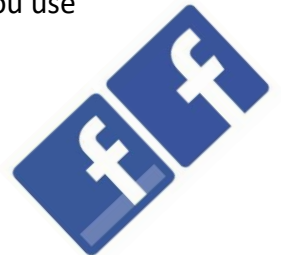
**SA:** Ok who should I fire then (?)

**P:** Ben should be fired

## YOUR language: what is it like?



1. Do you use Twitter or Instagram or Facebook? What words do you most often use? How long is your average update?
2. Do you use hashtags – not just for Twitter and Instagram?
3. What words or phrases are fashionable in your year group this year? Do you use them?
4. Do you use any words, grammar or pronunciations that drive your parents mad? What are they?
5. What's your language history? What does your accent reveal about you/your parents/where you are from/which sounds you like and hate?
6. Do you have any family words that no one else uses? Where did they come from?
7. Look up the last 6 words to be admitted to the Oxford English Dictionary. Any surprises?



### **The Lighter Side of Idiolects**

"Zerts are what I call desserts. *Tray-trays* are entrees. I call sandwiches *sammies*, *sandoozles*, or *Adam Sandler's*. Air conditioners are *cool blasterz*, with a z. I don't know where that came from. I call cakes *big ol' cookies*. I call noodles *long-ass rice*. Fried chicken is *fri-fri chicky-chick*. Chicken parm is *chicky chicky parm parm*. Chicken cacciatore? *Chicky catch*. I call eggs *pre-birds* or *future birds*. Root beer is *super water*. Tortillas are *bean blankies*. And I call forks . . . *food rakes*."

(Aziz Ansari as Tom in *Parks and Recreation*, 2011)

Answers:



**Watch/ read/ listen to the information in the following boxes.**

## **How is language shaped by those who use it?**

### ***Slang***

What do you think about banning slang terms in school? Read this article to generate some ideas.

<https://www.theguardian.com/commentisfree/2013/oct/16/banning-slang-harris-academy-alienate-young-people>

**What slang do you use?**

**Does using slang change the way you perceive a person? In what way?**

### ***Emojis***

Is emoji really the fastest growing language in the world? Why are they so popular? Listen to the podcast below which investigates this current trend in messaging.

<https://www.bbc.co.uk/programmes/b08ffvp6>

**How do you use emojis? Take note next time you're messaging friends and family: How are you using them? WHICH are you using most in your group? WHY are you using them?**

**Over to you:**

**Using the information from the last pages, write an article for a student newspaper defending the creativity of modern 'youth-speak' OR condemning it.**

OR

Write a ~~creative account~~ of **A Day in the Life of An-Almost-6<sup>th</sup>-Former**

Use **only** Facebook/ Instagram updates, tweets, dialogues between young person and teachers/parents, texts with friends.

It could begin something like: 

Yeah right holidays Er...  
#anticlimax

# And finally, what resources will help me to best prepare for my English Language A Level?

## Reading list:

English Language: AS & A2 Study Guide (A Level Study Guides)

The Cambridge Encyclopaedia of Language – David Crystal

The English Language: A Guided Tour of the Language– David Crystal

Making Sense of Grammar– David Crystal

Fight for English: How Language Pundits Ate, Shot, and Left– David Crystal

Language Change - R L Trask

The Intertext series, including:

The Language of Magazines

Language and Gender

Language and Technology

The Language of Conversation

The Language of Children

Language Change

The Language of Websites

The Language of Speech and Writing

The Language of Comics

## Podcasts:

*Word of Mouth on BBC 4*, <https://www.bbc.co.uk/programmes/b006qtnz/episodes/player>

### Some GREAT suggestions:

*Internet Fandom Language*: <https://www.bbc.co.uk/programmes/m000vwsh>

*LGBTQIA+ and Slang*: <https://www.bbc.co.uk/programmes/m000s9vj>

*Words used about women*: <https://www.bbc.co.uk/programmes/m000l8pf>

*Protest Slogans*: <https://www.bbc.co.uk/programmes/m000m13r>

**Online:**

[www.bbc.co.uk/education/asguru/english/language.shtml](http://www.bbc.co.uk/education/asguru/english/language.shtml)

<http://www.ucl.ac.uk/internet-grammar>

<http://englishlangsfx.blogspot.co.uk/>

<http://www.universalteacher.org.uk/lang/speech.htm> extensive resources designed to be used independently by students

[http://www.whscms.org.uk/index.php?category\\_id=2301](http://www.whscms.org.uk/index.php?category_id=2301) clickable language features quiz

<http://englishlangsfx.blogspot.co.uk/>

[www.babelzine.com](http://www.babelzine.com)

<http://www.putlearningfirst.com/language/index.html>

<http://www.bl.uk/services/learning/curriculum/changlang/post16topicmenu.html#title>

**This** will take you to an excellent blogsite designed for A-level students studying English Language. Have a look at recent studies, news items, and tweets.

Bring back something to talk about in year 12...

