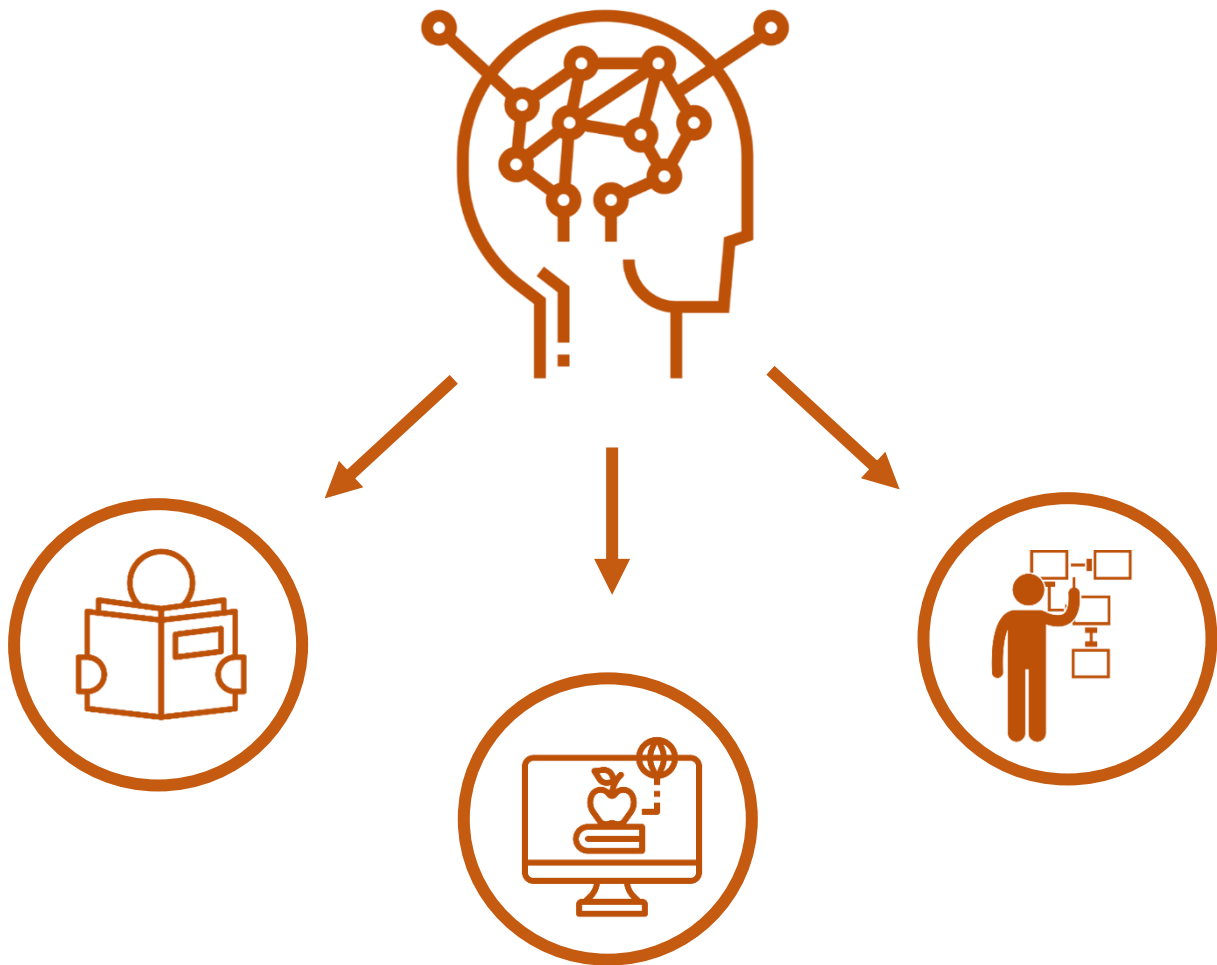


English Language Preparation Work



Contents:

1. Academic reading	2. Further research & reading	3. Activities and tasks
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1) Academic reading



One of the best preparations that you can make is ensuring that you have read widely to understand your subject well. Below is a list of recommended reading (and one video!), that you can make notes on as you go. I recommend the Cornell notes method (which you can read about [here](#)) as the most effective way of note taking. Each icon below is hyperlinked to the relevant reading.

David Crystal: A
Little book of
Language



Phonology and
the IPA – linked
activities in
chapter 3



AQA glossary of
key terms for
English
Language



BBC Horizon
documentary,
'Why do we talk?'-
linked activities in
chapter 3



The Telegraph –
are emoji's ruining
English? – linked
activities in
chapter 3

2) Further Research & Reading



Below is a list of books that you may want to access, which will help you to conduct your own further research into your subject. They are not compulsory, but you may want to browse some of them as further preparation

Giovanelli, M et. al, English Language A/AS Level for AQA Student Book (2015) Cambridge University Press	Crystal, D. (2003) (2nd edn) The Cambridge Encyclopaedia of the English Language, Cambridge University Press	Crystal, D. (2002) The English Language, Penguin
Pinker, S. (2003) The Language Instinct, Penguin	Gardiner, A. English Language: AS & A2 Study Guide	(Forsyth, M. (2011) The Etymologicon: A Circular Stroll through the Hidden Connections of the English Language, Icon Books)
Carter, R. et al. (2001) Working with Texts (2nd edition), Routledge	Extra reading articles on various topics for English Language study (click here to be taken to document)	UCL English Language website, found here Dan Clayton's blogs, found here

3) Activities and tasks



Below are some tasks that you will need to complete in preparation for September. If you have any questions, please email Mrs Cooper at jcooper@montsaye.northants.sch.uk or Mrs Berry at kberry@montsaye.northants.sch.uk

Task 1: Having watched the documentary from chapter 1, 'why do we talk?', answer the questions below.

1. Do you think that Deb Roy's methodology for exploring Child Language Acquisition is a good idea? Explain your answer.
2. Does the episode suggest that child-directed speech (baby talk or parentese/motherese) is a consciously done thing?
3. At 5 years old how many words does an average child know?
4. Why do people argue that it is our speech which separates us from the animal kingdom?
5. Why couldn't Vicky the monkey learn to speak?
6. How has Cathy Price used Steere's brain damage to understand more about speech?
7. What did Fifer discover about CLA using baby Liliana?
8. What is the 'forbidden experiment'?
9. What study did Tchernichovski carry out to understand how our language is formed?
10. According to Mark Pagel, when and why did we learn to speak?
11. Do you think Kirby's theory of how our language has evolved is credible?

Task 2: Having read the glossary listed in chapter 1, try the task below:

On the Glossary of key terms and guide to methods of language analysis, the language levels are introduced (Phonetics, phonology and prosodics; Lexis and Semantics; Grammar; Pragmatics; Discourse; Graphology.) These form the basis for analysing texts and data in the A level course. Each language level has a glossary of key terms to go with it – there are 61 key terms in total. Challenge yourself to learn them all!

Task 3: Write your own language autobiography, detailing what influences there have been/are on the language you use. This should include the following:

Geographical influences – think about the places you have lived in. How have they influenced the way you speak? You might not think you have an accent, but everyone does. Think about how you pronounce the words ‘grass’ and ‘bath’, for example. What about any dialect words you may have- what do you call an alleyway, a bread roll, a game of chase?

Parental influences – what influence have your parents had on the way you speak? Do you use features of their accent/dialect? Do they correct the way you speak or the words you use at all? Are there strange words or expressions your family use which only your family understand?

Social influences – how is the way you speak influenced by your friends? By members of a club you belong to? By people you might work with if you have a job outside school? Is there any specialist vocabulary you use that might not be understood by older people or people not involved in the sport or hobby you engage in?

Media influences – has your language been affected by the type of films you watch or the music you listen to? Has social media had an impact on your language? Are your posts in social media different in style to an email you might send a teacher, for example?

Other social factors – do you think the way you use language is affected by your age? Your gender? Your social class? Think of expressions you hear older people use, for example, things one gender says which would sound odd if spoken by someone of the opposite gender. Do ever decide that someone is ‘posh’ because of the way they speak or a ‘chav’? How do you make these judgements?

Task 4: Having read the article about emojis from the Telegraph in chapter 1, complete the following task:

Write a letter to the journalist explaining how far you agree or disagree that emojis are ruining the English language

Task 5: Having read phonology and the IPA in chapter 1, complete the following task:

The International Phonetic Alphabet allocates a letter or symbol to each individual sound we make when speaking. This is important since we have many sounds that can be spelled in different ways and words which are pronounced in different ways by people with different accents. For example, ‘bath’ can be pronounced as /bæθ/ (like the sound in ‘cat’) or /bɑːθ/ (like the sound in ‘car’). **Look up the English IPA online and write your own full name using the IPA letters and symbols.** Remember, think about the sounds in the words, not the spelling. For example, you might have a double letter in your name like ‘Emma’ but you will only need one/m/ when writing it phonetically.