



English Language A Level Summer Tasks 2020 Pre-Course Preparations

1. **Purchase the course text books: these are the only two books you HAVE to have for the whole two year course. (PTO for full details – they are both available from Amazon).**

A/AS Level English Language for AQA Student Book (A Level (AS) English Language AQA) Paperback – 4 Jun 2015 ... by Marcello Giovanelli

AQA English Language A Level and AS – Dan Clayton, Angela Goddard, Beth Kemp, Felicity Titjen – Oxford University Press.

2. **Purchase subject folders** to cover the different Units of the course. Your folders are needed in every lesson.
3. **You will need a laptop.**
4. Be clear about the following **principal word classes** before you return in September: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, pre-positions. **Start your own, detailed glossary**, including other sub-forms of each term. For example nouns can be abstract or concrete; verbs can be regular/irregular, or imperative, modal etc.

Word processed to Ms Meager

5. Widen your reading: use the suggested reading list attached. Research interesting articles or opinions about English Language. *The Guardian* – mind your language section is a good starting point. Be prepared to present your findings during the first few lessons of the course. <https://www.theguardian.com/media/mind-your-language>.

Present to Ms Meager

Bring in an interesting article/text – either about language or that uses language interestingly – an be prepared to explain why you chose it and what you found to be the most interesting aspect of it.

Present to Ms Potter

6. **Language Diary Presentation:**

Objective: To observe the language experiences you have during one day.

Outcome: A written diary to present specific details of your language experiences on one day.

Task: Over the summer, observe the language experiences you have during **one** day. Make a note of all the types of language you come in to contact with on this one day. This includes anything you read; watch/listen to on TV/radio; any conversations you have, whether they be face to face, via social media, or maybe in your interactions with younger children/relatives (toddlers/teens). Basically, any other language contexts you may find yourself in.

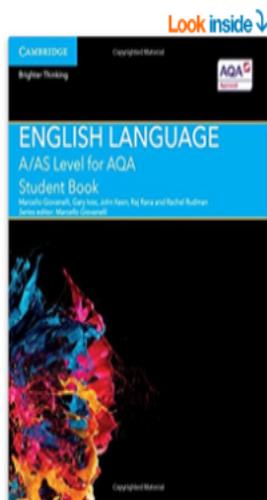
You will need to explain:

- How many different contexts (backgrounds) that you found yourself on that day.
- Whether the language was spoken or written, with some examples.
- What you identified about how language was affected depending on its context.
- Any particular features of the language that you noticed. For example, accents, dialect, media, sociolect.
- What you found most interesting about how you used language or were influenced by the language around you on that one day.

Presentation:

- Your diary's findings must be written up in a form that will be easy **for you to present during the first week of school as part of Ms Potter's lessons**. It must be thoughtful. No more than three power-point slides broken up into relevant subheadings and bullet points with some specific examples.

Hope you have a good rest of your summer break!



A/AS Level English Language for AQA Student Book (A Level (AS) English Language AQA) Paperback – Student Edition, 4 Jun 2015

by Marcello Giovanelli (Author, Editor), Gary Ives (Author), John Keen (Author), Raj Rana (Author), Rachel Rudman (Author)

★★★★☆ 22 customer reviews

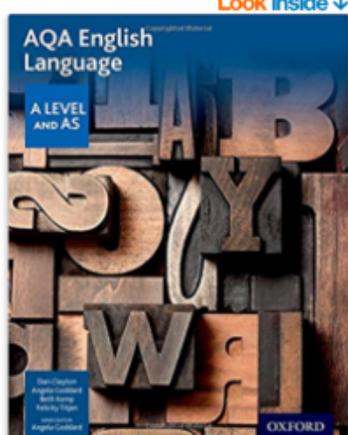
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AQA A Level English Language: Student Book Paperback – 16 Apr 2015

by Dan Clayton (Author), Angela Goddard (Author, Series Editor), Beth Kemp (Author), Felicity Titjen (Author)

★★★★☆ 17 customer reviews

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English Language: Recommended Reading

YOU DO NOT NEED TO BUY THE BOOKS LISTED – MOST OF THEM ARE IN THE SCHOOL LIBRARY OR WILL BE READILY AVAILABLE THROUGH YOUR LOCAL LIBRARY.

Keep a record of your reading and use the list below as a starting point for your wider reading as part of the English Language course.

General English Language focussed texts and resources:

- Lynne Truss – “Eats, shoots and leaves”
- Bill Bryson – “Mother Tongue”
- David Crystal – “WORDS WORDS WORDS” (research him online too).
- Susan (Susie) Dent – “Modern Tribes: the secret languages of Britain” (research her online too)
- Deborah Cameron – “The Myth of Mars and Venus: do men and women really speak different languages?”

FICTION/NON FICTION EXTENDED READING:

Read more challenging fiction/non-fiction books. Think about the style of language / how the stories / opinions are told as well as enjoying the ideas. For example, past students have enjoyed:

Fiction

“The Book Thief” – Zusak
“The Kite Runner” – Hosseini
“The Great Gatsby” - Fitzgerald
“Small Island” - Levy
“Jamaica Inn” – DuMaurier
“Game of Thrones” – Martin
“The Color Purple” – Walker
“Northern Lights” trilogy – Pullman
“The Handmaid’s Tale” – Atwood
“Behind the Scenes at the Museum” – Atkinson
“Pride and Prejudice” – Austen
“Dracula” – Stoker
“The Hobbit” “Lord of the Rings” – Tolkien
“Frankenstein” – Shelley
“How to be both” or “Autumn” – Smith
“All the light we cannot see” - Doerr

Non fiction

“Notes from a Small Island” Bill Bryson
Jeremy Clarkson / Charlie Booker opinion pieces
Newspapers: The Guardian, Telegraph, The Times
“My Name is Mala” – Mala Yousafzai
“I know why the caged bird sings” – Angelou
“Boy” / “Going Solo” – Dahl
“Toast” - Slater
“My family and other animals” - Durrell
“Becoming” - Obama
“The Bookseller of Kabul” - Seierstad
“Driving over lemons: an optimist in Andalucia” - Stewart
“Beautiful” – Piper
JRR Tolkien – find out what you can about his life
“Chinese Cinderella” – Yen Mah