

Introductory Pack for English Language A Level

When studying English Language at AS Level, the first aspect of the subject you will learn about is the technique by which you go about analysing a text linguistically.

This involves examining everything about the language from the actual words used in the text and their meaning to the layout of the text itself and it builds on skills learnt at GCSE English Language.

This is known as **stylistic analysis** and learning to do this will enable you to analyse any text.

Task One: Find an image of a chocolate bar wrapper.
(Alternatively, use the real thing!)

Analyse the wrapper using the questions below:

1. What is the purpose of the chocolate bar wrapper?
To encourage / persuade a consumer to purchase the chocolate.
2. What audience (age, sex, gender) is the chocolate bar aimed at?
3. What is the chocolate bar called?
4. What does this word mean and suggest about the product?
5. Does the name use a sound effect (e.g. alliteration / onomatopoeia) and what does this suggest about the product?
6. Although the name of the bar itself is a proper noun, is the name usually used as a noun, verb, adjective, or adverb? How does this affect the impact of the name?
7. Examine the packaging again. What colours are used and why do you think they may have been chosen?
8. What type of font style has been chosen and why?

Once you are able to analyse texts, as above. You will then move on to learn about various aspects of language study, such as:

- Child Language Acquisition
- Language and Technology
- Accent and Dialect

Task Two: Child Language Acquisition

The following words are typically among the first 50 or so words that children learn to say and use.

ball	put	shoe
allgone	biscuit	dog
no	juice	give
Daddy	Mummy	bye-bye
milk	hi	dirty
car	nice	cat
more	yes	sit
this	up	baby
down	stop	go

Label these words with their correct class and function by placing a letter next to them. For example:

- Naming things – nouns (N)
- Actions/events – verbs (V)
- Describing/modifying things – often adjectives (A)
- Personal/social words (S)

Answer the following questions:

What is the largest group?

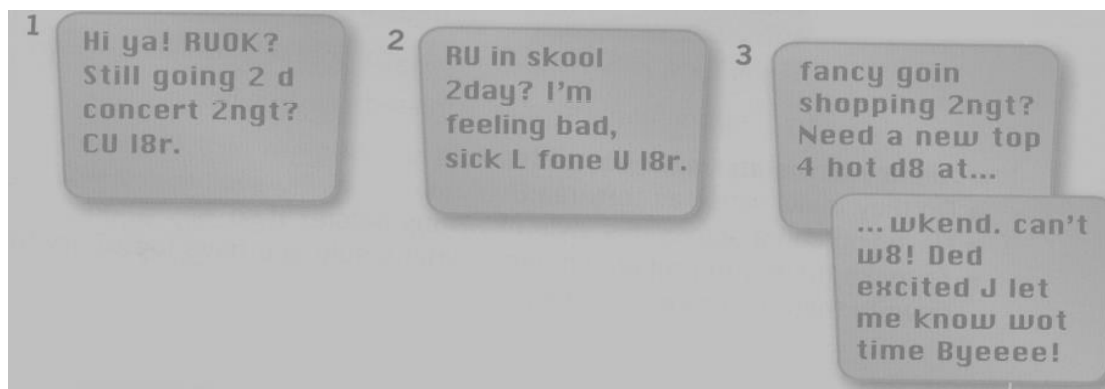
What do you think this might be?

What is the smallest group?

What do you think this might be?

Task Three: Language and Technology

Task: Study the three text messages which appear below. Translate them into full standard written English.



1.

2.

3.

Technology changes fast, and language with it – as you can probably see from these text message examples already! Add your own text message here and repeat the task above.

Compare your Standard English version to the text message language for differences.

Spelling is one of the main differences, followed by abbreviations. List any others.

What choices about spelling and abbreviations are made in the above text messages?

What do you think influences the choices made?

Write out how would you text the following message to a friend:

'I am going to be late. I am really sorry about this. I cannot find anything to wear and Kate is running late too.'

Task Four: Accent and Dialect

Below is a list of British Accents. Match them up with the area from which they originate and plot them on the map below

- | | |
|------------------|-------------------|
| <i>Geordie</i> | <i>Ireland</i> |
| <i>Scouse</i> | <i>Birmingham</i> |
| <i>Scottish</i> | <i>Liverpool</i> |
| <i>Irish</i> | <i>Manchester</i> |
| <i>Mancunian</i> | <i>Newcastle</i> |
| <i>Brummie</i> | <i>London</i> |
| <i>Cockney</i> | <i>Scotland</i> |

The British Isles



For each accent above, try to think of three dialect words that are used in that area and write them next to the accent plotted on the map.