

ENGLISH LANGUAGE AND LITERATURE

A LEVEL PREPARATION WORK

Introduction

An interest in the grammar, structure, vocabulary and purpose of language is essential if you are to enjoy and succeed in this course. Unless you also have a genuine love of reading and curiosity about a range of writing from Shakespeare to media texts and computer mediated communication such as blogs and social networking, this A Level should not be one of your choices.

If you do not already do so, make a conscious effort from now on to note the variations in the use of both written and spoken language in the world around you. Listen to the conversations which take place around you, focusing on how context affects language choice and use. Read newspapers and magazines (particularly those which are rather more challenging in terms of ideas and language like the broadsheet newspapers and serious magazines).

Keep up your private reading of a range of literature from easy reads to more challenging novels. You should also continue to build your experience of drama with visits to the theatre and or regular watching of TV drama and films. Look out for National Theatre screenings in cinemas and consider Digital Theatre from which you can download screenings of plays.

1. Read *Frankenstein* by Mary Shelley. Produce six bullet points about the era in which the text was written.
2. Attached is a list of the terminology we will be using in your first unit about Paris. Please create a terminology bank for these terms, try to find examples where you can to support your understanding.

Set texts to buy – please make sure you buy the correct edition

- *Frankenstein* – Mary Shelley – Penguin Classics isbn 9780141439471
- *All My Sons* – Arthur Miller - Penguin Modern Classics isbn 9780141189970
- *The Great Gatsby* – F. Scott Fitzgerald – Wordsworth Classics - isbn 9781853260414
- *English Language and Literature A/AS Level for AQA Cambridge Elevate Student Book* – isbn 978-1-107-46565-7

In addition to completing the holiday tasks above (which will be collected and checked on your first lesson in September), please purchase a large ring binder with at least four dividers for the following sections:

- Component 1 – Remembering Places
- Component 2 – Exploring Conflict
- Component 3 – Making Connections (Non-Exam Assessment)
- Assessment section (for teacher-assessed pieces)

If you prefer you could have a section in each component for teacher-assessed pieces.

Terminology

1. Affordances and constraints
2. Non-fluency features
3. Epistemic modality
4. Computer-mediated Communication
5. Multi-modal
6. Text producers and receivers
7. Multipurpose
8. Primary purpose
9. Secondary purpose
10. Context
11. Genre
12. Mode
13. Representation
14. Register
15. Literariness
16. Culture shock
17. Implied reader and writer
18. Open (lexical) word class
19. Closed (lexical) word class
20. Pronoun
21. Determiner
22. Preposition
23. Conjunction
24. Noun
25. Verb
26. Adjective
27. Adverb
28. Schema
29. Phonetics
30. Phonological manipulation
31. Noun phrase
32. Verb phrase
33. Head word
34. Pre-modifier
35. Post-modifier
36. Qualifier
37. Primary auxiliary verb
38. Modal auxiliary verb
39. Clause
40. Coordination
41. Subordination
42. Adverbial clause
43. Noun clause
44. Blended mode
45. Parallelism