

A Level Language Summer task: Introduction to Language

Task 1

- Use the knowledge organiser to build your knowledge of grammar. You may need to research some additional information to support your understanding.



Year 12
Topic: Introduction to Grammar

Parts of Speech	
noun	words that are used to name persons, things, animals, places, ideas, or events. E.g. James, London, banana
pronoun	a word which functions as a replacement for a noun. E.g. he, she, it
adjective	a word used to modify a noun or a pronoun. These words can specify the quality, the size, and the number of nouns or pronouns. E.g. fuzzy, pink, large
verb	a word used to describe an action, state, or occurrence, and forming the main part a sentence. E.g. hear, become, happen
adverb	a word or phrase that modifies the meaning of an adjective or verb expressing manner, place, time, or degree. E.g. suddenly, yesterday, very
preposition	a word or phrase that specifies location or a location in time. E.g. above, outside, near
conjunction	a word or phrase which joins words, phrases, or clauses together. E.g. and, but, because
interjection	a word or phrase occurring outside of a sentence, indicated by an exclamation mark. E.g. Ouch! Whoops! Good!
determiner	words used to before a noun or noun phrase to clarify meaning. E.g. the, a/an, this, those, my
Moods	
indicative mood	used to express statements of fact. E.g. Whales are mammals, not fish.
imperative mood	used in commands and instructions. Does not usually have a subject. E.g. Take the first turn on the left.
interrogative mood	used to ask questions. E.g. Are you coming out tonight?
conditional mood	used to make requests and to refer to situations which are uncertain or depend on something else happening. E.g. I would like some coffee please.
subjunctive mood	used to express a wish or possibility. E.g. I wish I were more confident.

Sentence Parts	
phrase	a group of 2 or more words built upon a headword. E.g. A large jug of water (noun phrase); rather too slowly (adverb phrase); by the roadside (prepositional phrase)
clause	a clause is a group of words containing a subject and a verb. Broken down into two types: main clause and subordinate clause.
main clause	a clause that can form a complete sentence standing alone. E.g. Diane kicked the soda machine.
Subordinate clause	a clause that adds information to a sentence, but does not stand alone as a complete sentence. E.g. We can all go for ice cream if I can find my wallet.
subject	the person or thing that the sentence is about. It's often the person or thing that performs the action of the verb and it usually comes before the verb. E.g. Jonathon was eating a sandwich.
object	the thing or person that is affected by the action of the verb. E.g. Jonathon was eating a sandwich.

Sentence types	
simple sentence	a single main clause which functions as a sentence in its own right. E.g. Britney ate her dinner.
compound sentence	a sentence with two or more main clauses, usually joined by a coordinating conjunction like 'and', 'but' or 'or'. E.g. There are thousands here today and the atmosphere is electric.
complex sentence	a sentence containing at least 1 main clause and 1 subordinate clause. E.g. I put Emily back in her own bed after she'd fallen asleep.

Modality	
epistemic	this modality reflects the level of certainty or uncertainty. E.g. He might/should/must have arrived by now.
deontic	This modality refers to possibility, obligation and permission. E.g. You must complete this work by the deadline.
boulaic	This modality refers to what is possible or necessary given a person's desires.

- Quiz yourself to check your knowledge of the key terms. Fill in the spaces on version of the knowledge organiser that is missing the key words.



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	a word used to describe an action, state, or occurrence, and forming the main part a sentence. E.g. hear, become, happen
	a word or phrase that modifies the meaning of an adjective or verb expressing manner, place, time, or degree. E.g. suddenly, yesterday, very
	a word or phrase that specifies location or a location in time. E.g. above, outside, near
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	used to ask questions. E.g. Are you coming out tonight?
	used to make requests and to refer to situations which are uncertain or depend on something else happening. E.g. I would like some coffee please.
	used to express a wish or possibility. E.g. I wish I were more confident.

Sentence Parts	
	a group of 2 or more words built upon a headword. E.g. A large jug of water (noun phrase); rather too slowly (adverb phrase); by the roadside (prepositional phrase)
	a clause is a group of words containing a subject and a verb. Broken down into two types: main clause and subordinate clause.
	a clause that can form a complete sentence standing alone. E.g. Diane kicked the soda machine.
	a clause that adds information to a sentence, but does not stand alone as a complete sentence. E.g. We can all go for ice cream if I can find my wallet.
	the person or thing that the sentence is about. It's often the person or thing that performs the action of the verb and it usually comes before the verb. E.g. Jonathon was eating a sandwich.
	the thing or person that is affected by the action of the verb. E.g. Jonathon was eating a sandwich.

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	a single main clause which functions as a sentence in its own right. E.g. Britney ate her dinner.
	a sentence with two or more main clauses, usually joined by a coordinating conjunction like 'and', 'but' or 'or'. E.g. There are thousands here today and the atmosphere is electric.
	a sentence containing at least 1 main clause and 1 subordinate clause. E.g. I put Emily back in her own bed after she'd fallen asleep.

Modality	
	this modality reflects the level of certainty or uncertainty. E.g. He might/should/must have arrived by now.
	This modality refers to possibility, obligation and permission. E.g. You must complete this work by the deadline.
	This modality refers to what is possible or necessary given a person's desires.

- Quiz yourself to check your knowledge of definitions. Fill in the harder version of the knowledge organiser, where the definitions are missing. Definitions must be accurate, although they do not need to be remembered word for word.



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adverb	
preposition	
conjunction	
interjection	
determiner	

Moods	
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Imperative mood	
Interrogative mood	
conditional mood	
subjunctive mood	

Sentence Parts	
phrase	
Clause	
main clause	
Subordinate clause	
subject	
object	

Sentence types	
simple sentence	
compound sentence	
complex sentence	

Modality	
epistemic	
deontic	
boulomaic	

Your knowledge of these key words and definitions will be tested when you return from the summer holidays.

Task 2

Write a language autobiography (of around 500-750 words), explaining how you use language.

You could discuss:

- How the place you were born and the place you grew up (if it's different) have affected your language
- How your language has changed throughout your life
- How your friends and family influence the way you speak
- How you use language when you speak vs how you use it on social media
- How your language is influenced by any interest groups you belong to
- Anything else about your use of language that you would like to share.

Start by researching the following language concepts and include them in your autobiography:

- Accent
- Dialect
- Sociolect
- Idiolect

The following video might also help:

<https://www.youtube.com/watch?v=jAGgKE82034>

On the next page is an extract from an example of a language autobiography to give you some ideas and inspiration.

Example Language Autobiography

There are a number of factors which have had influence on my speech over the course of my life. The first of these is probably the speech of my parents. My father has a Crewe accent, whereas my mother's accent is influenced by her upbringing in Nantwich and Sandbach and her parents (my Grandad was a farmer and my Grandma was originally from Liverpool, although she took great care not to have a scouse accent). So, my local accent was probably never as distinctive as that of my neighbours.

However, I did, as a child, speak with a stronger accent, especially when interacting with other children from my area. My upbringing has influenced me in other ways, too. I continue to pronounce 'grass', 'glass', 'bath', with a short "a", like the vowel that most Britons use in "cat". This is often looked down upon because in Received Pronunciation and in the south of England most speakers use a long "ahh" vowel. I also still use several idioms. Examples of these are: 'It's like Blackpool illuminations in here', 'Were you born in a barn?', and 'You make a better door than a window'. These generally sound rather old-fashioned, and perhaps humorous in tone: I would not use them in a formal situation.

My education has also had considerable effect on my idiolect – at university my social group and general surroundings were such that I lost some of my accent, by process of convergence with those around me (who were, largely, speakers of Received Pronunciation or other 'prestigious' accents). This has been accentuated by living in the south for the last 12 years. My accent and general speech behaviour change considerably according to context. In formal situations, I take care to speak in standard English.

Please bring a copy of your language autobiography to your first lesson

Task 3:

Research interesting articles that represent strong opinions about aspects of the English Language and read a range of opinion texts written by professional journalists, authors and commentators.

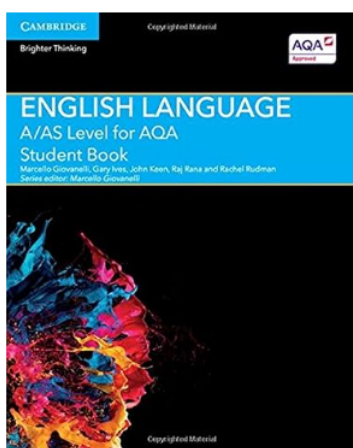
Caitlin Moran, Charlie Brooker, David Mitchell and Polly Toynbee are good starting points.

Prepare a short presentation to explain your main research findings; for example, what you have identified as being most interesting in terms of the issues being raised, or in the way that the professional opinion writers represent their points of views.

Task 4:

1. Purchase the course textbook:

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



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), & 1 more

4.6 ★★★★★ 306 ratings

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A new series of bespoke, full-coverage resources developed for the 2015 A Level English qualifications. Endorsed for the AQA A/AS Level English Language specifications for first teaching from 2015, this print Student Book is suitable for all abilities, providing stretch opportunities for the more able and additional scaffolding for those who need it. Helping bridge the gap between GCSE and A Level, the unique three-part structure provides essential knowledge and allows students to develop their skills through a deeper study of key topics, whilst encouraging independent learning. An enhanced digital version and free Teacher's Resource are also available.

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ISBN-10	ISBN-13	Edition	Publisher	Publication date
1107465621	978-1107465626	# Student	Cambridge University Press	4 Jun. 2015

2. Purchase subject folders, and dividers to cover the different units of the course. Your folders are needed in every lesson.