

Consider this...

Have you ever wondered why the writer uses the language they do? Or why we speak a certain way? How does some language... touch your soul... make you cry... rally an army... manipulate a situation... question your beliefs, your views your opinions? So how much of what we say makes up who we are? Well, I will leave this here for you to think about!

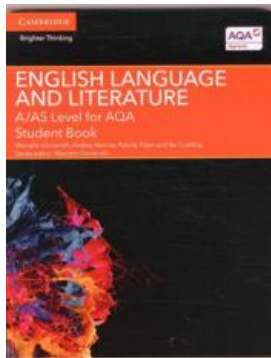
But join the debate in class. We will look at and discuss why and how we communicate.... What is our intention? How does the writer/speaker engage their audience? Looking at things like the time period it was written, the social, historical, political and ideological perspectives, and how this helps our understanding of the text and also the audience that it was written for.

If you need any clarification do get in touch, I am:

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Read English Language and Literature Based Books

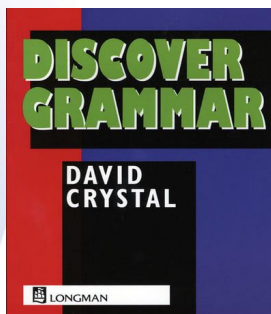
These books are popular books about English, and great for extending your knowledge and understanding of the subject.



A/AS Level English Language and Literature for AQA Student Book by Marcello Giovanelli. This is an essential text that will be of great benefit for you through out your study of English Language and Literature over the two years.



AQA English Language and Literature: A Level and AS By Ruth Doyle, Angela Goddard, Raj Rana, Mario Saraceni. Further texts which will support you with the study of English language and literature.



Discover Grammar David Crystal, Geoff Barton. An essential text to help you understand grammar, with a range of practical questions to develop your skills.

Further reading (some texts you might find useful)

There are many 'introductions' to integrated English language and literature (also known as **stylistics**), and the following suggestions could be a good place to start. I am not suggesting you read all of these texts but it might be interesting to look at a couple of books.

Carter, R. and Stockwell, P. (eds) (2008) 'The Language and Literature Reader', London: Routledge.

Gregoriou, C. (2012) 'English Literary Stylistics,' Basingstoke: Palgrave Macmillan.

Jeffries, L. (2010) 'Critical Stylistics: The Power of English', Basingstoke: Palgrave Macmillan.

Leech, G. and Short, M. (2007) 'Style in Fiction: A Linguistic Introduction to English Fictional Prose', 2nd edn, London: Longman.

McIntyre, D. and Busse, B. (eds) (2010) 'Language and Style', Basingstoke: algrave Macmillan.

Short, M. (1996) 'Exploring the Language of Poems, Plays and Prose', London: Longman.

Simpson, P. (2014) 'Stylistics: A Resource Book for Students', 2nd edn, London: Routledge.

Stockwell, P. and Whiteley, S. (eds) (2014) 'The Cambridge Handbook of Stylistics', Cambridge: Cambridge University Press.

Robinson, J. (1999) 'Parrot Pie for Breakfast: An Anthology of Women Pioneers,' Oxford: Oxford University Press.

Robinson, J. (2001) 'Unsuitable for Ladies: An Anthology of Women Travellers', Oxford: Oxford University Press.

James, E. and Mendelsohn, F. (2012) 'The Cambridge Companion to Fantasy Literature', Cambridge: Cambridge University Press.

Abbott, H. Porter (2008) 'The Cambridge Introduction to Narrative', Cambridge: Cambridge University Press.

Pope, R. (1995) 'Textual Intervention: Critical and Creative Strategies for Literary Studies', Abingdon: Routledge.

Simpson, P. (1993) 'Language, Ideology and Point of View', London: Routledge.

The set text for the course:

First Year texts:

Remembered Places AQA Anthology: Paris (A series of articles, webpage's, transcripts.) This will be supplied to you once you join the course.

'Mean Time' by Carol Ann Duffy (Poetry Anthology.) This will be supplied to you once you join the course.

'The Handmaid's Tale' by Margaret Atwood. This is a prose text, which you will need to purchase so you can read and make detailed notes in class

Second Year texts:

'The Kite Runner' by Khaled Hosseini, this is a prose text, which you will need to purchase for the second year.

'A Streetcar Named Desire' by Tennessee Williams, a drama text, which you will need to purchase for the second year.

You will also pick your own text which could be a prose text, a compilation of poems or a drama text of your choice for your independent research task the NEA (coursework) element of the course. This will be discussed once you join the course.

A few YouTube clips that might be of interest

Why you should read 'The Handmaid's Tale'

<https://www.youtube.com/watch?v=7v-mfJMyBO0>

Could 'The Handmaid's Tale' really happen?

<https://www.youtube.com/watch?v=fFeSUv8eEg>

'A Streetcar Named Desire' analysis

<https://www.youtube.com/watch?v=ESvnL02mDuA>

'A Streetcar Named Desire' film trailer

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

'The Kite Runner' crash course

<https://www.youtube.com/watch?v=v2nE7oxtzXI>

'The Kite Runner' film trailer

<https://www.youtube.com/watch?v=kaUADG7l3nk>

'The Kite Runner' summary shmoop

<https://www.youtube.com/watch?v=TIgrmhOkPd0>

'The Kite Runner' summary as a graphic novel

<https://www.youtube.com/watch?v=M4YwkweQ30M>

There are also lots of other useful books to help you on your A Level journey. You could also look at Spark notes, York Notes which are great overviews of the texts.

What I would like you to do to prepare for September:

You will need to read 'The Handmaid's Tale,' to prepare for A Level in English Language and Literature.

In the first unit, in English Language and Literature we study the prose text 'The Handmaid's Tale,' by Margaret Atwood you will need to be able to understand and analyse this text in detail, it is recommended that students read the text several times.

In order to be able to develop different perspectives on the text this will need to be read over the summer and notes made about the plot of the text.

Activity 1: To find some book reviews on 'The Handmaid's Tale.' And start to write chapter summaries of the text.

You will need to conduct some research on book reviews, by obtaining several examples to aid your understanding; these should be kept in a scrap book to help the re-creative tasks that we will be undertaking later in the course. As you read the text consider what your opinion of the book is, jot down ideas and predict what you think will happen. Make A4 chapter summaries as you go through the text, noting how the story develops, what characters' are introduced and how are they portrayed by the writer, what key themes are developed and write down a series of quotations that you think are important. These are important to aid your understanding of the text as a whole and also will help with revision later.

Activity 2: To write an essay of your favourite journey and special place, it could be somewhere far away or somewhere close to home.

You will complete a study of the AQA Anthology: Paris. The anthology includes a wider range of texts types with a particular emphasis on non-fiction and non literary material. In this part of the subject content, you will explore speech and other genres. You will study a wide range of linguistic and generic features, as well as related issues around questions of representation of viewpoint in texts, which are taken from a range of time periods. The texts follow the representation of narratives and how these are constructed through the sense of the writers' personal journeys and the influences of contextual factors such as time period, race, social class and gender all relating to the city of Paris.

In order to be able to develop an understanding of the personal nature of journeys I would like you to write an essay explaining your special place. Consider why the place is special, what key memories it holds for you, what particular things remind you of the place, how it makes you feel, any particular memory you can recall so for example you could comment on the music, a particular food, smells some memento you have brought back. You need to communicate why this journey is special to you, please write approximately 800 words.

Activity 3: To complete a project on how you speak.

You should consider how you speak, look at how you might talk with your friends, how that might be different to how you speak to your parents, your grandparents or older adults, teachers. Look at what type of words you might use, what words you might not use to particular people. Have a go at recording your conversations and making a comparison on how you speak differently to different groups of people. Consider who you might use slang words to? How often you might use bad language? Record these in anyway you wish, so for example a grid, or mind map, but you could be more creative, I look forward to seeing what you come up with.

These tasks are your first Flipped Learning tasks and will be used in your first lessons in September.

I hope you enjoy your first taste of exploring English Language and Literature and I look forward to seeing you in September.

Best wishes

Kerrin