

## Year 11 into 12 Transition Task One

Subject	English Language
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This work is intended to support your ability to successfully make the transition to A Level study. You **do not** need to send this work to us.

One of the things you will quickly notice about the study of language at A Level is that 'text' doesn't only mean books or a way to communicate with your friends. You might have studied quite a lot of literary fiction on your English courses so far and even when it hasn't been literature, it has probably been what is broadly termed 'literary non-fiction'. On an A Level English Language course, you will analyse all sorts of language and texts.

### Task 1:

This activity gives you a taste of that and asks you to think a bit more about the language around you all the time. Look at the four 'texts' below and consider the following:

- o What are they about?
- o What they might mean – their purpose, ideas, messages, opinions, personalities being expressed?
- o How they use different methods of communication: design, colour, vocabulary choices, structure, style, interaction.

### Task 2:

Choose three texts and use the questions below to make some quick notes about how they compare in their uses of language.

Once you've done this, think about gathering your own set of texts from the world around you. Like these texts here, your texts could be written, spoken, online, serious, silly, informative, clever and/or important. Try to find at least five interesting texts and use the same questions to help you think about them.

### Questions to ask about your choice of texts

- What is the language in each text designed to achieve? Do you notice any differences between the three you have chosen? Who is their intended audience?
- How have visual elements been used in the texts? Any differences?
- If any of the three were originally spoken, do you notice anything distinctive about them?
- How easy or difficult is it to analyse some of these texts? Does it feel like you can analyse them in the same way as a piece of literature, for example?

## Text 1

Play as a band of rebel cats trying to stop fascists from seizing control of the galaxy in this cooperative game!

In the year three million, the animals of Earth's past inhabit the galaxy in advanced societies. Now, using fear and force, the regime known as the Rat Pack is sweeping into power across the planets. Together, a small group of cat rebels will try to stop these fascist forces from seizing power - while building a new galaxy where all species are free together.

A description of the boardgame, *Space Cats Fight Fascism* (TESA Collective games) on the back of the box.

## Text 2

From the first time he was stopped and searched as a child, to the day he realised his mum was white, to his first encounters with racist teachers; race and class have shaped Akala's life and outlook. In *Natives*, he takes his own experiences - with education, the police, identity and everything in between - and uses them to look at the social, historical and political factors that have left us where we are today.

**'Gripping . . . trenchant and highly persuasive'**

**METRO (BOOKS OF THE YEAR)**

**'One of the most thoughtful books of the past year'**

**EVENING STANDARD**

**'A potent combination of autobiography and political history'**

**INDEPENDENT**

The blurb from the back of a book (Akala's *Natives*, published by Two Roads).

### Text 3

And it's controlled beautifully by Jack Harrison who beats his man and whips a ball across the face of goal. It's an inviting ball aaaaand it's Ben White who gets on the end of it to put it past the keeper's outstretched hand. First goal of the season for the central defender and what a great team goal that was.

*Part of a radio commentary on a football match.*

Text 4: A tweet from a local record shop on Record Store Day.



If you have any questions, please email [english@manor.school](mailto:english@manor.school)