**Preparing for A level – Study Support Pack – Summer 2022**



# Subject: English Language and Literature

The aim of this pack is to help you bridge the gap between GCSE and A level. It is specific to one of the many A level subjects that are taught at The Bedford Sixth Form and we encourage you to work through all the relevant packs for the subjects that you would like to study.

www.bedfordsixthform.ac.uk

**Welcome to English Language and Literature.**

**In this pack you will find materials to help you develop your skills, building on the knowledge that you have gained through GCSE study. It will help you to expand your understanding of Language and Literature and help to prepare you for your learning experience at Bedford Sixth Form.**

**The tasks revisit some of the core areas you have studied at GCSE to help you refocus your skills and knowledge.**

**The tasks in this booklet are worth points. You must complete enough tasks to gain a minimum of 100 points. Your teacher will check the work you have done in your first lesson in September.**



**Aims and learning outcomes for Language and Literature:**

**The AS Level in *English Language and Literature* will encourage learners to develop their interest in, and enjoyment of, English as they:**

## •• develop and apply their knowledge of literary analysis and evaluation •• develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language •• use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other •• engage creatively and critically with a wide range of texts •• explore the ways in which texts relate to each other and the contexts in which they are produced and received •• develop their skills as producers and interpreters of language

**For the ‘Literature’ bit of Language and Literature, you will study both poetry and Prose. Let’s start with poetry. For the following terms, find a definition and an example:**

**Alliteration**

**Imagery**

**Metaphor**

**Meter**

**Onomatopoeia**

**Personification**

**Rhyme**

**Simile**

**Symbolism**

**Tone**

 **10 points**

**(You can find the answers at the back of the pack but don’t look until you have had a go yourselves)**



**Let’s practice looking at a poem. Read the following poem and have a go at answering the questions that follow: 20 points**

William Wordsworth – The Daffodils (1802)

I wander'd lonely as a cloud

That floats on high o'er vales and hills,

When all at once I saw a crowd,

A host of golden daffodils, Beside the lake, beneath the trees Fluttering and dancing in the breeze.

Continuous as the stars that shine

And twinkle on the milky way, They stretch'd in never-ending line Along the margin of a bay:

Ten thousand saw I at a glance

Tossing their heads in sprightly dance.

The waves beside them danced, but they Out-did the sparkling waves in glee: - A poet could not but be gay In such a jocund company!

I gazed - and gazed - but little thought

What wealth the show to me had brought.

For oft, when on my couch I lie

In vacant or in pensive mood,

They flash upon that inward eye

Which is the bliss of solitude;

And then my heart with pleasure fills And dances with the daffodils.

**Remind yourself of the following terms:**

 ***Persona Simile Personification Rhyme Stanza***

1. Look up any vocabulary you don’t understand; what do these words add to the poem?
2. How does the opening line describe the persona? How would you describe their character?
3. Where does the poem use similes? Personification? What do these features add to the poem?
4. How does the poem celebrate nature?
5. What human emotions does the poem explore?
6. How would you describe the rhyme pattern of the poem? Is it regular?

What does this add to the poem?

1. What does the poem say about memory in the last stanza?
2. The poem was written in 1802; Why might Wordsworth have been keen to celebrate nature at this time in history?



**Now let’s look at a piece of Prose Fiction. Read through the passage and have a go at answering the questions that follow: 20 points**

***Things Fall Apart –* Chinua Achebe (1958)**

(The novel is set in what is now Nigeria in Africa, beginning in the time before Colonial rule by European powers)

Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honour to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights.

The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as a fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat.

That was many years ago, twenty years or more, and during this time Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had had no patience with his father.

**Remind yourself of the following terms:**

**Third Person Narrator Omniscient Narrator Simile Realism**

1. What kind of a character is Okonkwo? How is his character established?

1. Find the examples of physical detail used. Why do you think Achebe uses so much physical detail?

1. Identify the similes used in the passage. What do they add to the description?

1. What kind of narrator does the extract have? What does this add to the story?

1. What do you think ‘harmattan’ means? Why do you think Achebe includes such a term without ‘translating’ it?

1. Would you say the passage is an example of ‘realism’? Why do you think Achebe includes the reference to the founder of the village fighting with ‘a spirit of the wild’? How does this fit with a ‘realist’ narrative?

1. Look at the end of the passage. Is Okonkwo a likeable character? Are there any negatives suggested about him? What is significant about his relationship with his father?

1. The novel’s title comes from a poem by W.B. Yeats. Why do you think Achebe might have used the phrase ‘Things Fall Apart’ for the novel? What might it suggest about Colonialism?



**For the ‘Language’ part of Language and Literature, there is a range of Linguistic terms that you will learn and employ. See if you can find a meaning for the following terms: 20 points**

**Asyndetic List**

**Abstract Noun**

**Declarative Sentence**

**Dynamic Verb**

**Imperative**

**Main Clause**

**Modifier**

**Noun Phrase**

**Proper Noun**

**Antonym**

**Lexis**

**Alliteration**

**Sibilance**

**Dialect**

**Parallelism**

**Let’s have a look at a piece of Non-Fiction Writing and think about Language features: 20 points**

**Winston Churchill Speech given on 4th June 1940**

“I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone.

At any rate, that is what we are going to try to do. That is the resolve of His Majesty’s Government-every man of them. That is the will of Parliament and the nation.

The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength.

Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail.

We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans,

we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God’s good time, the New

World, with all its power and might, steps forth to the rescue and the liberation of the old.”

This speech was given by Churchill, newly appointed Prime Minister, in the first year of the Second World War, with British troops retreating through France from German forces.

**Remind yourself of the following terms:**

**Declarative sentence Dynamic Verb Parallelism Alliteration**

1. What techniques does Churchill use to persuade and to emphasize in this speech? What particular words are emphasized? Can you find examples of the terms given above (in bold)?

1. Where does the speech use: repetition, alliteration? What is the impact of this on the speech?

1. Can you identify any other features of language / grammar / speech that Churchill uses?

1. Who do you think is the suggested audience for the speech? How do we know this?

1. How is Britain and the ‘British Empire’ described in the speech? How is Germany described? What language is used? What qualities are suggested?

1. Where does the speech make a reference to the USA? Why is this important?

1. How does the speech reflect the war-time context?



**Language – Writing**

**We have looked at a piece of non-fiction writing that uses persuasive techniques**

**Have a go composing your own piece of non-fiction writing, seeking to persuade.**

**You might choose to write a speech, or a newspaper article, a blog or a letter.**

**Choose a subject that you feel strongly about and write a piece that seeks to persuade the reader to share your views**

**See if you can use some of the techniques that we have looked at above**

**Aim to write at least 500 words 30 points**

**Essay writing is a key skill requirement for AS and A’level English Language and Literature.**

**See the links below to help develop your essay writing skills.**

[**https://www.oxbridgeessays.com/blog/essay-writing-tips/**](https://www.oxbridgeessays.com/blog/essay-writing-tips/)

[**https://www.oxford-royale.com/articles/tips-techniques-essay-writer/#aId=895df400-9d18-4ac4-**](https://www.oxford-royale.com/articles/tips-techniques-essay-writer/#aId=895df400-9d18-4ac4-8e30-1d8e09f6f3c2)

[**8e30-1d8e09f6f3c2**](https://www.oxford-royale.com/articles/tips-techniques-essay-writer/#aId=895df400-9d18-4ac4-8e30-1d8e09f6f3c2) [**https://www.scribbr.com/category/academic-essay/**](https://www.scribbr.com/category/academic-essay/)

**Independent research is also a key skill requirement, see the links to help to research effectively.**

[**https://www.howtogeek.com/400110/how-to-research-a-topic-online/**](https://www.howtogeek.com/400110/how-to-research-a-topic-online/) [**https://www.onlineuniversities.com/articles/students/how-to-begin-basic-academic-research/**](https://www.onlineuniversities.com/articles/students/how-to-begin-basic-academic-research/)

**Reading around the area of study is one of the best ways to improve your understanding, academic confidence and ability within the subject. All of the tasks in this pack have given you areas to research. Reading text by authors who published around the same time or were influential to the author being studied helps to develop social, historical and cultural awareness.**

[**https://www.rsc.org.uk/news/watch-rsc-shows-from-home**](https://www.rsc.org.uk/news/watch-rsc-shows-from-home)

**A final look at the Assessment Objectives; these are the skills that you will be assessed on when you study English Language and Literature:**

**AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.**

**AO2 Analyse ways in which meanings are shaped in texts.**

**AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.**

**AO4 Explore connections across texts informed by literary and linguistic concepts and methods.**

**AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways.**

**Poetic terms - Answers**

Alliteration - repetition of a consonant sound in a line of poetry ("sing a song of sixpence").

Imagery - descriptive word pictures that are appealing to the senses.

Metaphor - an implied comparison without using the words "like" or "as" (rosy cheeks).

Meter - a poem's recurring pattern of rhythm.

Onomatopoeia - words that imitate a natural sound (bang, boom, tinkle, pitter patter).

Personification - giving human qualities to non-human things (referring to a ship as "she").

Rhyme - repetition of similar sounds, often at the ends of lines but may also be within a line of verse.

Simile - a stated comparison of two things using the words "like" or "as" (cheeks like roses).

Symbolism - use of an image or object to represent an idea or something else larger than itself.

Tone - the characteristic emotion or attitude in a poem.