**A LEVEL ENGLISH LANGUAGE – TRANSITION WORK**

**Task 1: Please define the terms in the grid.**

|  |  |
| --- | --- |
| Accent |  |
| Active voice |  |
| Adjective |  |
| Adverb |  |
| Alliteration |  |
| Archaism |  |
| Aspect |  |
| Auxiliary verb |  |
| Clause |  |
| Cohesion |  |
| Coinage |  |
| Collocation |  |
| Compound |  |
| Conjunction |  |
| Connotation |  |
| Deixis |  |
| Determiner |  |
| Dialect |  |
| Diction |  |
| Ellipsis |  |
| Fillers |  |
| Fricative |  |
| Graphology |  |
| Lexis |  |
| Metaphor |  |
| Modality |  |
| Morphology |  |
| Noun |  |
| Object |  |
| Participle |  |
| Passive voice |  |
| Phonology |  |
| Phrase |  |
| Plosive |  |
| Pragmatics |  |
| Prefix |  |
| Preposition |  |
| Pronoun |  |
| Register |  |
| Semantics |  |
| Sentence |  |
| Simile |  |
| Standard English |  |
| Subject |  |
| Suffix |  |
| Synonym |  |
| Syntax |  |
| Tense |  |
| Verb |  |
| Vernacular |  |

**Task 2: Compare the following two texts use language to achieve their purposes. Both texts are about the assassination of US Presidents.**

**Start by annotating both texts in detail and make use of the terminology seen in Task 1. This response should consider both similarities and differences between the two texts and should also be 600-750 words.**

**Text A: Article from The Guardian, 1963.**

# **President Kennedy assassinated**

**John F Kennedy, the 35th president of the United States, has been shot and killed during a motorcade drive through downtown Dallas**

[**Alistair Cooke**](https://www.theguardian.com/profile/alistaircooke)



President John F Kennedy and wife Jackie in the Dallas motorcade moments before he was shot on 22 November 1963.

**New York, November 22**  
President John Fitzgerald Kennedy, the thirty-fifth President of the United States, was shot during a motorcade drive through downtown Dallas this afternoon. He died in the emergency room of the Parkland Memorial Hospital 32 minutes after the attack. He was 46 years old, and is the third President to be assassinated in office since Abraham Lincoln and the first since President McKinley in 1901.

Late this afternoon, the Dallas police took into custody a 24-year-old former marine, Lee H. Oswald, who is alleged to have shot and killed the policeman outside a cinema. He is said to have remarked only: "It is all over now." He is the chairman of a group called the "Fair Play for Cuba Committee," and is married to a Russian girl. He is described at the moment as "a prime suspect."

President Kennedy is succeeded at once by the Vice-President, Lyndon Baines Johnson, a 55-year-old native Texan, who took the oath of office in Dallas at five minutes to four at the hands of a woman Federal Judge.

This is being written in the numbed interval between the first shock and the harried attempt to reconstruct a sequence of fact from an hour of tumult. However, this is the first assassination of a world figure that took place in the age of television, and every network and station in the country abandoned its daily grind and took up the plotting of the appalling story. At this hour, it begins to form a grisly pattern, contradicted by a grisly preface: the projection on television screens of a happy crowd and a grinning President only a few seconds before the gunshots.

The President was almost at the end of his two-day tour of Texas. He was to make a luncheon speech in the Dallas trade mart building and his motor procession had about another mile to go. He had had the warmest welcome of his trip from a great crowd at the airport, and the cries and pleas for a personal touch were so engaging that Mrs Kennedy took the lead and walked from the ramp of the presidential plane to a fence that held the crowd in. She was followed quickly by the President, and they both seized hands and forearms and smiled gladly at the people.

The Secret Service and the police were relieved to get them into their car where Mrs Kennedy sat between the President and John B. Connally, the Governor of Texas.

The motorcade was going along slowly but smoothly when three muffled shots, which the crowd first mistook for fireworks, cracked through the cheers. One hit the shoulder blade and wrist of Governor Connally. The other brought blood trickling from the back of the head of the sitting President. His right arm flopped from a high wave of greeting and he collapsed into the arms of Mrs Kennedy, who fell unharmed. She was heard to cry, "Oh no!" and sat there all the way cradling his head in her lap.

The President was taken to the emergency room of the Parkland Hospital and Governor Connally was taken into surgery. Mrs Kennedy went in with the living President, and less than an hour later came out with the dead man in a bronze coffin, which arrived shortly after two priests had administered the last rites of the Roman Catholic Church. The body was escorted by Generals Clifton and McHugh, the President's chief military and Air Force aides, to the Dallas Airport and flown thence to Washington.

Within an hour of the President's death, the Secret Service had found a sniper's nest inside the building from which the first witnesses swore the bullets had been fired. It is a warehouse for a school text book firm, known as the Texas School Depository, on the corner of Elm and Houston Streets. In an upper room, whose open window commanded the route of the Presidential motorcade, the Secret Service men found the remains of a fried chicken and a foreign rifle with a telescopic sight. Alongside it lay three empty cartridge cases.

In the Senate, it so happened that the President's brother, Edward Kennedy, a freshman Senator from Massachusetts, was presiding, when the Chief Democratic Whip, Senator Mike Mansfield, went to the rostrum and told him the news. The Senator put down his gavel and went from the chamber.

The body of the dead President will be taken tonight to Bethesda Naval Hospital, will go to the White House tomorrow, and thereafter will lie-in-state in the Rotunda under the great dome of the Capitol until noon on Monday.

It will then be removed for the burial service, which will be held in St Matthew's Cathedral in Washington.

**Text B: Article from The Guardian, 1865.**

**Washington, 14 April 1865**

President Lincoln and wife, with other friends, this evening visited Ford’s theatre, for the purpose of witnessing the performance of the “American Cousin”. It was announced in the papers that General Grant would also be present, but that gentleman took the late train of cars for New Jersey.

The theatre was densely crowded, and everybody seemed delighted with the scene before them. During the third set, and while there was a temporary pause for one of the actors to enter, a sharp report of a pistol was heard, which merely attracted attention, but suggesting nothing serious, until a man rushed to the front of the President’s box, waving a long dagger in his right hand, and exclaiming, “Sic semper tyrannis” and immediately leaped from the box, which was in the second tier, to the stage beneath, and across to the opposite side, making his escape, amid the bewilderment of the audience, from the rear of the theatre, and mounting a horse, fled. The screams of Mrs Lincoln first disclosed the fact to the audience that the President had been shot, when all present rose to their feet and rushed towards the stage, many exclaiming, “Hang him, hang him.”

The excitement was of the wildest possible description, and of course there was an abrupt termination of the theatrical performance. There was a rush towards the President’s box, when cries were heard - “Stand back and give him air. Has anyone stimulants?” On a hasty examination, it was found that the President had been shot through the head, above and below the temporal bone, and that some of the brain was oozing out. He was removed to a private house opposite to the theatre, and the Surgeon General of the Army, and other surgeons, sent for to attend to his condition.

On an examination of the private box, blood was discovered on the back of the cushioned rocking chair on which the president had been sitting, also the partition, and on the floor a single-barrelled pocket pistol was found on the carpet.

A military guard was placed in front of the private residence to which the President had been conveyed. An immense crowd was in front of it, all deeply anxious to learn the condition of the President. It had been previously announced the wound was mortal, but all hoped otherwise. The shock of the community was terrible.

At midnight, the Cabinet, with Messrs. Summer, Colfax and Farnsworth; Judge Curtis, Governor Ogleeby, General Meigs, Colonel Hay, and a few personal friends, with Surgeon General Barnes, and his immediate assistants were around his bedside. The President was in a state of syncope, totally insensible and breathing slowly; the blood oozed from the wound at the back of the head. The surgeons exhausted every possible effort of medical skill, but all hope was gone. The parting of his family with the dying President is too sad for description.

**Task 2 Response:**

**Task 3: Read the article ‘Why it’s time to stop worrying about the decline of the English language’ by**[**David Shariatmadari**](https://www.theguardian.com/profile/davidshariatmadari)**.**

**How does the writer use language to exaggerate fears about apparent ‘poor’ use of language?**

**Why it’s time to stop worrying about the decline of the English language.**

People often complain that English is deteriorating under the influence of new technology, adolescent fads and loose grammar. Why does this nonsensical belief persist?

**T**he 21st century seems to present us with an ever-lengthening list of perils: climate crisis, financial meltdown, cyber-attacks. Should we stock up on canned foods in case the ATMs snap shut? Buy a shedload of bottled water? Hoard prescription medicines? The prospect of everything that makes modern life possible being taken away from us is terrifying. We would be plunged back into the middle ages, but without the skills to cope.

Now imagine that something even more fundamental than electricity or money is at risk: a tool we have relied on since the dawn of human history, enabling the very foundations of civilisation to be laid. I’m talking about our ability to communicate – to put our thoughts into words, and to use those words to forge bonds, to deliver vital information, to learn from our mistakes and build on the work done by others.

The doomsayers admit that this apocalypse may take some time – years, or decades, even – to unfold. But the direction of travel is clear. As things stand, it is left to a few heroic individuals to raise their voices in warning about the dangers of doing nothing to stave off this threat. “There is a worrying trend of adults mimicking teen-speak. They are using slang words and ignoring grammar,” Marie Clair, of the [Plain English Campaign](https://www.plainenglish.co.uk/), told the Daily Mail. “Their language is deteriorating. They are lowering the bar. Our language is flying off at all tangents, without the anchor of a solid foundation.”

The [Queen’s English Society](https://queens-english-society.org/), a British organisation, has long been fighting to prevent this decline. Although it is at pains to point out that it does not believe language can be preserved unchanged, it worries that communication is at risk of becoming far less effective. “Some changes would be wholly unacceptable, as they would cause confusion and the language would lose shades of meaning,” the society says on its website.

With a reduced expressive capacity, it seems likely that research, innovation and the quality of public discourse would suffer. The columnist Douglas Rushkoff put it like this in a [2013 New York Times opinion piece](https://www.nytimes.com/roomfordebate/2012/08/13/is-our-children-learning-enough-grammar-to-get-hired/its-not-just-grammar-its-clear-thinking): “Without grammar, we lose the agreed-upon standards about what means what. We lose the ability to communicate when respondents are not actually in the same room speaking to one another. Without grammar, we lose the precision required to be effective and purposeful in writing.”

At the same time, our laziness and imprecision are leading to unnecessary bloating of the language – “language obesity,” as the British broadcaster John Humphrys has described it. This is, he said, “the consequence of feeding on junk words. Tautology is the equivalent of having chips with rice. We talk of future plans and past history; of live survivors and safe havens. Children have temper tantrums and politicians announce ‘new initiatives’.”

It is frightening to think where all this might lead. If English is in such a bad state now, what will things be like in a generation’s time? We must surely act before it is too late.

**Task 3 Response:**

**Task 4: Identify the word classes of each of the words in the sentences below. Write the word classes in the boxes below the words. Try to be as precise as you can.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The | young | boy | played | in | the | park. |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| My | sister | told | me | I | looked | sad. |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Luckily, | the | stray | cat | would | be | safe. |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| It | was | between | the | last | two | runners. |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| She | felt | very | happy | about | her | day. |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| He | had | belief | in | his | own | abilities. |
|  |  |  |  |  |  |  |

**Task 5: The best English Language students keep up to date with developments in our understanding of language.**

**The following clips are all related to aspects of language that we will be studying, watch each clip and makes notes:**

1. **What your speaking style, like, says about you – Vera Regan** <https://www.youtube.com/watch?v=jAGgKE82034>

1. **World Englishes – David Crystal**

<https://www.youtube.com/watch?v=2_q9b9YqGRY>

1. **Why everyone should care about language variation – Meghan Armstrong**

<https://www.youtube.com/watch?v=Jijo0kQOAWQ>

1. **Forensic Linguistic Profiling – Harry Bradford**

<https://www.youtube.com/watch?v=RS5O4n0TqlU>

1. **Code-switching**

<https://www.youtube.com/watch?v=7Na4UvRIhu4>

1. **Jamaican Patois**

<https://www.youtube.com/watch?v=hNM-BE4xAyo>

1. **Language and Social Class - Dr. Dianne Tyers**

<https://www.youtube.com/watch?v=dsIgQW0Jqtc>

1. **The Changing Dialects of American English – William Labov**

<https://www.youtube.com/watch?v=4YSbNaXaOy0>

1. **Diglossia**

<https://www.youtube.com/watch?v=KL9ku7c7UTs>

1. **Dealing with accents – David Crystal & Ben Crystal**

**Part 1 -** <https://www.youtube.com/watch?v=mSXQQYXg_m0>

**Part 2 -** <https://www.youtube.com/watch?v=wCuJAkSPk2Q>

**Part 3 -** <https://www.youtube.com/watch?v=zBDcFKsFprw>

**Part 4 -** <https://www.youtube.com/watch?v=PNOowKZdnOg>

**Part 5 -** <https://www.youtube.com/watch?v=2loSPcDZnR8>