

# A-Level English Language Transition Work

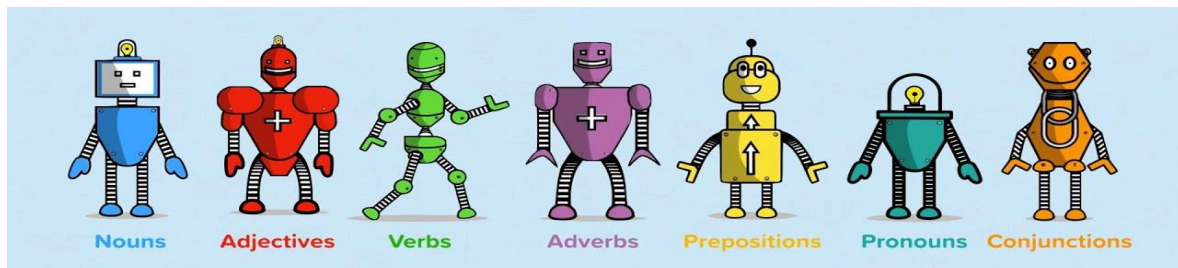
## Component 1: Language Under the Microscope

Welcome to your first A-Level component, 'Language Under the Microscope'. In this component, you will develop the analytical tools you need to investigate a wide range of spoken and written forms of English. You will also develop your understanding of the language levels, including:

- phonetics, phonology and prosodics
- lexis and semantics
- grammar and morphology
- pragmatics
- discourse

These terms may be new to you, but these transitional work tasks will introduce you to some of the key concepts.

### Task 1 – Revising Word Classes



At A-Level, you will need to confidently identify different word classes. Let's get revising!

1. You will need 'Learner Resource 8' and 'Learner Resource 9'.
2. Sort the words on 'Learner Resource 8' into the categories listed on 'Learner Resource 9'.
3. If you are unsure of any of the categories, look them up in the 'OCR Glossary of Terms and Main Language Theories' booklet.

### Task 2 – Revising Sentence Types

Building on your GCSE studies, you will also need to be confident identifying different sentence types.

1. Write a definition for each of the following sentence types.



2. Write an example sentence for each of the sentence types (be as creative as possible and use some ambitious vocabulary!)

<b>Simple</b>	<b>Compound</b>	<b>Complex</b>	<b>Declarative</b>
<b>Interrogative</b>	<b>Exclamative</b>	<b>Imperative</b>	

### Task 3 – Ready to try an A-Level question?

Here’s a real A-Level question from the ‘Language Under the Microscope’ exam paper!

**Read Text A (‘The book to read based on your favourite BTS song’) and answer the following questions.**

1. **Giving careful consideration to the context of the text:**
  - a. **identify and analyse patterns of lexical and semantic use.**
  - b. **identify and analyse the way sentences are constructed.**

**(approx. 2000 words total)**

To help you have a go at answering these questions, complete the following steps:

1. Read Text A carefully
2. Make some notes in response to the following prompts (‘Analysing Context’, ‘Analysing Lexis and Semantics’ and ‘Analysing Sentences’)

#### Step 1: Analysing Context (make notes!)

The question asks us to ‘give careful consideration to the context of the text’. Here they are asking us to think about ‘**pragmatics**’ – the contextual aspects of language use. To help answer this part of the question, make some notes on the text’s ‘PACT’!

**P (Purpose):** what is the text’s purpose? Does it have a primary and a secondary purpose?

**A (Audience):** who is the intended audience of this text? Why is this significant?

**C (Context):** where is the text appearing? When is it appearing? Who is receiving the text?

**T (Text Type):** what is the text type (e.g. letter, article, blog, multi-modal etc.)? How does it fit the expectations of that type of text?

**What to read next**

#### **The book to read based on your favourite BTS song**

The world-conquering K-pop band has always had literary leanings. Here, we pick the perfect reads to accompany some of their best songs.

Sarah Shaffi  
09 MAY 2023



Photo credit: Jeff Kravitz / FilmMagic, Inc via Getty Images

BTS are one of the biggest bands in the world, transcending language, culture and physical borders to appeal to fans across the globe.

#### Step 2: Analysing Lexis and Semantics (make notes!)

Lexis and semantics may be new terms for you, but don't worry! Lexis simply means words and their origins. Semantics refers to the meaning of words, both on their own and in relation to other words in the text.

If you're not sure of any of the following terms, look them up in the '**OCR Glossary of Terms and Main Language Theories**'.

1. What is the **lexical field** of the text?
2. Are there any particular **semantic fields** used in the text?
3. Does the author use **high or low frequency lexis**?
4. Does the author use any jargon or technical / specialised language?
5. Does the author use any **hypernyms or hyponyms**?
6. Does the author use any **idioms**?
7. Any interesting verbs, adverbs, adjectives? What are their connotations?

### Step 3: Analysing Sentences (make notes!)

1. What is the main type of sentence used in Text A? Why do you think that is?
2. Are any other types of sentences used? What effect do they have?
3. How do these sentence types contribute to the tone of the piece?
4. What is the impact of the opening and closing sentences?

### Step 4: Now let's put it all together!

Have a go at answering the questions. You will need to write two short essay answers, one for part a and one for part b.

1. **Giving careful consideration to the context of the text:**
  - a. **identify and analyse patterns of lexical and semantic use.**
  - b. **identify and analyse the way sentences are constructed.**

Make sure you include quotations from the text to support your points.

Try and link all of the points you make about lexis and semantics in your part a answer and all the points you make about sentence types in your part b answer back to your ideas about *context*. For example, if you argue in part a that the author uses lots of high frequency lexis, how does that help them to achieve a particular purpose or connect with a particular audience? If you argue in part b that the author uses lots of simple, declarative sentences, how does this correspond to where the text was published and the type of text it is?

## **Task 4 – Learn some new terms!**

Your final transition work task is to learn three new English Language terms.

1. Choose three terms that you haven't heard of before from the OCR Glossary of Terms and Main Language Theories' booklet.
  2. Learn their meaning.
  3. Make a 5-minute presentation on these new terms. You're going to teach them to your new classmates in September.
  4. In your presentation, include the term, its definition and an example.
  5. You are welcome to make a PowerPoint to show in class, or you can make a poster.
- (max 1000 words)**



Bring your notes, essays and presentation with you to the first class.