

## **A-level English Summer Transition Work 2026**

As part of your transition into A-level, we would like you all to complete some homework. This helps you keep your hand in and your mind busy as there is such a long break between the end of GCSE and the start of A-level. It will also help you understand the leap between the two in terms of the academic rigour and independent learning that is required from A-level students.

### **This homework is due to be handed in during the first two weeks of your start at KES.**

**Task 1: Read the articles *'Hey noob, that's so poggers! Teen slang decoded for the rest of us'* and *'I may be a pan-cultural youth vampire, but I think I'll leave gen Z to their slang'*.**

Answer the following questions:

- What are the discourses (attitudes/ideas) about teens and the way they speak?
- How are the discourses presented across BOTH articles? Are there clear similarities? Are there distinct differences?
- Summarise the key findings from both articles.
- **Further research**- Find out about some key theorists who explore age-related aspects of language. Examples include the following: Eckert, Cheshire, Zimmerman, Ives.

**Task 2: Research the following concepts and make notes.**

- What is sociolinguistics?
- What is meant by social groups?
- What do linguists (people who study language) mean by accent and dialect?
- What is meant by discourses?
- What are some of the attitudes to accent and dialects in the general public?
- What the concepts of prestige and 'correctness' are in relation to language varieties.
- What research methods linguists have used to examine issues related to language varieties in society.
- What linguists mean by the term 'identity' in language varieties.
- What the concept of 'accommodation' refers to in linguistics.
- What media representations there are of accent and dialect varieties.
- What is meant by the concept of 'accentism'?
- What is Multicultural London English?

### Task 3: Presenting Your Learning

You have some choice in how you present what you learn. You might produce:

- a single side written summary of the main ideas and key words
- a concept or mind map which shows the main ideas, key words, examples and how they are connected
- a more focused look at one of the areas of the learning that really interested you maybe as a poster, concept map or flow diagram

Obviously, you need to make this information clear and it will help form our first impressions of you as an A-level student so please don't just see it as a time filler...

You will be asked to use whatever you produce as a means of presenting your learning to the class and your new teachers. You will not be asked to stand up in front of the class on your own but might be asked to share your ideas via groups or an ice-breaker type activity. You need to know your work well enough to be able to answer any questions which might arise.

### Task 4: Writing a Glossary

In A-level Language you will build up a glossary of new terms (there are lots) which you'll be tested on and expected to use when you write as a linguist. Here are some terms that will be helpful for the course to get you started, please add to this list as you move through the course:

Term	Meaning (and example)
intercultural contact	when people who have different languages/values/beliefs meet either physically or in their communication
linguistic code	the messages/information sent via words, body language and gesture
participant	someone involved in an interaction
interaction	communication (which might be written, eg letter, or spoken eg phone chat)
encoded	built into
cultural frame	the way a certain cultural understanding might make a participant interpret information or code
translation	moving from one language to another. Translating from Spanish to English
identity	who a person or organisation is, the way they think about themselves, the way they are viewed by the world and the characteristics that <b>define</b> them eg. Their name or sex
cultural heritage	an expression of the ways of living developed by a community which are passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values

In addition, add all the **RED** terms from the transition lesson to this glossary and find out the meaning of those terms.

### Contacts:

Mrs Earl (Head of KS4 English and KS5 English Language) [cearl@kes.sheffield.sch.uk](mailto:cearl@kes.sheffield.sch.uk)

Mr Williams (Head of Department for English) [mwilliams@kes.sheffield.sch.uk](mailto:mwilliams@kes.sheffield.sch.uk)

We look forward to welcoming you in September.