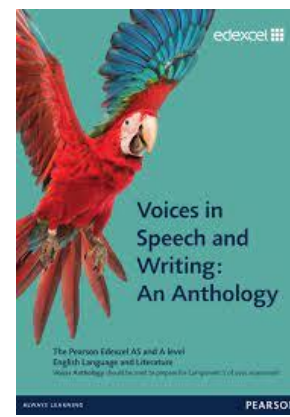
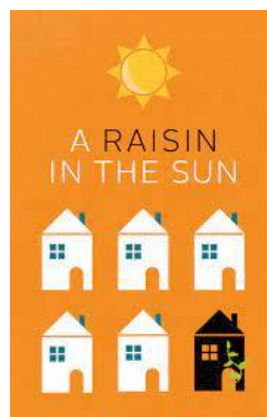
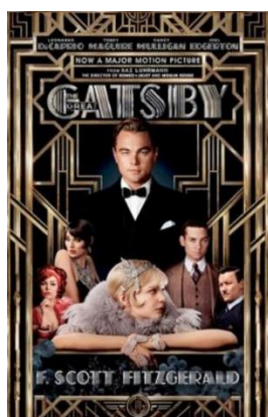
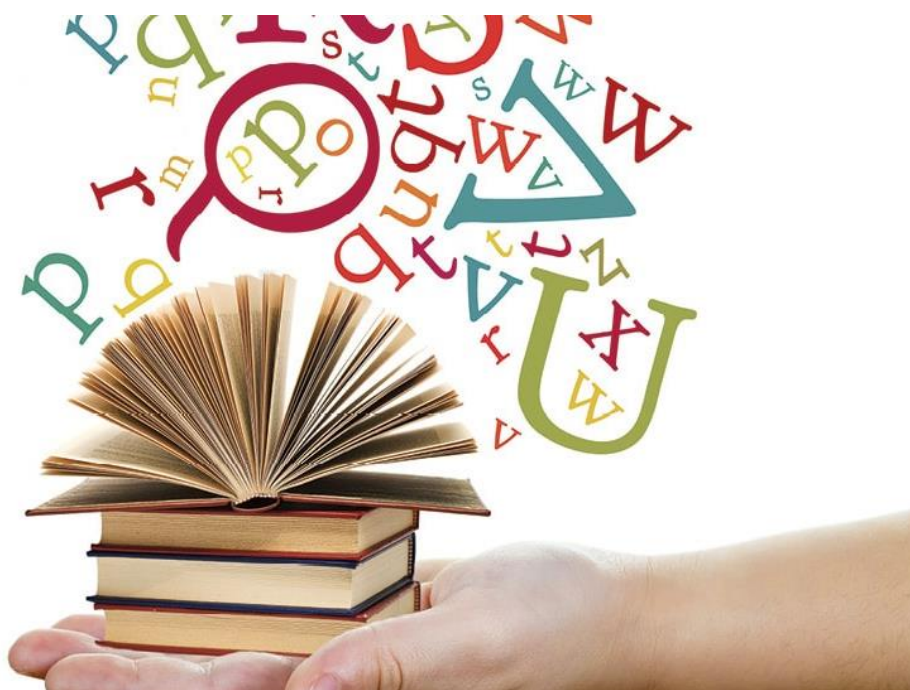


Name:.....

Y11 to Y12 English Language and Literature



Transition Project Booklet

What course do we offer at TDA?

- We study Pearson Edexcel 9ELO English Language and Literature, which is a joint course studying both literary and linguistic features and applying them to set texts.
- It is a terminal course, meaning you will only sit formal exams at the end of Y13 (No AS levels)
- Key themes are 'Voices in speech and writing' & 'Society and the Individual'.

Here is an overview of what you will study on the course:

You will study 4 texts:

- A Streetcar Named Desire by Tennessee Williams
- The Great Gatsby by F. Scott Fitzgerald
- A Raisin in the Sun by Lorraine Hansberry
- An anthology of Non-Fiction text extracts (e.g. newspaper articles, speeches, diary entries, travel writing and interview transcripts)

You will also study extracts from a wide range of texts, in preparation for the Unseen section of your exam. You will be taught how to analyse a writer's 'voice' and how to link to the key theme of 'Society and the Individual'

You will produce 3 pieces of writing as part of your NEA:

- A Fiction piece
- A Non-fiction piece
- A commentary

Project Details

In this booklet there are 8 tasks that we would like you to complete on a Word document, with the file named 'Your Name English transition project'

Please send your completed projects as an email attachment to hhs@tda.education and laura.ashton@tda.education by 1st September 2024.

This project give you an insight into the level of work required to succeed at this course. Additionally it allow us to determine if you possess the required work ethic needed for the demands of the A level course.

Key contacts if you have any queries:

hhs@tda.education (KS5 Lead for English)

laura.ashton@tda.education (Head of English)

Introduction exercise: Please answer the following questions in short paragraph form.

- ✓ Why do you want to study English at A-Level?
- ✓ What is it that draws you to the Lang and Lit course?
- ✓ What is the last book you read?
- ✓ Did you enjoy it and why?
- ✓ What text has had a lasting impression on you?

Task 1

Carry out some pre-reading and research into the authors of the 3 set texts mentioned on the previous page. See if you can find out:

1. What their early life was like. How could this have influenced their writing?
2. What years did they write the texts mentioned above. Was there anything significant happening at that time in history that could have had an impact on them? Did anything happen in their lives around that time to affect them?
3. Write a short paragraph explaining which text/author you are most drawn to and why.

Task 2

1. Analyse the 3 books covers on the front page.
2. Read summaries of the 3 core texts we study on the course, then write a short paragraph explaining what you found interesting about the texts. You should write a summary as you go.
3. Do you have any questions about the texts, or anything you would like to find out more about?

You can find summaries here:

[A Raisin in the Sun: Plot Overview | SparkNotes](#)

[A Streetcar Named Desire: Plot Overview | SparkNotes](#)

[The Great Gatsby: Plot Overview | SparkNotes](#)

Task 3

1. Read 'A Streetcar named desire' and take notes on key characters, plot and themes.
2. This is one of the first texts you will study at A-Level and will give you a significant aid when starting in September.
3. Listen to the podcast <https://www.theplaypodcast.com/060-a-streetcar-named-desire-by-tennessee-williams/> and take notes
4. If you are able, watch a performance of the play

Task 4

The core are set in 3 cities – it is vital you know what society and the general atmosphere was like at the time the plays/novels were set. Do some research into these times and place.

1. New Orleans – 1940s
2. Chicago – 1940s and 1950s
3. New York – 1920s

Task 5

Now it's time to show off your close analysis skills. Look at this extract from *A Streetcar Named Desire*. See if you can identify:

1. What the extract means/ shows
2. Key linguistic/ literary/ dramatic devices being used by Williams
3. What key themes could this link to?
4. Can you link this extract to context about New Orleans/ your research about Williams' life?
5. What atmosphere does this extract create right at the start of the text?

Extension: How this would affect an audience of 1947 (when it was first performed) versus how it would affect a modern audience?

Extract from the beginning of Scene One

The exterior of a two-story corner building on a street in New Orleans which is named Elysian Fields and runs between the L & N tracks and the river. The section is poor but, unlike corresponding sections in other American cities, it has a raffish charm. The houses are mostly white frame, weathered gray, with rickety outside stairs and galleries and quaintly ornamented gables. This building contains two flats, upstairs and down. Faded white stairs ascend to the entrances of both.

It is first dark of an evening early in May. The sky that shows around the dim white building is a peculiarly tender blue, almost a turquoise, which invests the scene with a kind of lyricism and gracefully attenuates the atmosphere of decay. You can almost feel the warm breath of the brown river beyond the river warehouses with their faint redolences of bananas and coffee. A corresponding air is evoked by the music of Negro entertainers at a barroom around the corner. In this part of New Orleans you are practically always just around the corner, or a few doors down the street, from a tinny piano being played with the infatuated fluency of brown fingers. This "Blue Piano" expresses the spirit of the life which goes on here. Two women, one white and one colored, are taking the air on the steps of the building. The white woman is Eunice, who occupies the upstairs flat; the colored woman a neighbor, for New Orleans is a cosmopolitan city where there is a relatively warm and easy intermingling of races in the old part of town.

Above the music of the "Blue Piano" the voices of people on the street can be heard overlapping. [Two men come around the corner, Stanley Kowalski and Mitch. They are about twenty-eight or thirty years old, roughly dressed in blue denim work clothes. Stanley carries his bowling jacket and a red-stained package from a butcher's. They stop at the foot of the steps.]

Task 6

Now it's time to analyse an unseen text. This is an extract from Malala Yousafzai's autobiography "I am Malala". The full pdf text is linked here

https://lgnavigators.weebly.com/uploads/5/8/5/2/58521739/i_am_malala_%E2%80%93_how_one_girl_stood_up_for_education_and_changed_the_world_young_readers_edition_.pdf

Please read the extract and answer the questions below in full sentences.

Prologue

When I close my eyes, I can see my bedroom. The bed is unmade, my fluffy blanket in a heap, because I've rushed out for school, late for an exam. My school schedule is open on my desk to a page dated 9 October 2012. And my school uniform—my white shalwar and blue kamiz—is on a peg on the wall, waiting for me. I can hear the neighborhood kids playing cricket in the alley behind our home. I can hear the hum of the bazaar not far away. And if I listen very closely, I can hear Safina, my friend next door, tapping on the wall we share so she can tell me a secret. I smell rice cooking as my mother works in the kitchen. I hear my little brothers fighting over the remote—the TV switching between WWE SmackDown and cartoons. Soon I'll hear my father's deep voice as he calls out my nickname. "Jani," he'll say, which is Persian for "dear one." "How was the school running today?" He was asking how things were at the Khushal School for Girls, which he founded and I attended, but I always took the opportunity to answer the question literally. "Aba," I'd joke. "The school is walking, not running!" This was my way of telling him I thought things could be better. I left that beloved home in Pakistan one morning—planning to dive back under the covers as soon as school let out—and ended up a world away. Some people say it is too dangerous for me to go back there now. That I'll never be able to return. And so, from time to time, I go there in my mind. But now another family lives in that home, another girl sleeps in that bedroom—while I am thousands of miles away. I don't care much about the other things in my room, but I do worry about the school trophies on my bookcase. I even dream about them sometimes. There's a runners-up award from the first speaking contest I ever entered. And more than forty-five golden cups and medals for being first in my class in exams, debates, and competitions. To someone else, they might seem mere trinkets made of plastic. To someone else, they may simply look like prizes for good grades. But to me, they are reminders of the life I loved and the girl I was—before I left home that fateful day. When I open my eyes, I am in my new bedroom. It is in a sturdy brick house in a damp and chilly place called Birmingham, England. Here there is water running from every tap, hot or cold as you like. No need to carry cans of gas from the market to heat the water. Here there are large rooms with shiny wood floors, filled with large furniture and a large, large TV. There is hardly a sound in this calm, leafy suburb. No children laughing and yelling. No women downstairs chopping vegetables and gossiping with my mother. No men smoking cigarettes and debating politics. Sometimes, though, even with these thick walls between us, I can hear someone in my family crying for home. But then my father will burst through the front door, his voice booming. "Jani!" he'll say. "How was school today?" Now there's no play on words. He's not asking about the school he runs and I attend. But there's a note of worry in his voice, as if he fears I won't be there to reply. Because it was not so long ago that I was nearly killed—simply because I was speaking out about my right to go to school.

1. What is the significance of the prologue? Why choose this **form**?
2. Who do you think her target **audience** was?
3. How does this relate to real-life events? Why do you think she wrote it – what was the **purpose** of her autobiography?
4. How is her voice presented? What is her voice?

Task 7

For your next task we would like to get a feel of your writing style.

Please write 600 words of the start of a short story. This can be about anything topic of your choosing

Top tips:

- ✓ Remember to include a range of sophisticated vocabulary
- ✓ Use a range of linguistic and literary features
- ✓ Check your spelling, punctuation and grammar
- ✓ Try to craft your writing to have specific, intended effects on the audience.

Task 8

Your final writing task, please write a review on the last book you read, or movie that you watched.

Remember to include:

- ✓ Conventions of the genre
- ✓ A clear voice/opinion
- ✓ Sophisticated vocabulary
- ✓ Specific crafting for intent.