



Getting Ahead – Pre-course Work

#ThinkBrock

English Language A Level

Welcome to **English Language A Level**. In preparation for the start of the course, please complete these tasks and have them with you to hand in during your first week of college in September.

These tasks should take you approximately four and a half hours to complete and are designed to give you an introduction to the subject, and the expectations we have for you to complete at least four and a half hours of independent study, per subject, per week.

Task 1: Design a Chocolate Bar

This is the activity that I set at the taster day. In English Language we are always thinking about the hidden meaning behind language and how every text attempts to construct an “ideal reader”.

- Design a chocolate bar to appeal to a chosen target audience group. You can create it on a computer, or you can draw it yourself.
- Write an explanation of your choices and why they will achieve the purpose of your packaging.

Here is an example of a previous student’s design and explanation:



Organically sourced, ethically made, utterly delicious

My chocolate bar, named Peace, is aimed at 18–25-year-old women, specifically those interested in health and wellbeing and/or spirituality. I chose the abstract noun “Peace” for the bar’s name as it connotes these ideas and is easy to remember. The packaging is intended to evoke ideas of wellness and the bar being a healthier alternative to other chocolate bar options, making the consumer feel good about themselves.

The tagline is a rhetorical triplet of 2 verb phrases and one adjective phrase, which is catchy and uses the words ‘organically’ and ‘ethically’ to appeal to the young, female audience.

I used orange as the main colour on the packaging for its connotations of happiness, energy, and exuberance, linking these qualities to the chocolate bar. The orange colour is also intended to stand out on shelves, as chocolate bars marketed at female customers tend to



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use pink or purple shades. The softer shade of orange connotes that the bar itself will be lighter to eat.

The graphology is simple, drawing the customer’s eyes to the images of mango and coconut, suggesting that the bar is a healthier choice.

Task 2: Mini-Language Textual Comparison

The next activity is preparation for the analysis of text and looking for inferences. You should annotate both texts and write a short paragraph in answer to each question.

Texts A and B are printed notices from the bathrooms of holiday accommodation.

Read both texts and make brief notes on the following questions:

1. What are the main purposes of Texts A and B?
3. How does Text A create a sense of voice and conversation?
4. How does Text B create a sense of voice and conversation?
5. Why do the texts use these voice and conversation features differently?

Text A

Text B

<p>Note to visitors:</p> <p>Do not dispose of nappies, face wipes or sanitary materials in the toilet.</p> <p>Please use the disposal bags provided.</p> <p>The Management</p>	<p>Dear Guests,</p> <p>Could we please ask you not to put any nappies, face wipes or sanitary items in the toilet? Items like these can cause serious blockages. Please use the disposal bags that you’ll find under the sink.</p> <p>Many thanks for your co-operation,</p> <p>John & Sue</p>
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Getting Equipped

You will need the following: Coloured pens and highlighters, a notebook, folders ready to be organised into modules covered in the first year.