

A Level English Language and Literature Summer Independent Learning

Welcome to English Language and Literature. We love English and hope that you will enjoy the subject as much as we do. In order to give you a really good chance of starting the course well, it is a requirement that every student does the following tasks over the summer.

1. Read *Wuthering Heights*. Create a brief chapter summary for each chapter. The more times you can read the set texts and become familiar with them, the better. It is essential that you buy a copy of the Penguin Classics edition, as this is the one you will use in the exam:
https://www.wob.com/en-gb/books/emily-bronte/wuthering-heights/9780141439556?gclid=CjwKCAjwkYGVbArEiwA4sZLuAu0C4VaxSGKaSBRpGPSKKrxCiW56ydxVeaRBINzHS4Nv1mVSm_bGxoCGXwQAvD_BwE
2. Read *A Streetcar Named Desire*. Again, the more times you can read it, the better. Try to find and watch a copy of the 1951 film version. You may find it on YouTube. Again, buy the Penguin edition. <https://www.wob.com/en-gb/books/tennessee-williams/streetcar-named-desire/9780141190273>
3. Produce a series of character studies for five different characters in the play. These should include your analysis of key quotations about the characters, and brief description of their function in the plot. See the template at the end of the document for inspiration for how to set this out.
4. Read the speech by American President, John F Kennedy (below). Annotate it by identifying the linguistic and literary features you can spot and explaining what impact these have on the different audiences of the speech. The following points might help you develop your answer, but they are not the only things you should focus on whilst annotating the text:
 - a. Whole text level: Is this an extract or a whole text? What techniques are used to give the text clear cohesion? What are the ways this text conforms to your expectations of this genre of writing? How would you characterise the sense of voice in this text? What particular quotations would you use to support these comments? Who do you think the audience is for this text? What evidence have you got for that?
 - b. Paragraph / sentence level: How does the text use patterning / parallelism / rhetorical devices to produce an effect? What types of sentences [declaratives/imperatives/interrogatives, or simple / compound / complex] are used? How does their use differ in a speech like this compared to a piece of written prose?
 - c. Word / lexis level: What figurative language [metaphors, similes, etc.] is used? What effect does this have on the audience? Are there any idioms? What phonetic devices are employed [alliteration, assonance, consonance, etc.] in this text? What semantic fields can you find?



Note: Whilst it is really important that you have your own copy of the texts, if you are not able to buy them straight away for any reason, both texts are available for free online. This will at least enable you to read the texts until you are able to buy a copy.

9.1 John F. Kennedy's Inaugural Address in Washington on January 20, 1961

This is an extract from the speech by John F. Kennedy at his inauguration, a formal ceremony to mark the beginning of his term of office as President of the United States of America.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom - and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required - not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge: to convert our good words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbours know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support - to prevent it from becoming merely a forum for invective, to strengthen its shield of the new and the weak, and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course - both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew - remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed, in all corners of the earth, the command of Isaiah – to “undo the heavy burdens, and [to] let the oppressed go free.”

And, if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor – not a new balance of power, but a new world of law – where the strong are just, and the weak secure, and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days; nor in the life of this administration; nor even perhaps in our lifetime on this planet. But let us begin.

Character Study Template

Character name:

Summary of character and their function in the text:

Key quotations:

Analysis (why is the quotation important in the text?):