

A Level English Language and Literature Summer Independent Learning

PART 1: Compulsory tasks

1. Read Scene 1 of **A Streetcar Named Desire, by Tennessee Williams**. You might also watch a production on YouTube if you would like to see it in performance, but this should be done in addition to, not instead of, the reading task. Refer to the 'A Streetcar Named Desire Initial Reading Notes', below. You should:

- summarise the scene in brief, bullet-point form;
- select two pieces of textual evidence from each page and describe in detail the effect created by Williams with the use of each piece of evidence.

Your evidence can be dialogue or stage directions such as use of sound, staging, props, costume or proxemics. You might want to consider tone, lexis, connotations, symbolism and imagery, depending on the quotation selected.

A Streetcar Named Desire Initial Reading Notes

For your 'exploration of effects', you might want to consider:

- the impression your chosen quotation gives of emerging or developing themes, and how it does this
- the impression your chosen quotation gives of character, and how this may relate to developing or emerging themes, and how it does this
- the impression your chosen quotation gives of setting, and how this may relate to developing or emerging themes, and how it does this
- the impression your chosen quotation gives of relationships, and how this may relate to developing or emerging themes, and how it does this

Of course, many quotations may show a combination of these.

Bullet point summary of Scene One	2 pieces of textual evidence (for each page) and exploration of effects

Create and complete your own version of the above table.

Watch the following Youtube link, making notes about the context of the text:

<https://www.youtube.com/watch?v=VKiglgStwRs>

- Produce an essay of roughly 600 words in answer to the following question:
Explore Williams’ presentation of Blanche OR Stanley in the first scene of *A Streetcar Named Desire*, making reference to contextual factors (use the above YouTube link to help)

You could consider:

- Our initial introduction to the character
- How they are presented in terms of clothing, colour, and any props they interact with
- What they say, and stage directions which tell us how they say it

- 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.

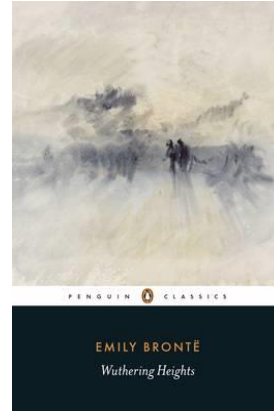
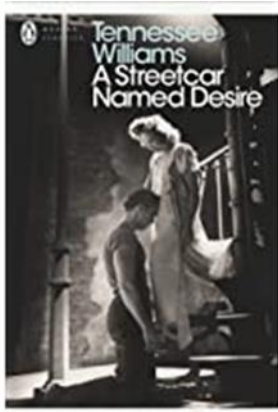
PART 2: Additional tasks

- Read Chapter 1 of *Wuthering Heights*.
- Re-read chapter 1. Answer the following questions.
 - In the first five pages, how does Bronte introduce us to the characters of Lockwood and Heathcliff? What techniques does she use to do this? What effect do these techniques have? Try to be specific about the literary and linguistic devices used.
 - How does Bronte describe the building of *Wuthering Heights*? Why might this be important?
 - How does Bronte use Lockwood’s narration as a device for shaping our understanding of him as a character? Do you trust him as a narrator? Why?

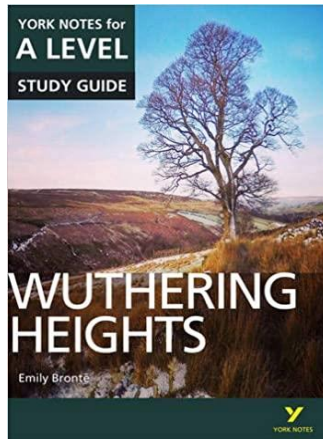
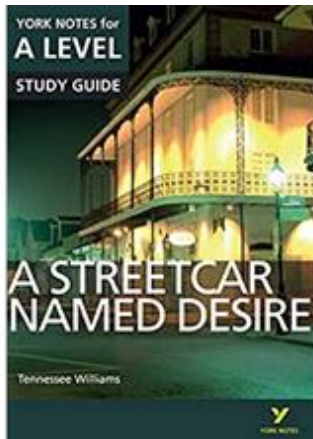
You will need to purchase the following course texts:

A Streetcar Named Desire (ISBN 978-0-141-19027-3)

Wuthering Heights (ISBN 978-0-141-43955-6)



We would also advise you to purchase the study guides below:



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.

