

# A-LEVEL ENGLISH LANGUAGE

## 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

*Active recall, exam technique, and mark-scheme  
thinking — without cheating.*



by James R. Martin

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This book is intended to support revision and exam preparation. It does not replace formal teaching, textbooks, or official specifications. Students are responsible for ensuring that all work submitted for assessment is their own.

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## How to Use This Book

For a long time, high-quality tutoring has been a major contributor to elite academic achievement. Used well, AI can now act as a powerful tutor that most students and parents could not previously afford.

This book is a **starting point**, not a rulebook. Each prompt is designed to help you revise, test your understanding, and think more clearly — not to give perfect answers. You are encouraged to **adapt, improve, and remix** these prompts.

You are learning how to think carefully about the questions you ask — a skill that will matter far beyond these exams.

## **Note on Exam Boards and Syllabi**

A-Level English Language is offered by AQA, Edexcel, OCR, and WJEC/Eduqas, and while each board organises its specification differently, the core linguistic concepts, analytical frameworks, and skills assessed are remarkably consistent across all four. Whether you are studying AQA English Language (7702), Edexcel English Language (9EN0), OCR English Language (H470), or WJEC/Eduqas, you will encounter overlapping content on language levels, textual analysis, language change, language acquisition, sociolinguistics, and original writing.

The prompts in this book have been carefully designed to target the linguistic knowledge, analytical skills, and evaluative thinking that are common across all A-Level English Language specifications. They focus on the frameworks, terminology, and methods of analysis that every student needs — phonology, graphology, lexis, semantics, grammar, pragmatics, and discourse — regardless of which board they follow. Where a topic appears on one specification but not another, the prompt remains valuable because it develops transferable linguistic understanding.

All A-Level boards reward students who can apply linguistic frameworks systematically to authentic texts, use accurate subject terminology to describe language features and their effects, analyse how contextual factors such as mode, audience, purpose, genre, and power relations shape language use, and construct extended analytical and evaluative arguments supported by specific textual evidence. These are exactly the skills the prompts in this book are designed to develop.

The prompts focus on active retrieval practice, application of linguistic theory to unfamiliar data,

and structured analytical writing. They are written so that you interact with an AI chatbot as if it were a knowledgeable linguistics tutor — asking it to quiz you, present you with data for analysis, challenge your interpretations, and mark your responses against A-Level expectations. This makes your revision far more effective than passively re-reading notes about language concepts.

Remember to check your own specification and past papers to confirm exactly which topics are examined, how the papers are structured, and what the coursework or NEA requirements are for your board. Use these prompts as a powerful revision tool, but always cross-reference with your exam board's official specification and any guidance your teacher has given you about assessment objectives and weighting.

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# Section 1

## Language and Mode – Spoken and Written Language

Understanding the differences between spoken and written language is fundamental to A-Level English Language. Mode is not simply a binary distinction — it exists on a continuum from the most spontaneous, informal speech through to the most carefully crafted, formal written prose, with many hybrid forms in between such as text messages, social media posts, scripted speech, and live commentary. You need to understand how mode shapes language choices at every level, from phonology and graphology through to discourse structure.

At A-Level, you are expected to analyse spoken language data with the same rigour as written texts, using accurate terminology for features such as adjacency pairs, turn-taking, topic management, fillers, hedges, false starts, repairs, back-channel behaviour, and prosodic features. You also need to understand how written language uses different organisational strategies — paragraphing, cohesive devices, syntactic complexity, and graphological features — to achieve its purposes.

These prompts will test your ability to identify and analyse mode-specific features in authentic data, compare spoken and written language using appropriate frameworks, and discuss how digital communication blurs traditional mode boundaries. They will build the analytical confidence you need to tackle unseen data in the exam.

**Prompt 1: Features of Spontaneous Speech**  
**Copy this prompt into your AI tool:**

*Give me a short transcript of spontaneous spoken language (approximately 150 words) that includes typical features such as fillers, hesitations, false starts, repairs, overlaps, and back-channel responses. Use standard transcription conventions.*

*Then ask me to identify and label at least six features of spontaneous speech in the transcript, explaining what each feature reveals about the nature of spoken interaction. Wait for my answer and then assess whether I have used accurate linguistic terminology and whether my explanations demonstrate understanding of why these features occur in speech but not in planned writing. Check whether my analysis would satisfy AO1 (accurate terminology and textual reference) and AO2 (analysis of language features and their effects).*

**What this helps you practise:**

Identification and analysis of spontaneous speech features using accurate linguistic terminology.

**How to use it well:**

Familiarise yourself with standard transcription conventions before attempting this — knowing how pauses, overlaps, and stress are represented is essential for the exam.

**Prompt 2: Turn-Taking and Adjacency Pairs**

**Copy this prompt into your AI tool:**

*Provide me with a short transcript of a conversation between two people (approximately 200 words). Ask me to analyse the turn-taking patterns, identifying any adjacency pairs (question-answer, greeting-greeting, complaint-apology), any violations of turn-taking norms (interruptions, overlaps, significant pauses), and what these patterns reveal about the relationship between the speakers and the dynamics of the interaction. Wait for my answer and check*

*that I reference Sacks, Schegloff, and Jefferson's conversation analysis framework where appropriate.*

**What this helps you practise:**

Analysis of conversational turn-taking and adjacency pair structure using conversation analysis frameworks.

**How to use it well:**

Be prepared to discuss what happens when adjacency pairs are disrupted or when turn-taking norms are violated — this often reveals power dynamics or social tension.

**Prompt 3: Planned vs Unplanned Speech**

**Copy this prompt into your AI tool:**

*Present me with two short extracts: one of planned speech (such as a political address or formal presentation) and one of unplanned speech (such as a casual conversation or spontaneous interview). Ask me to compare the two extracts, identifying how planning affects features such as fluency, lexical density, syntactic complexity, use of fillers and hedges, cohesive devices, and rhetorical structure. Wait for my answer and then assess whether I have moved beyond listing features to explaining the relationship between planning and language choices.*

**What this helps you practise:**

Comparative analysis of planned and unplanned speech, linking degree of planning to specific linguistic features.

**How to use it well:**

Use a clear framework for comparison — work through the language levels systematically rather than making random observations about each text.

**Prompt 4: Written Language — Cohesion and Coherence**

**Copy this prompt into your AI tool:**

*Give me a short written extract of approximately 200 words from a formal text such as a broadsheet editorial, academic introduction, or legal document.*

*Ask me to analyse the cohesive devices used to create textual coherence — including anaphoric and cataphoric reference, lexical cohesion (repetition, synonymy, collocation), conjunctions and connectives, ellipsis, and substitution. Wait for my answer and check that I can explain how these devices work together to create a unified, coherent text. Then ask me why spoken language tends to use different cohesive strategies. Assess my response against AO2 criteria — am I analysing how specific features create effects, or merely identifying them?*

**What this helps you practise:**

Analysis of cohesive devices in written language and understanding of how written coherence differs from spoken coherence.

**How to use it well:**

Practise applying Halliday and Hasan's cohesion framework to different text types — this gives your analysis a theoretical grounding that examiners reward.

**Prompt 5: Mode Continuum and Digital Communication**

**Copy this prompt into your AI tool:**

*Ask me to explain the concept of the mode continuum and why the traditional spoken-written binary is inadequate for describing contemporary language use. I should give examples of texts that sit at different points on the continuum — such as a formal lecture, a text message, a social media post, an email, a scripted drama, and a WhatsApp voice note — and explain what features place each at its point on the continuum. Then ask me to analyse a*

*specific example of digital communication and discuss which features are speech-like and which are writing-like. Wait for my answer and push me to use accurate terminology.*

**What this helps you practise:**

Understanding the mode continuum and analysing how digital communication blends features of spoken and written language.

**How to use it well:**

The mode continuum is increasingly important as digital communication evolves — prepare examples of how texting, tweeting, and voice messaging challenge traditional mode categories.

**Prompt 6: Graphological Features in Written Texts**

**Copy this prompt into your AI tool:**

*Provide me with a written text that uses significant graphological features — such as a magazine advertisement, a social media post with emojis and hashtags, or a newspaper front page. Ask me to analyse the graphological choices (font, colour, layout, images, whitespace, capitalisation, punctuation choices, use of emojis or symbols) and explain how they contribute to meaning, audience engagement, and purpose. Wait for my answer and check that I go beyond describing what I can see to analysing why these choices have been made and what effects they create.*

**What this helps you practise:**

Analysis of graphological features and their contribution to meaning and purpose in multimodal texts.

**How to use it well:**

Graphology is often overlooked in language analysis — remember that visual presentation is a deliberate

choice that communicates meaning alongside the words themselves.

### **Prompt 7: Prosodic Features and Their Functions**

**Copy this prompt into your AI tool:**

*Ask me to explain the prosodic features of spoken language: stress, intonation, pitch, pace, volume, and rhythm. For each, I should define the feature, explain how it is represented in transcription, and give an example of how it affects meaning or pragmatic function — such as how rising intonation can turn a statement into a question, how stress placement changes word meaning, or how pace reflects emotional state. Then present me with a short transcript with prosodic notation and ask me to analyse what the prosodic features reveal. Wait for each answer.*

**What this helps you practise:**

Understanding and analysis of prosodic features and their role in creating meaning in spoken language.

**How to use it well:**

Prosodic features are often the key to understanding pragmatic meaning in spoken data — do not ignore them when analysing transcripts.

### **Prompt 8: Pragmatics in Spoken Interaction**

**Copy this prompt into your AI tool:**

*Give me a short conversational transcript (approximately 150 words) in which the speakers' intended meanings differ from the literal meanings of their words. Ask me to analyse the pragmatic features of the exchange, applying Grice's maxims (quantity, quality, relevance, manner), identifying any implicature, and discussing how context, shared knowledge, and the relationship between speakers enable the intended meaning to be understood. Wait*

*for my answer and check that I demonstrate understanding of the distinction between semantics and pragmatics. Push me to consider how an examiner assessing AO1 would judge whether I have used pragmatic terminology with sufficient precision.*

**What this helps you practise:**

Application of Grice's maxims and pragmatic analysis to conversational data, distinguishing intended meaning from literal meaning.

**How to use it well:**

When analysing transcripts, always consider what speakers mean as well as what they say — pragmatic meaning is often more important than semantic content.

**Prompt 9: Spoken Language and Context**

**Copy this prompt into your AI tool:**

*Present me with two short transcripts of spoken language from different contexts — for example, a job interview and a casual conversation between friends. Ask me to compare how context shapes the speakers' language choices, considering formality level, lexical choices, syntactic complexity, politeness strategies, terms of address, topic management, and the degree of shared knowledge assumed. Wait for my answer and then assess whether I have explained how the situational context (field, tenor, and mode in Halliday's framework) shapes language use systematically rather than making superficial observations.*

**What this helps you practise:**

Analysis of how situational context shapes spoken language choices using Halliday's field, tenor, and mode framework.

**How to use it well:**

Halliday's register theory provides a powerful

framework for any contextual analysis — practise applying field, tenor, and mode to every text you encounter.

### **Prompt 10: Multimodal Communication**

#### **Copy this prompt into your AI tool:**

*Ask me to explain what multimodal communication means and how language interacts with other semiotic modes (image, sound, gesture, layout, colour) to create meaning. Then present me with a description of a multimodal text — such as a webpage, a vlog, or an advertising poster — and ask me to analyse how different modes work together to construct meaning, target an audience, and achieve a purpose. I should discuss how meaning would change if any single mode were removed. Wait for my answer and push me to integrate discussion of linguistic and non-linguistic modes rather than treating them separately.*

#### **What this helps you practise:**

Understanding multimodal communication and analysing how linguistic and non-linguistic modes interact to create meaning.

#### **How to use it well:**

Multimodal analysis is increasingly relevant to contemporary English Language study — prepare to discuss how meaning-making extends beyond words alone.

### **Prompt 11: Speech Acts and Politeness Theory**

#### **Copy this prompt into your AI tool:**

*Test me on speech act theory and politeness theory. Ask me to explain Austin's classification of speech acts (locutionary, illocutionary, perlocutionary) and Searle's categories (representatives, directives, commissives, expressives, declarations). Then ask me to explain Brown and Levinson's politeness*

*theory, including the concepts of face, positive and negative face, face-threatening acts, and politeness strategies (bald on record, positive politeness, negative politeness, off-record). Present me with a short transcript and ask me to identify the speech acts and politeness strategies being used. Wait for each answer.*

**What this helps you practise:**

Understanding and application of speech act theory and Brown and Levinson's politeness theory to spoken data.

**How to use it well:**

These theories provide sophisticated analytical tools for spoken language — referencing them accurately demonstrates the kind of theoretical knowledge examiners reward at A-Level.

## Section 2

### Language and Gender, Power, and Social Groups

Sociolinguistics is a major component of A-Level English Language, requiring you to understand how language both reflects and constructs social identities, relationships, and power structures. You need to engage critically with key theories about how gender, social class, ethnicity, age, occupation, and power relations influence language use — and, crucially, how language in turn shapes perceptions of identity and social position.

At A-Level, you are expected to go beyond simply describing differences in how social groups use language. You must engage with theoretical frameworks — such as Lakoff's deficit model, Tannen's difference model, Cameron's social constructionist approach, Bernstein's restricted and elaborated codes, and Fairclough's critical discourse analysis — and evaluate them critically in light of contemporary evidence. You should recognise that early theories have been challenged and refined, and that language and identity are complex, fluid, and context-dependent.

These prompts will test your knowledge of sociolinguistic theory, challenge you to apply frameworks critically to authentic data, and push you to evaluate the strengths and limitations of different theoretical approaches. They will help you develop the nuanced, evidence-based analysis that characterises the strongest A-Level responses.

#### **Prompt 12: Language and Gender — Deficit, Dominance, and Difference Models**

**Copy this prompt into your AI tool:**

*Test me on the major theoretical approaches to language and gender. Ask me to explain the following one at a time: Lakoff's deficit model (women's language as weak and tentative), Zimmerman and West's dominance model (male interruption as power), Tannen's difference model (gendered communication styles as cultural difference), and Cameron's social constructionist approach (gender as performed through language rather than determining language use). For each, I should explain the key claims, provide examples, and evaluate the strengths and limitations. Wait for each answer and challenge any oversimplified explanations. Remind me that AO2 at the highest band descriptors requires critical evaluation of theories, not just description.*

**What this helps you practise:**

Understanding and critical evaluation of the major theoretical approaches to language and gender.

**How to use it well:**

Avoid presenting any single theory as the 'correct' one — examiners reward students who can discuss the evolution of thinking about language and gender and evaluate each approach critically.

**Prompt 13: Language and Power — Fairclough's Framework**

**Copy this prompt into your AI tool:**

*Ask me to explain Fairclough's approach to language and power, including the concepts of power in discourse (how powerful participants control interactions) and power behind discourse (how institutional and social structures shape what can be said and by whom). Then provide me with a short text from an institutional context — such as a courtroom exchange, a medical consultation, or a political interview — and ask me to analyse how*

*power is enacted through specific language features such as questioning strategies, interruptions, topic control, use of jargon, and modality. Wait for my answer and check for accurate application of Fairclough's framework.*

**What this helps you practise:**

Application of Fairclough's critical discourse analysis to institutional language data, analysing how power operates through language.

**How to use it well:**

Fairclough's distinction between power in discourse and power behind discourse is analytically powerful — practise applying both concepts to any text where power relations are relevant.

**Prompt 14: Language and Social Class**

**Copy this prompt into your AI tool:**

*Test me on theories of language and social class. Ask me to explain Bernstein's restricted and elaborated code theory, including what each code involves, the criticisms of the theory (particularly the accusation of linguistic deficit), and how it relates to educational achievement. Then ask me to discuss Labov's New York department store study and what it revealed about social stratification and linguistic variation. Finally, ask me to evaluate whether accent and dialect prejudice remains a significant social issue and how it connects to concepts of overt and covert prestige. Wait for each answer.*

**What this helps you practise:**

Understanding theories of language and social class, including critical evaluation of Bernstein, Labov, and concepts of linguistic prestige.

**How to use it well:**

Be prepared to discuss the politics of accent and dialect prejudice — this connects language study to real-world issues of inequality and identity.

**Prompt 15: Language and Identity –  
Constructing the Self**

**Copy this prompt into your AI tool:**

*Ask me to explain how language is used to construct and perform identity. I should discuss how individuals use language features — accent, dialect, register, slang, code-switching, style-shifting — to signal membership of social groups, to distance themselves from other groups, and to present different aspects of their identity in different contexts. Ask me to reference Le Page and Tabouret-Keller's concept of acts of identity and to explain how social media has created new spaces for identity construction. Present me with a short text or transcript and ask me to analyse how the speaker or writer constructs their identity through language.*

*Wait for each answer.*

**What this helps you practise:**

Understanding language as identity construction, including acts of identity theory and the role of social media in identity performance.

**How to use it well:**

The idea that we perform identity through language is central to contemporary sociolinguistics — prepare examples of how people shift their language in different contexts.

**Prompt 16: Occupational Language and Jargon**  
**Copy this prompt into your AI tool:**

*Provide me with a short text from a specialised professional context — such as a legal document, a medical report, a sports commentary, or a technology review. Ask me to analyse the occupational language features, including specialist lexis (jargon and technical terminology), syntactic patterns characteristic of the register, and how*

*these features serve purposes such as precision, efficiency, gatekeeping, and group identity. Then ask me to evaluate whether jargon is primarily functional or whether it serves to exclude non-specialists and reinforce professional power. Wait for my answer.*

**What this helps you practise:**

Analysis of occupational registers and evaluation of the functions and social effects of specialist language.

**How to use it well:**

Consider both the positive and negative functions of jargon — precision and efficiency are real benefits, but exclusion and power maintenance are real concerns.

**Prompt 17: Language and Ethnicity**

**Copy this prompt into your AI tool:**

*Test me on language and ethnicity. Ask me to explain how Multicultural London English (MLE) has developed, including its linguistic features (phonological, grammatical, and lexical) and the social factors driving its emergence. Then ask me to discuss how ethnic identity can be constructed, negotiated, and performed through language choices, including code-switching between languages or dialects. Ask me to evaluate the debate about whether features associated with particular ethnic groups should be described as varieties with their own systematic rules or as deviations from a standard. Wait for each answer and push for nuanced analysis.*

**What this helps you practise:**

Understanding language and ethnicity, including Multicultural London English, code-switching, and debates about linguistic description versus prescription.

**How to use it well:**

Approach this topic with sensitivity and linguistic rigour — the key principle is that all language varieties are linguistically systematic, even when they differ from the prestige standard.

**Prompt 18: Language and Age**

**Copy this prompt into your AI tool:**

*Ask me to discuss how language varies across age groups and how age-related language features relate to identity and social change. I should discuss: distinctive features of teenage language (slang, innovation, group identity markers), how adults' language may shift across their lifespan, features associated with older speakers' language, and the role of age-grading versus generational change in explaining age-related variation. Then ask me to evaluate whether differences between younger and older speakers' language represent genuine language change or simply age-grading that individuals grow out of. Wait for each answer.*

**What this helps you practise:**

Analysis of age-related language variation and the distinction between age-grading and generational language change.

**How to use it well:**

The distinction between age-grading and language change is analytically important — age-grading means individuals change their language as they age, while language change means each generation speaks differently from the last.

**Prompt 19: Language and Power in Political Discourse**

**Copy this prompt into your AI tool:**

*Test me on how digital communication has influenced language use and social interaction. Ask*

*me to discuss the following one at a time: the linguistic features of texting and instant messaging (abbreviation, initialisms, emoji, non-standard spelling), the discourse conventions of social media (hashtags, threads, at-mentions, character limits), how online interaction creates new forms of politeness and impoliteness, and David Crystal's arguments about the creative potential of digital language versus moral panic about declining standards. Present me with a short social media exchange and ask me to analyse it using appropriate linguistic frameworks. Wait for each answer. Push me to consider which assessment objectives this type of analysis addresses — particularly AO1 (framework application) and AO2 (analysis of effects).*

**What this helps you practise:**

Analysis of political discourse using linguistic frameworks, focusing on persuasion, power, and ideological positioning.

**How to use it well:**

Political language analysis is a common exam question type — practise moving beyond listing persuasive techniques to explaining how language constructs a particular version of reality.

**Prompt 20: Language and Technology — Digital Discourse**

**Copy this prompt into your AI tool:**

*Test me on how digital communication has influenced language use and social interaction. Ask me to discuss the following one at a time: the linguistic features of texting and instant messaging (abbreviation, initialisms, emoji, non-standard spelling), the discourse conventions of social media (hashtags, threads, at-mentions, character limits), how online interaction creates new forms of*

*politeness and impoliteness, and David Crystal's arguments about the creative potential of digital language versus moral panic about declining standards. Present me with a short social media exchange and ask me to analyse it using appropriate linguistic frameworks. Wait for each answer.*

**What this helps you practise:**

Analysis of digital discourse features and critical evaluation of debates about technology's impact on language.

**How to use it well:**

Avoid the trap of assuming digital language is 'degraded' — Crystal and others have shown that it is often creative, rule-governed, and contextually appropriate.

**Prompt 21: Applying Sociolinguistic Theory to Data**

**Copy this prompt into your AI tool:**

*Give me a short transcript or text extract that raises issues of gender, power, social class, or identity. Do not tell me which sociolinguistic issue to focus on. Ask me to identify the most relevant sociolinguistic themes in the data, select appropriate theoretical frameworks to apply, and write an analytical response that integrates close textual analysis with theoretical discussion. After I write my answer, assess whether I have: identified the key sociolinguistic issues, applied theory accurately and critically, supported my analysis with specific textual evidence, and avoided oversimplification or stereotype. Provide detailed feedback.*

**What this helps you practise:**

Independent identification and analysis of sociolinguistic themes in unfamiliar data using appropriate theoretical frameworks.

**How to use it well:**

This simulates the exam experience of encountering unfamiliar data — practise identifying which theories are most relevant rather than trying to apply every theory you know.

**Prompt 22: Critical Evaluation of Sociolinguistic Research**

**Copy this prompt into your AI tool:**

*Ask me to evaluate a specific piece of sociolinguistic research — such as Labov's Martha's Vineyard study, Trudgill's Norwich study, Cheshire's Reading study, or Holmes's research on compliments and gender. I should explain the methodology, the key findings, and the theoretical significance of the study. Then ask me to evaluate its limitations: sample size, generalisability, potential researcher bias, historical context, and whether subsequent research has challenged or supported the findings. Wait for each answer and push me to provide genuinely critical evaluation rather than just summarising.*

**What this helps you practise:**

Critical evaluation of sociolinguistic research methodologies, findings, and their theoretical implications.

**How to use it well:**

Knowing specific studies and being able to evaluate them critically is a hallmark of strong A-Level candidates — prepare two or three landmark studies in detail.

## Section 3

### Language Change – Historical and Contemporary

Language change is one of the most intellectually demanding and rewarding topics in A-Level English Language. It requires you to understand how English has evolved from Old English through Middle English and Early Modern English to the present day, recognising that change operates at every language level – phonology, morphology, lexis, semantics, grammar, and orthography. You need specific knowledge of the key periods, processes, and influences that have shaped the English language.

Contemporary language change is equally important. You should be able to discuss how globalisation, technology, migration, and social change continue to drive linguistic innovation, and engage with debates about whether change represents progress, decline, or simply natural evolution. You need to understand prescriptivist and descriptivist positions and be able to evaluate arguments about standardisation, language planning, and the role of authorities such as dictionary makers and style guides.

These prompts will test your knowledge of historical language change processes, challenge you to analyse texts from different historical periods, and push you to engage critically with contemporary debates about language change and standardisation. They will develop the historical and analytical depth that characterises the strongest A-Level responses.

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#### **Prompt 23: Key Periods in the History of English**

**Copy this prompt into your AI tool:**

*Test me on the key periods in the history of the English language. Ask me to explain the following one at a time: Old English (approximately 450-1100, Anglo-Saxon influence, inflectional grammar), Middle English (approximately 1100-1500, Norman French influence, loss of inflections), Early Modern English (approximately 1500-1700, the Great Vowel Shift, standardisation through printing), and Late Modern English (approximately 1700-present, industrialisation, globalisation, codification). For each period, I should describe the main characteristics, the key external influences, and the most significant changes. Wait for each answer and check for accuracy.*

**What this helps you practise:**

Chronological knowledge of the key periods in the development of English and the major influences on change at each stage.

**How to use it well:**

Create a timeline of key events and their linguistic consequences — the Norman Conquest, Caxton's printing press, Johnson's Dictionary, and the rise of the internet are all turning points worth knowing.

**Prompt 24: Lexical Change Processes**

**Copy this prompt into your AI tool:**

*Quiz me on the processes by which new words enter the English language. Ask me to explain and give examples of the following one at a time: borrowing (loanwords from other languages), coinage (neologism), compounding, blending, clipping, conversion (zero derivation), acronymy, back-formation, eponymy, and affixation (prefixes and suffixes). For each process, I should define it, give at least two examples, and explain the social or cultural circumstances that typically drive that type of word formation. Wait for each answer and check for*

*accurate definitions and well-chosen examples. Ask me which of these processes would be most valuable to identify when analysing a historical text in the exam, and how naming the specific process strengthens an AO2 response.*

**What this helps you practise:**

Comprehensive understanding of lexical change processes with accurate definitions and well-selected examples.

**How to use it well:**

When analysing historical texts, identifying specific word-formation processes demonstrates that you understand how the lexicon has evolved — not just that it has changed.

**Prompt 25: Semantic Change**

**Copy this prompt into your AI tool:**

*Test me on the types of semantic change. Ask me to define and give historical examples of the following one at a time: broadening (generalisation), narrowing (specialisation), amelioration (acquiring more positive connotations), pejoration (acquiring more negative connotations), weakening, metaphorical extension, and euphemism. For each type, I should explain the process, give a specific word that has undergone that change, and explain what the word originally meant versus what it means now. Wait for each answer and challenge any examples that are inaccurate.*

**What this helps you practise:**

Understanding types of semantic change with accurate historical examples demonstrating how word meanings shift over time.

**How to use it well:**

Examiners often test semantic change through data response questions — practise identifying which type

of change a given word has undergone and explaining the social factors that drove the shift.

**Prompt 26: Grammatical Change in English**

**Copy this prompt into your AI tool:**

*Ask me to explain the major grammatical changes that have occurred in the history of English. I should discuss the loss of inflectional endings (case, gender, and number marking), the development of a fixed word order (SVO), the rise of auxiliary verbs and the development of the progressive and perfect aspect systems, changes in pronoun usage (loss of thou/thee, development of singular they), and the standardisation of verb forms. Ask about each change one at a time and check that I can give examples from different historical periods. Wait for each answer.*

**What this helps you practise:**

Understanding the major grammatical changes in English from Old English to the present day with historical examples.

**How to use it well:**

Grammatical change is often harder to identify than lexical change — practise recognising archaic grammatical features in historical texts and explaining what has changed.

**Prompt 27: Analysing Historical Texts**

**Copy this prompt into your AI tool:**

*Present me with a short extract from a historical text (approximately 100-150 words) from the Early Modern English or Late Modern English period. Ask me to analyse the linguistic features that mark it as belonging to its historical period, working through the language levels systematically: orthography, lexis, semantics, grammar, and discourse. I should identify specific features, explain how they differ*

*from contemporary English, and explain what processes of change have occurred. Wait for my answer and then assess whether my analysis is systematic, accurate, and demonstrates understanding of the direction of change. Evaluate whether my response would meet the examiner's expectations for AO1 (systematic framework application) and AO3 (contextual understanding) at the top band.*

**What this helps you practise:**

Systematic linguistic analysis of historical texts identifying period-specific features across multiple language levels.

**How to use it well:**

Work through the language levels in order rather than making random observations — this ensures you cover all relevant features and demonstrates systematic analytical skill.

**Prompt 28: Standardisation and Codification**

**Copy this prompt into your AI tool:**

*Test me on the standardisation of English. Ask me to explain the key stages of standardisation: selection of a prestige variety, codification through grammars and dictionaries (Johnson's Dictionary 1755, Lowth's grammar 1762), elaboration of function (use in all domains), and acceptance by the community. Then ask me to discuss the role of the printing press, the education system, and prescriptive grammarians in promoting standardisation. Finally, ask me to evaluate whether standardisation has been beneficial or whether it has marginalised non-standard varieties and their speakers. Wait for each answer and push for critical evaluation.*

**What this helps you practise:**

Understanding the history of English standardisation

and critical evaluation of its linguistic and social consequences.

**How to use it well:**

The debate between prescriptivism and descriptivism is central to many exam questions — prepare strong arguments on both sides, supported by specific historical evidence.

**Prompt 29: The Prescriptivism vs Descriptivism Debate**

**Copy this prompt into your AI tool:**

*Ask me to explain the difference between prescriptivist and descriptivist approaches to language. I should define each position, give examples of prescriptivist rules (split infinitives, sentence-ending prepositions, double negatives) and explain their historical origins, and then explain the descriptivist argument that all varieties of language are rule-governed and that prescriptive rules often lack linguistic justification. Then present me with a specific example of a contested usage — such as 'literally' used as an intensifier or singular 'they' — and ask me to analyse the arguments from both perspectives. Wait for my answer.*

**What this helps you practise:**

Understanding and evaluating prescriptivist and descriptivist positions on language change and variation.

**How to use it well:**

Be able to present both sides fairly but also demonstrate that you understand the linguistic evidence — descriptivism has stronger empirical support, but prescriptivism reflects genuine social attitudes.

**Prompt 30: Contemporary Language Change**

**Copy this prompt into your AI tool:**

*Test me on contemporary processes of language change in English. Ask me to discuss the following one at a time: the influence of technology on language (new vocabulary, changing communication norms), the influence of globalisation (English as a lingua franca, borrowing from world languages), the influence of social media on language innovation and spread, the ongoing debate about political correctness and euphemism in language, and the development of new varieties of English worldwide. For each, I should give specific examples and evaluate whether the change represents enrichment, loss, or simply neutral evolution. Wait for each answer.*

**What this helps you practise:**

Understanding of contemporary language change processes and the ability to evaluate their significance with specific examples.

**How to use it well:**

Use current, specific examples of language change — examiners value students who demonstrate awareness of how English is changing right now, not just how it changed in the past.

**Prompt 31: World Englishes**

**Copy this prompt into your AI tool:**

*Ask me to explain the concept of World Englishes and Kachru's three circles model (Inner Circle, Outer Circle, Expanding Circle). I should describe the linguistic features that distinguish different varieties of English — such as Indian English, Nigerian English, Singaporean English, or Australian English — at the levels of phonology, lexis, and grammar. Then ask me to evaluate the debate about whether World Englishes should be recognised as legitimate varieties in their own right or whether they should conform to an inner-circle*

*standard. Wait for each answer and check for specific linguistic examples and balanced evaluation.*

**What this helps you practise:**

Understanding World Englishes, Kachru's model, and the debate about linguistic legitimacy and standardisation across varieties.

**How to use it well:**

The relationship between English and global identity is a rich exam topic — prepare examples of specific varieties and their distinctive features.

**Prompt 32: The Great Vowel Shift and Phonological Change**

**Copy this prompt into your AI tool:**

*Test me on phonological change in the history of English. Ask me to explain the Great Vowel Shift — when it occurred (approximately 1400-1700), what happened to long vowel sounds, and why it is significant for the relationship between spelling and pronunciation in Modern English. Then ask me to discuss other phonological changes such as the loss of initial /k/ and /g/ before /n/ (as in knight and gnaw), h-dropping, and contemporary phonological changes such as th-fronting and the spread of glottal stops. Wait for each answer and check for accurate phonological description.*

**What this helps you practise:**

Understanding the Great Vowel Shift and other historical and contemporary phonological changes in English.

**How to use it well:**

The Great Vowel Shift explains why English spelling seems so irregular — understanding this historical process demonstrates sophisticated knowledge of language change.

### **Prompt 33: Language Change — Data Response Practice**

#### **Copy this prompt into your AI tool:**

*Present me with two short texts on a similar topic but from different historical periods — for example, a seventeenth-century and a twenty-first-century text about travel, health, or education. Ask me to compare the two texts systematically, identifying and analysing the changes in orthography, lexis, semantics, grammar, and discourse between the two periods. After I write my comparative analysis, assess whether I have worked through the language levels systematically, identified specific features with accurate terminology, explained the direction and type of change, and connected the changes to relevant social and historical factors. Check whether my analysis meets the AO1 and AO3 requirements of the mark scheme. Provide detailed feedback.*

#### **What this helps you practise:**

Systematic comparative analysis of texts from different historical periods, identifying specific changes across all language levels.

#### **How to use it well:**

This mirrors the exam format closely — practise writing comparative analyses under timed conditions, working through the language levels in a consistent order.

## Section 4

### Language Acquisition – Child Language Development

Child language acquisition is a fascinating and deeply tested topic at A-Level. You need to understand how children develop language from birth through to the school years, covering phonological development, lexical development, grammatical development, pragmatic development, and the development of reading and writing. You must be able to identify the stages of acquisition, recognise characteristic features of child language, and critically evaluate the major theoretical explanations for how acquisition occurs.

The theoretical debate between nativist, behaviourist, cognitive, and interactionist explanations for language acquisition is central to this topic. You need to understand Chomsky's concept of Universal Grammar and the Language Acquisition Device, Skinner's behaviourist account based on reinforcement and imitation, Piaget's cognitive approach linking language to cognitive development, and Bruner's interactionist account emphasising the role of the Language Acquisition Support System and child-directed speech. Crucially, you must evaluate these theories rather than simply describing them.

These prompts will test your knowledge of acquisition stages and processes, challenge you to analyse authentic child language data, and push you to evaluate competing theoretical explanations critically. They will help you develop the detailed, evidence-based analysis that examiners reward.

**Prompt 34: Pre-Linguistic and Early Stages**  
**Copy this prompt into your AI tool:**

*Test me on the pre-linguistic and early stages of language acquisition. Ask me to describe and explain the following stages one at a time: vegetative sounds (0-4 months), cooing (4-7 months), babbling — both reduplicated and variegated (6-12 months), proto-words (around 12 months), and the holophrastic stage (12-18 months). For each stage, I should describe the typical vocalisations, explain what linguistic abilities they demonstrate, and discuss what they reveal about the child's developing phonological awareness. Wait for each answer and check for accuracy and appropriate terminology.*

**What this helps you practise:**

Detailed knowledge of pre-linguistic and early stages of phonological development with accurate terminology.

**How to use it well:**

Knowing the approximate ages and characteristics of each stage is essential — but also understand that these are broad averages, not rigid milestones.

**Prompt 35: Lexical Development — First Words and Beyond**

**Copy this prompt into your AI tool:**

*Ask me to explain the key features of early lexical development. I should discuss: the typical characteristics of first words (concrete nouns, familiar objects, simple phonological structures), Nelson's categorisation of first words, the vocabulary spurt (word explosion) at approximately 18 months, the role of overextension (including Rescorla's categorical, analogical, and predicate types) and underextension in early word use, and how children's semantic knowledge develops over time. Present me with examples of child utterances and ask me to identify any overextension or*

*underextension and explain the likely cognitive basis. Wait for each answer.*

**What this helps you practise:**

Understanding early lexical development, including Nelson's categories, vocabulary spurt, and overextension and underextension with examples.

**How to use it well:**

Be ready to analyse specific examples of child language data — the exam often presents utterances and asks you to identify features and explain what they reveal about the child's linguistic development.

**Prompt 36: Grammatical Development — Two-Word Stage to Complex Sentences**

**Copy this prompt into your AI tool:**

*Test me on the stages of grammatical development. Ask me to explain the following one at a time: the two-word stage (approximately 18-24 months, telegraphic speech, pivot and open word combinations), the telegraphic stage (approximately 24-36 months, function words omitted), and the post-telegraphic stage (from approximately 36 months, inflections added, function words acquired). I should discuss the order of acquisition of grammatical morphemes (based on Brown's research), the development of questions and negation, and the emergence of complex sentences with subordinate clauses. Present me with child utterances and ask me to identify the grammatical stage. Wait for each answer.*

**What this helps you practise:**

Detailed knowledge of grammatical development stages, Brown's morpheme acquisition order, and the ability to identify stages from child language data.

**How to use it well:**

Brown's research on the order of morpheme

acquisition is frequently examined — memorise the approximate order and be ready to apply it to data.

### **Prompt 37: Virtuous Errors and Overgeneralisation**

#### **Copy this prompt into your AI tool:**

*Ask me to explain the concept of virtuous errors (also called creative errors or overgeneralisations) in child language acquisition. I should define what virtuous errors are, explain why they are considered evidence for rule-learning rather than imitation (for example, a child saying 'goed' or 'mouses' is applying a grammatical rule they have never explicitly been taught), and discuss how they support nativist and cognitive theories of acquisition. Present me with specific examples of child utterances containing errors and ask me to identify the type of error and explain what rule the child is applying. Wait for each answer.*

#### **What this helps you practise:**

Understanding virtuous errors as evidence for rule-learning in language acquisition and identifying specific error types in child data.

#### **How to use it well:**

Virtuous errors are powerful evidence in the nature-nurture debate — they show that children are not simply imitating adult speech but actively constructing rules.

### **Prompt 38: Theories of Acquisition — Nativist vs Behaviourist**

#### **Copy this prompt into your AI tool:**

*Test me on the nativist and behaviourist theories of language acquisition. Ask me to explain Chomsky's nativist position first: the poverty of the stimulus argument, the concept of Universal Grammar, the Language Acquisition Device, and the evidence*

*supporting innate linguistic knowledge (such as the speed and uniformity of acquisition, virtuous errors, and critical period evidence). Then ask me to explain*

*Skinner's behaviourist account: the roles of imitation, reinforcement (positive and negative), and shaping. For each theory, I should evaluate its strengths and limitations. Wait for each answer and push for genuine critical evaluation. Remind me that in the exam, the highest band descriptors for AO2 require me to evaluate theories against evidence, not simply list their strengths and weaknesses.*

**What this helps you practise:**

Understanding and critical evaluation of nativist and behaviourist theories of language acquisition.

**How to use it well:**

Avoid simply listing strengths and weaknesses — explain why specific evidence supports or challenges each theory and reach your own supported conclusion about which has greater explanatory power.

**Prompt 39: Theories of Acquisition — Cognitive and Interactionist**

**Copy this prompt into your AI tool:**

*Ask me to explain Piaget's cognitive approach to language acquisition, including how language development is linked to cognitive development through stages (sensorimotor, pre-operational, concrete operational), the idea that language maps onto pre-existing cognitive structures, and the concept of object permanence as a prerequisite for reference. Then ask me to explain Bruner's interactionist approach: the role of the Language Acquisition Support System (LASS), scaffolding, joint attention, and the importance of child-directed speech (CDS). For each, I should evaluate strengths and limitations. Wait for each answer.*

**What this helps you practise:**

Understanding and critical evaluation of cognitive and interactionist theories of language acquisition.

**How to use it well:**

The interactionist approach is often seen as the most balanced theory — but make sure you can explain specifically how interaction supports acquisition rather than just asserting that it does.

**Prompt 40: Child-Directed Speech**

**Copy this prompt into your AI tool:**

*Test me on child-directed speech (CDS), also known as motherese or parentese. Ask me to describe the typical features of CDS at each language level: phonological (higher pitch, exaggerated intonation, slower pace), lexical (simpler vocabulary, diminutives, concrete nouns), grammatical (shorter utterances, more questions, more imperatives, expansions and recasts), and pragmatic (more repetition, more immediate context reference). Then ask me to evaluate whether CDS plays a necessary role in language acquisition or whether children would acquire language regardless — considering cross-cultural evidence and the contrasting views of nativists and interactionists. Wait for each answer.*

**What this helps you practise:**

Detailed knowledge of child-directed speech features and critical evaluation of its role in language acquisition.

**How to use it well:**

CDS data often appears in exam questions — practise identifying its features in transcripts and discussing their potential functions.

**Prompt 41: Pragmatic Development**

**Copy this prompt into your AI tool:**

*Ask me to explain how children develop pragmatic competence — the ability to use language appropriately in social contexts. I should discuss Halliday's functions of child language (instrumental, regulatory, interactional, personal, heuristic, imaginative, representational), the development of conversational skills (turn-taking, topic maintenance, repair), the acquisition of politeness conventions, the development of narrative skills, and the ability to adjust language to different audiences (audience design). Present me with a child language transcript and ask me to identify the pragmatic functions being demonstrated. Wait for each answer.*

**What this helps you practise:**

Understanding pragmatic development, Halliday's functions of language, and the ability to identify pragmatic competence in child language data.

**How to use it well:**

Halliday's seven functions are frequently examined — learn them thoroughly and practise identifying which function a child utterance serves.

**Prompt 42: Literacy Development — Reading and Writing**

**Copy this prompt into your AI tool:**

*Test me on how children develop reading and writing abilities. Ask me to explain the following one at a time: Chall's stages of reading development (from pre-reading to construction and reconstruction), the debate between phonics and whole-language approaches to teaching reading, the stages of writing development (from drawing and scribbling through invented spelling to conventional writing, using Barclay's or Kroll's stages), and the typical features of children's early writing (phonetic spelling, inconsistent letter formation, lack of punctuation, sentence boundary confusion). Present*

*me with examples of children's writing and ask me to identify the developmental stage and characteristic features. Wait for each answer.*

**What this helps you practise:**

Understanding the stages of reading and writing development and the ability to analyse children's written data.

**How to use it well:**

Children's writing samples are commonly used as exam data — practise identifying developmental features such as phonetic spelling, overgeneralisations of spelling rules, and emerging punctuation use.

**Prompt 43: Analysing Child Language Data**

**Copy this prompt into your AI tool:**

*Present me with a short transcript of a child interacting with a caregiver (approximately 150-200 words of dialogue). Ask me to analyse the child's language systematically, commenting on phonological development, lexical development, grammatical development, and pragmatic development, estimating the child's approximate age and stage, and identifying any features that support or challenge specific theories of acquisition. After I write my analysis, assess whether I have worked through the language levels systematically, used accurate terminology, made justified claims about the child's developmental stage, and connected my observations to relevant theory. Judge my response against the AO1 and AO2 criteria an examiner would apply to a data response question. Provide detailed feedback.*

**What this helps you practise:**

Systematic analysis of child language data across all language levels, connecting observations to developmental stages and theoretical frameworks.

**How to use it well:**

This mirrors the exam task directly — practise writing analytical responses to child language data under timed conditions until you can work through the language levels confidently and efficiently.

**Prompt 44: Critical Period Hypothesis and Case Studies**

**Copy this prompt into your AI tool:**

*Ask me to explain Lenneberg's Critical Period Hypothesis — the idea that there is a biologically determined window during which language acquisition must occur for it to proceed normally. I should discuss the evidence supporting the hypothesis: feral children (Genie, Victor of Aveyron), deaf children acquiring sign language at different ages, and second language acquisition evidence. Then ask me to evaluate the hypothesis critically: is the evidence conclusive? Are there ethical and methodological problems with the case study evidence? Does the hypothesis apply equally to first and second language acquisition? Wait for each answer and push for critical evaluation.*

**What this helps you practise:**

Understanding and critical evaluation of the Critical Period Hypothesis with reference to case study evidence.

**How to use it well:**

The case studies of Genie and others are powerful but ethically and methodologically complex — prepare to discuss the limitations of drawing conclusions from such evidence.

## Section 5

### Textual Analysis and Representation

Textual analysis is the core skill of A-Level English Language. Every exam paper requires you to analyse unfamiliar texts closely, systematically, and with precise use of linguistic terminology. You need to be able to identify and comment on features at all language levels — graphology, phonology, lexis, semantics, grammar, discourse, and pragmatics — and explain how these features work together to create meanings, construct representations, and position readers or listeners.

Representation is a key concept in textual analysis: the idea that texts do not simply reflect reality but actively construct versions of it through language choices. You need to analyse how texts represent people, places, events, and ideas, and how these representations are shaped by the text's context — who produced it, for whom, with what purpose, and within what ideological framework. Critical discourse analysis provides powerful tools for examining how representation relates to power and ideology.

These prompts will develop your ability to analyse texts systematically using linguistic frameworks, identify how language constructs representations, and write sustained analytical responses that integrate close textual analysis with broader contextual and theoretical understanding.

#### **Prompt 45: Systematic Language Framework Analysis**

**Copy this prompt into your AI tool:**

*Give me an unseen text of approximately 200 words — it can be from any genre (advertisement, news*

*article, speech, letter, blog post). Ask me to analyse the text systematically using the language levels framework: graphology (visual presentation), lexis and semantics (word choice and meaning), grammar (sentence types, clause structures, voice, tense), discourse (text structure, cohesion, narrative perspective), and pragmatics (implied meanings, audience assumptions). Wait for my answer and then assess whether I have covered all relevant levels, used accurate terminology, and explained how features create specific effects rather than simply identifying them. Assess my response as an examiner would for AO1 and AO2 — am I demonstrating systematic analysis with precise terminology, or am I feature-spotting without explaining effects?*

**What this helps you practise:**

Systematic application of the language levels framework to an unseen text with accurate terminology and effect analysis.

**How to use it well:**

Develop a consistent order for working through the language levels — this ensures you cover everything and prevents the scattergun approach that loses marks.

**Prompt 46: Representation of People**

**Copy this prompt into your AI tool:**

*Provide me with a text that constructs a specific representation of a person or group of people — such as a news article about teenagers, a charity appeal about people in poverty, or a profile of a celebrity. Ask me to analyse how the text represents the person or group through language choices: lexical choices (naming strategies, adjective choices, semantic fields), grammatical choices (agency, passivisation, nominalisation), use of quotation and*

*reported speech, and framing through context and juxtaposition. Wait for my answer and check that I discuss how rather than merely what is being represented.*

**What this helps you practise:**

Analysis of how language choices construct representations of people and groups in texts.

**How to use it well:**

Always ask 'whose perspective does this representation serve?' — representations are never neutral, and identifying the ideological positioning is what earns the highest marks.

**Prompt 47: Representation of Events**

**Copy this prompt into your AI tool:**

*Present me with two texts that report the same event differently — for example, two newspaper accounts of a protest, a crime, or a political event from publications with different political stances. Ask me to compare how the two texts represent the event, focusing on: lexical choices (how participants and actions are labelled), grammatical choices (active versus passive voice, which participant is placed in the subject position), what information is included and omitted, and how headlines and opening paragraphs frame the story. Wait for my answer and check for genuine comparison rather than separate analysis of each text.*

**What this helps you practise:**

Comparative analysis of how different texts construct different representations of the same event through language choices.

**How to use it well:**

This is a classic exam question type — practise comparing texts by dealing with one analytical point at a time across both texts rather than writing about each text separately.

## **Prompt 48: Narrative Voice and Positioning**

### **Copy this prompt into your AI tool:**

*Give me a short literary or non-fiction extract (approximately 200 words) with a distinctive narrative voice. Ask me to analyse how the narrative voice is constructed through: pronoun choice and point of view (first person, second person, third person omniscient or limited), tense choices, modality (certainty, possibility, obligation), lexical register, and how the reader is positioned in relation to the narrator and the events described. Wait for my answer and check that I explain how the narrative voice shapes the reader's experience and interpretation of the text.*

### **What this helps you practise:**

Analysis of how narrative voice is constructed through linguistic choices and how it positions the reader.

### **How to use it well:**

Narrative voice applies to non-fiction as well as fiction — every text has a 'voice', and analysing how it is constructed is always relevant.

## **Prompt 49: Analysing Persuasive Texts**

### **Copy this prompt into your AI tool:**

*Provide me with a persuasive text (approximately 200 words) — such as an editorial, an opinion piece, a charity appeal, or a campaign text. Ask me to analyse the persuasive strategies used, considering: lexical choices and semantic fields that create emotional response, grammatical features such as imperatives, modal verbs, and rhetorical questions, use of pronouns to create solidarity or opposition, sound patterning and rhetorical devices, discourse structure and how the argument builds, and the assumptions about audience values embedded in the*

*text. Wait for my answer and push me beyond feature-spotting to explaining how the features work together persuasively.*

**What this helps you practise:**

Analysis of persuasive strategies across multiple language levels, explaining how features work together to achieve a text's purpose.

**How to use it well:**

Avoid listing features in isolation — the strongest analyses explain how multiple features work together to create a cumulative persuasive effect.

**Prompt 50: Genre and Convention**

**Copy this prompt into your AI tool:**

*Present me with a text that conforms to clear genre conventions — such as a recipe, a horoscope, a terms and conditions document, or an estate agent listing. Ask me to identify the genre and analyse the linguistic conventions that characterise it: typical lexical choices, grammatical structures, discourse organisation, and graphological features. Then ask me to explain how the audience's genre expectations shape their interpretation of the text and what would happen if any of these conventions were violated. Wait for my answer and check for analytical depth.*

**What this helps you practise:**

Understanding genre conventions and analysing how generic expectations shape language choices and audience interpretation.

**How to use it well:**

Genre analysis is a useful analytical starting point for any text — identifying what genre conventions are being followed, adapted, or subverted helps you understand the text's purpose and effects.

**Prompt 51: Critical Discourse Analysis**

**Copy this prompt into your AI tool:**

*Give me a text that contains ideological content — such as a political speech, a news article about immigration, or a corporate mission statement. Ask me to apply a critical discourse analysis approach, examining how the text constructs a particular ideological position through: lexical choices that naturalise certain assumptions, grammatical choices that obscure or emphasise agency, the use of presupposition and implicature, and the way the text positions the reader to accept its version of reality.*

*Wait for my answer and check that I go beyond surface analysis to discuss how language serves ideological purposes. Push me to consider how this analysis would satisfy AO3 (contextual factors) as well as AO2 (analysis of methods).*

**What this helps you practise:**

Application of critical discourse analysis to identify how texts construct and naturalise ideological positions through language.

**How to use it well:**

CDA requires you to read against the grain — ask what the text takes for granted and whose interests its representation serves.

**Prompt 52: Analysing Humour and Irony**

**Copy this prompt into your AI tool:**

*Provide me with a text that uses humour, irony, or satire — such as a satirical article, a comedy script extract, or a humorous social media post. Ask me to analyse the linguistic mechanisms that create the humorous effect, considering: incongruity (violated expectations), wordplay and ambiguity, irony (the gap between what is said and what is meant), exaggeration and understatement, register mixing, and intertextual reference. Wait for my answer and check that I explain how specific language features*

*generate the humorous effect rather than simply describing the text as funny.*

**What this helps you practise:**

Analysis of the linguistic mechanisms of humour, irony, and satire in texts.

**How to use it well:**

Humour often relies on violating pragmatic or semantic expectations — understanding Grice's maxims helps you explain why specific instances of humour work.

**Prompt 53: Advertising Language**

**Copy this prompt into your AI tool:**

*Present me with a print or digital advertisement (described in sufficient detail for analysis). Ask me to analyse the advertising language at multiple levels: graphological choices (layout, font, colour, images), lexical choices (pre-modification, comparative and superlative forms, semantic fields), grammatical features (imperatives, minor sentences, sentence fragments, ellipsis), phonological features (alliteration, assonance, rhyme), and pragmatic features (presupposition, implied claims, audience assumptions). Wait for my answer and then assess whether I have explained how these features work together to position the consumer and promote the product.*

**What this helps you practise:**

Multi-level analysis of advertising language and how it positions consumers and constructs desire.

**How to use it well:**

Advertisements are data-rich texts — practise analysing real adverts across all language levels rather than just commenting on the obvious persuasive features.

**Prompt 54: Comparing Non-Literary Texts**

**Copy this prompt into your AI tool:**

*Give me two short non-fiction texts (each approximately 150 words) with contrasting purposes, audiences, or genres — for example, a formal report and an informal blog on the same topic, or a broadsheet and tabloid treatment of the same story. Ask me to compare the texts analytically, identifying how differences in context (purpose, audience, mode, genre) lead to specific differences in language choices across all levels. After I write my comparison, assess whether I have made genuine comparative points rather than describing each text separately, and whether I have linked language features to contextual factors. Provide detailed feedback.*

**What this helps you practise:**

Comparative analysis of non-literary texts, linking differences in language choices to differences in context.

**How to use it well:**

Comparative analysis requires discipline — deal with one point of comparison at a time across both texts rather than analysing them in separate blocks.

**Prompt 55: Data Response — Timed Analysis Practice**

**Copy this prompt into your AI tool:**

*Present me with an unseen text of approximately 200-250 words from any genre. Give me a focused analytical question — such as 'Analyse how the writer uses language to construct a particular representation of the subject' or 'Analyse how language creates a sense of authority in this text.' Tell me I have 30 minutes and should write a response of approximately 500-600 words. After I submit my answer, mark it against A-Level criteria: accuracy and range of linguistic terminology (AO1),*

*quality of analytical points and use of specific textual evidence (AO2), awareness of contextual factors (AO3), and overall coherence of the argument. Give me a band descriptor indication and detailed feedback on what I would need to do to move into the next band.*

**What this helps you practise:**

Writing a focused analytical response to unseen data under timed conditions with detailed feedback against A-Level criteria.

**How to use it well:**

Timed practice is essential — the exam requires you to analyse data quickly and write fluently. Simulate exam conditions as closely as possible.

## Section 6

### Language Diversity and Variation

Language diversity examines how English varies according to geography, social group, context, and individual identity. At A-Level, you need to understand that variation is not random but systematic, shaped by social and geographical factors that linguists have studied extensively. You must be able to analyse how accent, dialect, sociolect, and idiolect differ from Standard English and from each other, and to discuss these differences using accurate phonological, lexical, and grammatical terminology.

This topic also encompasses attitudes to language variation — why certain accents and dialects carry more prestige than others, how linguistic prejudice operates, and the social consequences of language variation for individuals and communities. You should be able to discuss concepts such as overt and covert prestige, accommodation theory, and the relationship between standard and non-standard varieties without implying that any variety is linguistically superior or inferior.

These prompts will test your knowledge of English language variation in its geographical, social, and contextual dimensions, challenge you to analyse authentic examples of non-standard language, and push you to engage with debates about standardisation, linguistic equality, and the social significance of language diversity.

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**Prompt 56: Accent and Dialect — Key Concepts**  
**Copy this prompt into your AI tool:**

*Test me on the key concepts of accent and dialect.  
Ask me to define and distinguish between accent*

*(phonological variation), dialect (lexical and grammatical variation), sociolect (variation linked to social class), and idiolect (individual variation). Then ask me to give specific examples of how a named regional dialect of English (such as Scots, Yorkshire, Cockney, or West Country) differs from Standard English at the levels of phonology, lexis, and grammar. Wait for each answer and check that I provide specific linguistic examples rather than vague generalisations. Push me to consider how demonstrating this level of specificity would satisfy AO1 at the highest band, where examiners expect precise and accurate terminology.*

**What this helps you practise:**

Understanding and distinguishing between accent, dialect, sociolect, and idiolect with specific linguistic examples.

**How to use it well:**

Prepare detailed knowledge of at least one regional dialect — knowing specific phonological, lexical, and grammatical features demonstrates the kind of precise knowledge examiners reward.

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**Prompt 57: Received Pronunciation and Standard English**

**Copy this prompt into your AI tool:**

*Ask me to explain what Received Pronunciation (RP) is and how it differs from Standard English (RP is an accent while Standard English is a dialect that can be spoken in any accent). I should discuss the historical development of RP as a prestige accent, its association with education and social class, the concept of overt prestige, and how the status of RP has changed over time. Then ask me to discuss whether Standard English is linguistically superior to non-standard varieties or whether its status is*

*entirely socially constructed. Wait for each answer and push for a linguistically informed response.*

**What this helps you practise:**

Understanding the distinction between RP and Standard English and critically evaluating the social construction of linguistic prestige.

**How to use it well:**

The key insight is that no variety is linguistically superior — prestige is socially, not linguistically, determined. Make sure you can explain this with evidence.

**Prompt 58: Accommodation Theory**

**Copy this prompt into your AI tool:**

*Test me on Giles's accommodation theory. Ask me to explain convergence (adjusting speech to become more similar to an interlocutor) and divergence (adjusting speech to become more different from an interlocutor), the motivations for each (social approval, identity assertion, distancing), and how accommodation relates to social identity theory. Then present me with a scenario — such as a job interview, a return to one's home region, or a meeting between people from different social backgrounds — and ask me to predict and explain what patterns of accommodation might occur. Wait for each answer.*

**What this helps you practise:**

Understanding Giles's accommodation theory and applying it to predict and explain linguistic behaviour in social contexts.

**How to use it well:**

Accommodation theory is a useful analytical tool for explaining why individuals vary their language in different contexts — apply it whenever you discuss style-shifting or code-switching.

## **Prompt 59: Regional Variation in British English**

### **Copy this prompt into your AI tool:**

*Quiz me on regional variation in British English. Present me with a list of features — such as specific vowel pronunciations, grammatical constructions like 'were' for 'was', or lexical items like 'mardy', 'bairn', or 'cob' — and ask me to identify which region each feature is associated with and what level of language (phonology, lexis, grammar) it represents. Then ask me to discuss whether regional dialects are declining due to dialect levelling and geographical mobility, or whether they are being maintained and even strengthened as markers of local identity. Wait for each answer.*

### **What this helps you practise:**

Knowledge of specific regional dialect features across language levels and understanding of dialect levelling and maintenance.

### **How to use it well:**

Build a knowledge base of specific regional features — examiners reward precise examples rather than vague claims about regional differences.

## **Prompt 60: Attitudes to Language Variation**

### **Copy this prompt into your AI tool:**

*Ask me to discuss social attitudes to language variation and their consequences. I should explain the concept of linguistic prejudice — the idea that judgements about language are often really judgements about social identity — and discuss the real-world consequences of accent and dialect prejudice in contexts such as employment, education, media representation, and the justice system. Then ask me to evaluate whether efforts to promote Standard English in schools are beneficial or harmful to speakers of non-standard varieties.*

*Wait for my answer and push for a nuanced position that considers multiple perspectives.*

**What this helps you practise:**

Understanding linguistic prejudice and its social consequences, and evaluating debates about Standard English in education.

**How to use it well:**

This topic connects sociolinguistic knowledge to real-world social issues — prepare to discuss specific examples of accent prejudice and its documented effects.

**Prompt 61: Code-Switching and Style-Shifting**

**Copy this prompt into your AI tool:**

*Test me on the concepts of code-switching and style-shifting. Ask me to define each term and explain the difference between them — code-switching involves alternating between two languages or distinct varieties, while style-shifting involves adjusting along a continuum within a single variety. I should discuss the social functions of code-switching (marking identity, establishing solidarity, excluding outsiders, signalling topic change) and give specific examples. Then ask me how code-switching relates to accommodation theory and why bilingual code-switching is a skilled linguistic practice rather than a sign of linguistic deficiency. Wait for each answer.*

**What this helps you practise:**

Understanding code-switching and style-shifting as skilled linguistic practices with social functions.

**How to use it well:**

Emphasise that code-switching is a sign of linguistic competence, not confusion — bilingual speakers who code-switch demonstrate mastery of two linguistic systems.

**Prompt 62: Language and Place**

**Copy this prompt into your AI tool:**

*Ask me to discuss how language variation relates to geographical place and regional identity. I should consider how dialects are shaped by settlement history, geographical barriers, and patterns of contact and isolation. Then ask me to discuss the concept of dialect levelling — the reduction of dialect differences as a result of geographical mobility, urbanisation, and media influence — and evaluate whether it represents a genuine threat to linguistic diversity. I should reference specific research such as Kerswill's work on dialect levelling and new dialect formation. Wait for each answer.*

**What this helps you practise:**

Understanding the relationship between geography, dialect formation, and dialect levelling with reference to specific research.

**How to use it well:**

Dialect levelling is a key contemporary process — understand the mechanisms driving it and be prepared to discuss whether new varieties (like MLE) emerge to replace old regional differences.

**Prompt 63: Language Variation — Data Analysis**

**Copy this prompt into your AI tool:**

*Present me with a short text or transcript (approximately 150 words) that contains non-standard language features — such as a regional dialect transcript, a text written in Scots, or a social media post using non-standard spelling and grammar. Ask me to analyse the non-standard features systematically, identifying and classifying them by language level (phonology, lexis, grammar), discussing their geographical or social significance, and evaluating how they relate to the speaker's or writer's identity and context. After I write my analysis, assess whether I have used accurate*

*terminology, avoided prescriptive judgements, and connected my analysis to relevant sociolinguistic concepts. Mark my response against AO1 and AO2 band descriptors and provide detailed feedback.*

**What this helps you practise:**

Systematic analysis of non-standard language data using descriptive linguistic frameworks and sociolinguistic concepts.

**How to use it well:**

Always approach non-standard language descriptively rather than prescriptively — describe what features are present and explain their social significance without suggesting they are 'wrong'.

**Prompt 64: English as a Global Language — Debates**

**Copy this prompt into your AI tool:**

*Ask me to discuss the arguments for and against English as a global language. I should consider the arguments in favour (international communication, economic opportunity, access to information) and the arguments against (linguistic imperialism, threat to minority languages, cultural homogenisation, perpetuating inequality). I should reference the work of Crystal (who argues English's global status is largely positive) and Phillipson (who argues it represents linguistic imperialism). Then ask me to evaluate whether the spread of English is an inevitable and largely beneficial process or whether it represents a form of cultural domination. Wait for my answer.*

**What this helps you practise:**

Understanding and evaluating the debate about English as a global language, including arguments about linguistic imperialism.

**How to use it well:**

This debate connects to globalisation, power, and

identity — present both sides with evidence and reach a nuanced conclusion that acknowledges complexity.

**Prompt 65: Linguistic Relativity and the Sapir-Whorf Hypothesis**

**Copy this prompt into your AI tool:**

*Test me on the Sapir-Whorf hypothesis and linguistic relativity. Ask me to explain the strong version (linguistic determinism — language determines thought) and the weak version (linguistic relativity — language influences thought) and evaluate the evidence for each. I should discuss examples such as colour terminology across languages, spatial reference systems, grammatical gender, and time concepts. Then ask me to evaluate the current status of the hypothesis in linguistics and whether it has any implications for the study of language diversity.*

*Wait for each answer and push for a balanced, evidence-based evaluation.*

**What this helps you practise:**

Understanding and evaluating the Sapir-Whorf hypothesis with reference to cross-linguistic evidence.

**How to use it well:**

The weak version of the hypothesis has significant empirical support — be prepared to discuss specific evidence while acknowledging the strong version has been largely rejected.

**Prompt 66: Language Variation and the Media**

**Copy this prompt into your AI tool:**

*Ask me to analyse how the media represents language variation. Present me with or describe a media text — such as a newspaper article criticising text-speak, a television programme mocking a regional accent, or a debate about slang in schools*

— *and ask me to analyse the attitudes to language variation embedded in the text. I should identify prescriptivist or descriptivist stances, evaluate whether the claims made are linguistically accurate, discuss how the media shapes public attitudes to language, and connect my analysis to relevant sociolinguistic theory. Wait for my answer and check that I apply linguistic knowledge to challenge unsupported claims about language.*

**What this helps you practise:**

Critical analysis of media representations of language variation and the role of media in shaping language attitudes.

**How to use it well:**

Media commentary on language is often prescriptivist and linguistically uninformed — practise identifying and challenging inaccurate claims using your sociolinguistic knowledge.

## Section 7

### Original Writing and Commentary

Original writing is a creative component of the A-Level that assesses your ability to write for specific purposes, audiences, and genres, demonstrating conscious control of language features. This is not just a creative exercise — it requires you to apply your linguistic knowledge practically, making deliberate language choices and then reflecting on those choices in a commentary that demonstrates your analytical understanding.

The commentary is as important as the writing itself. It requires you to explain and justify your language choices with reference to specific features — lexical choices, grammatical structures, discourse organisation, and stylistic effects — using the same analytical frameworks and terminology you apply in your textual analysis. A strong commentary demonstrates that your writing choices were deliberate and linguistically informed rather than intuitive.

These prompts will develop your ability to write in different genres and registers with conscious control, and to reflect on your own writing choices analytically. They will push you to think about language as a set of deliberate choices rather than something that happens unconsciously, building the metalinguistic awareness that is central to A-Level English Language.

#### **Prompt 67: Writing to Inform — Register Control**

**Copy this prompt into your AI tool:**

*Ask me to write a short informative text of approximately 200 words on a topic of my choice —*

*such as a guide, an explanation, or an article for a specific audience. After I write the text, quiz me on my language choices by asking me to explain: what register I chose and why, what specific lexical and grammatical features characterise my chosen register, how I structured the discourse for my target audience, and what graphological or formatting decisions I would make for the published text. Wait for my writing first, then ask questions one at a time. Check that my commentary demonstrates conscious control of register.*

**What this helps you practise:**

Writing informative prose with deliberate register control and analytical reflection on language choices.

**How to use it well:**

Write the piece first without overthinking, then use the commentary questions to identify what you did — this builds awareness of your own stylistic choices.

**Prompt 68: Writing to Persuade — Rhetorical Techniques**

**Copy this prompt into your AI tool:**

*Ask me to write a short persuasive text of approximately 200 words — such as a speech, an opinion piece, or a campaign text. After I write it, ask me to identify and explain the specific persuasive techniques I used at each language level: lexis (emotive language, semantic fields, connotation), grammar (imperatives, modal verbs, rhetorical questions, parallelism), discourse (argument structure, counterargument and rebuttal), and phonology (if relevant: alliteration, rhythm, tricolon). Check that I can name the techniques accurately and explain their intended effects on the target audience. Wait for my writing before asking commentary questions.*

**What this helps you practise:**

Writing persuasive prose with deliberate use of rhetorical techniques and analytical identification of specific features and their effects.

**How to use it well:**

The commentary is worth as much as the writing — spend equal time on each and ensure your commentary uses precise linguistic terminology.

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**Prompt 69: Narrative Writing — Voice and Perspective**

**Copy this prompt into your AI tool:**

*Ask me to write a short narrative piece of approximately 200 words with a distinctive narrative voice. I can choose any perspective and genre. After I write it, ask me to analyse my own narrative voice by explaining: the point of view I chose and why, how my lexical choices create the narrator's character, what tense I used and what effect it creates, how I structured the discourse to control pacing and tension, and how I used any literary or stylistic devices (such as imagery, symbolism, or sentence length variation). Wait for my writing first, then ask commentary questions one at a time.*

**What this helps you practise:**

Writing narrative prose with a distinctive voice and providing detailed analytical commentary on stylistic choices.

**How to use it well:**

Read widely and notice how professional writers create distinctive voices — then practise adapting your own writing to different voices and perspectives.

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**Prompt 70: Genre Transformation**

**Copy this prompt into your AI tool:**

*Present me with a short text in one genre (approximately 100 words) — such as a formal letter, a fairy tale, or a news report. Ask me to rewrite it in a completely different genre — such as transforming a news report into a dramatic monologue, or a fairy tale into a police report. After I write the transformation, ask me to explain systematically how the genre change affected my language choices at each level: lexis, grammar, discourse structure, and graphology. I should identify specific features I added or changed and explain why the new genre demanded them. Wait for each answer.*

**What this helps you practise:**

Genre transformation demonstrating understanding of how genre conventions shape language choices at every level.

**How to use it well:**

Genre transformation is a powerful way to demonstrate your understanding of genre conventions — the contrast between the original and transformed text highlights what makes each genre distinctive.

**Prompt 71: Writing for Different Audiences**

**Copy this prompt into your AI tool:**

*Ask me to write two versions of the same content (each approximately 100-150 words) for two different audiences — for example, explaining a concept to a child versus to a professional, or describing an event for a broadsheet versus a tabloid. After I write both versions, ask me to compare my own language choices systematically, explaining how the change in audience affected my lexis (complexity, formality, jargon), grammar (sentence length, complexity, voice), discourse (organisation, assumed knowledge), and graphology*

*(if relevant). Wait for my writing before asking commentary questions.*

**What this helps you practise:**

Adapting writing for different audiences and providing systematic comparative commentary on how audience shapes language choices.

**How to use it well:**

Audience adaptation is fundamental to all communication — the ability to explain how and why you adapt demonstrates the metalinguistic awareness examiners reward.

**Prompt 72: Crafting Openings and Closings**

**Copy this prompt into your AI tool:**

*Ask me to write three different openings (each approximately 50-80 words) for texts in three different genres — such as a crime novel, a travel article, and a formal complaint letter. Then ask me to write three different closings for the same genres. After I write them, quiz me on my choices: what conventions am I following or subverting? How do my openings create expectations and how do my closings resolve or disrupt them? What specific language features characterise effective openings and closings in each genre? Wait for my writing before asking commentary questions.*

**What this helps you practise:**

Writing effective openings and closings across genres and analysing the discourse conventions that shape them.

**How to use it well:**

Strong openings and closings disproportionately affect the quality of your writing — practise crafting them deliberately and being able to explain what makes them effective.

**Prompt 73: Pastiche and Style Imitation**

**Copy this prompt into your AI tool:**

*Name a well-known writing style or genre (such as Victorian gothic, tabloid journalism, or academic writing) and ask me to write a short pastiche of approximately 150 words in that style. After I write it, ask me to explain what specific features I imitated: lexical choices (archaic vocabulary, colloquialisms, jargon), grammatical structures (complex sentences, short sentences, passive voice), discourse features (paragraph structure, cohesive devices), and any other stylistic markers. Check that I can identify the features precisely rather than just saying 'it sounds like' the target style. Wait for my writing first.*

**What this helps you practise:**

Imitating specific writing styles through conscious selection of linguistic features and analytically identifying those features in commentary.

**How to use it well:**

Pastiche requires deep understanding of what makes a style distinctive — analysing the features you imitate develops both your creative and analytical skills simultaneously.

**Prompt 74: Commentary Writing — Full Practice**

**Copy this prompt into your AI tool:**

*Ask me to write a short original text of approximately 200 words in any genre I choose, followed by a commentary of approximately 300 words analysing my own language choices. My commentary should: state my purpose, audience, and genre, identify specific features at the levels of lexis, grammar, discourse, and graphology, explain the effects I intended to create with each feature, and discuss how my text conforms to or subverts genre conventions. After I write both, mark my*

*commentary against A-Level assessment objectives: AO1 (accurate terminology and textual references), AO2 (analysis of language choices and their effects), and the quality of metalinguistic awareness. Provide detailed feedback on what I would need to improve to reach the top band.*

**What this helps you practise:**

Producing original writing with a full analytical commentary demonstrating metalinguistic awareness and precise terminology.

**How to use it well:**

The commentary must demonstrate that your writing choices were deliberate — if you cannot explain why you made a particular choice, reconsider whether it was the right one.

**Prompt 75: Representing Speech in Writing**

**Copy this prompt into your AI tool:**

*Ask me to write a short piece (approximately 200 words) that incorporates dialogue or reported speech. After I write it, ask me to analyse my choices about speech representation: did I use direct speech, indirect speech, free indirect speech, or narrative report of speech? Why did I choose that mode of representation? How did I use speech to reveal character, advance the plot, or create effects such as immediacy or distance? What punctuation conventions did I follow? Check that I can define and distinguish between the different modes of speech representation. Wait for my writing first.*

**What this helps you practise:**

Understanding and using different modes of speech representation in creative writing with analytical awareness of their effects.

**How to use it well:**

Free indirect speech is a sophisticated technique that blurs the boundary between narrator and

character — practise using it and explaining its effects.

**Prompt 76: Writing and Ideology**

**Copy this prompt into your AI tool:**

*Ask me to write two short texts (each approximately 100-150 words) that represent the same event or issue from two different ideological perspectives — for example, a news story about a protest from a sympathetic and a hostile perspective, or a description of a development from an environmental and an economic perspective. After I write both, ask me to identify the specific language choices that construct each ideological position: lexical choices (labelling, connotation), grammatical choices (agency, passive voice, nominalisation), and what information I included or omitted in each version. Check that I can explain how language constructs ideology rather than simply reflecting it. Wait for my writing first.*

**What this helps you practise:**

Conscious construction of ideological positioning through language choices and analytical identification of how language shapes representation.

**How to use it well:**

This exercise directly links your creative writing skills to critical discourse analysis — understanding how to construct ideology in your own writing deepens your ability to identify it in others' texts.

**Prompt 77: Descriptive and Expository Writing**

**Copy this prompt into your AI tool:**

*Ask me to write a short descriptive or expository piece of approximately 200 words — such as a travel description, a character portrait, or an explanation of a process — for a specific audience and*

*publication context. After I write it, ask me to analyse my own use of the following features: sentence variety (simple, compound, complex, minor sentences), lexical choices (level of formality, connotation, specificity versus abstraction), use of figurative language (simile, metaphor, personification) and how it creates imagery, and paragraph structure and discourse cohesion. Check that I can identify my choices precisely and explain the effects they create for the reader. Wait for my writing first.*

**What this helps you practise:**

Writing descriptive or expository prose with conscious control of sentence variety, lexis, and figurative language, and analytical self-commentary.

**How to use it well:**

Vary your sentence structures deliberately — a mix of short, punchy sentences and longer, more complex ones creates rhythm and emphasis that stronger writers exploit.

## Section 8

### Language Investigation

The language investigation is a major component of A-Level English Language coursework or NEA, requiring you to conduct an independent piece of linguistic research. You need to formulate a research question, collect and analyse linguistic data using appropriate methods, apply relevant linguistic theories and frameworks, and present your findings in a coherent, well-structured investigation. This component tests your ability to think independently as a linguist and to apply the skills and knowledge you have developed throughout the course.

A successful investigation requires careful planning at every stage: choosing a manageable and genuinely linguistic topic, formulating a clear and focused research question, selecting appropriate data collection methods (corpus analysis, questionnaire, interview, textual analysis, recording and transcription), analysing the data systematically using linguistic frameworks, and presenting your findings clearly with appropriate use of data display and analytical commentary.

These prompts will guide you through the process of planning, conducting, and evaluating a language investigation. They will help you develop a focused research question, choose appropriate methodologies, apply analytical frameworks to your data, and reflect critically on your findings and methodology.

#### **Prompt 78: Choosing a Research Topic**

**Copy this prompt into your AI tool:**

*Ask me to propose a topic for my language investigation. Then evaluate it critically by asking: is*

*it genuinely linguistic (about language itself, not just using language as a tool to study something else)? Is it manageable within the word count and time constraints? Can I collect sufficient data? Is the topic specific enough to allow focused analysis but broad enough to sustain investigation? Does it relate to linguistic theory or frameworks I have studied? Suggest improvements to narrow or refocus my topic if needed. Wait for my answer before evaluating.*

**What this helps you practise:**

Selecting and refining a focused, genuinely linguistic research topic for the independent investigation.

**How to use it well:**

Your topic is the foundation of your investigation — choose something you are genuinely curious about, as your engagement will show in the quality of the work.

**Prompt 79: Formulating a Research Question and Hypothesis**

**Copy this prompt into your AI tool:**

*Ask me to formulate a specific research question and, if appropriate, a hypothesis for my language investigation. Then evaluate whether the question is: focused enough to answer within the constraints, phrased in linguistic terms, testable through data collection and analysis, and connected to relevant linguistic theory. If I have formed a hypothesis, check whether it makes a specific prediction that my data can confirm or disconfirm. Suggest how I might refine the question or hypothesis to make it sharper and more analytically productive. Wait for my answer before evaluating.*

**What this helps you practise:**

Formulating clear, focused, and analytically

productive research questions and hypotheses for linguistic investigation.

**How to use it well:**

A good research question should be specific enough that you know what data you need to collect to answer it — if your question is vague, your investigation will lack focus.

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**Prompt 80: Data Collection Methodology**

**Copy this prompt into your AI tool:**

*Ask me to describe the data collection method I plan to use for my investigation. Then critically evaluate it by asking: is this method appropriate for my research question? What are the advantages and limitations of this approach? How will I ensure the data is representative and sufficient? What ethical considerations apply (consent, anonymity, recording)? How will I control variables? What potential biases or problems might arise? For each issue, push me to explain how I would address it. Wait for my answer before each evaluation point.*

**What this helps you practise:**

Designing, justifying, and critically evaluating data collection methodologies for linguistic investigation.

**How to use it well:**

Methodology justification is a key component of the investigation mark scheme — you must be able to explain why your method is appropriate and acknowledge its limitations honestly.

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**Prompt 81: Applying Analytical Frameworks to Data**

**Copy this prompt into your AI tool:**

*Ask me to explain which analytical frameworks I will use to analyse my investigation data and why they are appropriate. I should identify specific language levels (phonology, lexis, semantics, grammar,*

*discourse, pragmatics) relevant to my research question, name any theoretical frameworks I will apply (such as Grice's maxims, Brown and Levinson's politeness theory, Fairclough's CDA, or conversation analysis), and explain how I will use these frameworks to structure my analysis. Then present me with a hypothetical data excerpt and ask me to demonstrate my analytical approach. Wait for each answer.*

**What this helps you practise:**

Selecting and applying appropriate analytical frameworks to investigation data with clear justification.

**How to use it well:**

Choose frameworks that genuinely illuminate your data rather than applying theory for its own sake — the best investigations use theory to explain what the data reveals.

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**Prompt 82: Data Presentation and Display**

**Copy this prompt into your AI tool:**

*Ask me how I plan to present and display my investigation data. I should discuss the use of tables, charts, transcription conventions, frequency counts, and any other visual or quantitative methods. For each presentation choice, ask me to justify why it is appropriate for my data type and what it helps to reveal. Then ask me to evaluate the limitations of my data display methods — what might they obscure or misrepresent? Push me to consider whether I need both quantitative and qualitative data presentation methods. Wait for each answer.*

**What this helps you practise:**

Selecting and justifying appropriate data presentation methods and evaluating their strengths and limitations.

### **How to use it well:**

Effective data presentation makes your analysis clearer and more convincing — practise using tables and charts to highlight the patterns you want to discuss.

### **Prompt 83: Writing the Analysis Section**

#### **Copy this prompt into your AI tool:**

*Ask me to write a sample analysis paragraph for my investigation — approximately 200 words analysing a specific feature or pattern in my data. After I write it, assess whether I have: presented the data clearly with specific examples or quotations, identified specific linguistic features using accurate terminology, explained what the features reveal in relation to my research question, connected my analysis to relevant linguistic theory, and avoided simply describing the data without analytical comment. Mark my paragraph against the AO1 and AO2 criteria that examiners apply to the investigation component. Provide detailed feedback on how I could improve the depth and quality of my analysis to reach the higher mark bands.*

#### **What this helps you practise:**

Writing analytically rigorous investigation paragraphs that integrate data, linguistic analysis, and theoretical discussion.

#### **How to use it well:**

Every analysis paragraph should follow the pattern: present data, identify features, analyse significance, connect to theory. Practise this structure until it is automatic.

### **Prompt 84: Evaluating Your Investigation**

#### **Copy this prompt into your AI tool:**

*Ask me to evaluate my investigation critically. I should discuss: the reliability and validity of my data*

*(would someone else get the same results using my method?), the representativeness of my sample, the limitations of my analytical frameworks, any findings that were unexpected or that contradicted my hypothesis, and what I would do differently if I repeated the investigation. Push me to be genuinely critical rather than superficially acknowledging limitations. Ask each point one at a time and challenge any evaluation that lacks depth or specificity. Wait for each answer.*

**What this helps you practise:**

Critical self-evaluation of investigation methodology, data quality, and analytical conclusions.

**How to use it well:**

Genuine evaluation is what separates the strongest investigations from the rest — be honest about your limitations and explain specifically how they might have affected your findings.

**Prompt 85: Connecting Findings to Wider Linguistic Debate**

**Copy this prompt into your AI tool:**

*Ask me to explain how my investigation findings connect to wider linguistic debates and theories. I should discuss: which existing research my findings support or challenge, how my results relate to the broader topics I have studied at A-Level (such as language change, variation, acquisition, or power), and what the implications of my findings might be if they were studied on a larger scale. Push me to move beyond simply reporting what I found to discussing what my findings mean in a broader linguistic context. Wait for my answer and check for genuine intellectual engagement.*

**What this helps you practise:**

Connecting investigation findings to wider linguistic

theory and debate, demonstrating intellectual engagement beyond the specific investigation.

**How to use it well:**

The ability to set your investigation in a wider linguistic context demonstrates the kind of intellectual maturity that earns the highest marks.

**Prompt 86: Investigation Structure and Coherence**

**Copy this prompt into your AI tool:**

*Ask me to outline the structure of my complete investigation, including: introduction (research question, aims, context), methodology (data collection, analytical approach, ethical considerations), analysis (systematic presentation and discussion of findings), conclusion (answering the research question, evaluating findings), and bibliography. For each section, ask me what I will include and check that the sections link together coherently — the methodology should be driven by the research question, the analysis should use the methods described, and the conclusion should answer the question posed in the introduction. Wait for each section before providing feedback.*

**What this helps you practise:**

Structuring a coherent, well-organised investigation with clear logical connections between sections.

**How to use it well:**

A well-structured investigation reads as a coherent argument, not a collection of separate sections — make sure each section flows logically into the next.

**Prompt 87: Using Corpus Data in Investigation**

**Copy this prompt into your AI tool:**

*Ask me to explain how corpus linguistics can be used in a language investigation. I should discuss: what a corpus is, the types of corpora available*

*(historical corpora such as EEBO and COHA, contemporary corpora such as the BNC and COCA, and specialised corpora), what kinds of analysis corpora enable (frequency counts, concordance lines, collocates, keyword analysis), and the advantages and limitations of corpus-based approaches compared to other data collection methods. Then ask me to suggest a research question that could be investigated using corpus data and to explain what specific corpus tools and techniques I would use. Wait for each answer.*

**What this helps you practise:**

Understanding corpus linguistics methodology and its application to language investigation research.

**How to use it well:**

Corpus tools can add quantitative rigour to your investigation — even a simple frequency analysis or collocation search can reveal patterns that close reading alone might miss.

**Prompt 88: Ethical Considerations in Language Research**

**Copy this prompt into your AI tool:**

*Test me on the ethical considerations involved in conducting a language investigation. Ask me to explain the following one at a time: informed consent (participants must know they are being studied and agree to it), anonymisation (protecting participants' identities), the observer's paradox (how being observed changes language behaviour, as described by Labov), the ethics of recording speech without knowledge, and the sensitive handling of data involving children, vulnerable groups, or private conversations. For each issue, I should explain why it matters and how I would address it in my own investigation. Wait for each answer.*

**What this helps you practise:**

Understanding and addressing ethical considerations in linguistic data collection and research.

**How to use it well:**

Ethical awareness is assessed in the investigation mark scheme — demonstrate that you understand the issues and have taken practical steps to address them.

## Section 9

### **Discourses, Directed Writing, and Exam Preparation**

This final section brings together the skills developed throughout the book and focuses on exam preparation strategies specific to A-Level English Language. Discourse-level analysis — understanding how whole texts are structured and how they function in their social contexts — is essential for the highest grades. You need to move beyond sentence-level analysis to discuss how texts create coherence, build arguments, position readers, and achieve their purposes through their overall organisation and structure.

Directed writing tasks — where you are given a specific purpose, audience, and genre and must produce a text that demonstrates your linguistic knowledge — appear on several exam boards and require the same conscious language control developed in your original writing practice. These tasks assess not just your ability to write effectively but your understanding of how purpose, audience, and context shape language choices.

These prompts will help you develop your discourse-level analytical skills, practise directed writing tasks, and prepare strategically for the exam through targeted revision, mock practice, and technique refinement. They are designed for intensive use in the final revision period to build confidence and fluency.

#### **Prompt 89: Discourse Structure Analysis**

##### **Copy this prompt into your AI tool:**

*Give me a text of approximately 250 words — such as a speech, an editorial, or a promotional text —*

*and ask me to analyse its discourse structure. I should identify how the text is organised (introduction, development, conclusion), how it builds its argument or narrative, how cohesive devices (connectives, reference chains, lexical repetition) create textual coherence, and how the structure serves the text's purpose. Wait for my answer and then assess whether I have discussed structure as a deliberate choice that creates effects, rather than simply describing what comes first, second, and third.*

**What this helps you practise:**

Analysis of discourse structure as a deliberate meaning-making strategy, not just sequential description.

**How to use it well:**

When analysing any text, start with the big picture — how is it structured and why? — before zooming in to sentence-level features.

**Prompt 90: Directed Writing — Adapting Style and Register**

**Copy this prompt into your AI tool:**

*Give me a directed writing task: specify a purpose (inform, persuade, instruct, entertain), an audience (children, specialists, the general public), and a genre (blog post, formal letter, leaflet, speech). Ask me to write approximately 200 words for this task. After I write it, quiz me on whether my register is appropriate: have I maintained a consistent formality level? Are my lexical choices appropriate for the audience? Is my discourse structure conventional for the genre? Are there any inconsistencies? Wait for my writing before asking commentary questions.*

**What this helps you practise:**

Producing directed writing with appropriate

register, audience awareness, and genre conventions.

**How to use it well:**

Consistency of register is crucial in directed writing — even one incongruous lexical choice can undermine the overall effect.

**Prompt 91: Intertextuality and Discourse**

**Copy this prompt into your AI tool:**

*Ask me to explain the concept of intertextuality — how texts reference, echo, or respond to other texts — and why it is significant for discourse analysis. I should give examples of intertextuality (quotation, allusion, parody, pastiche, genre mixing) and explain how recognising intertextual references enriches the reader's interpretation. Then present me with a text that contains intertextual references and ask me to identify and analyse them. Wait for my answer and check that I explain how intertextuality creates meaning rather than just identifying the references.*

**What this helps you practise:**

Understanding intertextuality as a discourse feature and analysing how intertextual references create meaning in texts.

**How to use it well:**

Intertextuality adds analytical depth to your responses — if you can identify how a text draws on or subverts other texts, it demonstrates sophisticated textual awareness.

**Prompt 92: Discourse and Power in Institutions**

**Copy this prompt into your AI tool:**

*Give me a text from an institutional context — such as a school report, a court summons, a medical leaflet, or a terms and conditions document. Ask me to analyse how the text uses discourse conventions to construct and maintain institutional authority. I*

*should discuss: how specialist lexis creates insider/outsider boundaries, how grammatical choices (passive voice, nominalisation, modality) obscure agency, how the text positions the reader as subject to the institution's authority, and how the discourse structure follows institutional conventions.*

*Wait for my answer and push me to connect my analysis to Fairclough's work on institutional discourse.*

**What this helps you practise:**

Analysis of how institutional discourse conventions construct and maintain authority and power relations.

**How to use it well:**

Institutional texts are rich sources for CDA — practise analysing how language choices that seem 'neutral' or 'official' actually serve specific interests.

**Prompt 93: Opinion Writing — Engaging with Debate**

**Copy this prompt into your AI tool:**

*Ask me to write a directed opinion piece of approximately 200 words on a language-related topic — such as whether text-speak is destroying English, whether grammar should be taught more rigorously in schools, or whether accent-based discrimination should be illegal. After I write it, assess whether I have: adopted a clear position, supported it with linguistic evidence and reasoning, acknowledged counterarguments, used appropriate persuasive and rhetorical techniques, and maintained an appropriate register for the publication context. Then ask me to identify three specific language features I used and explain their intended effects.*

**What this helps you practise:**

Writing opinion pieces on language topics using

linguistic evidence and persuasive techniques, with analytical self-reflection.

**How to use it well:**

Opinion writing about language demonstrates that you can apply your linguistic knowledge to real-world debates — this metalinguistic awareness is exactly what examiners value.

**Prompt 94: Exam Paper Navigation and Time Management**

**Copy this prompt into your AI tool:**

*Ask me to describe the structure of my A-Level English Language exam papers (whichever board I am studying). I should explain how many papers there are, how long each paper is, what types of questions appear on each paper, how marks are distributed, and how I plan to divide my time between questions. Then challenge me on my time management plan: am I allocating enough time to higher-mark questions? Am I leaving time to plan extended responses? Am I allowing for reading time? Wait for my answer and suggest improvements to my exam strategy.*

**What this helps you practise:**

Understanding exam paper structure and developing an effective time management strategy.

**How to use it well:**

Know your exam paper structure inside out before the exam — you should never waste time in the exam room working out what to do next.

**Prompt 95: Rapid Topic Sweep — All Topics**

**Copy this prompt into your AI tool:**

*Conduct a rapid-fire retrieval quiz covering the key concepts and terminology from across my A-Level English Language specification: language levels and frameworks, sociolinguistic theories, language*

*change processes and key periods, language acquisition stages and theories, textual analysis techniques, and language diversity concepts. Ask me 20 questions in quick succession — a mix of definitions, theory applications, and analytical questions. Give me a few seconds to answer each one, then tell me if I am correct and provide the correct answer. At the end, identify my weakest areas and suggest what I should prioritise in my remaining revision.*

**What this helps you practise:**

Rapid retrieval of key English Language knowledge across all topics to identify remaining gaps.

**How to use it well:**

Use this in the final days before the exam to identify which topics need urgent attention — focus your remaining time on your weakest areas.

**Prompt 96: Key Theorists Speed Test**

**Copy this prompt into your AI tool:**

*Give me a full mock data response exercise: present me with an unseen text of approximately 200-250 words and a focused analytical question. Tell me I have 45 minutes to read the text, plan, and write a response of approximately 600-800 words. After I submit my answer, mark it against A-Level band descriptors: accuracy and range of terminology (AO1), quality and depth of analytical points (AO2), systematic coverage of language levels, integration of context (AO3), and quality of written expression. Give me a specific band indication for each AO and detailed feedback on what I did well and what I need to improve to move into the next band up.*

**What this helps you practise:**

Rapid recall of key theorists, their contributions, and critical evaluations of their work.

### **How to use it well:**

Knowing key theorists and being able to reference them accurately in your answers demonstrates the kind of theoretical grounding that earns the highest marks.

### **Prompt 97: Mock Data Response — Full Practice**

#### **Copy this prompt into your AI tool:**

*Give me a full mock data response exercise: present me with an unseen text of approximately 200-250 words and a focused analytical question. Tell me I have 45 minutes to read the text, plan, and write a response of approximately 600-800 words. After I submit my answer, mark it against A-Level criteria: accuracy and range of terminology, quality and depth of analytical points, systematic coverage of language levels, integration of context, and quality of written expression. Give me a mark indication and detailed feedback on what I did well and what I need to improve.*

#### **What this helps you practise:**

Full mock data response under timed conditions with detailed feedback against A-Level marking criteria.

#### **How to use it well:**

Simulate exam conditions as closely as possible — time yourself, write without notes, and treat this as seriously as you would the real exam.

### **Prompt 98: Confidence Check — Final Preparation**

#### **Copy this prompt into your AI tool:**

*Ask me to be honest about which topics, skills, or question types I feel least confident about for my A-Level English Language exams. Once I tell you, ask me targeted questions on those specific areas to test whether my lack of confidence is justified or whether*

*I actually know more than I think. If I genuinely have gaps, give me a concise summary of the key points I need to remember and the most efficient way to fill the gap in the time remaining. If my knowledge is solid, tell me so and reassure me that I am better prepared than I feel.*

**What this helps you practise:**

Honest self-assessment of exam readiness and targeted gap-filling for final preparation.

**How to use it well:**

Use this prompt in the final days before the exam to turn anxiety into productive action — identifying exactly what you still need to do is far more useful than unfocused worry.

**Prompt 99: Linguistic Terminology — Rapid Recall**

**Copy this prompt into your AI tool:**

*Give me a rapid-fire test of 20 key linguistic terms drawn from across the A-Level English Language specification. Include terms from all areas: phonology (phoneme, allophone, elision, assimilation), lexis and semantics (collocation, connotation, semantic field, hyponymy), grammar (subordination, passive voice, modal auxiliary, noun phrase), discourse (anaphora, deixis, cohesion, adjacency pair), and sociolinguistics (idiolect, covert prestige, accommodation, code-switching). Ask me each one, wait for my answer, and immediately tell me if I am correct. At the end, list the terms I got wrong so I can revise them.*

**What this helps you practise:**

Rapid recall and precise definition of specialist linguistic terminology from across the specification.

**How to use it well:**

Accurate terminology is the foundation of every mark you earn in English Language — test yourself

on definitions regularly and build a comprehensive glossary.

**Prompt 100: Synoptic Connections Across Topics**

**Copy this prompt into your AI tool:**

*Give me a question that requires me to make connections across two or more areas of my English Language specification — for example, linking language change to language diversity, or connecting language acquisition theory to sociolinguistic concepts of identity construction. After I write my answer, assess whether I have made genuine analytical connections rather than writing about each topic separately, whether I have applied theoretical frameworks accurately, and whether I have supported my arguments with specific evidence or data. Provide detailed feedback on the quality of my synoptic thinking.*

**What this helps you practise:**

Making synoptic connections across different areas of the English Language specification in analytical writing.

**How to use it well:**

Synoptic thinking demonstrates that you see language study as an interconnected discipline rather than a collection of separate topics — practise making links whenever you revise.

## **Final Closing Note**

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE.

Remember: the goal was never to rely on AI for answers. The goal was to use it as a tool to test, challenge, and strengthen your own understanding.

The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each mistake you identified, each explanation you improved, and each gap you filled has strengthened your thinking.

As you continue your studies, aim to depend less on prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn marks.

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

## **Using AI Beyond This Book**

The prompts in this book are starting points, not final forms.

As you grow more confident, begin modifying them:

- Add constraints (for example, “limit to three key points”).
- Increase difficulty gradually.
- Ask the AI to challenge your reasoning.
- Request alternative explanations.
- Ask it to critique your thinking rather than provide answers.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking.

In the future, those who understand how to use tools intelligently will have an advantage. Treat AI as a tutor, not a shortcut. The skill of asking better questions will continue to matter long after your exams are over.

## **About the Author**

James R. Martin holds an MSci in Physics from the University of Bristol and a PGCE with a Physics focus from the University of Oxford. He has over a decade of experience teaching and tutoring students aged 11–18 across a range of subjects, including Physics, Biology, Chemistry, Mathematics, Economics, and Electronics.

He has worked with multiple syllabi, including GCSE, A-Level, KS3, and the International Baccalaureate Diploma Programme (IBDP), supporting students of varying abilities to develop clarity, confidence, and exam success.

His work focuses on effective revision strategies, independent thinking, and the responsible use of artificial intelligence as a tool to strengthen — not replace — understanding.

## **Other Titles in This Series**

The *100 AI Prompts for Smarter Revision* series supports students across GCSE, A-Level, and IB DP subjects.

### **GCSE**

- English Language
- English Literature
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Computer Science
- Economics
- Business Studies
- Religious Studies
- Psychology
- French
- Spanish
- German

### **A-Level**

- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
- Psychology
- Computer Science

- Politics
- Business

**IBDP**

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Physics
- Chemistry
- Biology
- Economics
- Geography
- History
- English A: Literature
- English A: Language & Literature
- Psychology
- Business Management
- Computer Science