**Year 9 Summer Work**

**The next two years will be the most important, so if you’d like to get ahead of the game in English then here are a couple of things you could do.**

1. **The first thing you will do is study, and then write a piece of controlled assessment on, Spoken Language (like the stuff you did this year on accent and Facebook etc). You will really need a transcript (writing down exactly what happens in a real conversation) so this would be a good thing to do. See below**
2. **Then after October, you will almost certainly be studying ‘Of Mice & Men’ by John Steinbeck. So, as there are some free versions online, you could read/listen to this.**
	1. [**http://www.shipk12.org/web/filemgmt\_data/files/Steinbeck\_-\_Of\_Mice\_and\_Men.pdf**](http://www.shipk12.org/web/filemgmt_data/files/Steinbeck_-_Of_Mice_and_Men.pdf) **(Read online)**
	2. [**http://www.dedicationtechnologies.com/oman/**](http://www.dedicationtechnologies.com/oman/) **(Listen online)**

**Guidelines on how to do a transcript**

Spoken language is much easier to deal with if it has been transcribed but this can be difficult and time-consuming, particularly if the recordings are poor quality. These guidelines will help you make good recordings and transcribe them effectively.

 **Recording equipment**

The recording equipment you use will depend on how many people you are recording and what you have available.

A **phone** is fine for one person. Be sure you can listen to the recordings easily; you need rewind and fast forward facilities, for example. If you can transfer your files to a computer you can use one of the numerous media players available.

If you are going to try to capture the speech of more than one person a phone will not produce very good results.

 **Computers:** Plug in a microphone, download recording software such as Audacity (it is free and very easy to use), and you can use any computer as a sound recorder. The major problem is that even laptops aren’t very portable so recording outside or away from a desk can be difficult. Also, the sound hardware in some computers is of poor quality so you don’t get brilliant recordings or playback.

**Digital still cameras:** Many modern digital cameras include good audio recorders. Check you have enough memory and charged batteries before you start. Do you have a card reader or other way to get the files onto a computer?

 **Transcribing speech**

You are going to need a typed version of your transcriptions so that you can print more than one copy: one to analyse and annotate before you do the task and one to take in with you. Although you can handwrite your transcription and then type it, you may find it easier to type it straight off, partly because that way you can correct it as you go.

**Important:** It is much, much easier to transcribe speech if you do it straight after it is recorded because you can remember who spoke and what they said – things that aren’t always clear from a recording. If you can’t do it straight away, do it that evening.

If possible, have two people working on each sample: one to operate the equipment and the other to type.

**Transcription conventions**

There are different ways to actually write down what you hear. Some of the differences occur because the transcription is being made for different purposes. For example, if I am interested in analysing accents I need to find a way to show different vowel sounds and so may use the phonemic alphabet rather than the standard alphabet. On the next page are guidelines that will serve you well for most tasks.

Set the text out as a script with names in the margin, etc.

* Where you can, include punctuation. For example, if you know someone has asked a question, place a question mark at the end. If one person is quoting someone else, place inverted commas around the quotation.
* Use full stops to indicate short pauses. For longer pauses use ‘…’. The length of very long pauses can be indicated in seconds, for example, ‘…3s…’.
* Use # to show someone is interrupted.
* If two people speak at the same time, write what they say on separate lines but place (at same time) at the beginning of each.
* Substitute random letters of people’s names.
* If you can’t make out what someone has said from a recording write [unclear]. If you have an idea what they said but aren’t sure, place the word/s in square brackets.
* Turn on the line numbering function of your word processor. It will make referring to different parts of the text much easier.

 FOR EXAMPLE

**J:** I think that football … seems to be very important for national pride. … Right. So footballers … whether they should get paid the, the amount they do, is a different matter, but … but, um, hum, footballers keep the country’s reputation going along with, with um, people who play rugby and cricket … So footballers should be fairly high, er, get fairly high pay, pay, because, because they’re important like that.