



Longley Park

SIXTH FORM

LONGLEY PARK SIXTH FORM TRANSITION PACK

ENGLISH LANGUAGE

Welcome to A-Level English Language at LPSF

We're looking forward to working with you and exploring the world of linguistics! In this pack you'll find some activities to help you get a flavour of the course while also beginning to build up some of the skills you will need.

The English Language course at LPSF is exciting and diverse. Amongst other areas, you will explore how English evolved and how children learn language; you will write your own original piece and investigate an area of language of your choice.

The activities we have chosen for you are all from **Leaping into Language: Moving from GCSE to A-level Language study**.

Have a go at the challenges we have chosen below, and then, if you'd like some more, you can find the whole pack here: <https://www.englishandmedia.co.uk/publications/> where you can download it for free.

In this pack:

1. Language Fingerprints - have a go at being a forensic linguist and solving a crime
2. Key Events in Language history - learn about the history of the English Language
3. Textercise - have a go at analysing a range of texts

Finally, when you have completed a challenge, send your response to the following email address:

YWragg@brigantiatrust.net

or

sschofield1@brigantiatrust.net

Challenge 1 from the EMC

Language Fingerprints

As you learn more about language use, you'll start to see that everybody has their own unique language style. Lots of things influence this – where we're from, how old we are, the type of work we do and our interests, our family backgrounds and our own individual personalities – but we all have what's called an **idiolect** (an individual language style). It's not quite the same as a fingerprint, but there are some similarities. And while detectives can use fingerprints to track down individuals, **forensic linguists** can also use this idea of individual language style to identify people, or aspects of a person's background.

This activity puts you in the role of a language detective trying to solve a crime. The police need your help to work out who might have sent an abusive social media message from an anonymous account to a local politician. They have three suspects in custody and your job is to offer a view on which one you think is most likely to have sent the message, based on possible language clues.

1. Read **Exhibit 1 (on the next page)**, the abusive message that the police are investigating. Is there anything that stands out in this message as being potentially interesting about how language is being used?
2. **Social media messages** about the same issue which were used to identify three suspects. Read through these in turn, again making a note of anything that strikes you as interesting about how language is being used.
3. Based on this small amount of data, have you got any suggestions about who might have sent the abusive message? Write a short police report explaining your thoughts. Try to pin your thinking down to specific bits of language evidence in the data.

This is a **very** simplified version of the kind of analysis forensic linguists sometimes do.

If you want to find out more about the real work forensic linguists do in solving crimes, have a look at the full 'Leaping into Language' pack on the EMC website. Here, you will find a link to the Tim Grant lecture on page 3 of the accompanying 'emagazine Resource Pack – Language'. You can see him discuss aspects of forensic linguistics here (<https://www.englishandmedia.co.uk/video-clips/clip-listing/leaping-into-language-emagcli ps>).

Data Sets

Exhibit 1: the abusive message

Hope your really proud of yourself for what you done but you gotta no that one day your gonna get payback!!! We have had enough of politicians like you not listening to us, you should of listened!!! Watch your back

Suspect 1's social media message

I don't like what's been happening in this area since the new housing development started. This used to be a nice place to live!!! I'm so disappointed in are local representatives for not sticking up for us!!!

Suspect 2's social media message

When are local councillors gonna realise that they should of been standing up for us and not for they're mates in the big building firms, these people are gonna make a fortune from this

Suspect 3's social media message

Your joking! Are they seriously going to build 200 new houses on the fields up by the hospital?! That is crazy. There's not enough facilities for the rest of us at the moment. Madness!!!

Challenge 2 from the EMC

Key Events in Language History

One of the most interesting parts of any A Level English Language course is exploring how the language we use today came to be. Even now, the language is changing all the time and is used by people in the UK (and beyond) in many varied ways. From its earliest origins in the 5th Century CE, English has gone through many changes and reached many historic milestones.

1. **This activity asks you to create a timeline of key events in the history of English.** You might not know some of the dates for these events – and that doesn't matter at this stage – but you will still be able to start sequencing some of the main developments in the language.
2. You can do this activity either by writing out the events in the order you think they happened or by printing the sheet and cutting out the tiles to place in a sequence.
3. If you're writing the dates, put them in a sequence on a sheet of paper, with the oldest ones on the left and the most recent on the right.
4. If you're printing and cutting them out, shuffle them around and try to place them in the order that you think they occurred, with the oldest events on the left and the most recent on the right. Add tiles to your timeline one by one, thinking about where to place each one, before settling on your final timeline.
5. Once you have decided on the order of events, do some research and see if you were right.
6. How accurate was your timeline? Do any of these dates surprise you?
7. Why do you think some of these dates are so significant to the history of the language? Choose three key events from the timeline and try to write a sentence or two about their significance.

If you want to find out more about some of the key events in the history of the English language, have a look at the link to the British Library timeline and the Open University History of English in 10 Minutes.

British Library

English Language and Literature Timeline

(<http://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html>)

Open University The History of English in 10 Minutes

(<https://www.youtube.com/watch?v=H3r9bOkYW9s>)

Events on the Language Timeline

First TV broadcast in the world	First spelling guide in UK
First printing press in the UK	First English settlement in America
First telephone call	First wood-cased pencil invented
First Bible translation in English	First newspaper printed in UK
First dictionary published in UK	Passing of Education Act that led to compulsory schooling up to age of 15
First BBC radio broadcast	Norman invasion of Britain
First Hollywood film studio built	First email sent
First SMS (text) message sent	Establishment of first university in the UK

Challenge 3 from the EMC

Textercise

One of the things you will quickly notice about the study of language at A Level is that you don't just look at serious, weighty books. You might have studied quite a lot of literary fiction on your English courses so far and even when it hasn't been literature, it has probably been what is broadly termed 'literary non-fiction'. On an A Level English Language course, you will analyse all sorts of language. This activity gives you a taste of that and asks you to think a bit more about the language around you all the time.

On the following pages you will find eight 'texts'. These might not be the kind of texts you've analysed before, but they are all worth analysing because they have been created to communicate in some way.

Have a quick look at each text and think about the following:

1. What they are about
2. What they might mean – the ideas, messages, opinions, personalities being expressed
3. How they use different methods of communication: design, colour, vocabulary choices, structure, style, interaction.

Choose three texts and use the questions below to make some quick notes about how they compare in their uses of language. Once you've done this, think about gathering your own set of texts from the world around you. Like these texts here, your texts could be written, spoken, online, serious, silly, informative, clever and/or important. Try to find at least five interesting texts and use the same questions to help you think about them.

Questions to ask about your choice of texts:

1. What is the language in each text designed to achieve? Do you notice any differences between the three you have chosen?
2. How have visual elements been used in the texts? Any differences?
3. If any of the three were originally spoken, do you notice anything distinctive about them?
4. How easy or difficult is it to analyse some of these texts? Does it feel like you can analyse them in the same way as a piece of literature, for example?

While analysing these types of text might be a new experience for you, the ways in which you explore and analyse them will build on things you've done before. Some of that will take you back to the work you might have done at Primary school with grammar (verbs,

nouns and phrases, for example) and some will build on the work you've just been doing for GCSE.

The Texts

<p>On tonight's show, we've got Fontaines DC live in the studio, old session tracks from The Chameleons, Ruthless Rap Assassins and Half Lazy plus all the usual mixture of weird, wonderful and just a bit wonky music from all around the world. Join me after nine tonight for the last of this week's Evening Shows.</p>	<p>A radio DJ presenting a trailer for a show.</p>
 <p>6. Serve</p> <p>Serve the spiced Moroccan soup in bowls with the remaining coriander sprinkled over. Dollop on some Greek yoghurt and finish with a sprinkling of dukkah. Add a sprinkle of the remaining chilli, if you want an extra kick.</p>	<p>Part of a recipe for a meal.</p>
<p>What refugees using our services say:</p> <p>“I want to say thank you and I really appreciate the effort you made towards making my life look beautiful, peaceful and secure.” – Resettled refugee</p> <p>“Refugee Action has been amazing with us. They helped us with everything – registering our children in schools, this was a priority for us.” – Dara</p> <p>“They help me a lot – Refugee Action is great. And I feel that they love me.” – Joseph</p> <p>“A lot of people in this country have helped me, including Refugee Action. Now I would like to change my career and help other people.” – Adu</p>	<p>A section of a charity leaflet from Refugee Action.</p>
<p>Play as a band of rebel cats trying to stop fascists from seizing control of the galaxy in this cooperative game!</p> <p>In the year three million, the animals of Earth's past inhabit the galaxy in advanced societies. Now, using fear and force, the regime known as the Rat Pack is sweeping into power across the planets. Together, a small group of cat rebels will try to stop these fascist forces from seizing power – while building a new galaxy where all species are free together.</p>	<p>A description of the boardgame, <i>Space Cats Fight Fascism</i> (TESA Collective games) on the back of the box.</p>

<p>From the first time he was stopped and searched as a child, to the day he realised his mum was white, to his first encounters with racist teachers; race and class have shaped Akala's life and outlook. In <i>Natives</i>, he takes his own experiences - with education, the police, identity and everything in between - and uses them to look at the social, historical and political factors that have left us where we are today.</p> <p>'Gripping . . . trenchant and highly persuasive'</p> <p>— METRO (BOOKS OF THE YEAR) —</p> <p>'One of the most thoughtful books of the past year'</p> <p>— EVENING STANDARD —</p> <p>'A potent combination of autobiography and political history'</p> <p>— INDEPENDENT —</p>	<p>The blurb from the back of a book (<i>Akala's Natives</i>, published by Two Roads).</p>
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 <p>EASY OPEN: FLIP, SQUEEZE, RIP AND TIP</p> <p><i>Grain-free, Natural, Complete, Delicious</i></p> <p>(GG) INGREDIENTS/COMPOSITION: FRESH TURKEY (45%), FRESH DUCK (20%), GREEN PEAS (3%), CARROTS (1%), SEAWEED EXTRACT, YUCCA EXTRACT, FRUCTOOLIGOSACCHARIDE PREBIOTICS (0.5G/KG).</p> <p>NUTRITIONAL ADDITIVES: VITAMINS: VITAMIN A: 2500 MG/KG; VITAMIN D3: 200 I.U./KG; VITAMIN E: 30 MG/KG. TRACE ELEMENTS: POTASSIUM IODIDE 0.8 MG/KG, COPPER SULPHATE PENTAHYDRATE 20 MG/KG, ZINC SULPHATE MONOHYDRATE 130 MG/KG, FERROUS CARBONATE 20 MG/KG.</p> <p>ANALYTICAL CONSTITUENTS: CRUDE PROTEIN 10.25%, CRUDE FAT 10%, CRUDE FIBRE 0.2%, INORGANIC MATTER 4%, MOISTURE 69%.</p> <p>BEST BEFORE/BATCH NUMBER: SEE BASE</p> <p>FRESH INGREDIENTS LOCALLY SOURCED FAMILY-FARMED TURKEY FAMILY-FARMED DUCK FRESH VEGETABLES SOURCE OF ANTIOXIDANTS</p>	<p>A dog food carton.</p>
<p>And it's controlled beautifully by Jack Harrison who beats his man and whips a ball across the face of goal. It's an inviting ball aaaaand it's Ben White who gets on the end of it to put it past the keeper's outstretched hand. First goal of the season for the central defender and what a great team goal that was.</p>	<p>Part of a radio commentary on a football match.</p>