



Longley Park

SIXTH FORM ACADEMY

Creating Excellence Together,
through a culture of care

*Get Ready
For...*



The A Level English Language Course

As a student of English Language, you will enrol on an exciting and challenging journey, analysing and writing in detail about the way that language works, and how we use it differently to achieve our purposes. Over the two year course you will analyse genuine texts from a variety of different sources via group work, independent research, practical investigations, essay writing and creative writing.

To begin with you will be introduced to the study of language, where you will learn how to analyse and categorise a wide range of texts according to linguistic frameworks. You will have the opportunity to develop and apply this knowledge as we focus on:

- **Language and the Individual** – you will analyse the difference between spoken, written and blended mode texts and investigate the representation of social groups, individuals, events and issues across a range of different types of texts
- **Language Varieties** – you will study and analyse how language varies according to region, social class, occupation and nationality.
- **Directed Writing** – you will learn how to write about the language issues in a variety of forms to communicate your ideas to a non-specialist audience.

What can I do next?

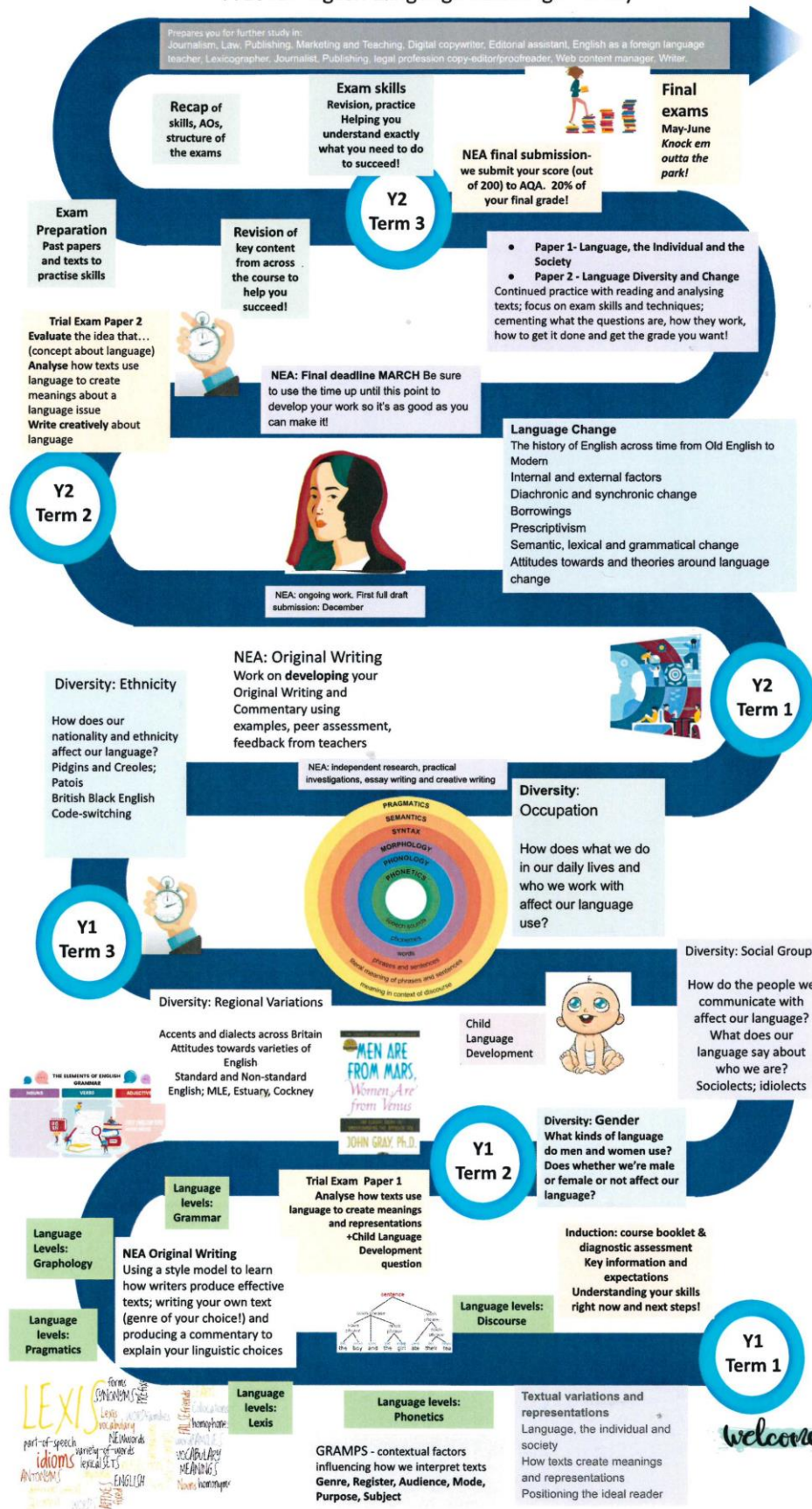
The study of English Language equips you for many different higher education courses. It is also a course which will develop important skills in whichever academic or vocational direction you take in the future. It is essential if you wish to study English Language or Linguistics at university and also complements most subjects with social sciences, such as psychology, sociology and law- related courses. Students who take English Language are very employable due to their analytical and communication skills and can find themselves in a broad range of professions including journalism, Law, Publishing, Marketing and Teaching, Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Journalist, Publishing, legal profession copy-editor/proofreader, Web content manager, Writer to list just a few...

What additional opportunities will I have on my course?

Students on A Level English Language have the opportunity to attend university study days at a range of institutions including Sheffield Hallam University, Huddersfield University and The University of Leeds.

Students also have the opportunity to take part in a range of enrichment activities, including:

- David Crystal lectures
- Creative writing competitions
- Visiting linguists and employers
- Journalism projects



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-emagclips>).

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

([The history of English \(combined\)](#))

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

How can I go the extra mile to prepare for my course?

Additional Reading/ Useful Websites:

People to follow on Twitter:

David Crystal; Daniel Clayton; Beth Kemp

Fantastic blogs for you to subscribe to:

<http://david-crystal.blogspot.co.uk/>

<http://englishlangsfx.blogspot.co.uk/>

<http://www.bethkemp.co.uk/blog/>

<http://alevellanguage.blogspot.co.uk/>

<https://aggslanguage.wordpress.com/>

Guides and interesting reads:

Aitcheson, Jean (2012) Language Change: Progress or Decay? Bragg, Melvin

(2004) The Adventure of English

Bryson, Bill (2009) Mother Tongue

Crystal, Ben (2015) You Say Potato

*Crystal, David (2003) The Cambridge Encyclopedia of the English Language

(In fact any textbook by Crystal would be useful – in particular ‘How Language Works’ and ‘A Little Book of Language’.)

Truss, Lynne (2003) Eat, Shoots and Leaves: The Zero Tolerance Guide to Punctuation

- **What else can I do to prepare for starting Sixth Form?**

What our students say:

“Get ready emotionally, it is different from school!”

“Be confident. Put yourself out of your comfort zone and meet new people; you will meet lots of new people when you get here”

"Start looking at Universities/ Careers now! It will give you a focus when you start at Sixth Form"

"You will need to be more independent and be able to manage your time differently to school. Start building those skills now!"



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Additional Opportunities

We offer a variety of different opportunities to enrich your time with us and support your next steps:

- ~A variety of Clubs and Societies through Project You
- ~Employer immersion visits & Trips to employers
- ~Work Experience & Placement
- ~Trips to Universities
- ~Guest Speakers
- ~Leadership through the Student Ambassador Programme
- ~ Independent Learning Centre with IT, books and journals, quiet and group study + Seminar Rooms
- ~Health and Fitness Activities in our onsite gym
- ~Duke of Edinburgh
- ~Career Ready internship Programme
- ~ Access to wellbeing, academic tutorial, and careers support