

Language Works

**A collection of resources for
exploring language**

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Introduction

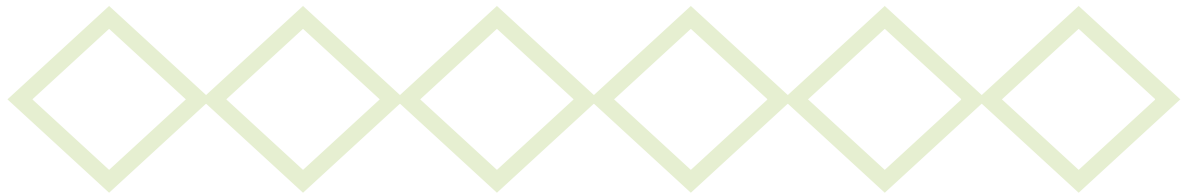
In the summer of 2004 we decided we wanted to publish a resource on language which, while covering Strategy Objectives, would do something rather different. We wanted to provide students with the bigger picture of language in use, to excite their interest and build on their expertise as creative users of language.

Since beginning *Language Works*, the National Curriculum Programmes of Study have been revised. We're delighted that the new National Curriculum 2008 recognises the importance of creativity, not only in the obvious places (poetry and story writing or improvisation, for example), but as a complement to analytical work. The new Programmes of Study advocate 'inventive approaches', 'risk-taking' and experimentation as key ways not only of capturing students' interest but of developing confident, knowledgeable, sophisticated users of language in a range of contexts and for a variety of purposes.

Language Works includes 10 units of work to fulfil these ambitions, providing opportunities for students at Key Stages 3 and 4 – and beyond – to play and experiment with language; to find out about the way we learn to communicate and enjoy using language; to explore how our language contributes to our identities as individuals and members of groups and communities; to investigate language change and the way this connects to our changing society; to analyse and put into practice the way in language can help – or hamper – what we do in the workplace; to use practical real-life texts as the focus for more detailed language study on the differences between spoken and written texts, and to explore the language of 21st-century texts such as texts, emails and blogs.

Central to *Language Works* is the DVD including an eclectic collection of clips from 'vox pop' clips on accent, dialect, RP and Standard English and to cookery programmes through time (Fanny Craddock to Jamie and Nigella). Extracts from *The Apprentice* are analysed using language frameworks to reveal the way groups use language to get things done, while a Catherine Tate Show sketch highlights the role language plays in creating a sense of belonging. 'Mathilda Talking' traces the language acquisition of one baby over an 18 month period, while 'Texts for Tots' reveals the strategies beginning readers use when creating meaning from written languages and images.

The 'Language Works' animation on the DVD home page shows the constructive, productive and quirky nature of the way language works and our use of it. We hope that the classroom materials capture some of that spirit too.



My Language

Influences and Attitudes



Notes

DVD Menu



The following activities have a DVD element signalled with this icon:

Selectable section	Onscreen title	See page
Voicing your opinion		13
Teenagers talking	Family	15
	Making Judgements	
	Adapting your speech	
What is accent/dialect?	An expert view	16
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Talking posh	An expert view	17
	Channel 4 News	
	ITV News	
Translating the news		18
Language and belonging	Tony Blair	21
	Shifting your language	
	Getting it wrong – <i>The Catherine Tate Show</i>	

Additional resources

Worksheets, colour images, further resources in PDF format included on the DVD are signalled with this icon:



My Language

In this unit you will:

- explore the way you use language
- learn about the difference between accent and dialect
- find out about Standard English and Received Pronunciation
- consider attitudes towards the way people speak

Starting to Think About Language – Voicing Your Opinion

People often feel very strongly about the way they speak and use language. Language has a close connection to the way we see ourselves. It is also one of the things that helps us feel like we belong to, or fit in with our family, friendship groups and the place we live or were born.

- Read through the comments, opinions and views on the way people speak and use language on page 8. Choose two that you feel strongly about.
- In pairs, talk about your chosen statements. Make a note of the key points to share in class discussion.
- Take it in turns to read out your statements and your reasons for choosing them.
- You are now going to listen to four adults and two teenagers talking about the way they speak. The first time you listen, focus on *the way* they speak, rather than what they say. Make a note of your response in the table below.
- Watch the clip again, this time listening to *what* each person says about the way they speak.
- Share your responses in class discussion then, on your own, write two or three sentences summing up your own thoughts about the way people speak and use language..



	How the Person Speaks	What the Person Says
Brian Sewell, art critic		
Jacob Rees Mogg, politician		
Roger McGough, poet		
John Cooper Clark, poet		
Corey, Liverpool student		
Stephen, Liverpool student		

I speak a different language at home.

Girls talk differently from boys.

I think it is important to speak properly but you can do that with whatever accent you have.

The most important thing about the way you speak is that people can understand you.

At home I'm always getting my speech corrected.

There are some accents that I just can't stand.

People who speak with a posh accent get better jobs and earn more money.

I never feel awkward about the way I talk.

When I talk in class I feel I am being judged for the way I speak.

Things would be a lot simpler if everyone spoke with the same accent.

I don't think people should judge you by the way you speak.

I'm proud of the way I speak and I would not change it for anyone.

I change the way I talk according to the different friends I'm with.

I am embarrassed by the way I speak.



Teenagers Talking – Views and Attitudes

You are going to watch groups of students talking about the way they and other people speak.

- After watching each section note down one or two points that particularly strike you, including any thoughts about your own language use.

1. Family

I was interested in

.....

Thoughts about *my* language use:

.....

2. Making judgements

I was interested in

.....

Thoughts about *my* language use:

.....

3. Adapting your speech

I was interested in

.....

Thoughts about *my* language use:

.....

- Share your responses in class discussion.

Over to you – a mini-presentation

What are your views about the way you speak and use language? Are you proud or embarrassed when other people draw attention to the way you speak? Do you have strong feelings about your accent? Do you think the way someone speaks reflects the sort of person they are?

- Prepare a 2-minute mini-presentations on your views.
- Take it in turns to record your mini-presentations on video to create a class montage of opinions.