

Research
Based
Curricula



Sociolinguistics: The Study of Language in Society

Key Stage 4

English Language

2019



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For Pupils Welcome



To get into the best universities, you must demonstrate that you are intellectually curious, and will make the most of the wonderful academic opportunities available to you.

One of the best ways of demonstrating this, is by going above and beyond what is taught in school and studying something that is not on the curriculum.

This resource will give you exactly such an opportunity. You will have something interesting to write about in your application to university, something interesting to talk about in a university interview, and open whole new areas of study you might be interested in!

You will develop valuable academic skills as you go, that we have marked out with gold badges (see the next page on university skills). As you work through the resource you can look out for these badges so that you can explain which skills you have developed and what you did to demonstrate them. Developing these skills will help you get university ready!

If you have any questions while you are using the resources in this pack, you can contact your teacher or email us directly at schools@access-ed.ngo.

Good luck with your journey to higher education!



For Pupils University Skills



To complete this resource, you will have to demonstrate impressive academic skills. When universities are looking for new students, they will want young people who can study independently and go above and beyond the curriculum. All of these skills that you will see here will demonstrate your abilities as a university student – while you're still at school!

Every time you have to look something up, or write up a reference you are showing that you can work independently. Every time that you complete a challenging problem or write an answer to a difficult question, you might demonstrate your ability to think logically or build an argument. Every time that you evaluate the sources or data that you are presented with, you are showing that you can “dive deep” into an unfamiliar topic and learn from it.



Here are the skills that you will develop in this course:

independent research	your ability to work on your own and find answers online or in other books
creativity	your ability to create something original and express your ideas
problem solving	your ability to apply what you know to new problems
building an argument	your ability to logically express yourself
providing evidence	your ability to refer to sources that back up your opinions/ ideas
academic referencing	your ability to refer to what others have said in your answer, and credit them for their ideas
deep dive	your ability to go above and beyond the school curriculum to new areas of knowledge
source analysis	your ability to evaluate sources (e.g. for bias, origin, purpose)
data interpretation	your ability to discuss the implications of what the numbers show
active reading	your ability to engage with what you are reading by highlighting and annotating

For Teachers RBC Guide



Programme Aims

The Research-Based Curriculum aims to support student attainment and university progression by providing classroom resources about cutting-edge research at local universities. The resources are designed to:

- ✓ promote intellectual curiosity through exposure to academic research
- ✓ stretch and challenge students to think deeply about content that may be beyond the confines of the curriculum
- ✓ develop core academic skills, including critical thinking, metacognition, and written and verbal communication
- ✓ inform students about how subjects are studied at university, and provide information, advice and guidance on pursuing subjects at undergraduate level

Content

The programme represents a unique collaboration between universities and schools. Trained by AccessEd, PhD Researchers use their subject expertise to create rich resources that help bring new discoveries and debates to students.

The Research-Based Curriculum offers ten modules suitable for either KS4 or KS5 study. The modules span a range of disciplines, including EBacc and A-level subjects, as well as degree subjects like biochemistry. Each module includes six hours of teaching content, supported by student packs, teacher notes and slides. All modules are available online and free of charge for teachers at select schools.

Delivery

Resources are designed to be used flexibly by teachers. The resources can be completed by students individually or in groups, in or out of the classroom.

For Teachers

RBC Guide



Here are five examples of delivery options:

Extra-Curricular Subject Enrichment Clubs

The resources can be completed in small groups (4–8 pupils) across a series of weekly lunch clubs or after-school clubs. Groups can reflect on their learning by presenting a talk or poster on the subject matter at the end of the course.

University Access Workshops

The resources can be used by students to explore subjects that they are interested in studying at university. This can inform their decision making with regards to university degree courses, and allow students to write more effective personal statements by including reflections on the Research-Based Curriculum.

Research Challenge

The resources can be used to ignite curiosity in new topics and encourage independent research. Schools could hold a research challenge across a class or year group to submit a piece of work based on the resources. Pupils could submit individually or in small groups, with a final celebration event.

Summer Project

Resource packs can function as 'transition' projects over the summer, serving as an introduction to the next level of study between KS3 and KS4, or KS4 and KS5. Students could present their reflections on the experience in a journal.

Evidence

The Research-Based Curricula programme builds on the University Learning in Schools programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015. The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter of which is the sister organisation of AccessEd. ULiS resulted in the design and dissemination of 15 schemes of work based on PhD research for teachers and pupils at Key Stage 3. The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: [ULiS Evaluation](#).

Questions?

For more information contact hello@access-ed.ngo

Introduction to Topic

The Study of Language in Society



Since time immemorial, language has been central to the human experience. Indeed, the book of Genesis in the Bible tells the story of a time when humans spoke one single language, and how this empowered them to build a tower that would reach the skies. It was only when God confused their languages so they couldn't understand each other anymore that their project came to an abrupt end. This story illustrates the power of language simply and in a brilliant way. The subject of language has fascinated numerous scholars who have approached it from various angles.

In this pack we will be approaching this topic using the lens of sociolinguistics, the study of language in society. We will be looking at varieties of language, its relationship with culture and identity, its power, and ways in which language can be and is used to instruct, to include, but also to exclude, to manipulate, to deceive. This topic is particularly relevant to all because we all use language, so you can draw from your experience to reflect on aspects of language you may not yet have thought about.

Generally speaking, people tend to consider language as a tool, almost like an item one can get out of a box, use as needed, and place back into the box once one is done. However, there is nothing neutral about language because it is always context-bound. This means that what is said or written is always linked to the situation in which it was produced, and what precedes and/or follows it, and must only be analysed with that context in mind.

The texts and materials that are used will open your mind to ways of thinking that may be different from yours, or may even stretch you, and this will help you find new ways of seeing the world, and give you an enhanced understanding of ways in which language is used in various contexts. Use the activities in the workbook to help you, and do not hesitate to do some additional research and ask questions.

Have fun!

The topics within this pack will include:

Variety of Language

Language and Identity

Power and Persuasion

Language Inequality

Code-switching

Discourse Analysis

Introduction to Subject English Language at University



Let us take a closer look at some ways in which the study of language can be approached, and outline a few key ideas.

Firstly, we can approach the study of language from the viewpoint of language varieties, identifying different ways of using language depending on the speakers and the context, and the way these different varieties are perceived. Concepts such as slang, accents, dialects and more will fall in this category, and these concepts have close ties to questions of identity and culture. This approach also links with the idea that language reflects preexisting powers and brings them into the communication context. These powers exist at a micro level and at a macro level.

Keeping this principle in mind, we realise that ways in which language is interpreted depend on the person speaking, the language variety used and who they are speaking to. At a micro level, if the speaker is wealthy, has a high social status, or attractive personal qualities, what they say might automatically seem more convincing.

Some studies also focus on language use in public spheres, such as politicians' discourses, the language of advertising or expert language. Professional language users, such as politicians or spoken word artists, will use their skills to promote their ideas, gain popularity and more.

Similarly, at a macro level, some communities might be perceived as more prestigious than others so their language and/or their accent may be considered more valuable. The more prestigious groups will tend to be the dominant ones. Factors such as age, gender, ethnic background come into play and some language users may be favoured over others in relation to these factors.

Equally important is the idea that language is a social practice and that as such, it is always used in the context of a social event. Every time language is used, it can bring

Introduction to Subject English Language at University



about change, and it is influenced by power relationships and ideologies. Using this lens, one can look for example at ways in which language empowers some people, or ways in which not knowing language well enough can be detrimental to others.

These are only a few ways of approaching the study of language and they highlight the importance of studying language critically, i.e. without taking anything for granted. Studying language with this in mind implies going beyond the obvious, the purely structural aspects for example (e.g. grammar or syntax) and keeping in mind relations of power, dominance and inequality and how these are reflected in language use, or on the ways in which people use language to reproduce or resist these inequalities.

One might also aim to unveil hidden aspects of language use such as strategies of manipulation and others ways in which language is used to influence the minds and thus the actions of people.

Finally, language, culture and identity are closely interlinked and this is one of the main aspects of my PhD research project.

At KS4 level, the study of language in society falls under the English Language curriculum. Beyond the study of the structure and organisation of the English Language course, students start looking in greater depth at devices used to produce a certain effects on readers, focusing not only on what is written or said, but on the way language is used. Secondary school students will often reflect on one or two types of materials and a limited number of extracts, and finding evidence of their conclusions in those extracts.

Introduction to Subject English Language at University



At university level, the content is analysed in greater depth and students are expected to carry out comparative analysis, come up with new interpretations, and support their arguments using a wide range of (other) academic sources and references such as books and articles from reputable scholarly journals. Language is studied in relation to other key concepts such as culture, political discourse, the hierarchy of languages and many more. It is not looked at in isolation, but rather in relation to the ways in which societies operate.

Meet the PhD Researcher Constance Mbassi Mang



My name is Constance Mbassi Mang and I am a PhD student at Lancaster University. My research project focuses on ways that the use of language shapes people's perceptions of their identity and who they are.

I am studying a relatively small community of people who live outside their country of origin and who communicate with people from the same country, using a mixed urban language form that some might classify as 'slang'. I am looking at what these people say about themselves and how this language helps them 'recreate a home away from home'.

So, similarly to the examples provided in the introduction, my research examines what is hidden behind language use. However, this resource is aimed at Key Stage 4 English students so it uses various materials to consolidate skills students have already started acquiring, by inviting them to look more critically at language.

A-Level Subjects	French, English, German, Science
Undergraduate	Translation and Interpreting
Postgraduate	Language, Discourse and Identity (Masters degree)

Glossary



Term	Definition
Code-switching	Alternating between two or more languages or varieties of language in conversation
Consumerist	Preoccupied with the acquisition of consumer goods.
Critical reflection	A reasoning process that enables you to make meaning of an experience or a text.
Discourse	A coherent and continuous stretch of language longer than a sentence, such as a joke or a story for example.
Infer	Deduce or conclude something from evidence and reasoning rather than from explicit statements.
Nebula	Cloud of gas and dust in outer space.
Official language	A language that has a special legal status in a country, and that is used within government (e.g., courts, administration etc.
Peddler	American spelling of 'pedlar', a person who travels from place to place selling small items.
Proficiency	Degree of skill or expertise.
Pundit	Expert in particular subjects, often invited to give their opinion in public.
Rhetoric	Effective or persuasive speaking or writing.
Sociolinguistics	The study of language in society; sociolinguistics aims to study the effects of language use within and on societies, and the effects of social organisation and contexts on language use.
Spawn	Synonym of offspring.
Varieties of language	Different forms of the same language, distinguished by accents, certain words, spellings and their status in the countries where they are spoken and written.
Voice	The author's style, the quality that makes their writing unique, and conveys their attitude, personality, and character.

Resource One Overview



Topic	Introduction to Variety of Language
GCSE Modules	Critical Reading, Comprehension
Objectives	<p>By the end of this resource you will have:</p> <ul style="list-style-type: none">✓ Reflected on your own perceptions of different varieties of language✓ Commented on varieties that are appropriate in various settings.
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>The data source in this resource is an article written in 2012 by Michael Holden about the idea of Cockney slang – that's a form of slang that originated in the East End of London in the 1800s- and whether it is dying out, and what type of slang is now replacing it.</p>



Resource One

Data Source



LONDON (Reuters)

Would you Adam and
Eve it? Cockney rhyming
slang is brown bread.

According to a survey, the famous lingo which developed in the working class east end of London in the 19th century is on its way out and now leaves even those brought up in the British capital scratching their "loaf of bread" (head).

From the likes of "apples and pears" (stairs) to "trouble and strife" (wife) and "bacon and eggs" (legs), the slang language is being replaced by a new youth version linked to mobile phone and internet text speak.

The Museum of London quizzed 2,000 Britons, including half from the capital itself, and found many did not understand phrases such as donkey's ears (years) or deep fat friar (liar) while even fewer used them. "Porky pies" (lies) was the most commonly used expression but only 13 percent said they had uttered it recently.

"Portrayals of Cockney Londoners from (Charles) Dickens's novels to (TV soap) 'East Enders' characters have popularized the London Cockney," said Alex Werner, Head of History Collections at the museum.

"However this research suggests that the Cockney dialect itself may not be enjoying the same level of popularity.

"The survey found that "awesome" was the top of the modern slang phrases, with the top 10 also featuring "oh em jee" (OMG), "epic fail" and "innit".

Despite the findings, language experts said reports of the slang's demise might be a bit premature and new rhyming phrases were still being invented by users, including "Simon Cowell" (towel) and "Catherine Zeta Jones" (moans).

"In my files I've seen in the last two or three years slang such as 'he was wearing his Barack Obamas', meaning pyjamas," David Crystal, honorary professor of linguistics at Bangor University, told the Daily Telegraph newspaper.

"So while it might be true that Cockney slang may be dying out it's worth pointing out that whatever started our impulse to rhyme words is still with us today."

For anyone baffled, this story's introduction translates as "Would you believe it? Cockney rhyming slang is dead".

Resource One Activities



Activities



1. List all of the different types of slang are mentioned in the data source? can you identify in the article?
2. Look at your list from Q1 and write a short description of each type of slang mentioned and the context(s) in which you think they can be used.
3. What perception of the different varieties of language does the article convey?
4. What categories of people does the writer associate with the different varieties, and what does this suggest about these people?
5. What assumptions are made about the following varieties of language and the people who use them:
 - a) Standard English
 - b) Cockney slang
 - c) Other forms of slang
6. The article refers to a survey, a quiz, research, and quotes a professor in linguistics.
 - a) Why do you think the writer mentions those elements?
 - b) Is anything lacking in the way the article mentions these references?
7. How does this article affect your perception of the different varieties of language? Consider the following in your answer:
 - Your experience of using the different varieties of language
 - Your experience of others who use the different varieties of language
 - How hearing people use different varieties of language effects your thoughts or feelings about a person

Resource One

Further Reading



Explore



Further reading:

<https://www.standard.co.uk/lifestyle/london-life/how-much-does-your-accent-actually-affect-your-career-path-a3371361.html>Extension Work

Resource Two

Overview



Topic	About Language and Identity
GCSE Modules	Critical reading. Writing for impact.
Objectives	<p>By the end of this resource you will have:</p> <ul style="list-style-type: none">✓ A clearer understanding of an influential 20th century piece of postcolonial African literature✓ Considered the history and a critical reflection on the impact of colonisation on language, culture and people.✓ An enhanced awareness and knowledge of techniques of writing for impact
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>Decolonizing the Mind - about the author:</p> <p>Born in 1938, Ngũgĩ wa Thiong'o is an award-winning, world-renowned Kenyan writer and academic who writes primarily in Gĩkũyũ, one of the 2 official languages of the country. His work includes novels, plays, short stories and essays, ranging from literary and social criticism to children's literature. He is known for his work on the impact of colonisation on the languages and cultures of African nations. He is the founder and editor of the Gĩkũyũ-language journal Mũtĩĩri. He studied at Leeds University and wrote his first texts in English. He was initially called James Ngugi then he changed his name in 1967 and started writing in Gĩkũyũ.</p>



Resource Two

Data Source



Decolonizing the Mind

Extract



I was born into a large peasant family: father, four wives and about twenty-eight children. I also belonged, as we all did in those days, to a wider extended family and to the community as a whole. We spoke Gikũyu as we worked in the fields. We spoke Gikũyu in and outside the home. I can vividly recall those evenings of storytelling around the fireside. It was mostly the grown-ups telling the children but everybody was interested and involved. We children would re-tell the stories the following day to other children who worked in the fields picking the pyrethrum flowers, tea-leaves or coffee beans of our European and African landlords.

The stories, with mostly animals as the main characters, were all told in Gikũyu. Hare, being small, weak but full of innovative wit and cunning, was our hero. We identified with him as he struggled against the brutes of preylike lion, leopard, hyena. His victories were our victories and we learnt that the apparently weak can outwit the strong. We followed the animals in their struggle against hostile nature— drought, rain, sun, wind— a confrontation often forcing them to search for forms of co-operation. But we were also interested in their struggles amongst themselves, and particularly between the beasts and the victims of prey. These twin struggles, against nature and other animals, reflected real-life struggles in the human world.

Not that we neglected stories with human beings as the main characters. There were two types of characters in such human-centred narratives: the species of truly human beings with qualities of courage, kindness, mercy, hatred of evil, concern for others; and a man-eat-man two-mouthed species with qualities of greed, selfishness, individualism and hatred of what was good for the larger co-operative community. Co-operation as the ultimate good in a community was a constant theme. It could unite human

Resource Two

Data Source



beings with animals against ogres and beasts of prey, as in the story of how dove, after being fed with castor-oil seeds, was sent to fetch a smith working far away from home and whose pregnant wife was being threatened by these man-eating two-mouthed ogres.

There were good and bad story-tellers. A good one could tell the same story over and over again, and it would always be fresh to us, the listeners. He or she could tell a story told by someone else and make it more alive and dramatic. The differences really were in the use of words and images and the inflexion of voices to effect different tones. We therefore learnt to value words for their meaning and nuances.

Language was not a mere string of words. It had a suggestive power well beyond the immediate and lexical meaning. Our appreciation of the suggestive magical power of language was reinforced by the games we played with words through riddles, proverbs, transpositions of syllables, or through nonsensical but musically arranged words.

So we learnt the music of our language on top of the content. The language, through images and symbols, gave us a view of the world, but it had a beauty of its own. The home and the field were then our pre-primary school but what is important, for this discussion, is that the language of our evening teach-ins, and the language of our immediate and wider community, and the language of our work in the fields were one.

And then I went to school, a colonial school, and this harmony was broken. The language of my education was no longer the language of my culture. I first went to Kamaandura, missionary run, and then to another called Maanguuu run by nationalists grouped around the Gikūyu Independent and Karinga Schools Association. Our language of education was

Resource Two

Data Source



still Gĩkũyu. The very first time I was ever given an ovation for my writing was over a composition in Gĩkũyu. So for my first four years there was still harmony between the language of my formal education and that of the Limuru peasant community.

It was after the declaration of a state of emergency over Kenya in 1952 that all the schools run by patriotic nationalists were taken over by the colonial regime and were placed under District Education Boards chaired by Englishmen. English became the language of my formal education. In Kenya, English became more than a language: it was the language, and all the others had to bow before it in deference.

Thus one of the most humiliating experiences was to be caught speaking Gĩkũyu in the vicinity of the school. The culprit was given corporal punishment – three to five strokes of the cane on bare buttocks – or was made to carry a metal plate around the neck with inscriptions such as I AM STUPID or I AM A DONKEY. Sometimes the culprits were fined money they could hardly afford. And how did the teachers catch the culprits? A button was initially given to one pupil who was supposed to hand it over to whoever was caught speaking his mother tongue. Whoever had the button at the end of the day would sing who had given it to him and the ensuing process would bring out all the culprits of the day. Thus children were turned into witch-hunters and in the process were being taught the lucrative value of being a traitor to one's immediate community.

The attitude to English was the exact opposite: any achievement in spoken or written English was highly rewarded; prizes, prestige, applause; the ticket to higher realms. English became the measure of intelligence and ability in the arts, the sciences and all the other branches of learning. English became the main determinant of a child's progress up the ladder of formal education.

Resource Two

Activities



Activities

1. Re-read the extract. Highlight the following:
 - Interesting words or vocabulary you don't recognise
 - The following literary devices: rhyme, repetition, alliteration, lists
 - Short sentences.
2. Look at what you have highlighted and annotate with thoughts about the following questions:
 - Why do you think the author choose to use these words?
 - The effect of these language devices on the reader
 - The effect of the sentence length on the pace and rhythm of the text
3. Can you identify any other literary devices used in the extract? Name at least 3.
4. What do you think the characters feel in the extract? Why do you think this?
5. What other senses come into play?
6. What pictures come into the reader's head and why?
7. Reflecting on the author's style, his choice of vocabulary and language devices, and the rhythm and pace of the story, what do you think the author wanted to communicate to the reader? Was he is successful in doing so?
8. Write a mini essay answering the following question:
How does this extract affect your ideas about English being the official language of so many countries around the world?
Consider this: based on the extract and on your own experience, how do you think this affected the first generations who had to study in English?

Resource Two

Further Reading



Explore



1. Further reading:
<https://www.theguardian.com/education/2002/mar/22/tefl>
2. Extension Work: Read the article and reflect on the issues raised in the article about the importance of Creole/Patois. Would you agree with the article? Discuss this with your classmates.

Resource Three Overview



Topic	Comparative Reading: Language, Power and Persuasion
GCSE Modules	Evaluation of speakers' styles and comparing texts.
Objectives	<p>By the end of this resource you will:</p> <ul style="list-style-type: none">✓ Have a raised awareness of political devices and rhetoric, and of ways in which they use these strategies to sway the public opinion and get people to vote for them, with the broader aim of reinforcing the idea of the power of language.
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>Extract 1: "Following the attack on Pearl Harbour, Hitler declared war on America, engaging the Third Reich in battle with both post-war superpowers and making victory all but impossible."</p> <p>Extract 2: This is an extract of Barack Obama's address at the Democratic National Convention in support of Senator John Kerry, the party's presidential nominee against George W. Bush. Obama was an obscure state senator running for the US Senate. His soaring speech made the case for putting aside partisan differences and bringing Americans together; it also introduced him to the country and meant that he was instantly tipped to become a future president.</p>

Resource Three

Data Source



Extract One

<https://www.jewishvirtuallibrary.org/hitler-s-speech-declaring-war-against-the-united-states>



Deputies, Members of the German Reichstag:

Ever since my last peace proposal of July 1940 was rejected, we have realized that this struggle has to be fought out to its last implications. That the Anglo-Saxon-Jewish-Capitalist World finds itself now in one and the same Front with Bolshevism does not surprise us National Socialists: we have always found them in company. We have concluded the struggle successfully inside Germany and have destroyed our adversaries after 16 years struggle for power. When, 23 years ago, I decided to enter political life and to lift this nation out of its decline, I was a nameless, unknown soldier. Many among you know how difficult were the first few years of this struggle. From the time when the Movement I consisted of seven men, until we took over power in January 1933, the path was so miraculous that only Providence itself with its blessing could have made this possible. Today I am at the head of the strongest Army in the world, the most gigantic Air Force and of a proud Navy. Behind and around me stands the Party with which I became great and which has become great through me. The enemies I see before me are the same enemies as 20 years ago, but the path along which I look forward cannot be compared with that on which I look back. The German people recognize the decisive hour of its existence and millions of soldiers do their duty, millions of German peasants and workers, women and girls, produce bread for the home country and arms for the Front. We are allied with strong peoples, who in the same need are faced with the same enemies. The American President and his Plutocratic clique have mocked us as the Have-nots—that is true, but the Have-nots will see to it that they are not robbed of the little they have. You, my fellow party members, know my unalterable determination to carry a fight once begun to its successful conclusion. You know my determination in such a struggle to be deterred by nothing, to break every resistance which must

Resource Three

Data Source



be broken. In September 1939 I assured you that neither force nor arms nor time would overcome Germany. I will assure my enemies that neither force of arms nor time nor any internal doubts, can make us waver in the performance of our duty. When we think of the sacrifices of our soldiers, any sacrifice made by the Home Front is completely unimportant. When we think of those who in past centuries have fallen for the Reich, then we realize the greatness of our duty. But anybody who tries to evade this duty has no claim to be regarded in our midst as a fellow German. Just as we were unmercifully hard in our struggle for power we shall be unmercifully hard in the struggle to maintain our nation. At a time when thousands of our best men are dying nobody must expect to live who tries to depreciate the sacrifices made at the Front. Immaterial under what camouflage he tries to disturb this German Front, to undermine the resistance of our people, to weaken the authority of the regime, to sabotage the achievements of the Home Front, he shall die for it! But with the difference that this sacrifice brings the highest honour to the soldier at the Front, whereas the other dies dishonoured and disgraced. Our enemies must not deceive themselves—in the 2,000 years of German history known to us, our people have never been more united than today. The Lord of the Universe has treated us so well in the past years that we bow in gratitude to a providence which has allowed us to be members of such a great nation. We thank Him that we also can be entered with honour into the ever-lasting book of German history!

Extract Two

<https://www.americanrhetoric.com/speeches/convention2004/barackobama2004dnc.htm>

Tonight is a particular honor for me because, let's face it, my presence on this stage is pretty unlikely. My father was a foreign student, born and raised in a small village in Kenya. He grew up herding goats, went to school in a tin-roof shack. His father -- my grandfather -- was a cook, a domestic

Resource Three

Data Source



servant to the British. But my grandfather had larger dreams for his son. Through hard work and perseverance my father got a scholarship to study in a magical place, America, that shone as a beacon of freedom and opportunity to so many who had come before. While studying here, my father met my mother. She was born in a town on the other side of the world, in Kansas. Her father worked on oil rigs and farms through most of the Depression. The day after Pearl Harbor my grandfather signed up for duty; joined Patton's army, marched across Europe. Back home, my grandmother raised a baby and went to work on a bomber assembly line. After the war, they studied on the G.I. Bill, bought a house through F.H.A., and later moved west all the way to Hawaii in search of opportunity.

And they, too, had big dreams for their daughter. A common dream, born of two continents. My parents shared not only an improbable love, they shared an abiding faith in the possibilities of this nation. They would give me an African name, Barack, or "blessed," believing that in a tolerant America your name is no barrier to success. They imagined -- They imagined me going to the best schools in the land, even though they weren't rich, because in a generous America you don't have to be rich to achieve your potential. They're both passed away now. And yet, I know that on this night they look down on me with great pride.

They stand here, and I stand here today, grateful for the diversity of my heritage, aware that my parents' dreams live on in my two precious daughters. I stand here knowing that my story is part of the larger American story, that I owe a debt to all of those who came before me, and that, in no other country on earth, is my story even possible.

Resource Three

Data Source



Tonight, we gather to affirm the greatness of our Nation -- not because of the height of our skyscrapers, or the power of our military, or the size of our economy. Our pride is based on a very simple premise, summed up in a declaration made over two hundred years ago:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty and the pursuit of Happiness.

That is the true genius of America, a faith -- a faith in simple dreams, an insistence on small miracles; that we can tuck in our children at night and know that they are fed and clothed and safe from harm; that we can say what we think, write what we think, without hearing a sudden knock on the door; that we can have an idea and start our own business without paying a bribe; that we can participate in the political process without fear of retribution, and that our votes will be counted -- at least most of the time. [...]

Now -- Now let me be clear. Let me be clear. We have real enemies in the world. These enemies must be found. They must be pursued. And they must be defeated. John Kerry knows this. And just as Lieutenant Kerry did not hesitate to risk his life to protect the men who served with him in Vietnam, President Kerry will not hesitate one moment to use our military might to keep America safe and secure. John Kerry believes in America. And he knows that it's not enough for just some of us to prosper -- for alongside our famous individualism, there's another ingredient in the American saga, a belief that we're all connected as one people. If there is a child on the south side of Chicago who can't read, that matters to me, even if it's not my child. If there is a senior citizen somewhere who can't pay for their prescription drugs,

Resource Three

Data Source



and having to choose between medicine and the rent, that makes my life poorer, even if it's not my grandparent. If there's an Arab American family being rounded up without benefit of an attorney or due process, that threatens my civil liberties.

It is that fundamental belief -- It is that fundamental belief: I am my brother's keeper. I am my sister's keeper that makes this country work. It's what allows us to pursue our individual dreams and yet still come together as one American family.

E pluribus unum: "Out of many, one." Now even as we speak, there are those who are preparing to divide us -- the spin masters, the negative ad peddlers who embrace the politics of "anything goes." Well, I say to them tonight, there is not a liberal America and a conservative America -- there is the United States of America. There is not a Black America and a White America and Latino America and Asian America -- there's the United States of America. The pundits, the pundits like to slice-and-dice our country into red states and blue states; red states for Republicans, blue states for Democrats. But I've got news for them, too. We worship an awesome God in the blue states, and we don't like federal agents poking around in our libraries in the red states. We coach Little League in the blue states and yes, we've got some gay friends in the red states. There are patriots who opposed the war in Iraq and there are patriots who supported the war in Iraq.

We are one people, all of us pledging allegiance to the stars and stripes, all of us defending the United States of America. In the end -- In the end -- In the end, that's what this election is about. Do we participate in a politics of cynicism or do we participate in a politics of hope? John Kerry calls on us to hope. John Edwards calls on us to hope. Hope -- Hope

Resource Three

Data Source



in the face of difficulty. Hope in the face of uncertainty. The audacity of hope! In the end, that is God's greatest gift to us, the bedrock of this nation. A belief in things not seen. A belief that there are better days ahead.

I believe that we can give our middle class relief and provide working families with a road to opportunity. I believe we can provide jobs to the jobless, homes to the homeless, and reclaim young people in cities across America from violence and despair. I believe that we have a righteous wind at our backs and that as we stand on the crossroads of history, we can make the right choices, and meet the challenges that face us. America! Tonight, if you feel the same energy that I do, if you feel the same urgency that I do, if you feel the same passion that I do, if you feel the same hopefulness that I do -- if we do what we must do, then I have no doubt that all across the country, from Florida to Oregon, from Washington to Maine, the people will rise up in November, and John Kerry will be sworn in as President, and John Edwards will be sworn in as Vice President, and this country will reclaim its promise, and out of this long political darkness a brighter day will come.

Resource Three

Activities



- Activities**
1. Re-read the resources. Highlight and annotate the following devices:
 - Alliteration
 - Facts and Opinions
 - Repetition
 - Rhetorical questions
 - Emotive language
 - Short sentences
 - Lists
 2. Look back at your highlighted and annotated sections. Imagine you listening to these speeches. Choose one section of each speech (around a paragraph long) that you think would have had the biggest impact on you as a listener and draw a box around it.
 3. Why did you choose these sections? Why is it about them that affected the listeners most significantly. How has language been used to make them persuasive?
 4. What emotions does the speaker convey in the first extract? In the 2nd one?
 5. Which one do you find more efficient and why? Which one do you prefer and why? Consider the following devices in your answer: repetition, assonance, alliteration, rhyme and any of the literary devices listed in Q1.
 6. Which other source uses similar devices to get people to adopt certain behaviours? Think about day to day life in our consumerist societies.

Resource Three

Further Reading



Read the lyrics extracted from the rap song below, and reflect on the devices the artist uses to persuade his audience. What does this evoke in you, and how do these devices relate to the extracts of political speeches you have read above?

Land of the Free – Joey BadA\$\$

Yeah You know sometimes I think they don't truly understand
me you know
'Cause they don't
Can't change the world 'less we change ourselves
Die from the sicknesses if we don't seek the health
All eyes be my witness when I speak what's felt Full house on
my hands, the cards I was dealt Three K's, Two A's in
AmeriKKKa
I'm just a black spade spawn out the nebula
And everything I do or say today that's worthwhile
Will for sure inspire action in your first child I'll begin my verse
now
Sometimes I speak and I feel like it ain't my words
Like I'm just a vessel channeling inside this universe I feel my
ancestors arrested inside of melt's like they want me to shoot
my chance and change society
But how do I go about it? Tell me where I start?
My destiny rerouted when I chose to follow heart
You told to follow suit, but tell me what it do for you?
Except weigh you down, now you trapped inside the cubicle
they built for us
The first step in the change is to take notice
Realize the real games that they tried to show us
300 plus years of them cold shoulders
Yet 300 million of us still got no focus
Sorry America, but I will not be your soldier
Obama just wasn't enough, I just need some more closure
And Donald Trump is not equipped to take this country over
Let's face facts 'cause we know what's the real motives In the
land of the free, is for the free loaders
Leave us dead in the street then be your organ donors
They disorganized my people, made us all loners
Still got the last names of our slave owners
In the land of the free, it's for the free loaders
Leave us dead in the street then be your organ donors
They disorganized my people, made us all loners

Resource Four Overview



Topic	"You can't do anything if you don't speak English."
GCSE Modules	Critical reading. Writing for impact.
Objectives	<p>By the end of this resource you will have:</p> <ul style="list-style-type: none">✓ Commented on your awareness of the impact limited proficiency in English can have on new arrivals✓ Reflected critically on language inequality
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	This resources looks at case studies from two articles, one from The Guardian and the other from The Metro. Both case studies explore language barriers faced by refugees and what they do to overcome these barriers.



Resource Four

Data Source



Case Study 1

<https://www.theguardian.com/society/2016/nov/16/language-barrier-refugees-english-classes-integration-esol>



'I used to cry when I had to talk to someone'

Makida is a 40-year-old mother of three living in Brighton who fled Ethiopia because of political upheaval. She has attended English classes since she arrived in the UK 10 years ago, but found the language hard to learn and often missed classes to care for her sick mother. She needed to use a translator for a long time and said she also struggled with self-confidence when trying to communicate in public. "I used to cry when I had to talk to someone," she explains. "It's the way I was brought up; it wasn't really respectful [in Ethiopia] to go up and talk to somebody, because I'm a woman."

Makida says it was only once she started having home tuition two years ago, in addition to her ESOL classes, that she gained confidence and started to pick up English. She now runs a catering company with her husband, making Ethiopian food for community events, and has made friends with her neighbours: "In the past couple of years I've got to know an Albanian woman who lives a few doors down. We drink coffee and speak English together every day".

Case Study 2

<https://metro.co.uk/2018/06/07/as-a-refugee-you-cant-do-anything-in-the-uk-if-you-dont-speak-english-7606662/?ito=cbshare>

As a refugee, you can't do anything in the UK if you don't speak English

You can't do anything if you don't speak English. Cooking classes are giving refugees a purpose when they have nothing else. That's what I told MPs at an All-Party Parliamentary Group meeting this Monday, on the topic of loneliness. As a Burundian refugee and student, I explained why the government must increase funding for English lessons as part of its integration strategy, in order to tackle isolation and enable refugees to contribute to their new communities. My family and I lived in a refugee camp in Kenya for six years, after we fled Burundi. We were told that we'd be relocating to England in 2016, when I was 23-years-old, and I was happy to be moving away from the hardship. I

Resource Four

Data Source



had always dreamed of living in the UK, because it's a free country. But, you can't do anything if you don't speak English. Learning the native language is essential for refugees, so that they feel part of their new communities and because it enables them to work, volunteer and follow their dreams. My dear mother died after battling breast cancer, just two months before we received the call from the UN Refugee Agency, telling us that we were being resettled in the UK. After everything we'd been through, it felt like the end to the suffering we'd endured. But, I didn't know how I was going to survive without my mum. I am the eldest of four children, I felt alone and uncertain about how we would cope in a new country.

We arrived in the UK on Tuesday August 9, 2016. The weather was cold and it was raining. Upon our arrival, we were welcomed by an interpreter and staff from the charity Refugee Action. Although it was exciting, it was also very emotional – we cried in the taxi, all the way from the airport to the place we would call home. We could see the way, but it was like our eyes were blinded by everything new to us. We had support from the charity and the local authority. I began to feel hopeful and was relieved, because I knew that I was not alone anymore.

When we arrived, I could speak and understand a little bit of English, but I was not confident enough to reply to people, which made me very eager to learn. I applied to a local adult learning centre, but it was full and they put me on a long waiting list. I tried a further education college, but it was also closed to new learners and had a long wait for lessons. Then, I joined a community centre, which provided informal lessons, but it wasn't at the right level. Left at home, while my brothers

Resource Four

Data Source



and my sister went to school, I felt bored and isolated. I started to think about the past, which didn't help me. That's why I needed to keep myself busy and do things that would benefit me in the future. I had to find a school where I could study English, and I didn't give up. Instead of staying at home, I went to a British Heart Foundation store and asked if I could volunteer. I worked there for four months, started to make friends and learned new things.

Resource Four

Activities



Activities For each of the questions below, write a mini-essay (1-2 pages of A4):

1. How are these two stories written and why did the authors of the articles make those choices? In answering that question, bear in mind the grammatical choices made, the 'voice' used and the style of the 2 articles.
2. Do they sound like the other articles in this pack? If not, why? What makes them different?
3. Write down in 1 or 2 short sentences if and how the stories in these articles affect the way you perceive migrants. Do you think the young lady in the first article is right? Is it the UK government's responsibility to support these migrants by funding English lessons? Why or why not?

Resource Four

Further Reading



Explore



1. Watch the short film 'Your languages, Your future' on YouTube. Does it change your views on the importance of 'minority languages'?

✓ [Your Languages, Your Future](#)

Resource Five Overview



Topic	From One Small Island to Another
GCSE Modules	Critical reading. Comprehension.
Objectives	<p>By the end of this resource you will:</p> <ul style="list-style-type: none">✓ Be able to show an awareness of code-switching✓ Have reflected on your use of different varieties of language
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	<p>Andrea Levy was born in London in 1956 to a family of Jamaican immigrants. She began writing when she was in her mid-thirties. She wrote about the black British experience in Britain from different perspectives. This resources looks at extracts of her 4th book, <i>Small Island</i>, written in 2004.</p> <p>Based on the experiences of those of her father's generation who returned to Britain after being in the RAF during WWII.</p> <p>Explores the issues that arose in England when Jamaicans came to live amongst the English.</p>



Resource Five

Data Source



Small Island

Extract



'How you get on?' I asked. She dodged round me to walk on. 'They tell you you have a job?' She feigned a deaf ear. And, man, she is walking faster than any Jamaican ever walk except when they run. I have to call after her, 'Hortense,' for I was out of puff. 'What they say to you?' Still this woman has no word for me. Cha. I am following on behind her like a lame dog. 'Wait, nah,' I called. She quicken her pace. So, as Auntie Corinne taught me when chasing a chicken round the yard, I make a jump to grab this woman. Two hands I use to seize her then swing her round to face me. 'Wait,' I said. Stiff as a rod of iron, her neck twisted misshapen to turn her eye from me. 'So what they say?' I asked. Suddenly she look on me, her nose go up in the air and, man, I am ready to duck. Aah, I knew that look.

'Why you ask me all these question? What business is it of yours?

'What little wind was left in me she cause to expel. Come, this was a good question. Why was I asking anything of this wretched shrew? I was ready to walk away. Plenty boys would by now be chasing the next pair of pretty legs that passed their eye, not wasting their time listening on a lashing tongue. So why I bother to say, 'You are my wife,' only for her to look on me like this was one pained regret?

'Leave me alone. I can look after myself. I was doing it for many years before you came along . . '

So what was it? A quickening breath? A too-defiant shrugging shoulder? The gentle pout of her lip? Who can say? But something beg me stay. 'Hortense, no more cuss me. Tell me what 'appen.'

Resource Five

Data Source



She purse her lip tight. Cha, I could do nothing but shake her. Not hard, for I am not a brute. But I rattle on her bone. It was the teardrop that splash on my lip, warm with salt, that cause me stop. She was crying. Steady as a rain pipe, the crystal water ran from her eye. She start contorting again to hide her face from me. A woman passing by begin staring on us. But it was not concern for Hortense's welfare, she was just ready to walk a wide circle around we two.

'What happen?' I asked her. 'Nothing,' she said. So I tell her, 'Nothing is a smile, Hortense. You no cry over nothing.' And the woman scream, 'Nothing,' at me again.

Man, let her burn. Come, this was probably the first time the woman's cheek ever felt a tear. She was insufferable! I walked away. Two paces. Then a hesitant third before I turned to look back on her. She was snivelling and trying with all her will not to wipe her nose on her good white glove. I thought to smile when I hear it: Hortense reeling wounded after a sharp slap from the Mother Country's hand. Man, I was ready to tell her, 'Pride comes before a fall.' To leap around her rubbing me hands while singing, 'Now you see . . . I tell you so . . . you listening now.'

But her breath rose in desperate gasps as she mumbling repeated over, 'They say I can't teach.'

Come, no pitiful cry from a child awoken rude from a dream could have melted a hard heart any surer.

I guided her to a seat in a little square, she followed me obedient. So did a little scruffy boy whose wide eye perused us all the way. Softly delivered in my ear, Hortense informed me that she was required to train all over again to teach English children.

Resource Five

Activities



Activities

1. Re-read the extract and highlight and annotate the following:
 - English words with unusual spelling
 - Different varieties of language (e.g. Standard English, dialect, slang, colloquial language)
2. Identify 2 different varieties of language used in the extract: What differentiates them?
In answering that question, for example, look out for English words with an unusual spelling, and bear in mind other aspects than grammar or syntax.
3. How does the author use the 2 varieties, and to what end does she switch between them in this extract?
4. Why do you think Hortense replies the way she does? Consider in particular the variety of language that she uses.
5. There are example of code-switching in the extract. How are these used and why?
6. Do you ever code-switch? When and why? In your answer consider if these reasons and timings are different or similar to those in the extract, and how you can relate your own experience to that in the text.



Resource Five

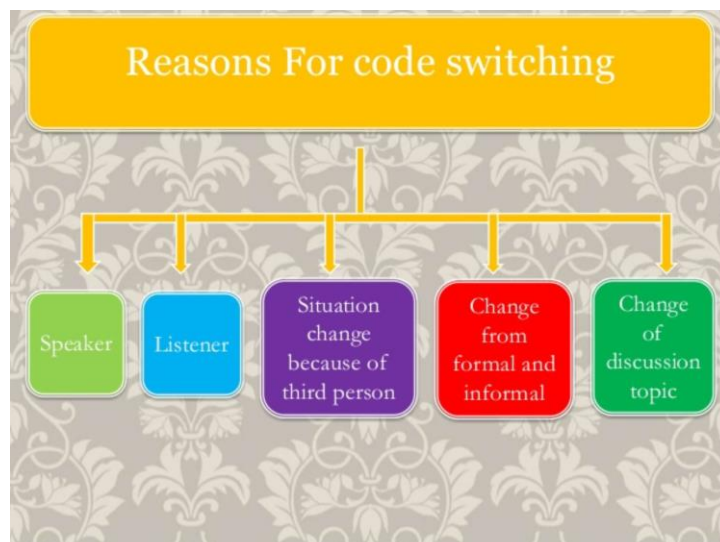
Further Reading



Explore

Building an argument

1. Read the text on the 2 images below.
 - a) Why do you think Miguel code-switches? You can draw ideas from the 2nd image.
 - b) Have you ever seen or used code-switching on social media? If so, why do you think you/others code-switch in that context?



Resource Six Overview



Topic	Useful Tips to Carry Out Discourse Analysis
GCSE Modules	Critical reading. Comprehension.
Objectives	By the end of this resource you will: <ul style="list-style-type: none">✓ Have considered what Discourse Analysis is✓ Have attempted to write a Discourse Analysis Report on a transcript of an interview
Instructions	<ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading
Context	There are two sources: the first explains what Discourse Analysis is; the second is an abridged transcript from President Donald Trump's first interview after becoming president with ABC News, January 2017. You will be using these together.



DISCOURSE

Resource Six

Data Source



Section A

Discourse Analysis



While linguistics (or the science of language) very often focuses on grammar, sounds, words, meaning and word order, discourse analysis looks at what is said or written beyond the words. Texts are analysed in context, and this analysis focuses on larger interrelated sections of language. Some aspects that are studied are obvious to us.

When having a conversation you spontaneously know when it's the other person's turn to speak for example. This is called turn taking, and discourse analysts have identified that speakers have systems to determine when one person's turn is over and the next person's turn begins, such as descending intonation, pauses, the other speakers slowing down or winding down.

Bearing this in mind, interruptions that occur when it is clear that the person speaking has not finished speaking signal something else, such as disagreement or provocation. We humans also like to see that we are being listened to, which is signalled by facial reactions such as smiles or nods.

So what is discourse? It is a coherent and continuous stretch of language longer than a sentence, such as a joke or a story for example. It has to be meaningful. Visuals can be discourse, and written and spoken language.

Discourse has to be cohesive, coherent, intentional, acceptable (for the audience), informative, situational, intertextual (i.e. referring to the world beyond the text).

Resource Six

Data Source



Section B

Abridge transcript from
President Donald
Trump's first interview
after becoming
president with ABC
News, January 2017:



DAVID MUIR: Mr. President, it's an honor to be here at the White House.

PRESIDENT TRUMP: Thank you very much, David.

DAVID MUIR: Let me ask you, has the magnitude of this job hit you yet?

PRESIDENT TRUMP: It has periodically hit me. And it is a tremendous magnitude. And where you really see it is when you're talking to the generals about problems in the world. And we do have problems in the world. Big problems. The business also hits because the -- the size of it. The size.

I was with the Ford yesterday. And with General Motors yesterday. The top representatives, great people. And they're gonna do some tremendous work in the United States. They're gonna build plants back in the United States. But when you see the size, even as a businessman, the size of the investment that these big companies are gonna make, it hits you even in that regard. But we're gonna bring jobs back to America, like I promised on the campaign trail.

DAVID MUIR: And we're gonna get to it all right here.

PRESIDENT TRUMP: Good.

DAVID MUIR: Mr. President, I want to start -- we're five days in. And your campaign promises. I know today you plan on signing the order to build the wall.

PRESIDENT TRUMP: Correct.

DAVID MUIR: Are you going to direct U.S. funds to pay for this wall? Will American taxpayers pay for the wall?

PRESIDENT TRUMP: Ultimately it'll come out of what's happening with Mexico. We're gonna be starting those negotiations relatively soon. And we will be in a form reimbursed by Mexico which I will say ...

DAVID MUIR: So, they'll pay us back?

Resource Six

Data Source



PRESIDENT TRUMP: Yeah, absolutely, 100 percent.

DAVID MUIR: So, the American taxpayer will pay for the wall at first?

PRESIDENT TRUMP: All it is, is we'll be reimbursed at a later date from whatever transaction we make from Mexico. Now, I could wait a year and I could hold off the wall. But I wanna build the wall. We have to build the wall. We have to stop drugs from pouring in. We have to stop people from just pouring into our country. We have no idea where they're from. And I campaigned on the wall. And it's very important. But that wall will cost us nothing.

DAVID MUIR: But you talked -- often about Mexico paying for the wall. And you, again, say they'll pay us back. Mexico's president said in recent days that Mexico absolutely will not pay, adding that, "It goes against our dignity as a country and our dignity as Mexicans." He says ...

(OVERTALK)

PRESIDENT TRUMP: David, he has to say that. He has to say that. But I'm just telling you there will be a payment. It will be in a form, perhaps a complicated form. And you have to understand what I'm doing is good for the United States. It's also going to be good for Mexico.

We wanna have a very stable, very solid Mexico. Even more solid than it is right now. And they need it also. Lots of things are coming across Mexico that they don't want. I think it's going to be a good thing for both countries. And I think the relationship will be better than ever before.

You know, when we had a prisoner in Mexico, as you know, two years ago, that we were trying to get out. And Mexico was not helping us, I will tell you, those days are over. I think we're gonna end up with a much better relationship with Mexico. We will have the wall and in a very serious form Mexico will pay for the wall.

Resource Six

Data Source



DAVID MUIR: What are you gonna say to some of your supporters who might say, "Wait a minute, I thought Mexico was going to pay for this right at the start."

PRESIDENT TRUMP: Well, I'd say very simply that they are going to pay for it. I never said they're gonna pay from the start. I said Mexico will pay for the wall. But what I will tell my supporters is, "Would you like me to wait two years or three years before I make this deal?" Because we have to make a deal on NAFTA. We have to make a new trade deal with Mexico because we're getting clobbered.

We have a \$60-billion trade deficit. So, if you want, I can wait two years and then we can do it nice and easily. I wanna start the wall immediately. Every supporter I have -- I have had so many people calling and tweeting and -- and writing letters saying they're so happy about it. I wanna start the wall. We will be reimbursed for the wall.

DAVID MUIR: When does construction begin?

PRESIDENT TRUMP: As soon as we can. As soon as we can physically do it. We're ...

DAVID MUIR: Within months?

PRESIDENT TRUMP: I would say in months. Yeah, I would say in months. Certainly planning is starting immediately.

DAVID MUIR: People feel ...

(OVERTALK)

PRESIDENT TRUMP: We'll be having some really good, really solid plans within a short period of time.

Resource Six Activities



Activities

1. Re-read the transcript of the interview with President Trump. Highlight and annotate examples of the following:
 - Colloquial language
 - Standard English
 - Emotive language
2. Now watch the part of the interview from the extract at: [Trump Full Interview with David Muir – ABC News](#)
Here are a few tips and things to watch for.
 - a) Try to identify any hidden subtext such as hidden relations of power.
 - b) Who is exercising the power?
 - c) Who is speaking and who are they speaking for?
 - d) Who is the ideal audience?
 - e) What is unsaid but can still be inferred?
 - f) The use of the passive or devices such as objectification.
 - g) The use of descriptive or strong words for effect.
 - h) How are the events presented? Could they have been presented differently?
 - i) What message does the author intend to convey?
 - j) Are any particular pictures used? To what end?



3. Now write a short answer for each of the questions above – this will be your analysis.

Resource Six Activities



Activities

4. You are now going to turn this into a Discourse Analysis Report by summarising your findings in a mini-essay (1-2 pages of A4 long). You should write in by addressing the following:
 - Establish the context of the data source (what, who, when, why)
 - Explore the production process (what was the medium of the source)
 - Consider the structure of the source (introductions, conclusion etc)
 - Identify linguistic devices (how was language used throughout in relation to the questions above)
 - Your final interpretation of the data source (your conclusions about the source and why/how you came to these)



Final Reflection



Topic	How language shapes and influences us
Objectives	<p>During the reflection you will:</p> <ul style="list-style-type: none">✓ Gain an awareness of the link between language and society and how they shape each other.
Instructions	<ol style="list-style-type: none">1. Use these ideas to examine all texts and materials in your study or in your leisure time critically, always paying attention not only to what is said or written, but also to the ways in which the content is framed.2. Draw on these observations to improve your own written and spoken communication, bearing in mind that there are many tools at your disposal.3. One practical way of testing your knowledge might be swapping a text you have written with a classmate, and analysing each other's work using everything you learnt in this pack. This should help you identify areas where there is room for improvement.



University Study Skills

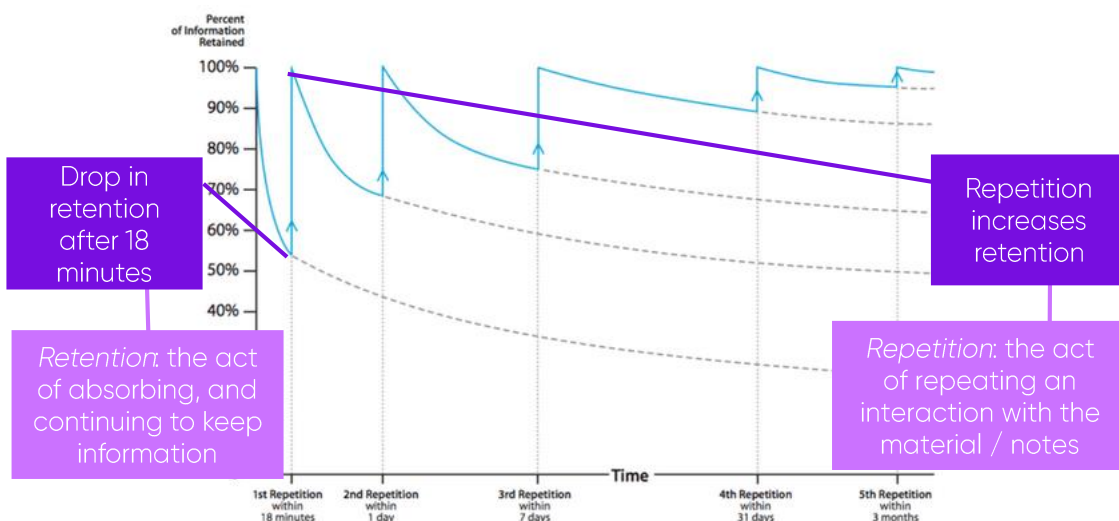
Cornell Notes



Why is good note taking important?

If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

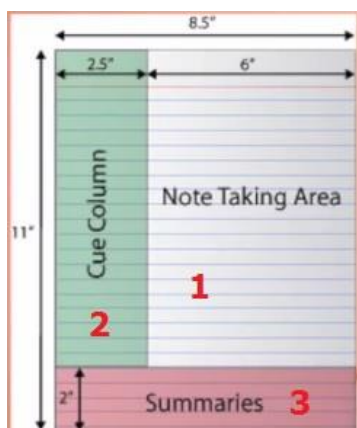
If we take notes effectively, however, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:



Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.

Step 1: Note-Taking



1. Create Format: Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date, and topic at the top of the page.

2. Write and Organise: You then take your notes in area on the right side of the page. You should organise these notes by keeping a line or a space between 'chunks' / main ideas of information. You can also use bullet points for lists of information to help organise your notes.

Step 2 Note-Making

1. Revise and Edit Notes: Go back to box 1, the note taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour

2. Note Key Idea: Go to box 2 on the left hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:

- Which is most important / significant reason for...
- To what extent...
- How does the (data / text / ideas) support the viewpoint?
- How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella:

Questions:	Notes:
How does C's mother die?	<ul style="list-style-type: none"> • Cinderella is an only child • Cinderella's dad might <u>spoil</u> her • Cinderella's Step-Mother is <u>jealous</u> of her beauty • Maybe Cinderella becomes the <u>woman of the house</u>
Why does C make the Step-M so angry?	<p>↳ BUT then the Step-Mother wants that <u>position</u>.</p>
↓ What language shows this?	<p>* <u>Key point</u> → Fairy takes teach is <u>morals</u></p>
* What is the moral of 'C'?	
How do I know?	<ul style="list-style-type: none"> • Cinderella is <u>kind</u> → her Step-M is not
Is this just one side of the story?	<ul style="list-style-type: none"> • Is there a <u>reason</u> for C to be badly be treated?

Step 3 Note-Interacting

1. Summary: Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

Summary:	<p>Because C is an only child, she takes over as 'woman of the house' when her real M dies. Her Step-M is jealous and angry. We only get C's side of the story so it is difficult to know whether C is really badly treated for no reason.</p>
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Give the Cornell Note Taking System a try and see if it works for you!

University Study Skills

Key Instruction Words



These words will often be used when university tutors set you essay questions – it is a good idea to carefully read instruction words before attempting to answer the question.

Analyse – When you analyse something you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.

Comment on – When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.

Compare – To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.

Contrast – When you contrast two subjects you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.

Compare and contrast – To write a compare and contrast essay you would examine the similarities and differences of two subjects.

Criticise – When you criticise you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.

Define – When you define something you show, describe, or state clearly what it is and what it is like, you can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.

Describe – To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.

Discuss – To discuss in an essay consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

University Study Skills

Key Instruction Words



Evaluate – When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to **assess**.

Illustrate – If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.

Interpret – In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Basically, give an explanation of what your subject means. Similar to **explain**.

Justify – When asked to justify a statement in an essay you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.

Outline – Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.

Prove – When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.

Relate – To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.

Review – When you review, critically examine, analyse and comment on the major points of a subject in an organised manner

Exploring Careers and Study Options

- ✓ Find job descriptions, salaries and hours, routes into different careers, and more at <https://www.startprofile.com/>
- ✓ Research career and study choices, and see videos of those who have pursued various routes at <http://www.careerpilot.org.uk/>
- ✓ See videos about what it's like to work in different jobs and for different organisations at <https://www.careersbox.co.uk/>
- ✓ Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at <https://www.prospects.ac.uk/>
- ✓ Explore job descriptions and career options, and contact careers advisers at <https://nationalcareersservice.direct.gov.uk/>
- ✓ Discover which subjects and qualifications (not just A levels) lead to different degrees, and what careers these degrees can lead to, at <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

Comparing Universities

- ✓ <https://www.whatuni.com/>
- ✓ <http://unistats.direct.gov.uk/>
- ✓ <https://www.thecompleteuniversityguide.co.uk/>
- ✓ Which? Explorer tool – find out your degree options based on your A level and BTEC subjects: <https://universitywhich.co.uk/>

UCAS

- ✓ Key dates and deadlines: <https://universitywhich.co.uk/advice/ucas-application/ucas-deadlines-key-application-dates>
- ✓ Untangle UCAS terminology at <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- ✓ Get advice on writing a UCAS personal statement at <https://www.ucas.com/ucas/undergraduate/getting-started/when-apply/how-write-ucas-undergraduate-personal-statement>
- ✓ You can also find a template to help you structure a UCAS statement, at <https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- ✓ How to survive Clearing: <https://universitywhich.co.uk/advice/clearing-results-day/the-survivors-guide-to-clearing>



Sociolinguistics at University



- ✓ Sociolinguists investigate the relationship between language and society and how they influence each other.
- ✓ Sociolinguists need to have great attention to detail, the ability to think critically and not take anything for granted, and they must love language.
- ✓ Sociolinguists are interested in how people speak differently in varying social contexts, and how they may also use specific functions of language to convey social meaning or aspects of our identity.
- ✓ You can find out more about different courses and entry requirements by exploring the UCAS section covering language-related studies:
<https://www.ucas.com/ucas/subject-guide-list/languages>
- ✓ You can find out more about the different careers by exploring the Prospects website: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/linguistics>

A Deeper Look Into English

- ✓ **Listen:** BBC English podcasts <https://www.bbc.co.uk/podcasts?q=english>
- ✓ **Watch:** [Interviews with Remarkable Writers - BBC Archives](#)
- ✓ **Read:** A website produced by students and professors at Cambridge University's Department of English. It is a very good resource for those planning to study English at University.
<https://www.english.cam.ac.uk/cambridgeauthors/>
- ✓ **Browse:** This page provides valuable information about studying English at Lancaster University. <https://www.lancaster.ac.uk/english-literature-and-creative-writing/undergraduate/>
- ✓ **Browse:** A collection of free literary resources available on this website created by Oxford University for audiences from sixth form and above.
<http://writersinspire.org>



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