**De Aston**

**English Department**

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**Year 10: Language Paper 2**

**Academic Excellence Book**

1. **Summary**

When summarising an extract, it is important that you use quotation to support your answer as well as inference if you are to achieve a higher mark. If you can infer two different points, you will also be successful. Question 2 is about comparing content, do not worry about analysing and discussing language features.

In Source A, the boy seems to enjoy making a lot of noise, as he ‘throws his entire body’ into ‘bark[ing] gibberish’ which suggests that he is so enthusiastic about this shouting that he does it whole-heartedly and without any reserve or hesitation. However, in Source B, whilst the boy also seemed to enjoy making noise as a child, as he had a ‘a habit of whistling’ and his mother mentions a number of noisy toys or behaviours such as ‘pop guns’, ‘a hearty shout, a shrill whistle, the crack of little whips’, it seems that he has a wider range of noises. Also, it may be that the ‘barking gibberish’ is related more to the fact that the younger child in Source A is ‘tired’ rather than actually enjoying it. It could be frustration rather than pleasure which is causing this behaviour.

ComparisonEvidenceInference

What can you infer about this person? ‘she was always the first in the que when waiting outside the English classroom.’ 1 paragraph, 2 inferences

What can you infer about this person? ‘he was hesitant to get on the bus, he couldn’t remember if he had packed his English homework.’ 1 paragraph, 2 inferences

Now compare the two people- how are they different? Use quotation and inference

**2. Section B**

When writing, you will be asked to **Argue, Inform, Explain – writing about your own point of view.** It is important that you consider and debate the opposing side in order to advance your marks.

‘Zoos are inhumane and seek only to profit from animal suffering.’ **Write a broadsheet newspaper article** arguing **against** this statement.

A broadsheet newspaper always uses formal register, complex sentences and ambitious vocabulary.

‘Teenagers are becoming more reliant on the older generations to do things for them. They lack independence.’ Write **a letter** to the Daily Mail, **explaining why you agree** with their article.

The role of the Academic Excellence Booklet is for you to complete these tasks over the next six weeks. These activities are purposely designed to challenge you, so don’t worry if you find them difficult. You’re meant to! Learning happens when people have to think hard. That being said, your English teacher is a specialist, so ask any of us for help, anytime!

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| **INTRODUCTION**  **Declare your opinion on the statement: reason one; reason two; reason three. Rhetorical question?** | |
| **PARAGRAPH ONE**  **Introduce the first reason you stated in your introduction.**  Challenge: to include a fact/ statistic/expert opinion in this paragraph.  To finish: use a slogan or a phrase that you can repeat throughout. For example, ‘yes we can’. | |
| **PARAGRAPH TWO**  **Introduce the second reason you stated in your introduction.**  Challenge: to use alliteration and rule of three together.  Remember to use your slogan/phrase from the end of your last paragraph. | |
| **PARAGRAPH THREE**  **Introduce the third reason you stated in your introduction.**  Challenge: to use sophisticated language alongside collective pronouns (we/us)  Remember to use your slogan/phrase from the end of your last paragraph. | |
| **CONCLUSION**  In this paragraph, you need to sum up everything that you have talked about.  This is your last chance to appeal to your audience. Pull out all of your secret ingredients! | |



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