**De Aston**

**English Department**



**Year 11: Language Revision**

**Academic Excellence Booklet**

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!

1. I is for Implicit!

Careful lexical choice and use of figurative language are useful tools to use when trying to avoid simple, explicit meaning (telling).

For example, instead of revealing a character’s emotions by the use of a declarative and adjective (Mrs Farr was feeling melancholic), you should aim to be more ambitious and creative in your approach (melancholy trickled through the tracks of Mrs Farr’s mind, her faith growing thin like the white sand that dribbles through to the bottom of the egg timer).

Task: Read and define the list of words below.

Once you have done this write a sentence that conveys each emotion without using the actual word. Think carefully about your lexical choice and use of figurative devices!

|  |  |
| --- | --- |
| Incredulity |  |
| Indefatigable  |  |
| Incisive |  |
| Infatuated |  |
| Infallible |  |
| Insidious |  |
| Inhospitable |  |
| Inhibition |  |
| Inquisitive |  |
| Intractable  |  |

1. In Paris with You?

Read the following poem *In Paris with You* and then complete a second reading, this time highlighting evidence of the following:

|  |  |
| --- | --- |
| Technique: | Example: |
| Metaphor |  |
| Taboo/colloquial language |  |
| First person singular pronouns |  |
| First person plural pronouns |  |
| Second person singular pronouns |  |
| Semantic Field |  |
| Negative imperatives |  |



Now respond to the following typical language analysis question using two SQuAD paragraphs:

**How does the writer use language to convey bitterness?**

Remember to:

* Refer to the writer’s use of language devices
* Explode quotations by making multiple interpretations (consider connotations)
* Explore in detail chosen quotations/textual references
* Consider how a reader would respond to the speaker’s perspective
1. Modal Auxiliaries

Sentence moods and modal auxiliaries can tell us a lot about a character or writer’s perspective. As both Language Paper 1 and 2 will instruct you to explore both, it is important that you can not only identify each of the four sentence moods and modal auxiliaries, but also evaluate the effect of them when used.

|  |
| --- |
| Modal Auxiliaries |
| Can, could |
| Will, would |
| Shall, should |
| May, might must |

|  |
| --- |
| Sentence Moods |
| Declarative |
| Interrogative |
| Imperative |
| Exclamative |

**Task 1:** Using each of the sentence moods listed above and at least four modal auxiliaries, describe a character’s internal thoughts whilst experiencing a moral dilemma.

**Task 2:** Using each of the sentence moods listed above and four alternative modal auxiliaries, write a paragraph sharing your perspective on a zeitgeist topic.

**Task 3:** Now read through your work and analyse the effect of your sentences. Imagine you are analysing an extract given in the exam, what is the achieved effect on the reader?

1. All Praise the Pronoun!

Simple, yet very effective. Knowing your pronouns well is an easy way to identify and explore narrative voice and writers’ perspective. If you identify a word not only as a pronoun but also as a particular type you will gain extra credit.

Task: Read and revise the following table and examples provided until you gain a clear understanding of personal, possessive, reflexive, singular and plural pronouns.

|  |  |  |
| --- | --- | --- |
| Personal Pronouns | Possessive Pronouns | Reflexive Pronouns |

|  |
| --- |
| First Person |
| Second Person |
| Third Person |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Singular | Plural | Singular | Plural | Singular | Plural |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I, me | We, us | Mine | Our | Myself | Ourselves |
| You | You | Yours | Yours | Yourself | Yourself |
| He, she, it, him, her | They, them | His, hers, its | Theirs | Himself, herself, itself | Themselves |

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For more resources, including literacy support, visit www.deastonenglish.com