

Cambridge AICE English Language 9093 AS Level
Summer Work

Google Classroom code: pkyefj2

Choose five written texts from the following list of forms (genres). You must select five different types or forms of text. Each selection must be appropriate for an advanced academic setting. For each of your five selections, complete the Reading Journal task.

List of Forms/Genres

advertisements

brochures

leaflets

editorials

news stories

articles

reviews

blogs

investigative journalism

letters

podcast transcript

(auto)biographies

travel writing

diaries

essays

scripted speech

narrative writing

descriptive writing

Reading Journal Task

For each of your five selections of text, use the Reading Journal handout and write a short analysis. In this analysis you are to discuss the selection's context, audience, and purpose. (This should be accomplished in one paragraph.)

Context: "all texts have a context, which can refer to the **time period or situation** where something happens, was written or spoken. This can help to explain it and may help your understanding of the language used by the author. As an English language learner you should always consider the meaning of a text due to **the circumstances of where and when it was produced, how it's communicated and how it's received.**" (emphasis added)

Audience: "you will need to identify and analyse the ways that writers and speakers use and adapt language to communicate with their intended audience(s). Likewise, you must be able to predict, recognise and analyse the different responses the audience(s) may give depending on context, gender, age, race, class, etc." DO NOT write that the audience is 'everyone.' Think critically about the kind of consumer/reader/listener targeted by your selection. Consider the brand of publication and context.

Purpose: Very simply, to analyse purpose you should consider, "why did someone write this piece of text?" Did the author want us to feel a certain way, or to believe in or question something, or to take action?

* Quoted material comes from the course [Learner Guide](#).

After you have read your piece of text and written your opening paragraph on Audience, Purpose, Context, further analyze your document to identify the following in the selection:

- 1) Identify the text's Structure. Include a quote from the text that serves as text evidence of its structure and explore why this structure is appropriate for the text and the purpose.
- 2) Identify an important example of Lexis. Include a quote from the text that supports your analysis. Consider connotation and tone. Then share how this is helpful in fulfilling the purpose of the text.
- 3) Read and identify any Imagery/Figurative Language. Include an example from the text, then explain the effect of that device on the audience. (If there are none, explain why the writer made that choice.)
- 4) Identify any special Text Features. Consider syntax and/or layout. Identify an example of the author's use of text features, cite the example, lastly discuss how and why these are helpful in promoting the author's purpose.

For each category, write at least one sentence that identifies the element or feature, provide a citation/quote the material (a word, a phrase, or a sentence), and explain how this feature affects the audience or helps the author achieve their purpose. (This may be a 'because' clause that relates to your initial paragraph on context, audience, and purpose.)

Note: Not every sentence should use the word 'because.' Here are some common synonyms: *in order to, since, so that, due to, for the sake of, in the interest of*.

Example: The advertisement's syntax includes a simple imperative sentence, "Just do it," because the command reminds the athletic audience of coaches' orders, fulfilling its persuasive purpose.

Glossary of terms

Connotation: in contrast to a word's denotation, or strict dictionary definition, this term refers to how a word 'feels'; it is an emotional association with a word (compare 'stubborn' and 'determined').

Features: distinctive attributes, characteristics, elements of a text; for example, direct speech, imagery, and 1st-person point of view may be features of a story. This term may also refer to the expected conventions of a form (an assessment found in a review, for instance).

Figurative language: expressions not intended literally; common examples are metaphor, simile, and personification.

Imagery: language that evokes the five senses.

Layout: visual arrangement of text (and pictures) consistent with the expectations of a form (headlines and subheadings, for example).

Lexis: also known as diction, this term refers to the word choices that indicate a pattern or style.

Structure: how text is organized, ordered, arranged. Common examples include: chronological, cause & effect, compare & contrast, problem & solution, order of importance, narration, and description.

Syntax: sentence structure, or the way in which words are arranged in a sentence.

Point of View: 1st person (pronouns I, me, we, us, our) 2nd person (pronouns you, your) or 3rd person (pronouns he, she, his, hers, they, their).

Tone: speaker's attitude toward the subject.

Cambridge AICE English Language 9093 AS Level
Summer Work is DUE ON AUGUST 19th, 2022 by 3:00 PM

The five Reading Journal Tasks and a copy of the five selected texts will be submitted digitally through (Google Classroom, Printed, or Canvas). Your assigned teacher will explain directions in August 2022.

Effort-Based, Holistic Scoring Rubric

Excellent Academic Effort, Sophisticated Analytical Response	A
Appropriate Academic Effort, Satisfactory Analytical Response	B
Minimal Academic Effort, Sufficient Analytical Response	C
Academic Effort is Below Expectations, Minimal Analytic Response	D
Academic Effort is Unsatisfactory, Incomplete	F

For questions or assistance, email both of the AICE English Language AS Level teachers below:

janel.dorn@yourcharlotteschools.net and ben.penwell@yourcharlotteschools.net

** For assistance with Internet and/or computer access contact your local Public Library or see the application below for discounted Internet.*

Attention Parents/Guardians!

Most of our district's students qualify for a \$50/month discount for internet service! The exceptions or non-qualifiers are Charlotte High and Lemon Bay High 10th, 11th and 12th graders who did not submit a free/reduced-price meal application last August or September. Parents of these CHS and LBH students can apply before June 4th at Champs.yourcharlotteschools.net to see if their child is eligible for meal benefits and the internet discount. Parents of CHS and LBHS students: Please apply online again for meal benefits for the new school year AFTER July 10th.

Students attending one of our 18 CEP, Community Eligibility Program "all free" schools last year and/or this year can locate their CEP school in a drop-down menu upon applying for the internet discount. Students who are eligible for free or reduced-price meals at CHS or LBH can print a letter of eligibility from their FOCUS account to submit with their application. If a family has a CHS or LBH student who does not currently qualify for free or reduced-price meals, the family may also have a student at one of our 18 CEP "all free meals" schools, 19/20 school year or 20/21 school year, who qualifies automatically for the internet discount through CEP.