

SUMMER TASKS – GCSE TO AS TRANSITION

Subject: AS English Language

Title: Summer Work Scrapbook and Reading

Task(s):

AS English Language: Task One

The AS English Language course is all about investigating the way we use our spoken and written language to influence the people around us. In your AS year you will look at a wide variety of texts including newspapers, text messages, social networking sites (like Twitter and Facebook), famous speeches, comedic texts, extracts from novels and plays, food packaging and advertisements.

In your coursework you will produce three pieces of creative writing: one to inform, one to persuade and one to advise. You will also need to be able to write about these purposes in your NEA/coursework and in the exam.

To prepare for this we'd like you to create a scrap book (some people use an actual book but sticking everything onto lined paper is also fine) of interesting texts over the summer. These could be as simple as a sandwich wrapper or as complex as an article from a broadsheet (*broadsheets are newspapers which go into a little more detail and include The Guardian, The Times, The Independent and The Telegraph*).

We'd like you to make sure that your scrap book has at least five examples for each purpose. Group your extracts under the four headings below and bring them to your first lesson.

1) Texts to Entertain

These might include: short stories, poems, plays, scripts, cartoons, children's stories, manga . . .

2) Texts to Inform

These might include: news stories, travel writing, shop opening times, television or radio documentaries, posters, text books, autobiographies, biographies . . .

3) Texts to Instruct/Advise

These might include: how-to guides, recipes, problem pages, diagrams, manuals . . .

4) Texts to Persuade

These might include: newspaper articles with a strong argument, leaflets for charities/colleges, charity websites, speeches, political debates . . .

AS English Language: Task Two

No matter which English subject you study, wider reading will always be a key way of extending your knowledge and improving your written accuracy. This summer we'd like you to extend your reading and to bring a brief write up of five texts that you have read and enjoyed this summer.

You should aim to:

- Read at least two books that you've never picked up before. Remember that auto-biographies and non-fiction texts count too.
- Experiment with reading something from a completely different genre. Novel readers try reading an article or two from The Times or The Guardian. Non-fiction fans try reading a novel that deals with one of your interests or preferred areas of history.
- Follow at least one news story in detail and get clippings from a range of newspapers, social networking sites and websites to find out as much detail as you can.
- Get out of your comfort zone. Reading is all about enjoyment but by pushing yourself you can really extend your understanding of how language works.
- Record how you felt before, after and during reading each text. Has it surprised you or altered the way that you look at the world?

We've attached a template but do feel free to create your own. You'll need to bring this along to your first lesson fully filled in.

Good luck and enjoy!

Title and author/writer	Genre	Notes and impressions	How has reading this challenged me?
<p>E.G:</p> <p><i>Wide Sargasso Sea</i> by Jean Rhys</p>	<p>This novel is a prequel to <i>Jane Eyre</i> by Charlotte Bronte</p>	<p>Prior to reading: <i>I've always enjoyed Jane Eyre and I can't imagine that a 'prequel' will really be true to the book and do it justice.</i></p> <p>While reading: <i>I'm shocked by the themes of the novel and the focus on gender and society. I love the re-imagining of Rochester's wife even though it is making me question my own ideas.</i></p> <p>Overall impressions: <i>I really enjoyed reading this and would recommend it to anyone. I can't help wondering if it would make sense if you hadn't read Jane Eyre though.</i></p>	<p><i>I'm a real fan of classic novels and don't often read some of the more modern texts.</i></p> <p><i>Reading Jean Rhys' transformation of a novel that I love challenged not only my understanding of a new text but also made me question my own interpretations of Jane Eyre.</i></p> <p><i>It really made me think about the assumptions that I'd already made.</i></p>
<p><i>Race Against Time</i> by Ellen MacArthur</p>	<p>Non-fiction travel writing.</p>	<p>Prior to reading: <i>I've never read much autobiographical writing but this book charts MacArthur's solo journey around the world and I've been really interested in the newspaper reports that I've read.</i></p> <p>While reading: <i>I'm really surprised by how powerful and yet simple MacArthur's language is. Her writing is evocative and I'm in awe of her bravery.</i></p> <p>Overall impressions: <i>I'm so glad I picked this text up as it has really given me an insight into a world I'm never likely to enter.</i></p>	<p>I'm not a wide reader of non-fiction texts and reading this has made me far more likely to try others.</p> <p>I've already started reading Bill Bryson's 'Notes from a Small Island.'</p>
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How long should I spend on this? 4-5 hours though you should keep adding to both tasks over your AS year.

How will I get feedback? We'll be taking the work in to look at but also using it in class to try out some key terms. We'll also be discussing your reading list in class.

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