



Cambridge International AS Level: English Language
Mrs. Jessica Lanser – jpiazza@pasco.k12.fl.us
Miss Ashley Feyedelem – afeyedel@pasco.k12.fl.us
 2018-2019 Summer Reading Assignment



Dear student,

Congratulations on your decision to take the AS Cambridge English Language class! We are truly looking forward to working with you as well as helping you achieve your potential as strong writers and critical thinkers throughout the 2018-2019 school year.

According to Cambridge’s course description, the AS English Language course “gives learners the opportunity to study English language and its use in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyse material, gaining further knowledge and understanding of English language features and issues, and writing clearly, accurately, creatively and effectively for different purposes and audiences.” For more information on the AS English Language course or test, please visit: <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-english-language-from-2014-9093/>

Please be aware that the college-level literature we are reading may contain mature situations. If at any time you feel uncomfortable with a text we are studying, please contact your teacher for an alternative title. These summer assignments are modified from other international Cambridge teachers and college textbooks, ensuring that you will be prepared to score competitively on the exam in May!

Below, you will find your summer reading assignment. Please note the due dates next to each assignment. The purpose of this summer work is to prepare you for the coursework that lies ahead. Additionally, it will allow your teacher to see how you think, analyze, and write. Please complete these assignments to the best of your ability.

We look forward to a great year!
Mrs. Lanser & *Miss Feyedelem*
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Assignment #1 – Literary Terms – DUE: Monday, August 20th (terms due & QUIZ!)

The fourth page of this packet is a list of terms that will be vital for you to understand as we move through our study of language and composition. This list is not, by any means, complete and we will be adding terms throughout our work together. Here is your assignment:

1. Define ALL of the terms on Page 4. Your definitions should be neatly organized and can be handwritten or typed. These notes will be used – and added to – throughout the year, so be sure to keep them.
2. For the **bold** words, provide an understandable and **meaningful example** for each. The example should make sense to you and should be useful to someone who has never heard the term before. The example can be from literature or one you create.
3. You will be quizzed on these terms when we return to school, so I would suggest not just blindly copying definitions. You actually need to *know* them! Some of the terms will be familiar (so review them!) while some may be entirely new. If you are unsure if you have the correct definition, search the “(term)+ literary term.”



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Assignment #2 – Essays Analysis and Reflections – Essays 1-4 DUE Friday, August 17th;
Essays 5-8 DUE Friday, August 31st

Read the following essays – they are all available online for free. If any of the included websites do not work, you can Google the title (sometimes “title + ‘full text’” helps narrow the search!). If any websites do not work, please let me know via email so I can help other students.

1. Read each essay, in full. Note that the lengths of each essay vary. You are welcome to print these texts, though you do not have to do so at this time.
2. While you read, take mental or written notes. These notes can refer to setting, characters, conflict, imagery, symbolism, theme, or tone; notes can also question any aspect of the text as well. Another important annotation strategy is defining unknown words. While I will not collect your notes, **you need to identify at least two rhetorical strategies that the author uses in his or her writing. You also need to identify at least one meaningful or important quote.** You will use these pieces in a written reflection.
3. After reading, **write a three-part reflection for EACH essay.** Be sure your reflections are clearly labeled by the author and title of each essay. The three reflection parts are:

(1) Briefly summarize the article in approximately 5 sentences.

(2) Identify at least TWO literary devices that the author uses. Quote the text that best illustrates your literary device in action. Then, for each literary device, note the purpose, effect, or meaning of that device. You could consider how that devices illustrates a particular idea or furthers the author’s overall point.

(3) Explain the overall purpose or point of this piece. Show this understanding in **10-15 thoughtful sentences per essay.** In this reflection, be sure to include at least one meaningful or important quote. Be clear as to why or how this quote influences your understanding of the text itself.

DUE: Friday, August 17th - Essays 1-4 – Text Analysis and Reflections

Essay #1: (Description) *Once More to the Lake* - E.B. White --

http://fd.valenciacollege.edu/file/jcarpen1/Week_3_EBWhiteLakeEssay.pdf

Essay #2: (Narrative) *Shooting an Elephant* - George Orwell --

http://orwell.ru/library/articles/elephant/english/e_eleph

Essay #3: (Classification) *The Plot Against People*- Russell Baker --

<http://russian.cornell.edu/russian.web/courses/634/ThePlotAgainstPeople.pdf>

Essay #4: (Process Analysis) *Professions for Women* – Virginia Woolf --

<http://s.spachman.tripod.com/Woolf/professions.htm>



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DUE: Friday, August 31st– Essays 5-8 – Text Analysis and Reflections

Essay #5: (Comparison and Contrast) *Neat People vs. Sloppy People* – Suzanne Britt –

<http://www.eng121.net/online%20textbook/compare-contrast/Neat%20People%20vs%20Sloppy%20People.pdf> *Note: this document includes questions at the end of the essay – you do not have to answer those questions, though they may be useful in developing your understanding the text.

Essay #6: (Definition) *In Praise of a Snail's Pace* – Ellen Goodman --

http://s3.amazonaws.com/engrade-myfiles/4065496292099440/In_Praise_of_a_Snails_Pace.pdf

Essay #7: (Cause and Effect Analysis) *Kill 'Em! Crush 'Em! Eat 'Em Raw!* – John McMurtry --

<http://www.anderson.k12.ky.us/Downloads/McMurtry-Kill%20Em%20Crush%20Em%20Eat%20Em%20Raw.pdf> *Note: this document includes questions at the end of the essay – you do not have to answer those questions, though they may be useful in developing your understanding the text.

Essay #8: (Argument and Persuasion) *A Modest Proposal* – Jonathan Swift –

http://emotionalliteracyeducation.com/classic_books_online/mdprp10.htm

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Assignment #3 – Pastiche Assignment – DUE: Wednesday, August 15th

On the AS English Language exam, students will not only analyze texts in essay form, but also demonstrate their understanding of writers' choices by imitating a writers' style and language in their *own* writing. This is called a **pastiche**, which "imitates the style, structure, literary devices, and sometimes the subject matter of the original work. A pastiche is written as an homage to another writer. It is an exercise to learn about the literary techniques that writers use to communicate their ideas, and an opportunity for you to hone your creative writing skills."

Writing pastiches will be a reoccurring assignment in this course. To help prepare, **you will be mimicking a writer of your choice for this summer assignment. Please select a literary work that you appreciate because of its style.** You can select a piece of nonfiction, fiction, poetry, or drama. For poetry, you will refer to the poem in its entirety, but for longer works you will need to pick an excerpt where the writer's style is highly evident (selected excerpts should be approximately 300 – 500 words in length).

When you create your own pastiche, consider larger ideas about the text. For example, imitate Arthur Miller's dialogue from *The Crucible* and center it around a current trial (such as the Zuckerberg trial) instead. Perhaps mimic a poet's style but switch the subject matter to a topic you are passionate about. The possibilities are endless and there are plenty of examples online. Please feel free to contact either teacher with questions on this assignment.

For this assignment, your pastiche should be approximately 300-500 words in length, unless you are pastiching an entire poem, then follow the form and length of the poem, typed in MLA format. On a separate page, please include the original excerpt or poem you selected for this assignment.



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Literary Terms (See directions on page one!)

Rhetorical Terms (concepts and terminology related to rhetoric and argument)

- Argument
- Challenge
- Counterargument
- Discourse
- Ethos / Credibility appeal
- Logos / Logical appeal
- Pathos / Emotional appeal
- Refute
- Rhetorical devices / modes
- Semantics
- Style
- Thesis

Literary and Stylistic Terms (useful for a discussion of style)

- Cliché
- Colloquial
- Connotation
- Denotation
- Diction
- Ellipsis
- Equivocation
- Euphemism
- Hyperbole
- Jargon
- Juxtaposition
- Malapropism
- Mood
- Non-sequitur
- Pedantic
- Persuasion
- Platitude
- Polemic
- Sarcasm
- Syntax
- Tone
- Transition
- Understatement
- Voice

Literary and rhetorical devices (useful for a discussion of writer's craft or tools a writer may employ)

- Allegory
- Alliteration
- Allusion
- Ambiguity
- Anaphora
- Analogy
- Anecdote
- Antithesis
- Cataloguing
- Irony
- Metaphor
- Metonymy
- Motif
- Oxymoron
- Parable
- Paradox
- Parallel syntax / Parallelism
- Parody
- Pun
- Satire
- Simile
- Synecdoche
- Zeugma