English Language summer task. Deadline – first lesson in September.

Name: Teacher name:

This is your summer task and completion is an entry condition for attending Hautlieu School.

(You will need to research some of the terms in the table below in order to be able to complete the task fully. This link to this glossary of terms will help you as well. <https://filestore.aqa.org.uk/resources/english/AQA-7701-7702-GLOSSARY.PDF> )

Task:

1.Annotate the text supplied, using AO1 (linguistic terminology).

2. Complete the task in bold using the table below.

**With detailed reference to the text, explore how meaning and representation is created using the PEEL structure below. There are 3 points to make for lexis and semantics which is why there are three boxes (**PEEL is explained below the table).

|  |  |
| --- | --- |
| AO1, Framework/Language Level | AO3, comment on how meaning is created using language in  Text A- The Telegraph, texting is making English a foreign language. |
| **Genre -** form or type of text that is governed by the way the particular texts are written for particular purposes. (Recount, instruction, persuasive…) Remember to consider audience and purpose.  Comment on the genre of the text and how this affects the way in which the text has been written, the meanings and representations present. | P – *The main representation in the text is ……*  Ev –*The use of ……..(terminology - label word class/sentence type etc……………. in the line ‘…………………...(quotation from the text)…………………’ gives the impression……………………*  Exp – *This could a*lso *suggest…………(make a link to context / genre / purpose) …*.  ……………………*.and positions the audience to feel…………..*  L – *Furthermore, the representation of…………………………..through……….. highlights…………….* |
| **Lexis** (vocabulary, technical words, adjectives, adverbs, verbs – why were they used?)  **Explain how these represent the writer point of view to position an audience**  **and semantics** – how meaning is generated within a text (the function of the word classes in the generation of meaning) Remember to use the glossary for terms you are not familiar with  **Explain how these represent the writer point of view to position an audience**  Comment on how lexis and semantics (individual words and their meanings), contribute to meaning and are connected to the context in which the texts were produced (Purpose for which they’re written) and the context of reception (the audience for whom they’re written). | P  Ev  Exp  L |
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| **Grammar** (phrases, long/short/minor sentences, sentence moods interrogatives/imperatives...) Remember to use the glossary for terms you are not familiar with  Comment on how aspects of grammar help contribute to meaning and are connected to the context in which the texts were produced (Purpose for which they’re written) and the context of reception (the audience for whom they’re written). | P  Ev  Exp  L |
| **Graphology** (– font size/type, shape, images, signs, typography, colour, layout – often an indicator of genre**)** | P  Ev  Exp  L |

P=point=topic sentence about what meaning or representation is created in the text.

Ev=a quote and a label from the texts – use the AQA glossary to help. You need to be specific with your language labels from the frameworks

Exp= explain the use of language in the text, and how meaning has been created, with reference to the suggested language level/ framework, please note that it’s often helpful to consider the text’s purpose and audience to help you here

L=Link this back to show how the topic of texting is being represented in each text (e.g.: essential, scientifically, symbolically, amelioratively…)

Just fill in the grid and bring this to the first lesson. There is **no need** to write an essay. Good luck J

If you have any issues, please contact: Mrs Smith: ma.smith@hautlieu.sch.je