

# English Language 9093 AICE Project-Based Independent Summer Work

## Overview

This summer project is designed for students preparing to take AICE English Language 9093 at Robert Morgan Educational Center. The project focuses on the comprehensive understanding of **context, audience, purpose, form, language, and structure**. Students will independently explore these elements through a structured process that culminates in a presentation of their findings.

## Project Objective

To develop a deep understanding of how different texts are constructed and tailored according to their **context, audience, and purpose, and to analyze the impact of form, language, and structure on the reader**.

## Expected Outcomes

- **Analytical Skills:** Enhance ability to dissect and interpret various English texts.
- **Critical Thinking:** Develop reasoning skills by connecting textual features with their effects.
- **Presentation Skills:** Improve communication skills through the structured presentation of analysis.

## Project Duration

- **Total Time:** 5 Hours
- **Scheduling:** This project is intended as summer work and can be scheduled flexibly by the student over multiple sessions.

## Activities Breakdown

### 1. Selection of Texts (30 minutes)

- **Task:** Choose **two different** types of texts from the following options: newspaper editorial, investigative journalism article, news story, review (restaurant, movie, play, etc.), blog, travel blog, letter, podcast, (auto)biography, diary, and scripted speech. Your selected texts **must** be presented along with the assignment.
- **Purpose:** To explore diverse forms and understand how each is shaped by its purpose and intended audience.

## 2. Initial Analysis (1 hour)

- **Task:** Write a brief initial impression on each text focusing on perceived audience and purpose.
- **Guidance:** Note any obvious stylistic features or language that seems to target specific groups or achieve certain effects.
- **Review:** Review literary and structural terminology to facilitate understanding and analysis.

## 3. Detailed Textual Analysis (3 hours)

- **Task:** Analyze both texts in depth focusing on:
  - **Context:** Historical, cultural, or situational contexts that influenced the text's meaning, purpose, or audience.
  - **Language:** Specific language choices (diction, syntax) and their effects. What linguistic tools were used (asyndeton, polysyndeton, alliteration, metonymy, hyperbole, irony, assonance, consonance, understatement, list of three, etc.)? How did these linguistic tools affect the tone or audience of the piece? Select at least three linguistic tools that you will focus on.
  - **Structure:** How the information or narrative is organized and why it might be effective. Think about chronological order, cause and effect, questions answer, etc.
  - **Form:** The format of the text and reasons for its use. Think about the genre that you chose; what features does this type of writing usually have and what is it usually used for?
- **Tools:** Students may use annotation tools, dictionaries, and other literary analysis resources.

## 4. Preparation of Presentation (1 hour)

- **Task:** Prepare a digital presentation (e.g., PowerPoint, Prezi) summarizing findings from the analysis broken down into the following topics: Context; Audience; Purpose; Impact of Form on the Reader (How does this genre affect its readers and what is the goal of the writing?); Language (including Figurative Language, Diction, and Syntax) and Structure along with its effectiveness of use on the Reader.
- **Details:** Include key examples and quotes from the texts and explain the significance of each in relation to your analysis. Your examples should be in this format: make a point, supply evidence, and explain how it connects to the audience or purpose.
- Use the **Textual Analysis** portion as a guide for what to focus on during this presentation.

## Assessment Criteria

- **Depth of Analysis:** Insightfulness and thoroughness of the textual analysis.
- **Clarity of Presentation:** How effectively the analysis is communicated in the presentation.
- **Engagement with Texts:** Engagement level with the text and originality of insights.

## Submission Guidelines

- **Format:** Digital submission of both of the selected texts, the written analysis of **both texts**, and the presentation slides (**both texts** should be included in a single presentation).
- **Deadline:** Submit by the end of the designated summer work period. A review of presentation expectations will be provided during the first week of school. Presentations will take place during the second week of school.

## Additional Notes

- Students are encouraged to select school appropriate texts that genuinely interest them to foster a more engaging and insightful analysis. These full texts must be available and not blocked by a paywall, as they will be turned in along with the project.
- It is recommended to allocate time wisely, possibly dividing the project into smaller sections to manage your time effectively.

This structured, yet flexible, project allows students to deeply engage with critical elements of text analysis, honing their analytical and communicative skills independently to help prepare students for their Cambridge English Language test at the end of the school year.