

North Farmington High School Summer Reading Assignments

Honors English 9: Summer Reading Assignment 2018-2019

I. Required Reading

- A. *The Secret Life of Bees* by Sue Monk Kidd
- B. *Fahrenheit 451* by Ray Bradbury

Assessments

You will take an assessment on each of the required reading texts when you come to class in September. Assessment formats vary. Therefore, you should expect a traditional test, an impromptu essay, or a scored oral commentary of some variety. *We recommend that you spend ample time this summer taking careful notes on the texts, creating a learning log or journal, or using annotation techniques of your choosing. These will not be collected, but are recommended as a method for preparing for your assessment(s).*

If you have a specific question that can't be answered by this packet, please contact Mrs. Lisa Shenton or your current English teacher before leaving for the summer. Please note that we do not regularly check school email or voicemail over the summer, and a quick reply is unlikely after the year ends. Please feel free to contact North's front office at 248-785-2005 and leave a message with the staff if you have an important question that requires immediate attention. Our recommendation, of course, is to review this packet now, prepare a list of questions, and see your point of contact ASAP.

Honors English 10: Summer Reading Assignment 2018-2019

II. Required Reading

- A. *A Lesson Before Dying* by Ernest J. Gaines
- B. *The Last Lecture* by Randy Pausch

Assessments

You will take an assessment on each of the required reading texts when you come to class in September. Assessment formats vary. Therefore, you should expect a traditional test, an impromptu essay, or a scored oral commentary of some variety. *We recommend that you spend ample time this summer taking careful notes on the texts, creating a learning log or journal, or using annotation techniques of your choosing. These will not be collected, but are encouraged as a method for preparing for your assessments.*

II. Vocabulary Terms

- A. **Important Terms for Honors 10:** https://quizlet.com/_3jhqkq

Assessments

You will be tested on the vocabulary from the above link. **Do not simply memorize the terminology.** You will be expected to define, identify, characterize, and construct your own examples from these lists.

If you have a specific question that can't be answered by this packet, please contact Ms. Jessica Read or your current English teacher before leaving for the summer. Please note that we do not regularly check school email or voicemail over the summer, and a quick reply is unlikely after the year ends. Please feel free to contact North's front office at 248-785-2005 and leave a message with the staff if you have an important question that requires immediate attention. Our recommendation, of course, is to review this packet now, prepare a list of questions, and see your point of contact ASAP.

Advanced Placement Language and Composition Summer Reading List 2018-2019 for Juniors

Welcome to AP Language and Composition. The AP English Language course emphasizes a mix of politics, history, social sciences, current events and non-fiction prose. This class is different from most English classes you have taken before; it will ask you to analyze writing, develop sound reasoning and argumentation, as well as examine the power of language.

This summer reading assignment offers you an opportunity to actively engage in both reading and writing prior to taking this class, as you will create a database of information to use throughout the school year. We will be referring to the summer reading text throughout the entirety of the course, so you are encouraged to annotate the reading and take detailed notes, which will be valuable for in-class activities, comprehension, and retention.

If you have any questions about this assignment, please feel free to email us at

Kristina.Pittman@farmington.k12.mi.us

Erika.Rust@farmington.k12.mi.us

Required Text:

The Geeks Shall Inherit the Earth by Alexandra Robbins

This text must be annotated. Please see annotation guidelines below.

Optional Text:

This text is not required for the class; however, it is strongly recommended.

The Bedford Glossary of Critical and Literary Terms by Ross Murfin and Supryia Ray

Summer Reading Definitions

The following definitions will help you prepare for the writing component of this summer reading assignment. You are encouraged to mark passages/page numbers that relate to these elements for future reference.

Detail includes facts, observations, and incidents used to develop a subject or make an abstraction concrete. A lack of detail can also be a powerful tool to focus the reader's attention on what isn't said or shown.

Diction refers to the writer's word choices, especially with regard to connotation, correctness, clearness, and effectiveness. A writer might describe an author's diction as formal or informal, ornate or plain.

Writers and speakers appeal to **ethos**, or character of a person, to demonstrate that they are credible and trustworthy.

Imagery is the verbal representation of the five senses. On a broader and deeper level, however, images can be used as metaphors or symbols, and one image can represent more than one thing.

Writers and speakers appeal to **logos**, or reason, by offering clear, logical ideas.

Writers and speakers appeal to **pathos**, or emotion, to engage an audience.

Rhetoric is the study of effective, persuasive language use, including thinking, writing, and speaking strategies; rhetoricians analyze and evaluate what works and what does not work in a specific context.

Syntax is the way an author chooses to join words into phrases, clauses, and sentences. Syntax involves *groups* of words, while diction refers to the individual words.

Definitions guided by:

Swovelin, Barbara V. English Language and Composition: Preparation Guide. Lincoln: Cliffs, 1993.

Shea, Renee, et al. The Language of Composition. Boston: Bedford / St. Martin's, 2008.

The Skill of Annotating: Being an Active Reader

Annotating is a strategy that will guide your reading throughout high school, college, and your future endeavors. Annotating is simply writing on text, or marking your thoughts on whatever you're reading. The reason we encourage this strategy is because it makes you active readers; if you're annotating, you can't be dozing through your reading—you have to pay attention. We realize that if you borrow your summer reading books from the library, you can't mark directly on them, so you may use post-it notes to record your thoughts. (You can stick them on the page where your thought occurs). Below are some suggestions on how and what to annotate.

Underlining/Highlighting: You should underline or highlight significant passages, including those passages that impact the theme, characters, conflict, and/or setting. Include details you might want to refer back to later.

Question Marks/Written Questions: Use a question mark to note things you wish clarification on. In the margin (or on a sticky note), write a question the section or passage makes you think about. You can also write a question regarding a possible connection to something else you think about after reading the passage, etc. You may find clarification comes later in the text, but this focuses your attention on it. Often raising the question allows you to see the answer more clearly.

Vocabulary: You can mark unfamiliar vocabulary in a variety of ways. Circle it, underline it, highlight it, etc. The important thing is to notice it. Either make sense of it from the text or look it up. A word may indeed change the impact or meaning of a passage.

Literary Techniques: Mark the techniques you learned from previous English classes and note their significance to the piece. Make careful note of the themes, motifs and symbols. Think about what you are reading, think about why the author expressed him/herself the way s/he did, think about what the piece means to you. Jot down these thoughts as you read; it makes it very easy to recall them when you actually write them out.

There is no required or "correct" number of annotations per book, but you should mark interesting details as you encounter them. Don't over annotate and mark on every single page; we don't want to kill your love of reading. Please bring your annotated books to class.

Enjoy your reading! We look forward to working with you next year!

Advanced Placement English 12: Literature and Composition for Seniors

Summer Reading Assignment 2018-2019

Welcome! In addition to honing your skills as a writer, one of the objectives of the AP Literature and Composition course is to aid you in becoming a skilled reader of prose and an informed evaluator of secondary source material. We will be referring to the summer reading texts throughout the entirety of the course, so you are encouraged to annotate your texts and/or take detailed notes on the pieces. You will find this valuable for in-class activities, comprehension, and retention. (See Appendix A for a recommended note-taking template.)

1. Required Reading

- A. *Cold Mountain* by Charles Frazier
- B. *Mythology: Timeless Tales of Gods and Heroes* by Edith Hamilton
- C. *Norse Mythology* by Neil Gaiman

Assessments

You will take an assessment on each of the required reading texts when you come to class in September. Assessment formats vary. Therefore, you should expect a traditional test, an impromptu essay, or a scored oral commentary of some variety.

2. Vocabulary Terms

- A. <https://quizlet.com/41819353/schemes-examples-flash-cards/>
- B. <https://quizlet.com/40149780/tropes-flash-cards/>

Assessments

You will be tested on the terminology found in the above links. These lists are, by no means, all inclusive...but they will get us started. **Do not simply memorize the terminology.** You will be expected to define, identify, characterize, and construct your own examples from these lists. (See Appendix B and C for hard copies of these terms.) Use additional resources, including (but not limited to) the internet, to fill in any gaps in regards to these techniques.

3. Grammar and Composition

It is expected that AP English students will arrive with a thorough understanding of grammar and MLA format. This includes, as a starting point, a mastery of the four grammatical sentence types. A plethora of resources are available for reviewing this material. Overall, a student will find it difficult to score high marks if he or she is struggling with the *fundamentals* of written expression. We **highly recommend** revisiting these areas in preparation for our year together.

If you have a specific question that can't be answered by this packet, please contact either Mrs. Pittman or Mrs. Morse before the school year ends. Our recommendation is that students review this packet now, prepare a list of questions, and see a point of contact ASAP, rather than waiting until the summer has started. Please note that teachers do not regularly check school email or voicemail over the summer, and a quick reply is unlikely after the year ends. **Also, we encourage you to join the AP Literature Remind101 group (below) to receive reminders or alerts (starting in August) about the class.** Click here <https://www.remind.com/join/lovelit17> or follow these instructions:

Text @lovelit19 to the number 81010

You will receive a welcome text from Remind. If anyone has trouble with 81010, you can try texting @lovelit19 to (616) 773-2235. Also, printed instructions are hanging on the outside of room 201.

Enjoy your summer! We look forward to seeing you again in the fall.

Regards,

Mrs. Dawn Morse
Mrs. Kristina Pittman

Recommended Note Sheet Template for Longer Works of Fiction

Appendix A

Major Works Sheet

Name:

Title:

Author:

Genre:

Literary period, if significant:

Historical significance:

Setting: (time, place, and atmosphere, especially if the setting is a major element in the work)

Protagonist: (name, personality, appearance, etc.)

Antagonist(s):

Main conflict(s): (Consider what the protagonist wants/desires and what is keeping him/her from getting it.)

Brief plot summary:

Resolution (of main conflict):

Major themes: (What truths and life/human nature are revealed?)

Dominant symbols and/or motifs:

Remarkable events/images/other elements:

Significant Quotes:

Overall impression of the work:

Appendix B

Tropes Vocabulary

1.	Apostrophe	A figure of speech that directly addresses an absent or imaginary person or a personified abstraction, such as liberty or love.
2.	Hyperbole	The use of exaggerated terms for the purpose of emphasis or heightened effect.
3.	Irony	The use of a word in such a way as to convey a meaning opposite or paradoxical to the literal meaning of the word.
4.	Litotes	The deliberate use of understatement, often used in satire, to emphasize a point by stating a negative to further affirm a position, often incorporating double negatives for effect.
5.	Metaphor	Implied comparison between two things of unlike nature.
6.	Metonymy	The substitution of some attributive or suggestive word for what is actually meant - such as "the crown" for the position of king or queen.
7.	Onomatopoeia	The use of words whose sound echoes one of the five senses.
8.	Oxymoron	Using two words together to create a self-contradiction to call attention to call attention to a particular point in an argument or to reveal a paradox.
9.	Paradox	An apparently contradictory statement that nevertheless contains a measure of truth.
10.	Periphrasis	The use of indirect and circumlocutory phrase to express an idea.
11.	Personification	The imbuing of inanimate objects with human qualities or abilities.
12.	Pun	A generic name for those figures which make a play on words.
13.	Rhetorical Question	Asking a question, not for the purpose of eliciting an answer, but for the purpose of asserting or denying something obliquely.
14.	Simile	An explicit comparison between two things of an unlike nature.
15.	Syllepsis	Use of a word understood differently in relation to two or more other words, which it modifies or governs.
16.	Synecdoche	A figure of speech in which a part stands for the whole, or the whole for the part.
17.	Zeugma	Artfully using a single verb to refer to two different objects in an ungrammatical but striking way, or artfully using an adjective to refer to two separate nouns, even though the adjective would logically only be appropriate for one of the two.

Appendix C

Schemes Vocabulary

1.	Alliteration	repetition of initial or medial consonants in two or more adjacent words.
2.	Anaphora	repetition of the same word or group of words at the beginning of successive clauses.
3.	Anastrophe	inversion of the natural or usual word order in a sentence. (Yoda talks this way :)
4.	Antithesis	the juxtaposition of contrasting ideas, often in parallel structure.
5.	Apposition	placing side by side two coordinate elements, the second of which serves as an explanation or modification of the first.
6.	Assonance	repetition of similar vowel forms, preceded and followed by different consonants, in the stressed syllables of adjacent words.
7.	Asyndeton	deliberate omission of conjunctions between a series.
8.	Chiasmus	repetition and reversal of grammatical structures in successive clauses (or the ABBA structure).
9.	Climax	arrangement of words, phrases, or clauses in an order of increasing importance.
10.	Ellipsis	deliberate omission of a word or of words readily implied by the context.
11.	Epistrophe	repetition of the same word or group of words at the ends of successive clauses.
12.	Isocolon	similarity not only of structure but of length.
13.	Parallelism	similarity of structure in a pair or series of related words, phrases, or clauses.
14.	Parenthesis	insertion of some verbal unit in a position that interrupts the normal syntactical flow of the sentence.
15.	Polyptoton	root repetition of words derived from the same.
16.	Polysyndeton	deliberate use of many conjunctions in a sentence.