

ENGLISH III (11th grade) HONORS and AP Summer Reading Assignment

INSTRUCTIONS

(A SPECIAL NOTE FOR AP STUDENTS: Refer to page 3 for the DAY ONE TERMINOLOGY QUIZ)

1. **All English III AP and Honors students will read two books.** Everyone will read *Lord of the Flies*, and then you will also pick one from the list of choices for your second book.
2. **You do not have a writing assignment to do over the summer. On the SECOND DAY OF CLASS,** you will write an in-class essay on the book you chose as your second reading. You will not be permitted to use notes, but it is recommended that you complete the **Active Reading Guide** as a reference for study. The essay is worth a test grade.
3. **In the first full week of class,** you will take an objective reading quiz on *Lord of the Flies*.

ALL STUDENTS: Lord of the Flies

THEN ALSO SELECT ONE OF THE FOLLOWING:

Before you choose, look up the titles and select the one that interests you the most.

Fiction (this is a course in British literature):

Watership Down, by Richard Adams
Heart of Darkness, by Joseph Conrad
Jane Eyre, by Charlotte Bronte
A Room with a View, by E. M. Forster
A Portrait of the Artist as a Young Man, by J. Joyce
Dr. Faustus, by Christopher Marlowe
Pygmalion, by George Bernard Shaw
I Capture the Castle, by Dodie Smith

Choices if you prefer nonfiction books that are informative, entertaining, and make you think:
The Mother Tongue, by Bill Bryson
Silent Spring, by Rachel Carson
On Writing, by Stephen King
Three Cups of Tea, by Mortensen and Relin (the original, not the YA version)

Choices if you prefer nonfiction books that are told like stories:
I Know Why the Caged Bird Sings, by Maya Angelou
A Long Way Gone, by Ishmael Beah
Close to Shore, by Michael Capuzzo (This book comes in two versions. You want the one that is slightly over 300 pages. The other one, much shorter, is for elementary /middle school readers.)
Pilgrim at Tinker Creek, by Annie Dillard
The Lost City of Z, by David Grann
A Moveable Feast, by Ernest Hemingway
Down and Out in Paris and London, by George Orwell

DO's and DON'T's

DO consult with your parents before making your choice. They should approve what you're reading. DO read a bit about these titles before making your choice. You might actually find one you like. DO NOT select a book you've read before. DO NOT rely on the film versions of the books. I've seen them all, and none of them are accurate.

ACTIVE READING GUIDE

Please have a notebook open while you're reading. The notes you take will be useful as a study tool when it comes time for a test or essay.

1. List new or difficult vocabulary words. Look up their definitions and write them in your notes.
2. If you chose one of the informative books (*Mother Tongue*, *Silent Spring*, *On Writing*, or *Three Cups of Tea*), then it's recommended that you keep a chart of the major points made throughout the book and some important details the author uses to support each point. Example:

Major points made by the author	Details the author gives to support each point

For *Lord of the Flies* and the rest of the books, complete 3, 4, and 5.

3. Create a chart in which you write details, observations, and descriptions of important characters or individuals approximately 1/3 of the way through, 2/3 of the way through, and at the end of the book.

	approx. 1/3 of the way through the book	approx. 2/3 of the way through the book	at the end of the book
Character or Individual			

4. Create a chart in which you describe the important places (settings) and what happens in each place.

	detailed description	what happens there
Place		

5. Track the decisions made by the characters throughout the story. You'll end up with a detailed plot outline and evidence of the various conflicts that occur.

A word on using resources like Sparknotes:

You might want to refer to a resource while you're reading. That's fine. This works well when you've read the book and need more information. It's not an alternative to actually reading the book, however.

AP English Language and Composition – Introductory Study Guide

FIRST DAY OF SCHOOL – TERMINOLOGY QUIZ

“The ability to comprehend complex texts is the most significant factor differentiating college-ready from non-college ready readers.” – Sandra Alberti in Educational Leadership

Eleventh grade AP English Language and Composition is modeled after the kind of composition (writing) course that all college students are required to take during the first semester of their freshman year. We study **rhetoric** – the many ways authors use language to convey meaning. The major difference you will see between what we read in AP and what your fellow eleventh graders will read in their classes is that we cover more nonfiction- speeches, articles, essays, opinions, memoirs, histories, current events, etc.

The following terms serve as an introduction to the concepts covered in AP Language and Composition. Study the terms and be prepared to be tested on them on the first day of school.

Essay Writing

1. To **analyze** a text means to explain how an author uses language to accomplish a purpose, to convey meaning, or to create an effect.
2. To **argue** means to present a variety of convincing evidence to support a point, take a side, or make a judgment.
3. To **synthesize** means to use information from multiple informational (research) sources.

Rhetorical Appeals

4. **Aristotle**: the ancient Greek philosopher who defined the concept of rhetorical appeals
5. **rhetoric**: simply put, rhetoric studies the many ways authors use language to convey meaning
6. **appeal**: a method of persuasion in writing and speaking
7. **logos**: an appeal made through logic and reasoning
8. **ethos**: an appeal made through the credibility (believability) of the writer or speaker
9. **pathos**: an appeal made to one’s emotions

The Basics of Analysis (PACCT)

10. **purpose**: the reason for writing or speaking
11. **audience**: the people intended to be reached or impacted by the writing or speaking
12. **context**: the historical, social, psychological, or emotional “climate” in which the writing or speaking is done
13. **claim / assertion**: the writer or speaker’s main point or argument
14. **tone**: attitude or emotion expressed through the writing or speaking

Some Commonly Seen Terms of Analysis (there are many more)

15. **allusion**: a reference to a well-known story, song, work of art, etc.
16. **anaphora**: repetition at the beginning of sentences
17. **anecdote**: a brief story used to illustrate a point
18. **antithesis**: an examination of opposites
19. **cumulative**: stating the main idea first, followed by supporting evidence
20. **diction**: an author’s specific word choice
21. **juxtaposition**: the act of placing ideas “side by side,” so to speak, in order to compare and contrast them
22. **metonymy**: using a single aspect to refer to a larger idea: i. e., saying “the crown” to refer to royalty
23. **parallelism**: a similarity in grammatical structure
24. **periodic**: introducing a set of evidence first, followed by the main idea or point
25. **syntax**: covers the wide variety of ways to arrange words into phrases, sentences, and paragraphs