

AP Literature and Composition and English IV – 2009-2010

Ms. B. Alvarez

Summer Reading Assignment

Read *A Return to Modesty* by Wendy Shalit and *Pride and Prejudice* by Jane Austen. Then complete the following assignment for *each* work.

Part I: Passage Analysis

After typing the proper MLA heading (see page 133), record the book's information in the appropriate MLA format as well (see page 147).

Significant Passage:

Select from the book a paragraph or passage – no more than 20 lines – that you feel captures the essence of the book, its major themes, its *argument*. Type this passage as the first item on your paper. Be sure to include the page number from which the passage is taken in parenthesis at the end of the line, inside the period ().

Analysis:

Spend one or two paragraphs explaining the significance of the passage you selected. How does it reveal the essence, the theme of the book? What does it reveal about modern society? What in its language and structure moves a reader to emotion?

In the last paragraph of your analysis, you will briefly but intelligently explore this book's effect on you. Are you a different person now for having read this book? Is your thinking different? Have you learned something? Are you smarter?

I will look for intelligent writings that may not be shorter than 300 words (not including the passage you select). They are to be typed and proofread for errors.

Part II: Objective Questions

Using the Common Objective Stems included, compose and type three (3) objective questions *for each work* (a total of six – 6 – questions) that refer to the same passage you selected. Create the possible answers to the questions, A through E, and provide the correct answer to each question.

1. The mood of the poem is best described as...
2. “ “ (line___) is best interpreted to mean...
3. “ “ (line ___) describes the...
4. Between lines ___ and ___, there is a shift from...
5. The speaker's/character's attitude is best described as one of ...
6. Throughout the poem, the imagery suggests that...
7. Which of the following literary devices most significantly contributes to the unity of the poem?
8. In the first stanza, the speaker makes use of paradox by doing which of the following?
9. In line ___, the word “ “ suggests that...
10. The speaker metaphorically likens himself to a/an...
11. The imagery in the first stanza most clearly suggests which of the following?
12. Which of the following account for the ironic tone of “ “ (lines___)?
13. The pronoun “ “ (line ___) refers to...
14. The phrase “ “ (line___) contrasts most directly with...
15. As the poem progresses, the speaker's mode of expression shifts from one of. ___ to ___
16. Which of the following pairs of words function as opposites in the poem?
17. Which of the following illustrates the rhetorical device of *apostrophe*?

18. The primary implication of lines __ is that...
19. The critical transition point in the poem occurs at...
20. The figure of speech in line __ is...
21. The effect of lines __ is
22. The diction used to describe “ “ (line __) suggests that
23. In line __, the speaker implies...
24. In the poem as a whole, the speaker views nature as being essentially
25. The speaker makes a categorical assertion at all of the following places in the poem *except*...
26. Which of the following lines contains an example of personification?
27. Lines __ convey a sense of
28. The poem dramatizes the moment when the speaker
29. In context, the phrase “ “ (line __) is best paraphrased as
30. In the final stanza, the speaker anticipates
31. Which of the following is *least* important to the theme of the poem?
32. The tone throughout the poem is best described as one of
33. A shift in tone occurs at which of the following lines?

English in the years 2009-10**

For those of you who like to shop for book bargains over the summer, here is the list of works we will read in English IV and AP Literature and Composition:

Jane Eyre, Charlotte Bronte
The Stranger, Albert Camus
Heart of Darkness, Joseph Conrad
The Power and the Glory, Graham Greene
Tess of the d'Urbervilles, Thomas Hardy
A Portrait of the Artist as a Young Man, James Joyce*
1984, George Orwell
Wide Sargasso Sea, Jean Rhys
Frankenstein, Mary Wollstonecraft Shelley
Rosencrantz and Guildenstern are Dead, Tom Stoppard
Hamlet, William Shakespeare

*we have ten or more copies in the school library, first come, first served.

**while it is my intention to cover *all* of these books, the reality of time may make some of them simply good additions to your growing library of great works!

Alvarez/English - Annotation

*“Reading furnishes the mind only with materials of knowledge;
it is thinking that makes what we read ours.”*
-- John Locke

Why annotate as you read?

- to stay focused on your readings
- to read on a closer level
- to ensure that you're not only reading but thinking about what's on the page
- to help you find key passages for later use in class discussions, papers, and study guides
- to create a resource not only for use now but during your college career as well

How should you annotate?

- write brief notes in the margins; underline and circle the passages related to your comments
- note unfamiliar words, names, and places (and look them up)
- ask yourself questions, in writing, that arise as you read (and attempt to answer them)
- write your reactions to the characters, writing style, plot, events, etc., as you go
- write notes that reflect three basic levels of reading

What are the three levels of reading?

- Ask yourself (and answer) questions on the **literal level** to understand the facts being presented. Example: “Who did Jack go up that hill with? And for what?”
- Ask questions (and answer) on the **analytical level** to explore the possibilities between the lines. Example: “Why would Jill hang out with someone as clumsy as Jack anyway? Could that treacherous journey up that hill be symbolic of something? Their shaky friendship, maybe?”
- **Make connections** to your own experiences, to current or historical events, to what you might know about the author's life, or to other works you've read, heard, or seen. Example: “Jack and Jill's tumble reminds me of Humpty Dumpty's fall, and neither story has a happy ending.”

Is there one common analysis out there for each great work of literature?

- Yes, but this class isn't about being common. It's not about learning what other people think, either. It's about learning to think for yourself, to break down what you read and to analyze it in fresh, unique ways, and to make what you read truly yours.

Final Note: Think of annotating (as well as all the literary terminology, techniques, and elements you'll be studying this year) as your archeologist's tools designed to help you explore, excavate, and analyze each work in order to come to your own wonderful conclusions.

Assignment: Practice annotating this summer as you read the work(s) required. Be prepared to turn your annotated novels in for grading sometime during the first weeks of school.