

**Summer Reading Assignment**  
**English IV&IV AP**

**Teacher: Lauren Trebert**

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The following is your summer reading assignment for English next year, with me, Mrs. Trebert, ☺. Please feel free to contact me this summer if you have any questions or concerns. I can be reached by phone at (972)757-5705 (please don't call after 10:30 pm) or by e-mail at [ballerinalw@hotmail.com](mailto:ballerinalw@hotmail.com).

**All of the following books will be in stock and available to purchase at the Macarthur Barnes and Noble location in Irving this summer.**

***Heart of Darkness* by Joseph Conrad** ISBN: 0486264645

***Things Fall Apart* by Chinua Achebe** ISBN: 0385474547

**Hold onto these books until we need them in the fall. Do not read them for summer reading!**

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Summer Reading Test:

Given the first week of school. List of important people-places-items-events for identification. You tell me both the literal meaning/role in the story, and the symbolic significance to the whole. This is what you ought to mark as you read!

**Summer Reading:**

***Emma* by Jane Austen** ISBN: 1593081529

“Of all Jane Austen's heroines, Emma Woodhouse is the most flawed, the most infuriating, and, in the end, the most endearing. Austen only completed six novels in her lifetime, of which five feature young women whose chances for making a good marriage depend greatly on financial issues, and whose prospects if they fail are rather grim. *Emma* is the exception: "Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her." One may be tempted to wonder what Austen could possibly find to say about so fortunate a character. The answer is, quite a lot.” --*Alix Wilber*

- No assignment. Read and annotate very carefully, because you will be tested on this novel the first days of school next fall. The exam will include items NOT featured on sparknotes.com and the like. You must READ it.

***The Sound of Waves* by Mishima** ISBN: 0679752684

“Set in a remote fishing village in Japan, *The Sound of Waves* is a timeless story of first love. A young fisherman is entranced at the sight of the beautiful daughter of the wealthiest man in the village. They fall in love, but must then endure the calumny and gossip of the villagers.”

Assignment:

- A. Read the novel.
- B. As you read, annotate:

Marking and annotating a text is like having a conversation with a book—it allows the active reader to ask questions, comment on meaning, and mark events and passages he or she wants to revisit. The annotation can also take place during a lecture or a discussion that is focused upon a certain textual passage.

How to Annotate:

- Make brief notes at the top of the page or on a sticky note to mark important plot events, narrative shifts, or thematically important moments.
- Circle words that are unfamiliar or unusual—try to figure out the word’s meaning through contextual clues and supplement with a dictionary.
- When new characters are introduced, underline phrases that describe them.
- Mark words, images, and details that seem to form a pattern throughout the text (motif). For example, if a large clock appears in the first chapter, and then you notice words like “timely” or “ticking” in the text, and then a character checks his/her watch or is late, you may have uncovered a pattern of imagery which will lead you to a thematic idea.
- Mark passages you think might be symbolic.
- Write (pencil seems most helpful for me) your thoughts in the margins as you read.
- On a second reading, note any early references/foreshadowing to events that will occur later in the text.
- If you have a question, write it on the page on which it first occurred to you.
- Use brackets, checks, stars, bullets, or asterisks to mark very important items or things you want to come back to later.

C. Do the following Reading Journal for each work:

- 1) For the entire novel, select **six** short passages (a sentence or two) that strike you as important. Divide your journal into two columns—the left, for the entire passage (you must write it all out, with page numbers), and the right for commentary. Passages must come from the beginning, middle, and end of the novel.
- 2) For your commentary,
  - a. put the passage in literal context,
  - b. analyze how the devices in the quotation relate to its meaning, and
  - c. explain the significance of the quotation to the work as a whole. You must integrate key words and phrases from the passage in this commentary. Think of them as expository paragraphs.

Example Entry from *The Christmas Carol*:

Passage	Commentary
<p>“Old Marley was as dead as a doornail! Mind! I don’t mean to say that I know, of my own knowledge, what there is particularly dead about a doornail. I might have been inclined, myself, to regard a coffin-nail as the deadest piece of ironmongery in the trade. But the wisdom of our ancestors is in the simile; and my unhallowed hands shall not</p>	<p>In this beginning passage of the work, Dickens establishes the satirical character of his narrator. Despite the grim tidings he relates (Marley’s death), he makes fun of the very simile he uses to express it. Aware of the clichéd nature of the phrase “dead as a doornail,” he proceeds to explain the absurdity—and yet necessity—of using it. First, he remarks that he prefers a “coffin-</p>

<p>disturb it, or the Country's done for. You will therefore permit to repeat, emphatically, that Marley was as dead as a doornail" (1).</p>	<p>nail," a much more fitting comparison, as "the deadest piece of ironmongery in the trade." Here, he creates humor not only in using the technical term "ironmongery" but also in even discussing the appropriateness of his own expression—who talks about a simile in this detailed a manner? Despite a "door-nail" being an inappropriate simile, he must use it, as "the wisdom of our ancestors" created it. Now he directly refers to it as a cliché, an empty expression used only as tradition, but in such elevated language—"wisdom," for example, and that his hands are "unhallowed" for changing it—to satirize our, and his own, use of it. To cement the joke, he ends with a hyperbole: if he changes the simile, "the Country's done for"! Here we see the narrator's light satire of his own writing, contrasting his tone with the heavy morality of the tale he will soon impart.</p>
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**Grading Rubric:**

6 entries worth 16 pts. each, with 4 free points for doing the assignment=100 pts.

<p>15-16 pts.</p>	<p>Entry places passage in literal context, blends words/phrases from passage into entry, analyzes effect of literary devices on the meaning, and relates to the significance of the whole. In addition, student uses particularly mature language, insightful and mature analysis, or both.</p>
<p>13-14 pts.</p>	<p>Entry places passage in literal context, blends words/phrases from passage into entry, analyzes effect of literary devices on the meaning, and relates to the significance of the whole.</p>
<p>11-12 pts.</p>	<p>Entry falters in one or more of the particulars above: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, it may not analyze a literary device, or it may not relate to the significance of the whole. In addition, its language is unclear or demonstrates errors.</p>
<p>10 - below</p>	<p>Entry falters in one or more of the particulars above, and in addition must be especially weak in language or unacceptably brief.</p>