

# Summer Assignment for Pre-AP 9<sup>th</sup> Grade English

Dear Pre-AP Student,

Your decision to take this course identifies you as a student who is committed to learning and excellence. Throughout Pre-AP English 9, you will explore multiple genres of literature and develop fundamental tools for the analysis of literature. You will also gain extensive practice in writing about literature and work on higher-level grammar and mechanics in preparation for college entrance exams. The course includes all of the components of a 9<sup>th</sup> grade English course, but content is delivered at a quicker pace, requires more time commitment outside of the classroom, and will require independent critical thinking. In preparation for this course, you should complete three components of a summer reading assignment: a selection novel, one annotated novel, and a glossary of terms.

## Part One – Choice Book

Read one novel from the English 9 summer reading list. The choices for 2018 are:

*And Then There Were None* – Agatha Christie

*Fahrenheit 451* – Ray Bradbury

There will be a test given on your choice book the first Friday upon return to school.

## Part Two – Annotated Novel

All students registered for Pre-AP English 9 should read the novel *The Lord of the Flies* by William Golding. Students should complete the following annotation assignment. Annotated novels will be turned in on the first day of school. Each of the five components is worth 20% of your annotation grade.

1. Whenever the author DESCRIBES or gives information about a character directly, you should highlight the descriptions. Do not simply highlight character names. Highlight information on characters in YELLOW (or use yellow sticky notes). Write the name of the character being described in the margin beside the highlighted description.
2. Whenever the author describes a setting, highlight these descriptions in PINK (or use pink sticky notes). Write the name of the place being described in the margin beside the highlighted text.
3. After reading each chapter, stop to reflect on the events of the chapter. Write a short 2-3 sentence summary of the chapter. Be sure to include who, when, where, and what (happens).
4. Vocabulary can always be challenging when reading classic literature. Provided is a list of 40 vocabulary words you will encounter in the novel. Define and identify the part of speech for each. During the first full week of school, you will be given a vocabulary quiz in which you must be able to demonstrate understanding of the words by using them in sentences. This list is not exhaustive. As you encounter other words you do not know, it will benefit you to take the time to pause and look up their meanings. You may wish to underline them or write the synonyms in the margins of the text.
5. Make notes as you read. Write them in the margins or on colored sticky notes (not pink or yellow). There should be at least one note on every two pages.

## Vocabulary Words:

- |                  |                   |                   |
|------------------|-------------------|-------------------|
| 1. Proffer       | 15. Derisive      | 29. Gorged        |
| 2. Specious      | 16. Tempestuously | 30. Vexed         |
| 3. Enmity        | 17. Interminable  | 31. Corpulent     |
| 4. Strident      | 18. Emphatic      | 32. Derision      |
| 5. Furtive       | 19. Incredulity   | 33. Loathing      |
| 6. Hiatus        | 20. Impenetrable  | 34. Somber        |
| 7. Gesticulate   | 21. Clamor        | 35. Dredged       |
| 8. Exasperation  | 22. Mutinous      | 36. Exulting      |
| 9. Officious     | 23. Ruefully      | 37. Multitudinous |
| 10. Gaudy        | 24. Sage          | 38. Accord        |
| 11. Inscrutably  | 25. Impervious    | 39. Unquenchable  |
| 12. Belligerence | 26. Rebuke        | 40. Cessation     |
| 13. Apex         | 27. Sanctity      |                   |
| 14. Vivid        | 28. Illusive      |                   |

## Part Three – Glossary of Literary Terms

On 3x5 lined index cards, define the following literary and grammatical terms – terms one is expected to know upon entering ninth grade. There will be a test on these terms during the first week of school. Keep these index cards in an index card file box. You will keep the box until your senior year of high school, adding cards as you learn new terms. Write the term on the front and the definition on the back of each card.

- |                                   |                         |                 |
|-----------------------------------|-------------------------|-----------------|
| • alliteration                    | • eight parts of speech | • plot          |
| • antagonist                      | • fiction               | • point-of-view |
| • biography                       | • foreshadowing         | • prose         |
| • characterization                | • genre                 | • protagonist   |
| • climax                          | • hyperbole             | • setting       |
| • conflict                        | • imagery               | • simile        |
| • connotation                     | • irony                 | • suspense      |
| • denotation                      | • metaphor              | • symbol        |
| • dialogue                        | • narrator              | • theme         |
| • direct object                   | • nonfiction            |                 |
| • drama                           | • paraphrase            |                 |
| • eight forms of the verb “to be” | • onomatopoeia          |                 |
|                                   | • personification       |                 |

If you have any questions or need clarification on any part of the assignment, I can be reached by email through the school email system or directly at [maggie.reymann@sccboe.org](mailto:maggie.reymann@sccboe.org). There will be points in the summer when I may be out of town or lack access to my work email, but I will respond as quickly as I am able to do so. I look forward to a productive year!

Sincerely,

Maggie Granger Reymann