

IB English Summer Reading 2012

Name _____

Due the first Tuesday of school.

Prior to 9th Grade: Each assignment is worth 25 points. _____ / 75

- **Please make sure this is your own work. This assignment is required for entry into the 9th grade IB English program.**
- Essays will be collected on Tuesday, August 7th, by your English teacher.
- Students with missing essays will be reported to Mrs. Pallissard.
- Answer the questions in an essay format. We prefer papers be typed; however, if you do not have an accessible computer, you may use pen.
- Papers will be scored using the AIMS 6 traits rubric. You may be asked to revise your assignments.
- Complete the requirements below, taken from the IB Summer Reading letter. See reverse for reading list.
 - I. Read three books from the attached list.
 - II. Answer one of the following three questions for each of the three books: Do not use the same question twice.
 1. Select a passage or incident from the book. Describe the importance of the passage/incident in relation to the book as a whole. Each paper must be 500-700 words in length. List the word count at the bottom of the last page of your essay.
 2. Choose a character from the book that made an impression on you, good or bad. In the “voice” of this character, as if you are pretending to be the character, write either:
 - a. a letter to another character in the book papers must be at least 1 page in length.
 - b. a poem about yourself, as the character, or an incident in the book with the character. Poems should be approximately 24 lines in length.
 3. Write a summary of the book. Would you recommend this book to others? Why or why not? Summaries must be 1.5 – 3 pages in length.

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IB Freshmen Summer Reading List

<i>AUTHOR</i>	<i>TITLE</i>
Adams, Douglas	<i>The Hitchhikers Guide to the Galaxy</i>
Alvarez, Julia	<i>Before We Were Free</i>
Alvarez, Julia	<i>Finding Miracles</i>
Angelou, Maya	<i>I Know Why the Caged Bird Sings</i>
Asimov, Isaac	<i>The Fantastic Voyage</i>
Atwood, Margaret	<i>The Handmaid's Tale</i>
Austen, Jane	<i>Pride and Prejudice</i>
Bradbury, Ray	<i>Fahrenheit 451</i>
Bronte, Charlotte	<i>Jane Eyre</i>
Bronte, Emily	<i>Wuthering Heights</i>
Buck, Pearl	<i>The Good Earth</i>
Cather, Willa	<i>O Pioneers!</i>
Cather, Willa	<i>My Antonia</i>
Chevalier, Tracy	<i>Girl with a Pearl Earring</i>
Dickens, Charles	<i>Oliver Twist</i>
Fitzgerald, F. Scott	<i>The Great Gatsby</i>
Frank, Anne	<i>The Diary of a Young Girl</i>
Golding, William	<i>The Lord of the Flies</i>
Hansberry, Lorraine	<i>A Raisin in the Sun</i>
Hawthorne, Nathaniel	<i>The House of Seven Gables</i>
Heller, Joseph	<i>Catch 22</i>
Hinton, S. E.	<i>The Outsiders</i>
Huxley, Aldous	<i>Brave New World</i>
Junger, Sebastian	<i>The Perfect Storm</i>
Lewis, Sinclair	<i>Main Street</i>
London, Jack	<i>A Call of the Wild</i>
Lord, Walter	<i>A Night to Remember</i>
Malumud, Bernard	<i>The Natural</i>
Michaels, Lisa	<i>A Grand Ambition</i>
Monk Kidd, Sue	<i>Secret Life of Bees</i>
Mowat, Farley	<i>Never Cry Wolf</i>
Salinger, J. D.	<i>The Catcher in the Rye</i>
Shelley, Mary	<i>Frankenstein</i>
Steinbeck, John	<i>Cannery Row</i>
Stevenson, Robert	<i>Treasure Island</i>
Swarthout, Glendon	<i>Bless the Beasts and the Children</i>
Tan, Amy	<i>Kitchen God's Wife</i>
Twain, Mark	<i>Huckleberry Finn</i>
Walker, Alice	<i>The Color Purple</i>
Twain, Mark	<i>Tom Sawyer</i>
Weisel, Elie	<i>Night</i>
Wilde, Oscar	<i>The Picture of Dorian Gray</i>
Wright, Richard	<i>Black Boy</i>
Wright, Richard	<i>Native Son</i>

IB English Summer Reading 2012

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Prior to 10th grade:

_____ / 90

- Read *Cry, the Beloved Country* by Alan Paton
- Read a novel of your choice from the reading list attached and complete the One Pager as directed.

Written Component: on *Cry, the Beloved Country*

(60 points)

- Compose an essay comparing *Cry, the Beloved Country* to another I.B. work previously studied. Possible comparisons include themes, motifs, symbols, characterization, etc.
- Papers under or over 700-800 words will not receive full credit. Include word count at the end of the essay.
- Late work will receive a maximum of 20% credit depending on the quality of the work.
- Staple this sheet to your work.
- Papers will be assessed on the Six Point Holistic Rubric on reverse. High scoring papers will follow direction and include:
 - perfect MLA format including a works cited page
 - all the parts an essay should have such as attention getter, thesis, concrete details, commentary, etc., and should be thoughtful, concise products.
 - very few errors in mechanics
- Papers not following ANY of these indicators will not receive full credit, accordingly.
- Reading(s) will be assessed through quizzes the first week of school.
- Class discussions throughout the year.

Creative Component: On the novel of your choice from the reading list.

(30 points)

- Create a *One Pager* to reveal your ownership of what you have read, connecting the verbal to the visual, words and images, embracing multiple learning intelligences.
 - You may use lined, white or colored paper, of any size but not smaller than 8.5" x 11".
 - Create the *One Pager* is such a way to make your meaning, understanding and experience clear to your audience.
 1. Use colored pens, pencils, markers, papers, etc., to make your product symbolic and visually appealing. (4 points)
 2. Be purposeful and organized when arranging information on your *One Pager* so your intent for placement and coloring is clear (3 points)
 3. Create a title for your product. (1 point)
 4. Include at least two quotations from the text, meaningfully placed, properly cited and formatted. (2 points)
 5. Include a minimum of four visual images or symbols which explain what you have read. (4 points)
 6. Scatter at least five to seven words or phrases from the text around the page. Your choices should express your impressions, feelings or thoughts on what you have read or viewed. (3 points)
 7. Create a border around the page filled with symbols. (3 points)
 8. On a separate sheet, write a personal statement about what you have read; not a summary, but meaningful, insightful commentary on the text and what it means to you. (10 points)

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Due the first **Tuesday** of school.

Prior to 11th grade:

- Read *Madame Bovary* (Bantam Classics) [Paperback]
Gustave Flaubert (Author), Lowell Bair (Translator), Leo Bersani (Introduction)

Only this edition will be acceptable for the assignment.

- Read *Bless Me, Ultima* by Rudolfo Anaya
- No essay required.
- Assessment will be *quizzes the first week of school*.
- Class discussions throughout the year – *Madame Bovary* is one of the works that is studied for your Works in Translation Essay I.B. External Assessment.
- *Bless Me, Ultima* will be used for your Practice Oral in preparation for the Individual Oral Presentation (your Spring I.O.P.) I.B. Internal Assessment.

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Prior to 12th grade:

_____ / 80

- *Hamlet* (side by side translation) by William Shakespeare
- *The Bell Jar* by Sylvia Plath
- *Othello* (side by side translation) by William Shakespeare

Written Component: (25 points each essay = 50 points)

- Choose **two** of the assigned works and compose an essay comparing each work read with another I.B. work previously studied. Possible comparisons include themes, motifs, symbols, characterization, etc.
- Papers under or over 700-800 words will not receive full credit. Include word count at the end of the essay.
- Late work will receive a maximum of 20% credit depending on the quality of the work.
- Staple this sheet to your work.
- Papers will be assessed on the IB Paper 2 rubric on reverse. High scoring papers will follow direction and include:
 - perfect MLA format, including a works cited page.
 - all the parts an essay should have such as attention getter, thesis, concrete details, commentary, etc., and should be thoughtful, concise products.
 - very few errors in mechanics
- Papers not following ANY of these indicators will not receive full credit, accordingly.
- Reading(s) will be assessed through *quizzes the first week of school*.
- Class discussions throughout the year.

Creative Component: (30 points)

- Create a *One Pager* to reveal your ownership of what you have read, connecting the verbal to the visual, words and images, embracing multiple learning intelligences.
 - You may use lined, white or colored paper, of any size but not smaller than 8.5" x 11".
 - Create the *One Pager* is such a way to make your meaning, understanding and experience clear to your audience.
 1. Use colored pens, pencils, markers, papers, etc., to make your product symbolic and visually appealing. (4 points)
 2. Be purposeful and organized when arranging information on your *One Pager* so your intent for placement and coloring is clear (3 points)
 3. Create a title for your product. (1 point)
 4. Include at least two quotations from the text, meaningfully placed, properly cited and formatted. (2 points)
 5. Include a minimum of four visual images or symbols which explain what you have read. (4 points)
 6. Scatter at least five to seven words or phrases from the text around the page. Your choices should express your impressions, feelings or thoughts on what you have read or viewed. (3 points)
 7. Create a border around the page filled with symbols. (3 points)

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8. On a separate sheet, write a personal statement about what you have read; not a summary, but meaningful, insightful commentary on the text and what it means to you. (10 points)