

Dear Pre-AP English I students and parents,

Welcome to Pre-AP English I. As you probably know, Pre-AP means “Preparation for Advanced Placement.” Practically speaking, it means this class is more rigorous, intending to prepare the college-bound student for success in future Pre-AP, AP and college classes. Students in Pre-AP receive extra points towards their Grade Point Average which determines class rank, so students should expect to earn these points fairly through hard work, academic integrity, and an authentic desire to learn and excel. As a Pre-AP student, you have required summer reading, as well as an assignment. This assignment is due **ON THE FIRST DAY OF SCHOOL**. Failure to turn in this assignment on the first day of class will result in an immediate drop from the course. Your summer reading is as follows:

- *The Hobbit* by J.R.R. Tolkien
- *How to Read Literature Like a Professor: For Kids* by Thomas C. Foster (Note: There is a version of this book that is longer and more detailed. I recommend that you buy the one labeled “for Kids” since it omits the more “mature” chapters. Truthfully, it should titled “for High School Students,” instead of “Kids,” since it is geared towards helping the middle school student transition from the middle school book report to high school literary analysis. You MAY, however, get the original version, if you wish. You will use it in AP English III.)

(You are only required to read the Introduction and Chapter One of this book over the summer. We will read the rest over the course of the school year.)

In addition to the books above, you will need a **standard 100 sheet/200 page Composition book** for the assignment. Both books can be purchased from Amazon.com, either new or used. There are used books currently listed for as low as \$1.50 plus shipping. While owning a copy of *The Hobbit* is optimal, it is not necessary. It is available at any local library, and you most likely know someone who may lend it to you. The second book you will use and annotate throughout the year.

A few tips for completing the reading:

- If you have a younger sibling, read the book to him or her! Not only will you be helping your sibling’s literacy, but it’s a bonding experience! This is a book to be enjoyed by the whole family.
- Support your classmates and have a reading circle. Help each other out by reading aloud together...taking turns, of course.
- Make a calendar at the beginning of the summer, and stick to it.
- Have a positive attitude, and appreciate the opportunity to expand your mind.
- If you have not seen the movie, WAIT. Read the book FIRST.

I am looking forward to the upcoming year with you! All I ask is that you bring your best thinking, do hard things, and be kind to one another.

Enjoy your summer!
Mrs. Schendel

Assignment #1: *How to Read Literature Like a Professor* - Close read and annotate the **Introduction and Chapter One: Every Trip is a Quest (Except When It's Not)**.

Annotation Guide (Use a pencil or pen only. No markers or highlighters):

- Circle words you do not know and look them up.
- Underline major points or important, forceful statements.
- Vertical lines at the margin to emphasize a statement already underlined.
- Star, asterisk, or other doo-dad at the margin: to be used sparingly, to emphasize the ten or twenty most important statements in the book.
- Write in the margin, or at the top or bottom of the page, questions (and perhaps answers) which a passage raised in your mind; reduce a complicated discussion to a simple statement, or simply make a comment.
- You will have a writing assignment assigned to you the first week of school based on this chapter.
- You will turn in your copy of the book on the first day of school. I will hand them back once graded.

Assignment #2: *The Hobbit*

- Complete the vocabulary and a discussion question for each week of reading.
- Use your Composition book, beginning on page 1.
- Title and DATE each entry as follows:
 - (Example) June 15, 2018 – Week 1: Chapter 1
 - Vocabulary – write the word and definition for each using a dictionary.
 - Discussion Question – either write out the question or be sure to restate the question as a statement in the first sentence of your response.
 - Your answers must be AT LEAST a full page long. You will write a total of eight responses.
 - You must adhere to the rules for proper punctuation, capitalization, and spelling. If you are unsure, use a dictionary. Most dictionaries also contain the rules for punctuation in the back, if you need help.
 - Your journal is due on the first day of school.
 - Bring your best thinking and enjoy the process!

Suggested Pacing Guide:

Below is a suggested pace by which to complete your summer reading and assignment. Answer your discussion questions after each reading while the questions are fresh and relevant. **DO NOT HANDICAP YOURSELF BY WAITING UNTIL THE LAST FEW WEEKS OF SUMMER. :)**

- First read and annotate the Introduction and Chapter 1 of *How to Read Literature Like a Professor*.

The Hobbit

- Week 1 - Chapter 1
- Week 2 - Chapters 2–4
- Week 3 - Chapters 5–6
- Week 4 - Chapters 7–8
- Week 5 - Chapters 9–10
- Week 6 - Chapters 11–13
- Week 7 - Chapters 14–16
- Week 8 - Chapters 17–19

Week 1: Chapter 1

Vocabulary: Use a dictionary and define the following words in your journal.

audacious *remuneration* *rune*
obstinately *necromancer* *prudent*

Discussion Question

What about adventures awakens Bilbo’s Tookish side? What causes his Baggins side to reemerge? Explain the difference between Bilbo’s Tookish side and his Baggins side.

Week 2: Chapters 2–4

esteemed *paraphernalia* *applicable*
palpitating *shirk* *ingenious*

Discussion Questions (respond to one)

1) Myths, legends, and folktales often reflect the values of a given culture. At this point in the story, what can you infer about the character traits that Tolkien considers positive? What character traits are viewed in a negative light? What is more important at this point: intelligence or physical strength?

2) Consider the following quote: “It is not unlikely that they [goblins] invented some of the machines that have since troubled the world, especially the ingenious devices for killing large numbers of people at once.” Can you take this statement seriously? What is Tolkien suggesting by linking his fantasy world to the reader’s modern world? What commentary is he making about the use of military technology?

Week 3: Chapters 5-6

subterranean *flummoxed* *antiquity*
unbeknown *sorrel* *marjoram*

Discussion Questions (respond to one)

- 1) Based on the text, what inference can be made about the character of Gollum? Compare and contrast the characters of Gollum and Bilbo.
- 2) Why doesn't Bilbo tell the dwarves about his ring? Do you consider this lying? What would you have done in the same situation? What do you think might have happened if he had told them about the ring?

Week 4: Chapters 7-8

withered *appalling* *trestle* *stark* *inquisitive* *disquieting*
warrant *vexed* *accursed* *loathsome*

Discussion Questions (respond to one)

- 1) Why is it necessary to the story that Gandalf leave the expedition?
- 2) Why does Bilbo tell the dwarves about his magic ring? What does his reluctance to do so tell us?

Week 5: Chapters 9-10

potent *vintage* *ominous* *enmity* *promontory* *vagabond*

Discussion Questions (respond to one)

- 1) At this point in the book do you think the dwarves have treated Bilbo fairly? Why do you think Bilbo is loyal to them? What does his loyalty reveal about his character?
- 2) Does Thorin seem to be changing as he gets closer and closer to the mountain? How?

Week 6: Chapters 11-13

disembarked *waning* *impenetrable* *stealth* *dominion*
grievous *waistcoat* *foreboding* *pallid* *perpetually*

Discussion Question

- 1) Bilbo takes a cup from Smaug's hoard. When Smaug wakes up, he discovers it missing. The author writes: "His rage passes description – the sort of rage that is only seen when rich folk that have more than they can enjoy suddenly lose something that they have long had but have never before used or wanted." After the lake men kill the dragon, Thorin refuses to even consider compensating them for the losses they have suffered. What is Tolkien saying about lust for material things?

Week 7: Chapters 14-16

laden *eminent* *foiled* *prophesying* *benefactor*
quench *recompense* *decrepit* *coveted* *bard*

Discussion Questions (respond to one)

1) Explain the significance of Bard’s name. What could Tolkien be alluding to? What is Tolkien showing he values by naming such a noble and heroic character “Bard”?

2) Why was Bilbo willing to give up the Arkenstone? Compare this generosity to that of other characters. (Were there others that were or willing to be as generous as Bilbo?)

Week 8: Chapters 17-19

precipice *smote* *reconciliation* *eyries*
literally *mustering* *amend* *lore*

Discussion Questions (respond to one)

1) Trace Thorin’s moral degeneration. What causes him to change? In what ways does he end up being similar to Smaug? Why do you think he is so easily corrupted?

2) “My dear Bilbo!” [Gandalf] said, ‘Something is the matter with you! You are not the hobbit that you were’” (p. 302). What does Bilbo gain from his adventure? (Don’t forget to include the ability and desire to make poetry.) What is the difference in the way his home is dear to him now compared to the way it was dear to him at the beginning of the book? Is it necessary to leave a place before you can truly appreciate it? Can you relate Bilbo’s experience to your own life in any way?

Literary Terms to Know:

Inference - the act of drawing conclusions about something on the basis of information that you already have, or “reading between the lines” what is not explicitly stated in the text.

Proverb - a short saying that states a basic truth about life.

Example: He who hesitates is lost.

Third Person Narrative—a manner of storytelling in which the narrator is not a character within the events related but stands outside those events. In a third-person narrative, all characters within the story are, therefore, referred to as he, she, it, or they.

Flashback - A scene that interrupts the ongoing action in a story to show an event that happened earlier.

Legend – a story which is only partly true about a real or made-up character; a fable.

Legends usually include exaggerations and unusual events or circumstances.

Example: Paul Bunyan changing the course of the Pecos River.

Foreshadowing – the use of hints or clues in a story to suggest what action is to come. Foreshadowing is frequently used to create interest and build suspense.

Style - the way an author chooses and uses words, phrases, and sentences to tell the story. For example, in an action/adventure story, the author may use simple words and short, choppy sentences, because this style moves the story along quickly. But in a story about a college professor, the same author may choose to use polysyllabic, unfamiliar words and long, convoluted sentences.

Irony - a subtle, sometimes humorous perception of inconsistency in which the significance of a statement or event is changed by its content. For example: the firehouse burned down.

- *Dramatic irony* - the audience knows more about a character's situation than the character does, foreseeing an outcome contrary from the character's expectations. The character's statements have one meaning for the character and a different meaning to the reader, who knows more than the character.
- *Structural irony* - a naïve hero whose view of the world differs from the author's and readers. Structural irony flatters the reader's intelligence at the expense of the hero.
- *Verbal irony* - a discrepancy between what is said and what is really meant; sarcasm. Example: calling a stupid man smart.

Personification - a figure of speech in which an object or animal is given human characteristics. Example: The pig laughed all the way to the barn.

Prose - the ordinary form of written or spoken language, without rhyme or meter; speech or writing that is not poetry.

Theme - The central or dominant idea behind the story; the most important aspect that emerges from how the book treats its subject. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. It is a universal statement about humanity, rather than a simple statement dealing with plot or characters in the story. Themes are generally hinted at through different devices: a phrase or quotation that introduces the novel, a recurring element in the book, or an observation made that is reinforced through plot, dialogue, or characters. It must be emphasized that not all works of literature have themes in them. In a story about a man who is diagnosed with cancer and, through medicine and will-power, returns to his former occupation, the theme might be: "real courage is demonstrated through internal bravery and perseverance." In a poem about a flower that grows, blooms, and dies, the theme might be: "youth fades and death comes to all."

Fantasy – a work of fiction that does not represent the real world. It may include non-human, animal, or alien characters, unreal settings, or impossible occurrences. Example:

J.R.R. Tolkien's Ring Trilogy

Slapstick - crude comedy in which the humor comes from horseplay or violent activity such as slapping or fighting.

Pre-AP English I – Mrs. Schendel
2018 Summer Reading and Assignment