

**Marist High School Summer Reading**  
**Juniors and Seniors**  
**English Level Assignments**  
**Questions?? Email- Lserrano@marist.org**

<b>English III</b> <i>The Castle of Otranto</i> by Horace Walpole <i>A Room with a View</i> by E.M. Forster	<b>Honors English III</b> <i>Dracula</i> by Bram Stoker <i>Pride and Prejudice</i> by Jane Austen	<b>All English IV (Including Dual Credit)</b> <i>A Clockwork Orange</i> by Anthony Burgess <i>The Alchemist</i> by Paulo Coelho
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**Introduction to the Assignment:**

Over the summer, you will be reading two novels. When you are finished, you must write **two** well-developed essays, one on each of the summer reading novels. Each essay must show your understanding of the entire novel. Choose among the following topics for your two essays; topics can only be used once. Three quotes or passages from the novel should be used. Essay should be typed and printed using Time New Roman size 12 font. An electronic copy must be saved for later submission to turnitin.com for credit. **All assignments are due on the first full day of school.**

**Part One:** *These are the five options. You must write one essay for each novel. You may not use the same topic twice.*

1. **Imagery** is the use of sensory details and descriptions that appeal to one or more of the five senses. Choose a passage in the novel in which the imagery reveals something significant about the book. Describe the passage, what the imagery is representing, and how the use of imagery represents or enhances the novel.
2. **Setting** is the time and place in which the novels occurs. Choose a passage within novel in which the setting is of major importance. Describe the setting, explore its significance to the novel or to the particular passage in the novel and why the author chose that setting.
3. **Irony** is the opposite of what is expected. Choose a passage or phrases in the novel that demonstrate irony. Explain the passage, show how it is “ironic”, and explain why it is significant in that particular novel.
4. **Character development** shows how a character changes in a significant way becoming real on the pages of the book. Choose a passage that shows significant development in of the characters. Explain how the character is, how he/she changes, and why this is important to the novel.
5. Choose a passage and analyze its **language**. Authors use a different language for narration than they use for their characters. Sometimes, characters are distinguished by their choice of vocabulary, dialect, or slang. Explain how the author uses language and to what effect.

**Part Two:** Compare/Contrast a book on the summer reading list to the movie based on that book.

<b>English III</b>	
<b>Novel:</b> <i>A Room with a View</i> by E.M. Forster	<b>Movie:</b> <i>A Room with a View</i> (2007)
<b>Honors English III</b>	
<b>Novel:</b> <i>Pride and Prejudice</i> by Jane Austen	<b>Movie:</b> <i>Pride and Prejudice and Zombies</i> (2016)
<b>All English IV (Including Dual Credit)</b>	
<b>Novel:</b> <i>A Clockwork Orange</i> by Anthony Burgess	<b>Movie:</b> <i>A Clockwork Orange</i> (1971)

**Comparison-** discusses similarities (common properties).

**Contrast-** discusses differences (properties each have that the other lacks).

**What is the purpose of the assignment?** It is not enough to merely list what is the same and what is different. Why is it important to see what is the same and what is different? Compare and contrast essays promote critical thinking.

**Questions to consider:**

- Obviously not everything in a book can fit in a movie, but why were certain items chosen over others to be omitted?
- Is something emphasized more in one or the other? Why?
- Is something completely different in the movie? Why?
- What does that say about the strengths or weaknesses in the novel or the movie?
- What does that say about the time period in which the book was written as opposed to the time period the movie was made?
- What does that say about the two different mediums and their respective audiences?

Why do we care about any of this anyway? Ask yourself **“so what?”** for every similar and different item you can come up with. The answer to **“so what”** is the analysis that the essay needs. To merely list the plot similarities and the differences from the plot could be done by anyone. The purpose of this is to put in your own analysis, something only you can come up with. Use the following to help you construct your essay:

**Introduction:** Give the overall picture. Define the subject matter, give brief, all inclusive background and write a thesis statement that answers all the **“so what?”** questions.

**(3)Body Paragraphs:** The order of the paragraphs depends on what you want to emphasize, and what proof you want to offer. Be sure to start and end body paragraphs with topic and concluding sentences.

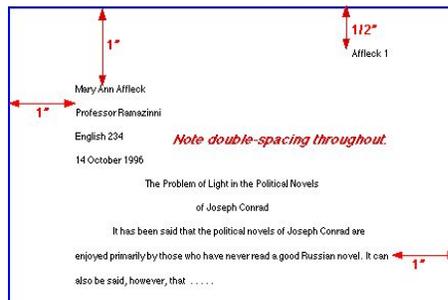
**Conclusion:** Look back at your introduction and thesis and again answer the **“why do we care about this?”** question in terms of the big picture. The conclusion will accentuate the lessons learned in the comparison and contrast of the elements.

**All assignments are due on the first full day of classes.**

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**Additional Instructions and Guidelines:**

MLA Formatting: Adhere to all formatting specifications for Marist papers. 12 pt font, Times New Roman, double spaced, MLA header, title of assignment centered, last name and page number on every page. A sample MLA Format is pictured below:



Remember: An **essay** is a series of paragraphs which work together to develop a topic. The first paragraph, called the thesis paragraph, states the paper’s purpose. Please refer clearly to the essay topic that you are choosing. At least three body paragraphs then follow, with each paragraph beginning with a topic sentence and ending with a conclusion sentence and being about 8-9 sentences in length. Finally, the essay ends with a brief conclusion paragraph. Essay should be at least 5 paragraphs including the intro and the conclusion.