

## INTERNATIONAL BACCALAUREATE: ENGLISH 11 SUMMER READING 2009

### Mr. Sampselle

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Welcome to everyone embarking on the two-year journey that constitutes IB English. By the time our Junior-year sortie has concluded in June of 2010, you will have completed half of the requisite number of writing tasks the IB cadre will demand, and you will have made a decent inroad into most of the IB concepts, approaches, and modes.

Your efforts this summer will have immediate impact. Obviously you will be rewarded with solid grades to start the year. But more importantly, what you read, and what you do, will have prepared you for the rigors of IB in two ways:

- Sensitive and multi-faceted immersion in serious literature
- Thorough investigation of the subtleties and 'semantic interstices' of the richness and ambiguity of good writing

More about the course will emerge over the next few months. Your concern at this point, obviously, is fundamental: what do I have to do, and when do I have to do it? **Well, since you asked:**

- By August 15, you should email me your response to Item #1 of the summer reading. You can use either email address given at the top of the sheet.**
- By the time you return to school, complete the poetry packet, heavily highlighted and annotated. Part of the annotation process should be your own 3-to-5-sentence reaction and observation about the poem and the writer's analysis; these reaction/observations should be kept on separate paper, rather than on the sheet.**

### **MORE DETAILED INSTRUCTIONS ABOUT YOUR TASKS ARE ON THE BACK OF THIS PAGE!**

Let me give you a brief overview of what lurks on the horizon:

- We will spend the first semester investigating in great detail the purposes and powers of...

\* William Faulkner's *Light in August*; **or** Shakespeare, *King Lear*

\* Kate Chopin's *The Awakening*

\* Chinua Achebe's *Things Fall Apart*

\* sundry poems by both traditional and modern poets

- We will foray into World Literature second semester, unearthing the meanings and modalities of...

\* Gabriel Garcia Marquez's *Chronicle of a Death Foretold*

\* Ismail Kadare's *Broken April*

\* Isabel Allende's *House of the Spirits*

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**IDEALLY, YOU WILL HAVE YOUR OWN COPY OF THESE TEXTS, TO ALLOW COPIOUS HIGHLIGHTING**

The summer readings: here are the specifics:

1. Get a copy of the *Washington Post* or *New York Times* 'Best Seller' list, published and updated weekly. Select two books from the **Non-Fiction** list for your summer enjoyment.
  - For one of the non-fiction books, find the book review that was written in the *Post* or *Times* about that book. Write a reaction to this review, a unified informal essay of 1 ½ pages in which you
    - +summarize the contents of the review;
    - +quote directly 2 or 3 sentences of the reviewer that you feel capture the essence of the article;
    - +discuss the evaluative elements-what the reviewer specifically liked or disliked about the book
    - +BE SURE TO CITE THE DATE AND WEB SITE OF THE REVIEW SO THAT I CAN ACCESS IT AND ENJOY IT ALSO.
  - For the second book, write a book review, that emulates the structure and features of the first review. You do not have to imitate these elements slavishly; feel free to be creative and original. Instead of quoting comments by the reviewer, your quotations should be paradigmatic excerpts from the book you are reviewing.

## 2. **The poetry packet:**

- Read the poems first; the analyses follow them. BEFORE reading the analysis of each poem, be sure you have highlighted features about the poem that stand out to you, as you read it. Try to locate *different types* of poetic features. We will spend lots of time in class next year learning and practicing these elements, but for this summer, see what your current capabilities are.
- Then, write a short comment in the margins, revealing your initial thoughts, and your questions, regarding each poem. These two items—your highlighting, and your reaction—should both be in the same color.
- Following that, read the analysis of the poem. Feel free to highlight and annotate that as well. Then, return to the poem, and ADD TO the first reactions you had, in a different color, to show what the professional analyst had to say. **Please note: you do not have to agree with these analyses; in some cases, they may seem far-fetched.**

On separate paper, ready to read and share when you return to class, have your 3-to-5-sentence discussion of your thoughts and the thoughts of the analyst.

Enjoy the summer; let these activities stimulate and enrich you.. Putting them off will guarantee late-summer angst!

Let me know if you have questions or are experiencing difficulties. I am looking forward to your mid-August responses, and even moreso to your arrival next fall rarin' to go!

Mr. Dave Sampselle

