

ADVANCED ENGLISH 6 PREP 2019-2020



Hello, future authors, critics, artists, and thinkers!

Congratulations are in order. For you! By reading as far as this word, you have begun a journey that will last the next twelve months and will, undoubtedly, change you. Over that time, your opinions, perspectives, and abilities will be challenged, and, we certainly hope, grown to new and unimagined heights!

All that you will find on the pages to follow is intended to prepare you for the expectations you will experience starting Tuesday, September 3, when we meet in class for the first time. A day we're quite excited for ourselves.

Our expectation is that the tasks you find in these pages be completed and present by the second week of the 2019-2020 school year. For you see, by completing these tasks, you will be ensuring yourself the tremendously advantageous opportunity to participate actively and knowledgeably during our first week and beyond. We also encourage you to complete these tasks in a Google Doc or to have an English journal (i.e. spiral or composition), for if you complete the following tasks on, say, a random sheet of scrap paper or the underside of a napkin or try to simply remember all you accomplish in that very capable brain of yours, there is a good chance you'll lose it or we won't be able to read it.

So please, make the most of your summer. Rest. Relax. Enjoy your family and friends, soak in the sun, and sleep in late. And from time-to-time, when you start to feel...dare, we say, "bored," find this packet, think of us, and prepare for our official meeting in late August. Thanks for taking this journey with us; our trip has seats for about three hundred, so without you, it's going to be awfully quiet.

Sincerely,

The 6th Grade English Teachers

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Entry #1: "The Southpaw"

The first task is to read the fictional story "The Southpaw" by Judith Viorst. The author makes an interesting choice to write the story as a series of letters between to friends. Though it may be hard to imagine, there was a time when email and text did not actually exist. Scary, no? Viorst formats the story as hand written letters of two, former, friends to tell her story. Read the short story, ponder the questions listed below, and respond to each of them neatly and honestly in your journal (this is a great first entry for that journal we mentioned earlier).

"The Southpaw" Judith Viorst

The story can be found by clicking the following link:

[The-Southpaw-by-Judith-Viorst.pdf](#)

Entry #1: "The Southpaw"

Directions: In your journal, respond to the following questions about the story:

1. Everybody, even us, has disagreements with friends and family. It's life. Think about times you have had a disagreement or argument with a friend or family member. How do you get past those tricky times? In a bulleted list, write ideas about how people overcome disagreements.
2. Viorst, the author, writes her story in a unique format, as letters between friends. Why do you think she writes the story in this manner rather than like most other books? Consider how the story comes across to you the reader and how it may be different than other stories you have read.
3. In Richard's second letter to Janet (the fourth overall), what do you think Richard means when he says that Janet should learn knitting? What was the purpose of him including this suggestion to her?
4. **Tone**, a very important concept we will discuss in the coming year, is the attitude someone has toward whatever they are discussing. Tone is often an emotion word such as "angry," "playful," "passionate," "disappointed." What tone a do Richard and Janet appear to write these letters with? Explain what words or lines from the story cause you to think this.

**A southpaw refers to a baseball or softball pitcher that is left handed. Because left handed pitchers are less common than right handed pitchers,



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they are very valuable.

Entry #2: "All That is Gold Does Not Glitter"

The second task is to read the short poem "All That is Gold Does Not Glitter" by JRR Tolkien. Fun name, right? JRR Tolkien is best known for writing *The Hobbit* and *The Lord of the Rings*. His poem explores ideas like what we, as humans, think of as valuable in life. Read the short poem, consider the questions listed below, and respond to each of them neatly and honestly in your journal. This will now be your second entry, so take the time to neatly label this new section so as to make it clear where one ends and another begins.

"All That is Gold Does Not Glitter" JRR Tolkien

All that is gold does not glitter,

Not all those who wander are lost;

The old that is strong does not wither,

wither: to become weak and frail

Deep roots are not reached by the frost.

From the ashes a fire shall be woken,

A light from the shadows shall spring;

Renewed shall be blade that was broken,

The crownless again shall be king.

Entry #2: "All That Glitters is Not Gold"

Directions: In your journal, respond to the following:

1. Reread the first four lines of Tolkien's poem. Though each line describes a different image, they each develop a similar idea. In your own words, what do you think Tolkien is trying to express to you, the reader?
2. In the last four lines, consider the images Tolkien creates. He refers to "the ashes," "the shadows," a blade "that was broken," and "The crownless." What do you think Tolkien is trying to say about these negative images?
3. Based on your answer to question two, how could you use Tolkien's idea in your own life?

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Entry #3: READ!

We hope it comes as no surprise that, being English teachers, we place tremendous value in reading. There is possibly no greater way to improve your reading ability, writing ability, and pondering ability than to read works written by effective and clever readers, writers, and ponderers. Thus, your third task is to read. Read something you love, something that interests you or confuses you, or read something new and unknown. *Just read.*

Funny aside, you never hear masses of people who state simply, "I hate movie watching!" or "TV is boring" or "I never listen to music." Everyone dislikes some movies, shows, or music, but they love the versions of those things that interest them. Reading is really the same. If you think you don't like it, we want you to know that you just haven't found the right kind of reading for you. Fortunately for you and the journey ahead, which will be packed with reading, we're here to help with that. For your third task, begin a third entry in your journal and answer the following questions after reading a novel of your choice.

Entry #3: Reader's Choice (title of book selected)

Directions: Choose a book of at least 100 pages that interests you. If you're unsure, ask around and look on Amazon. There are endless reviews that can help guide you in choosing a book. Then, in your journal, answer the following questions in a new entry.

1. Identify the title and author of your self-selected summer reading book.
2. What attracted you to the book?
3. After completing the book, what do you think the author hopes you as the reader will take away from reading his or her story?
4. What do you think about the story's ending and why do you feel this way?
5. It is thought that people do not read enough anymore. Share whether or not this book would motivate one to read more. What qualities does it have/lack that support your response? What literary elements do you seek in a book? (i.e. suspense, interesting characters, sophisticated themes...)

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Entry #4: What do you know about sentences?

Sentences are tremendously wonderful and amazing things. Aren't they? What's that? You've never actually considered sentences other than to let them fly from your mouth like water from a broken pipe? Well you will have to take our word for it for now. During our time together, we will work to become sophisticated communicators. To do so, we will all need to be sure we understand how our words develop our ideas. This starts with knowing and understanding the basic parts of speech. The most basic parts of communication. The bricks to our towers of speech and chatter. You see, we will be learning, and possibly tossing out what you have already learned, that words, punctuation, and sentence types are useful tools, not obtuse rules.

For your final task before we come face-to-face, follow the directions listed below in a new journal entry. This will become the beginning of very important notes and observations you will be able to use throughout our voyage together. If you'll allow us to offer a suggestion, you may want to put effort into completing this task with a great deal of detail.

Entry #4: Grammar~ What Do You Know?

Directions: For your last entry before we meet in person:

1. **Define** the 8 grammar terms listed below
2. **For each of the 8 terms**, write **three sentences** that make use of the term
3. **Highlight or neatly underline** the term in each sentence (you can find an example below)

This site will help: <http://owl.english.purdue.edu/owl/>

Terms:

- Nouns
- Adjectives
- Prepositions
- Pronouns
- Adverbs
- Verbs
- Conjunctions

Example:

1. Noun: a person, place, thing, or idea
 - The summer **days** were filled with **excitement** and **parties**, so that **Fitzwilliam** could barely catch his **breath**.