

# Southmoore High School 2020-2021

## AP English III Language & Composition Summer Reading Assignment

Mrs. Valouch (janellevalouch@mooreschools.com)

One of the expectations of you as a junior in AP English Language and Composition is to have completed the summer reading assignment. You need to have completely read the book and completed the assignment before coming to class when school begins after summer. You will be expected to complete timed essays, objective multiple choice exams, group assignments, and other assignments related to the book when school begins in August. You **WILL** be expected to have completely read the novel by the time school begins in August!! The first 2-3 weeks' worth of work in AP English Language and Composition will depend on your having read and understood the novel. You will have other assignments to complete in class as well as out of class, so it is imperative that you read the book over the summer.

You will need to purchase or borrow from your public library a copy of *The Road* by Cormac McCarthy. If you can purchase your own copy, you can annotate as you read. If not, you can use sticky notes to mark important passages. I strongly encourage you to purchase the novel, as you will need it for class. You can purchase this novel easily at a local book store or online.

### *The Road* Annotation Guide:

You **MUST** use the **color codes** below to annotate your novel. Find the rhetorical devices and then highlight them using the color beside the devices listed below. Use *highlighters rather than markers so that the color is less likely to bleed through the page*. Next to the highlighting, **name the device** and in a few words **state its significance**. You won't have room for sentences here. *Ex: Highlight some imagery in blue. Next to it write: Imagery: carries out danger/security theme or Symbol: color – blackness of despair.*

### **RHETORICAL DEVICES**

#### **Comparisons & Contrasts: Orange**

Good vs. Evil

Versions of reality

#### **Characterization: Yellow**

M = The man

B = The boy

W = The woman

R = The roadrat

E = Ely

V = The veteran

Flare pistol

#### **Symbolism: Pink**

The road

Coca-cola

Serpents

Infant

Trout

Fire

## Theme Ideas: Green

Compassion/forgiveness  
Love  
Mortality  
Spirituality  
Violence

Isolation  
Memory/Past  
Sacrifice  
Strength/skill

## Language Devices/Imagery: Blue

Syntax (sentence structure)

Figurative Language (simile, metaphor, hyperbole, personification, allusion, irony, etc.)

Diction (Choice of words, speech: colloquial, formal, etc.)

Point of View (first-person, third-person, etc.)

Tone (the attitude of the author toward the subject such as humorous, serious, grave, didactic)

The Annotation Guide will be due at the end of the first week of school.

***IMPORTANT:** The students will read a variety of novels, plays, and poems both in and out of class. The novels and plays contain mature content and graphic scenes/language at times. The literature chosen for AP English Language and Composition has likely appeared on the AP English Language and Composition exam in the past.*

Your first in-class assignment will be to use your annotations to write a detailed and thorough essay in response to **one** of three different prompts. The essay will be due August 23rd, 2017. You may e-mail me over the summer at [janellevalouch@mooreschools.com](mailto:janellevalouch@mooreschools.com) if you have any questions. The essay must be typed (times new roman, 12 pt. font **ONLY**) and double-spaced. Essay should be a **MINIMUM** of four **FULL** paragraphs. **BE** sure to use evidence from the book.

Directions: Respond in writing to the following questions, based on quotations from the text and your annotations. As this response serves as a test of your comprehension, please be thorough and detailed in your response.

- 1. Analyze the narrative and rhetorical strategies used in the text, as evidenced by the following quotation:**

They slipped out of their backpacks and left them on the terrace and kicked their way through the trash on the porch and pushed into the kitchen. The boy held on to his hand. All much as he'd remembered it. The rooms empty. In the small room off the dining room there was a bare iron cot, a metal folding table. The same cast-iron coal-grate in the small fireplace. The pine paneling was gone from the walls leaving just the furring strips. He stood there. He felt

with his thumb in the painted wood of the mantle the pinholes from tacks that had held stockings forty years ago. This is where we used to have Christmas when I was a boy. He turned and looked out at the waste of the yard. A tangle of dead lilac. The shape of a hedge. On cold winter nights when the electricity was out in a storm we would sit at the fire here, me and my sisters, doing our homework. The boy watched him. Watched shapes claiming him he could not see. We should go, Papa, he said. Yes, the man said. But he didn't. (26)

**2. Analyze how characterization is revealed and developed in the following quotation:**

I should have been more careful, he said.

The boy didn't answer.

You have to talk to me.

Okay.

You wanted to know what the bad guys looked like. Now you know. It may happen again. My job is to take care of you. I was appointed to do that by God. I will kill anyone who touches you. Do you understand?

Yes.

He sat there cowered in the blanket. After a while he looked up. Are we still the good guys? He said.

Yes. We're still the good guys.

And we always will be.

Yes. We always will be.

Okay. (77)

**3. Analyze how the following quotation reflects a primary theme or motif in the text:**

You cant. You have to carry the fire.

I dont know how to.

Yes you do.

Is it real? The fire?

Yes it is.

Where is it? I dont know where it is.

Yes you do. It's inside you. It was always there. I can see it. (278-279)