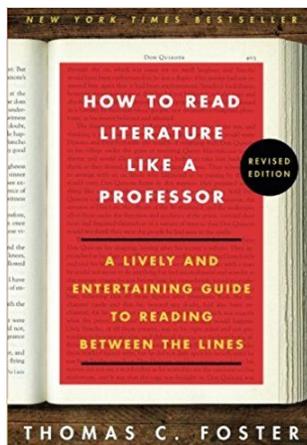


## HL Language A: Literature Summer Reading Assignment –Year 1 (English III)

Please read these and accomplish the assignments in the following order. They are due the first day we meet in the fall. I will **NOT** accept late assignments.



### ***How to Read Literature Like a Professor*** by Thomas C. Foster

ISBN-13: 978-8900720167

- Read, annotate, and thoroughly study the entire text **EXCEPT** for the below chapters from ***How to Read Literature Like a Professor***, which is not a novel but rather “a lively and entertaining guide to reading between the lines.” A thorough and careful reading of this guide will help prepare you for more intensive and independent requirements of the DP HL: English A: Literature course.

- (Do NOT read the following: Chapters 2, 3, 4, 7, 19, & 23 You will read these your senior year.)

- At the end of each assigned chapter, write down 3 key points you learned from the chapter. We will use this all year—the more you allude to *The*

*Professor* (as we fondly refer to it) the more I will take notice of your academic prowess. **These annotations need to be your own.** If you are using a borrowed book, you should use post-its for your annotations to show your own work.

- There will be a detailed **objective exam the 2nd day of class over the assigned chapters.**
- NOTE: Additional chapters will be assigned throughout your four years in the IB program. This will be the common text that you use through your senior year.

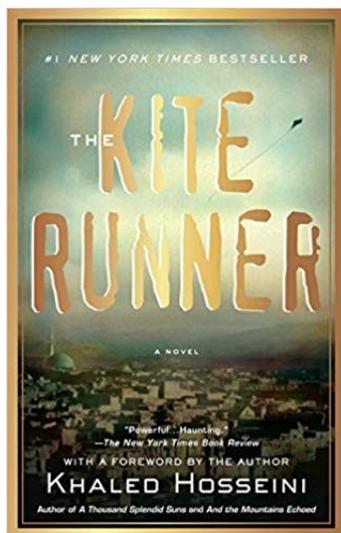
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### ***The Kite Runner*** by Khaled Hosseini **Summer Reading Note:**

(**REQUIRED:** This printed version of the work.)

ISBN-13: 978-1594631931 Publisher: Riverhead Books

Publication Date: 2013



**Read and annotate** the novel fully. In addition, you will write responses to help document your metacognitive reactions while you read. This should help you keep track of important points in the text that you thought were important, interesting, sad, funny, ironic, etc.

- Select 10 quotes (include page number) and identify the speaker and context of the quote. Then write a personal response that reflects your reactions, thoughts, or critical insights.
- Responses must be typed and will be submitted the first day of class.
- All work **MUST** be your own. This is an opportunity for you to read and generate thoughts about your reading. IB Honor Code will be strictly followed.
- Graded discussion the first day of class; written commentary of the work the second week of school = 1st IB Paper I Exam Grade.

Khaled Hosseini's acclaimed novel, *The Kite Runner*, is about two boys from different social classes growing up in 1970s Afghanistan. A key scene, critical to the plot, involves the rape of one of the principal characters, although it is not graphically portrayed. Students may choose to skip this scene if they wish. The scene is on pages 75-78.

### Visual Essay for *The Kite Runner*

After you have read the novel, you will create a one-page visual essay.

- 1) Write a **one clear theme statement** that captures what you think Hosseini's central message is in his novel.
- 2) Draw **three** significant scenes/images that support your theme statement.
- 3) Your **three scenes/images** should include any of the following content devices--external conflict, internal conflict, symbolism, foreshadowing, point of view, setting, characterization, irony. These should visually support your theme statement. Each scene must use a different content device.
- 4) Include **one quotation** to support your each of your scenes/images with page numbers.
- 5) Use color for symbolic purposes.
- 6) Include the title of the novel and the author's name.
  - You will present your visual essay on the 3rd day of class.
  - The presentation should be no longer than 5 minutes, and it should explain your choices in connection to your theme statement.



I like being near the top of a mountain. One can't  
get lost here.

(Wisława Szymborska)

izquotes.com

Print the following two poems by Polish poet and Nobel Prize Winner, Wislawa Szymborka: "Nothing Twice" and "The Letters of the Dead."

- Read and annotate the poems focusing on her literary/stylistic choices.
- Be ready to discuss these choices and write a literary analysis.
- Annotations will be collected on the first day of class.

## “Nothing Twice” by Wislawa Szymborska

Nothing can ever happen twice.  
In consequence, the sorry fact is  
that we arrive here improvised  
and leave without the chance to practice.

Even if there is no one dumber,  
if you're the planet's biggest dunce,  
you can't repeat the class in summer:  
this course is only offered once.

No day copies yesterday,  
no two nights will teach what bliss is  
in precisely the same way,  
with exactly the same kisses.

One day, perhaps, some idle tongue  
mentions your name by accident:  
I feel as if a rose were flung  
into the room, all hue and scent.

The next day, though you're here with me,  
I can't help looking at the clock:  
A rose? A rose? What could that be?  
Is it a flower or a rock?

Why do we treat the fleeting day  
with so much needless fear and sorrow?  
It's in its nature not to stay:  
today is always gone tomorrow.

With smiles and kisses, we prefer  
to seek accord beneath our star,  
although we're different (we concur)  
just as two drops of water are.

## **“The Letters of the Dead” by Wislawa Szymborska**

We read the letters of the dead like helpless gods,  
but gods nonetheless, since we know the dates that follow.  
We know which debts will never repaid.  
Which widows will remarry with the corpse still warm.  
Poor dead, blindfolded dead,  
gullible, fallible, pathetically prudent.  
We see the faces people make behind their backs.  
We catch the sound of wills being ripped to shreds.  
The dead sit before us comically, as if on buttered bread,  
or frantically pursue the hats blown from their heads.  
Their bad taste, Napoleon, steam, electricity,  
their fatal remedies for curable diseases,  
their foolish apocalypse according to Saint John,  
their counterfeit heaven on earth according to Jean-Jacques...  
We watch the pawns on their chessboards in silence,  
even though we see them three squares later.  
Everything the dead predicted has turned out completely  
different.  
Or a little bit different--which is to say, completely different.  
The most fervent of them gaze confidingly into our eyes:  
their calculations tell them that they'll find perfection there.

*Other Assessments for the Summer Reading:*

- Graded discussions (quiz grades) for all three works.
  - Class activities using the annotations from all three literary works throughout the first grading period.
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\*If you have specific questions about the summer reading, you may email

[Araceli.Guzman@mcallenisd.net](mailto:Araceli.Guzman@mcallenisd.net).