

**Summer Assignment English I**  
**2017-2018 School Year**  
**Due the first day of the 2017 -2018 School Year**

The Sunlake High School 9<sup>th</sup> Grade English teachers encourage students to become life-long readers and learners by asking them to read during non-instructional time. Summer reading provides students an opportunity to enhance their reading skills and enjoy books. Our philosophy is that summer reading should be both pleasurable and thought-provoking. If you have any questions about the summer assignment, send an email to shoffack@pasco.k12.fl.us.

**We believe that students who read over the summer:**

- maintain or improve reading comprehension and vocabulary.
- broaden their experience, knowledge and understanding of topics that are of personal interest.
- experience personal and academic success by developing their literacy skills.
- become life-long readers by choosing a book and reading at their own pace.

**These assignment are due on the first day of school. Bring your completed assignments and the short stories to class on the first day of school.**

Over the summer print and read the short stories: “The Most Dangerous Game,” “The Necklace,” and “The Scarlet Ibis.” If you opened this document on the web, all three short stories are included. If they are not included with this document, look for the Summer Assignment link on the Sunlake High School web site to find them.

**Late Entrants:** Those students who register on or after July 31 will still be required to complete the summer assignment within two weeks of the first day of school.

**Print the three short stories and do the following:**

- 1) Use a highlighter to highlight the vocabulary words listed on Page 2 of this document. These vocabulary words are used in the context of sentences in the short stories. You will find them used in dialogue, descriptive language of settings and characterization, and used to describe events germane to the plot of each short story. When you find a word, highlight it with a highlighter; then, **complete the following:** Look up the definitions of the words in a dictionary or an online source, then on individual 3 x 5 index cards, **HAND WRITE in pencil or blue or black pen (Do not type)** 1) the word, 2) the part of speech as the word is used in context in the short story, 3)the correct definition of the word as it is used in context of the sentence, 4)the exact sentence from the short story and 5) a sentence that you create for the word. You will earn a summative grade for this assignment. **Summative grades are calculated at 70% versus formative grades which are calculated at 30%. This assignment is worth 100 points.**

**THESE MUST BE HANDWRITTEN on 3 x 5 Index Cards**

**Title of Short Story:**

- 1) **Word:**
- 2) **Part of Speech:**
- 3) **Definition:**
- 4) **Sentence from short story:**
- 5) **My sentence:**

- 2) After you read all three short stories, on College-Ruled Paper, (Not wide-ruled paper) **HAND WRITE** in pencil or blue or black pen (Do not type) two personal responses each comprised of at least seven sentences for all three short stories. You will write a total of six personal responses. Write on one side of the paper and do not write over the red line. **A sample of a personal response is included below.** These responses require introspection, understanding of the plot of each short story and empathy for characters as well. These responses should be written in first person (Use I, me, my, we, our, us, etc.) to prove that you made a personal connection to the short story. Be sure that you include the title of the short story with each response.
- You will earn a summative grade for this assignment. This assignment is also worth 100 points.**

**Sample Personal Response for a short story titled: “Marigolds.”**

(Hand written): I can really relate to Ms. Lottie in the short story “Marigolds.” I used to have a neighbor named Mrs. Johnson who lived three doors away. She wore a hat just like Ms. Lottie, she was fat like her, and she lived in a house that looked as ramshackle, too. However, this neighbor was very, very friendly and loved kids! She never cared when our childish games encroached on her yard, and she always seemed to know when we needed a tall glass of lemonade. I didn’t really know my neighbor that well; I just knew that she was poor and didn’t have much other than her “ramshackle” house. I recall that I cried when Mrs. Johnson died. I am not really sure what my tears meant, I just knew that I was sad she was gone.

**Vocabulary: “The Most Dangerous Game” By: Richard Connell**

- |                 |                 |
|-----------------|-----------------|
| 1. Palpable     | 9. Mirage       |
| 2. Indolently   | 10. Quarry      |
| 3. Debacle      | 11. Venerable   |
| 4. Cosmopolite  | 12. Tangible    |
| 5. Palatial     | 13. Philosopher |
| 6. Gargoyle     |                 |
| 7. Futile       |                 |
| 8. Bewilderment |                 |

**Vocabulary: “The Necklace” By: Guy de Maupassant**

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|---------------|------------------|
| 1. Disheveled | 9. Vestibule     |
| 2. Ingenuity  | 10. Fortitude    |
| 3. Illumined  | 11. Impertinence |
| 4. Profoundly | 12. Impatiently  |
| 5. Distress   | 13. Immoderate   |
| 6. Homage     | 14. Chagrin      |
| 7. Descended  | 15. Resplendent  |
| 8. Rueful     | 16. Dejection    |

**Vocabulary: “The Scarlet Ibis” By: James Hurst**

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|------------------|------------------|
| 1. Invalid       | 9. Ibis          |
| 2. Careen        | 10. Blighted     |
| 3. Imminent      | 11. Reiterate    |
| 4. Iridescent    | 12. Precariously |
| 5. Infallibility | 13. Exotic       |
| 6. Doggedness    | 14. Heresy       |
| 7. Vortex        | 15. Entrails     |
| 8. Resurrection  | 16. Vermillion   |

