

**English Summer 2018 Work**  
**Summer Reading and Writing for Incoming Grades 10-12 Students**

Dear Grades 10-12 students and families,

The Modern English School Secondary English Department wishes you all a relaxing and fun summer break. In an effort to provide you with a summer reading assignment that is both interesting and enjoyable, we have included a list of book titles that appeal to a wide range of interests.

You are to read **one** of the books on the Summer 2018 Reading Lists this summer. Please note there is a separate list of **two choices for each grade level**. If you have questions about any of the titles, you must email Mrs. Hawthorne ([ahawthorne@mescairo.com](mailto:ahawthorne@mescairo.com)) and request permission to read alternative titles. The alternative titles must be approved by Mrs. Hawthorne via email.

These fantastic books are available for you to purchase at the following bookstores: Diwan, Alef, Omega in Heliopolis, or Omega in Heliopolis Sporting Club bookstores. If necessary, contact Essam Saad at 01222119233 for more information about availability at The Omega Bookstores. They are also available for you to purchase as an eBook.

For the book you read this summer, you are to process it in a written Dialectical Journal that will be useful to you when you return in September. The Dialectical Journal Template with examples is attached here. You will turn in your **four** Dialectical Journal entries on the very first day you return to school for your first homework grade. Your Dialectical Journal may be handwritten or typed. If you choose to type it, you **MUST** print it and turn in the hard copy on the first day of school. A digital file will not be accepted. Late work will not be accepted.

In addition to the written Dialectical Journal that you will be turning in for a grade, we will be using your texts to complete activities and assessments throughout the first two and a half weeks of school. We will complete an in-class essay, create projects, present orally and engage in many other activities. Therefore, it is imperative that you read your book closely and carefully. Make sure that your Dialectical Journals are as thorough and as detailed as possible so that they will assist you in these endeavors.

Of course, we encourage you to use the free time afforded to you over the summer to read as many books as you can! Share your thoughts and reactions to your reading with your parents and friends. Great literature should be discussed and shared. Have a great summer and enjoy this opportunity to read wonderful books! We look forward to discussing your books with you in September.

Sincerely,

Mrs. Hawthorne  
Head of the English Department for the American Section

**\*\*Summary of important information:**

- 1) Read one book closely.
- 2) Process each book in a written way.
- 3) You will be turning in your written processing tools the very first day you return to school in September for your first homework grade.
- 4) The first two and a half weeks of school will be devoted to working with these books in a variety of ways for a variety of grades.

### **Summer 2018 Grade 10 Reading List**

***Something Wicked This Way Comes*, Ray Bradbury, 304 p.**

Two teenagers learn that there is something not quite right about the travelling carnival that comes to town. Can they save themselves and the town, from the evil lurking inside the carnival tents?

***The Dairy of Ann Frank*, Ann Frank, 304 p.**

The classic diary of a teenage Jewish girl hiding from the Nazis in war-time Amsterdam. Not just a book about the horrors of war, but a wonderful insight into growing from girl to woman.

### **Summer 2017 Grade 11 Reading List**

***The Book Thief*, Marcus Zuzak 576 p.**

A German girl helps to protect a Jewish man from the Nazis in war torn Berlin. Interesting narrative style adds to an excellent examination of courage in wartime.

***The Perks of Being a Wallflower*, Stephen Chbosky, 224 p.**

Caught between trying to live his life and trying to run from it, Charlie is navigating through the strange worlds of love, drugs, "The Rocky Horror Picture Show", and dealing with the loss of a good friend and his favorite aunt. Funny, touching, and haunting.

### **Summer 2017 Grade 12 Reading List**

***Unbroken: A World War II Story of Survival, Resilience, and Redemption***

**by Laura Hillenbrand, 473 p.**

On a May afternoon in 1943, an Army Air Forces bomber crashed into the Pacific Ocean and disappeared, leaving only a spray of debris and a slick of oil, gasoline, and blood. Then, on the ocean surface, a face appeared: a young lieutenant, the plane's bombardier, who was struggling to a life raft and pulling himself aboard. So began one of the most extraordinary odysseys of the Second World War.

***Does My Head Look Big in This?*, Randa Abdel-fattah, 368 pages**

This is the story of a Muslim girl in Australia, who decides to wear the Hijab. How do her parents, friends, teachers react to a Muslim girl who decides to take this step?

## DIALECTICAL JOURNAL

### Summer Work 2018

**DIRECTIONS:** For your chosen Summer Reading Novel, you must complete at least 4 entries like the one shown below. Be sure to include the exact quotation with page number from which it was drawn. Then, analyze the quote by including the following: context, analysis, interpretation, synthesis, and application. First, include each piece in a bulleted list, then write a cohesive paragraph that includes all 5 elements of a strong response.

Text excerpt (literature or facts/info for non-fiction)	Response (context, examination, interpretation, synthesis or application)
<p>“Zeus answered, ‘Do you not know Prometheus, that every gift brings a <u>penalty</u>? This is the way the Fates weave <u>destiny</u> – by which gods also must abide. Man does not have fire, true, nor the crafts which fire teaches. On the other hand, he does <u>not know disease, warfare, old age, or that inward pest called worry</u>. He is <u>happy</u>, I say, happy without fire’ “ (58).</p> <p>EXAMPLE OF AN ELLIPSES TO AVOID COPYING A LONG PASSAGE</p> <p>“Prometheus was a young Titan, no great admirer of Zeus. Although he knew the great lord...hated questions...when there was something he wanted to know” (57)</p>	<p><b>Context:</b> who is speaking, where is this in the text?</p> <p><b>Examine:</b> examination of specific word choice, sentence structure, punctuation, imagery, figurative language.</p> <p><b>Interpretation:</b> what does this all mean or imply or suggest?</p> <p><b>Synthesis:</b> put this all together and draw a conclusion. Reflect on the message of the passage or text as a whole; consider the theme.</p> <p><b>Application:</b> how can I connect or apply this passage and its meaning to other works or other knowledge?</p> <p>Zeus is responding to Prometheus’ challenge to him to give fire to mankind. (context) Zeus emphasizes the negative impacts of fire with language like, <i>penalty, disease, warfare, worry</i>. On the other hand, he connects being “happy without fire.”(examination) Zeus states that denying fire and the problems it brings from man will keep him ignorant and happy.(interpretation) This passage represents the age-old conflict between innocence /ignorance and experience/knowledge.(synthesis) As Zeus states: “Every gift brings a penalty.” The more knowledge we gain, the more complicated our lives become.(application)</p>

<p><b>Text excerpt</b></p> <p>(literature)</p> <p>(facts/info for non-fiction)</p>	<p><b>Response</b> (context, examination, interpretation, synthesis or application)</p>

<p><b>Text excerpt</b></p> <p>(literature)</p> <p>(facts/info for non-fiction)</p>	<p><b>Response</b> (context, examination, interpretation, synthesis or application)</p>

<p><b>Text excerpt</b></p> <p>(literature)</p> <p>(facts/info for non-fiction)</p>	<p><b>Response</b> (context, examination, interpretation, synthesis or application)</p>

<b>Text excerpt</b>  (literature)  (facts/info for non-fiction)	<b>Response</b> (context, examination, interpretation, synthesis or application)