

# CVHS Honors English II Summer Assignment 2019

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Dear Incoming Honors 10th Grade English Students,

Congratulations on your choice to take 10th grade Honors English next year! The Honors English II curriculum is interesting, fun, and challenging. The course will offer enriching lessons, projects, and experiences to help you master the skills needed to be a successful communicator, thinker, and future AP student. In conjunction with CVHS's high expectations for Honors students, this course will prepare you for your success in the Advanced Placement programs here at Campo and beyond.

## Summer Reading

Your journey in your Honors English class begins this summer with your summer reading. You will read the following novel:

### ***Bless Me, Ultima*** by Rudolfo Anaya

It's recommended that you purchase your own book for annotation purposes. The novel can be found at Barnes and Noble, as well as on *Amazon.com*, and at other discount bookstores. The version/publication date does not matter. If purchasing your book is not possible, you may check it out from the school bookstore (take your CVHS ID card) or from the public library. If this is the case, you must use sticky notes to annotate your book.

## ***Bless Me, Ultima*** Focus Activities

### **Step 1: Create Rhetorical & Literary Device Notecards**

Create notecards (classic, in your handwriting) for the following rhetorical and literary devices. Each notecard should contain the **term** (front) and then the **definition with at least two examples** on the reverse side (back). Please **print your initials** and **device number** on the front of each card.

- |              |                 |            |
|--------------|-----------------|------------|
| 1. Metonymy  | 5. Anaphora     | 9. Paradox |
| 2. Ellipsis  | 6. Polysyndeton | 10. Syntax |
| 3. Asyndeton | 7. Parallelism  |            |
| 4. Diction   | 8. Allusion     |            |

### **Step 2: Annotate the Novel**

Read the entire novel, but only fully annotate the **five chapters** you feel have the most to do with the subject of **adversity**, as well as anything you believe **shows how heritage and culture contribute to one's identity**.

#### **Annotate the five chapters for:**

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|--|--|---|
| <ul style="list-style-type: none"><li>● Important plot events</li><li>● Passages that describe or reveal characterization</li><li>● Imagery</li><li>● Patterns (<i>in meaning or syntax</i>)</li></ul> | <ul style="list-style-type: none"><li>● Identification and analysis of the rhetorical devices and any additional literary (<i>simile, metaphor, etc.</i>) devices</li><li>● Symbolism</li><li>● Analysis of theme(s)</li></ul> | <ul style="list-style-type: none"><li>● Text translations (<i>from Spanish to English</i>)</li><li>● Strong indicators of heritage/cultural identity (<i>family, food, language, religion, traditions, geographic location, etc.</i>)</li></ul> |
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## Pre-Advanced Placement Exposure: AP Lang. Practice Test

As you know, Honors English 10 is a Pre-AP course. For many, this will be the first year you will be exposed to the content, standards, and rigor of the College Board's Advanced Placement (AP) program. It is likely far more challenging than what you're accustomed to, and— for that reason— you will take a shortened version of an Advanced Placement Language and Composition multiple choice test to help you transition. Be aware: this is a fraction of the length of the actual AP Lang. exam, but the style of passages and level of questioning are the same.

Consider this a practice round. Because it's a new-to-you type of test, it will likely be a challenge. **Please do not stress over accuracy.** Simply do your best and make sure that you follow all directions on the attached answer sheet. You can mark up the test as much as you want, but all answers must be recorded on your answer sheet. Remember to record your start and end times. This is a starting point so please do your best **individual** work. No outside resources/people/texts should be utilized. This is the baseline of your personal learning curve!

### Deadlines

Your AP Lang. practice test will be due before your *Bless Me, Ultima* work. You may use the entire *summer season* to complete the reading and annotation of the novel.

**The AP Lang. practice test is due the Monday after we return to school: August 5th.**

*When you submit your practice test, I will collect both your answer sheet and test booklet.*

**The *Bless Me, Ultima* work is due, in full, the Tuesday after Labor Day: September 3rd.**

PLEASE DO NOT WAIT UNTIL THE START OF THE SCHOOL YEAR TO BEGIN YOUR SUMMER ASSIGNMENT! There will be standard coursework/homework throughout the month of August. We will be working with excerpted passages and paired short story, poetry, and non-fiction selections to learn and apply various close reading and writing skills. *Minimally*, I encourage you to have the novel read and annotated by the start of the school year and your AP practice test completed.

I'm looking forward to working with you this upcoming school year. It will be an amazing year of growth for you, both academically and personally. If you have any questions about the summer assignment that aren't answered above, please email me at [Adrienne.Zimmerman@gilbertschools.net](mailto:Adrienne.Zimmerman@gilbertschools.net).

Have a wonderful summer and happy reading!

Sincerely,

*Ms. Zimmerman*

# Sample AP Language & Composition

## Multiple Choice Test

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### Essayists and Fiction Writers

#### Passage 4a: Joseph Addison, *True and False Humour*

Among all kinds of writing, there is none in which authors are more apt to miscarry than in works of humour, as there is none in which they are more ambitious to excel. It is not an imagination that teems with monsters, a head that is filled with extravagant conceptions, which is capable of furnishing the world with diversions of this nature; and yet, if we look into the productions of several writers, who set up for men of humour, what wild, irregular fancies, what unnatural distortions of thought do we meet with? If they speak nonsense, they believe they are talking humour; and when they have drawn together a scheme of absurd, inconsistent ideas, they are not able to read it over to themselves without laughing. These poor gentlemen endeavour to gain themselves the reputation of wits and humorists, by such monstrous conceits as almost qualify them for Bedlam; not considering that humour should always lie under the check of reason, and that it requires the direction of the nicest judgment, by so much the more as it indulges itself in the most boundless freedoms. There is a kind of nature that is to be observed in this sort of compositions, as well as in all other; and a certain regularity of thought which must discover the writer to be a man of sense, at the same time that he appears altogether given up to caprice. For my part, when I read the delirious mirth of an unskilful author, I cannot be so barbarous as to divert myself with it, but am rather apt to pity the man, than to laugh at anything he writes.

The deceased Mr. Shadwell, who had himself a great deal of the talent which I am treating of, represents an empty rake, in one of his plays, as very much surprised to hear one say that breaking of windows was not humour; and I question not but several English readers will be as much startled to hear me affirm, that many of those raving, incoherent pieces, which are often spread among us, under odd chimerical titles, are rather the offsprings of a distempered brain than works of humour.

It is, indeed, much easier to describe what is not humour than what is; and very difficult to define it otherwise than as Cowley has done wit, by negatives. Were I to give my own notions of it, I would deliver them after Plato's manner, in a kind of allegory, and, by supposing Humour to be a person, deduce to him all his qualifications, according to the following genealogy. Truth was the founder of the family, and the father of Good Sense. Good Sense was the father of Wit, who married a

lady of a collateral line called Mirth, by whom he had issue Humour. Humour therefore being the youngest of this illustrious family, and descended from parents of such different dispositions, is very various and unequal in his temper; sometimes you see him putting on grave looks and a solemn habit, sometimes airy in his behaviour and fantastic in his dress; insomuch that at different times he appears as serious as a judge, and as jocular as a merry-andrew. But, as he has a great deal of the mother in his constitution, whatever mood he is in, he never fails to make his company laugh.

But since there is an impostor abroad, who takes upon him the name of this young gentleman, and would willingly pass for him in the world; to the end that well-meaning persons may not be imposed upon by cheats, I would desire my readers, when they meet with this pretender, to look into his parentage, and to examine him strictly, whether or no he be remotely allied to Truth, and lineally descended from Good Sense; if not, they may conclude him a counterfeit. They may likewise distinguish him by a loud and excessive laughter, in which he seldom gets his company to join with him. For as True Humour generally looks serious while everybody laughs about him, False Humour is always laughing whilst everybody about him looks serious. I shall only add, if he has not in him a mixture of both parents—that is, if he would pass for the offspring of Wit without Mirth, or Mirth without Wit, you may conclude him to be altogether spurious and a cheat.

1. According to the claim in the first sentence of the passage:
  - (A) authors are ambitious to excel in all kinds of writing
  - (B) authors are likely to fail when writing humor
  - (C) authors are not likely to fail when writing humor
  - (D) there is no kind of writing in which authors are more likely to fail than any other
  - (E) there is no kind of writing in which authors are more ambitious than any other
  
2. According to the first paragraph, humor is:
  - (A) filled with extravagant conceptions
  - (B) the product of wild, irregular fancies
  - (C) from unnatural distortions of thought
  - (D) absurd and inconsistent
  - (E) required to be reasonable
  
3. The first paragraph contains all of the following rhetorical techniques *except*:
  - (A) allusion
  - (B) rhetorical question
  - (C) oxymoron
  - (D) personification
  - (E) complicated syntax

4. In paragraph three, the writer seeks to prove his claim with the use of:
- (A) literary example
  - (B) inductive reasoning
  - (C) deductive reasoning
  - (D) allegory
  - (E) anecdote
5. In context, the word “barbarous” in line 18 most nearly means:
- (A) aggressive
  - (B) cruel
  - (C) violent
  - (D) uncivilized
  - (E) ignorant
6. The second “him” of the last paragraph, in line 42, refers to:
- (A) an impostor
  - (B) humor
  - (C) wit
  - (D) good sense
  - (E) truth
7. In context, the word “spurious” in line 52 most nearly means:
- (A) counterfeit
  - (B) facetious
  - (C) deceptive
  - (D) authentic
  - (E) artless
8. The primary mode of composition of the passage as a whole is:
- (A) narration
  - (B) description
  - (C) classification
  - (D) definition
  - (E) cause and effect
9. The tone of the passage can best be described as:
- (A) self-assured
  - (B) sympathetic
  - (C) acerbic
  - (D) somber
  - (E) frantic

10. According to the passage as a whole, humor must be all of the following *except*:

- (A) rational and truthful
- (B) amusing to the writer
- (C) amusing to the reader
- (D) clear and cohesive
- (E) both serious and jovial

#### Passage 4b: Francis Bacon, *Of Marriage and Single Life*

He that hath wife and children hath given hostages to fortune; for they are impediments to great enterprises, either of virtue or mischief. Certainly the best works, and of greatest merit for the public, have proceeded from the unmarried or childless men; which both in affection and means, have married and endowed the public. Yet it were great reason that those that have children, should have greatest care of future times; unto which they know they must transmit their dearest pledges. Some there are, who though they lead a single life, yet their thoughts do end with themselves, and account future times impertinences. Nay, there are some other, that account wife and children, but as bills of charges. Nay more, there are some foolish rich covetous men, that take a pride, in having no children, because they may be thought so much the richer. For perhaps they have heard some talk, Such an one is a great rich man, and another except to it, Yea, but he hath a great charge of children; as if it were an abatement to his riches. But the most ordinary cause of a single life, is liberty, especially in certain self-pleasing and humorous minds, which are so sensible of every restraint, as they will go near to think their girdles and garters, to be bonds and shackles. Unmarried men are best friends, best masters, best servants; but not always best subjects; for they are light to run away; and almost all fugitives, are of that condition. A single life doth well with churchmen; for charity will hardly water the ground, where it must first fill a pool. It is indifferent for judges and magistrates; for if they be facile and corrupt, you shall have a servant, five times worse than a wife. For soldiers, I find the generals commonly in their hortatives, put men in mind of their wives and children; and I think the despising of marriage amongst the Turks, maketh the vulgar soldier more base. Certainly wife and children are a kind of discipline of humanity; and single men, though they may be many times more charitable, because their means are less exhaust, yet, on the other side, they are more cruel and hardhearted (good to make severe inquisitors), because their tenderness is not so oft called upon. Grave natures, led by custom, and therefore constant, are commonly loving husbands, as was said of Ulysses, vetulam suam praetulit immortalitati. Chaste women are often proud and froward, as presuming upon the merit of their chastity. It is one of the best bonds, both of chastity and obedience, in the wife, if she think her husband wise; which she will never do, if she find him jealous. Wives are young men's mistresses; companions for middle age; and old men's nurses. So as a man may have a quarrel to marry, when he will. But yet he was reputed one of the wise men, that made

answer to the question, when a man should marry,—A young man not yet, an elder man not at all. It is often seen that bad husbands, have very good wives; whether it be, that it raiseth the price of their husband’s kindness, when it comes; or that the wives take a pride in their patience. But this never fails, if the bad husbands were of their own choosing, against their friends’ consent; for then they will be sure to make good their own folly.

40

**11.** The primary mode of composition of the passage is:

- (A) narration
- (B) description
- (C) classification
- (D) definition
- (E) cause and effect

**12.** The following idea is ironic:

- (A) “He that hath wife and children hath given hostages to fortune; for they are impediments to great enterprises, either of virtue or mischief.”
- (B) “Certainly the best works, and of greatest merit for the public, have proceeded from the unmarried or childless men; which both in affection and means, have married and endowed the public. Yet it were great reason that those that have children, should have greatest care of future times; unto which they know they must transmit their dearest pledges.”
- (C) “Some there are, who though they lead a single life, yet their thoughts do end with themselves, and account future times impertinences.”
- (D) “Nay, there are some other, that account wife and children, but as bills of charges.”
- (E) “Unmarried men are best friends, best masters, best servants; but not always best subjects; for they are light to run away; and almost all fugitives, are of that condition.”

**13.** In the sentence “But the most ordinary cause of a single life, is liberty, especially in certain self-pleasing and humorous minds, which are so sensible of every restraint, as they will go near to think their girdles and garters, to be bonds and shackles,” “girdles and garters” are used as the following for restraint:

- (A) similes
- (B) metaphors
- (C) personification
- (D) symbols
- (E) analogies

14. In context, the word “impertinences” in line 8 most nearly means:
- (A) acts of disrespect
  - (B) acts of inappropriateness
  - (C) acts of rudeness
  - (D) incongruities
  - (E) irrelevancies
15. In line 15, “their” refers to:
- (A) men
  - (B) women
  - (C) married men
  - (D) single men
  - (E) children
16. The portion of the sentence “Unmarried men are best friends, best masters, best servants; but not always best subjects” uses the rhetorical technique of:
- (A) anaphora
  - (B) epistrophe
  - (C) climax
  - (D) simile
  - (E) personification
17. According to the passage, single men are best fit for the occupation(s) of:
- I. churchmen
  - II. judges
  - III. soldiers
  - IV. inquisitors
- (A) I
  - (B) II
  - (C) III
  - (D) IV
  - (E) I and IV
18. The purpose of the sentence “Wives are young men’s mistresses; companions for middle age; and old men’s nurses” is primarily to illustrate:
- (A) the chauvinism of men who take their wives for granted
  - (B) the changing roles of wives through the years
  - (C) the constancy of wives through good and bad times
  - (D) the suffering of women at the hands of cruel husbands
  - (E) the fickle nature of men who change their wants and needs

19. The reader can infer from the last sentence, “But this never fails, if the bad husbands were of their own choosing, against their friends’ consent; for then they will be sure to make good their own folly,” that women who choose bad husbands against the advice of their friends will keep them to avoid:
- (A) making the same mistake again
  - (B) proving their friends wrong
  - (C) making fools of themselves
  - (D) losing all of their property
  - (E) having to be single again
20. The tone of the passage can best be described as:
- (A) antagonistic
  - (B) conciliatory
  - (C) foreboding
  - (D) jovial
  - (E) pedantic

Name: \_\_\_\_\_ Date (of test taken): \_\_\_\_\_

Pre-AP Honors English 10  
**Sample AP Language & Composition Multiple Choice Test**

Please make sure that your work is your *own*. Feel free to annotate on the test booklet itself (it's encouraged!). You will want to be able to recall why you selected the answers that you did; annotations that show your thinking will be helpful later. Please record all answers in the space below (letter only). **Be sure to take the test in one sitting.** Remember to note the time you begin and the time you end the test. This should be a challenge— just do your best!

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

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1. \_\_\_\_\_
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