Junior English Summer Reading (RISING GRADE: 11)
Mr. Connors & Dr Harkey

INSTRUCTIONS
Rising juniors must read 3 books over the summer (the common read plus 2 additional class books):

1. All School Required Read: The common book that everyone reads will be our jumping off point as we begin in August. The use of a common read gives us a shared experience upon which we can build as we start the year. **** All Read (required): **Grit** by Angela Duckworth

   "In this instant New York Times bestseller, pioneering psychologist Angela Duckworth shows anyone striving to succeed—be it parents, students, educators, athletes, or business people—that the secret to outstanding achievement is not talent but a special blend of passion and persistence she calls “grit.”" -- Publisher's description.

2. Aldous Huxley’s **Brave New World**, which must be obtained as a physical book and must be annotated with underlining and notes.

3. One book chosen from the list below.

ASSESSMENT
Students will be given a grade based on their annotations in **Brave New World**, and then, during the first week of school, they will be required to write in-class responses to the common read book and the book they chose from the British Literature list below.

These responses will assess the students’ compliance with the assignment and will also serve as a diagnostic tool to help gauge students’ improvement over the course of the year.

A few typical prompts for written responses (please note that these are merely samples):

- Please isolate one of the CENTRAL CONFLICTs faced by the work’s leading character and discuss how that character treats the conflict. [You must refer to details, passages, from the novel to verify your claim.]
- Please demonstrate how the STRUCTURE of the novel (how it was told, the order of the chapters, and the management of time or perspective, the number of subplots) helped support its main idea.
- Please demonstrate how a dominant SYMBOL is used to contribute to the central meaning of the work [again, please cite (in parenthesis) the passages in the work that help prove this]
- Please isolate passages where the author has described or introduced the main CHARACTER of a work and explain how any of the details in that description helped to bring emphasis to certain qualities of that character, say like, what he represented in the novel.

BRITISH LITERATURE LIST FOR STUDENTS’ THIRD BOOK (CHOOSE ONE):

- **Persuasion** Jane Austen
- **Pride and Prejudice** Jane Austen
- **Emma** Jane Austen
- **King Lear** William Shakespeare
- **Macbeth** William Shakespeare
- **A Clockwork Orange** Anthony Burgess
- **A Man for All Seasons** Robert Bolt
- **Jane Eyre** Charlotte Bronte
- **Lord Jim** Joseph Conrad
- **The Secret Sharer** Joseph Conrad
- **Adam Bede** George Eliot
- **Silas Marner** George Eliot
- **The Mayor of Casterbridge** Thomas Hardy
- **Of Human Bondage** William Somerset Maugham
Utopia
Paradise Lost
1984
A Handmaid’s Tale
Paradise Lost
Kidnapped
Gulliver’s Travels
She Stoops to Conquer
Arms and the Man
The Picture of Dorian Grey
Mrs. Dalloway
To the Lighthouse
The Quiet American
The Fifth Child
The English Patient
The Remains of the Day
The Sea, the Sea
Atonement
Fever Pitch
High Fidelity
The Once and Future King
The Hound of the Baskervilles
The Man Who Was Thursday
Kim
The Once and Future King
Stardust
Great Expectations
Sir Gawain and the Green Knight

Sir Thomas More
John Milton
George Orwell
Margaret Atwood
John Milton
Robert Louis Stevenson
Jonathan Swift
Oliver Goldsmith
George Bernard Shaw
Oscar Wilde
Virginia Woolf
Virginia Woolf
Graham Greene
Doris Lessing
Michael Ondaatje
Kazuo Ishiguro
Iris Murdoch
Ian McEwan
Nick Hornby
Nick Hornby
T.H. White
Arthur Conan Doyle
G.K. Chesterton
Rudyard Kipling
T.H. White
Neil Gaiman
Charles Dickens
Anonymous

SUBSTITUTIONS? A student may be able to substitute other authors or books that are not on this list once he or she has cleared it with the instructor through email: sconnors@brookstoneschool.org or jharkey@brookstoneschool.org