English II Summer Reading Assignment
Text: The Alchemist by Paulo Coelho
Be sure you read the assignment directions in their entirety before beginning. All assignments are due the FIRST day of class. In order to be prepared for success during your sophomore year, it is important to draw on the reading and writing skills you have learned and improved during your freshman year. See these assignments as your opportunity to show-off your abilities to read well, organize your thinking, and write effectively. **In addition, there will be a CUMULATIVE TEST over the novel upon your return to school.**

**Common Core State Standards Addressed**
**RL. 1 Key Ideas & Details:**
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL. 4 Craft & Structure:**
Determine the meaning of words & phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Task 1: Cause Effect Flow Chart and Paragraph**
Causes and the effects are common to most pieces of literature. You studied this last year in English I. Often an event will occur or have several “causes” with one or more “effects”. For instance, in Romeo and Juliet, Juliet’s death – the effect was caused by a series of events among characters (the Friar, the Feud, etc…). Please trace a cause effect relationship that occurs in the text. **MUST BE HAND-WRITTEN in the chart provided**
1. Decide on an effect/ outcome or consequence
2. Trace it back to at least 3 separate causes and explain with text support and page number how your “causes” contributed to the effect.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Page #</th>
<th>Explanation</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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**Task 2**

Authors use many tools and approaches in their writing. Some tools or approaches an author might use are specific vocabulary and imagery. As a reader of the text, discuss 6 tools or approaches (such as simile, metaphor, personification, irony, hyperbole, understatement, imagery, tone, symbol, paradox, etc.) the author used, provide the passage and page number, and explain why you think the author used this tool. **MUST BE HAND-WRITTEN on chart provided**

List: (NOTE: Do not repeat an element/device twice.)

1. Identify a passage that includes a literary device (personification, hyperbole, foreshadowing, symbolism or irony), summarize the passage in the summary column, and then explain why the author used it.

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**Task 2 Chart**

<table>
<thead>
<tr>
<th>Tool / Approach</th>
<th>Page #</th>
<th>Passage word-for-word</th>
<th>Summary</th>
<th>Explanation of why author used it</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX: Romeo &amp; Juliet / Metaphor</td>
<td>523</td>
<td>Romeo – “But, soft! what light through yonder window breaks? / It is the east, and Juliet is the sun.” (Act II Sc. 2).</td>
<td>Romeo discusses his inner thoughts about his love for Juliet as the light comes through a window.</td>
<td>Romeo’s love for Juliet is being personified by comparing Juliet to the sun, a bright, shining &amp; positive thing. The author uses a metaphor to portray Romeo’s new feelings.</td>
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