

AP Lang & Comp Summer Assignments 19-20

I. 1984, a novel by George Orwell

(author of *Charlotte's Web*, *Animal Farm*, and much more)

Orwell's classic dystopian novel depicts a formerly British society ruled by the pursuit of pleasure through conformity, by the manipulation of language to control thought, and by the dictates of constant war. The book was written in 1948, and 1984 has come and gone, but Orwell's ideas seem prescient today.

Please complete the study guide to check your comprehension as you read. Note page numbers where answers are found.

Because you are all smart but young, some research may be useful -- "live" research: **talk to at least two ancient people** -- parents, grandparents, neighbors, others --- who lived as adults before cell phones, digital photography, the internet, GPS, facial recognition software, social media..... (If you have a family gathering with elders, this will give you a lot to talk about.)

- Ask them about the differences between fighting wars against nations with armies vs. fighting against political ideologies or terrorism. What are the differences? How do we know when to stop fighting?
- Ask them if or how assumptions have changed regarding our "right" to be happy.
- Ask them if they feel individuals are more or less conformist today than in the past – in what ways?
- Ask them about how political rhetoric has changed, for better or worse? Why?
- Ask what leaders they felt were effective. What made them effective as leaders?
- Ask them what sources of information they trust, and how they evaluate whether a source is trustworthy. Do they have concerns about this? What are they?
- Ask them what they think about the way history was taught in their generation vs. the way it is taught today. Has the focus changed? What are the pros and cons of each?
- Ask them if they are at all concerned about the loss of privacy that technology has made possible and common. If they have concerns, what are they? Can they do anything to avoid it?

Opinions will vary – a good sign that people are actually thinking.

Take detailed notes on these interviews for class discussion.

Include the name of the person you spoke with, the date of the discussion(s), specific relevant examples of principles from 1984 that they have seen in real life, past or present; and their opinions on the effects of these actions/examples, real or possible.

II. Thank You for Arguing by Jay Heinrichs (Third edition)

All discourse is an argument. This book will help you to see how and why.

A. Reading & Note-taking:

Please read the Introduction (Ch. 1), and the sections on Offense (Ch. 2-13) and Defense (Ch. 14-18).

For each chapter, handwrite notes on key points and ideas. Label each section of your notes with a clear header at the top: *TYFA*, Chapter #, Page #s. Pay special attention to vocabulary and to the section at the end of each chapter, called “The Tools”, which summarizes main ideas. You will learn rhetorical terms and the psychology behind different types of arguments.

Keep a vocab section in your notebook to define terms, especially those for rhetorical techniques, and cite page numbers.

B. Language Labs:

After reading the first half of *TYFA*, **conduct TWO rhetorical “labs” from the “Try This” boxes.** As you read, choose several situations you think are likely, then wait for your opportunity. Many of these exercises will refer to “your boss” or “the client”. You may not be employed, but we all have people to whom we answer, and to whom we have to sell our ideas.

Write a 3-part lab report for each “lab”. (Typed, d/s, about 500 words each.)

- 1) **Briefly identify the “Try This” lab, including page number, and summarize the task.**
- 2) **Tell the story of what you did.** You will be sharing these narratives in class, so make sure relevant details are included to clarify context and the people involved. Use dialogue if it’s effective.
- 3) **Analyze the results.** If the technique worked, explain why. If it didn’t, explain why not, and what you might do differently next time.
- 4) **Bring hard copy of your notes and both lab reports to class on Day One.**

III. Grammar Instruction/Review: Warriner’s Third Course (Handout)

Warriner’s Third Course should be a review of previous grammar instruction. If the material seems new to you because you haven’t practiced in a long time, don’t panic; enjoy the opportunity to learn. (You’re welcome.) Grammar is eminently learn-able on your own, and you are required to know how to talk about language and syntax in this course. (Stop stressing; we’ll get to syntax.)

Use the hard copies of Warriner’s Chapters 1-4. **Don’t lose the hard copy**; it’s not posted online for reasons of copyright. I do not check, collect or grade these exercises, so there is no point in copying someone else’s answers; however, the review is quick and followed by tests on each chapter, so it makes sense to work through these. You are welcome to work with others on this if it helps you to learn.

Grammar in Warriner's Third Course

Summer 19-20

In order to talk about writing and language, we need to know grammatical terms and structures. With a working knowledge of grammar, we'll be able to talk about style and logic, the two key concerns of the course.

The following exercises should be reviewed and completed over the summer to the degree that you can identify and correct for each topic, or where you need practice. The most challenging tasks of each exercise appear at the end, so if you do only part of a specific exercise, be sure you can do the last few in a set. Grammatical fluency builds sequentially, so it is best to work through these in order. Feel free to work in pencil on the hard copy, underlining, circling, connecting words and phrases with arrows -- whatever helps you understand.

Trees give their lives so you can learn.

When you return, we'll do a quick review of each chapter using the next edition of Warriner's, then you will be tested on Chapters 1-4. Recommended exercises for review appear below.

Ch 1- Parts of Speech

Exercises: 2, 3, 4, 5, 6, 7, Review A, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 22, 23, 24, Review B

Ch 2 Parts of Sentences

Exercises: 1, 2, 3, 4, 5, 7, 8, 9,10, 11 A, 14, 16, 17 (Diagramming not required), 19, 20, 21, 22, D

Ch 3 Phrases

Exercises: 1, 2, 3, 4, A, 6, 7, 8, 10, 12, 15, B

Ch 4 Clauses

Exercises: 1, 2, 3, 5, 6, 8, 10, A, B