

**Coe-Brown Northwood Academy  
Summer Reading  
English 9 General**

**General English:** *Students enrolled in the general level course are required to read TWO books. The required book is Tuesdays with Morrie. In addition, pick one of the other choice books below.*

**REQUIRED FOR ALL STUDENTS:**

**Tuesdays with Morrie – Mitch Albom**

This true story about the love between a spiritual mentor and his pupil has soared to the bestseller list as readers meet Morrie Schwartz--a one of a kind professor and are privy to intimate moments of his final days as he lies dying from a terminal illness.

**You will have a test on this when you return. You should take handwritten notes, which you may use on the test. Pay attention to main characters, important events, and parts of the plot. There will be a study guide available for note-taking.**

**CHOOSE ONE OF THE FOLLOWING FOR YOUR SECOND BOOK:**

**At home over the summer: you must complete the Power Point or Google Slides Project explained at the end of this document. You will be responsible for having this completed when you come to school in August.**

**Flip – Martyn Bedford**

Alex wakes up one morning having lost six months of his life and in another boy's body and has to fight to return to himself.

**The Adoration of Jenna Fox – Mary Pearson**

Jenna, 17, awoke from a coma with no memory of her past. Set in a near future America, it takes readers on an unforgettable journey through questions of bio-medical ethics and the nature of humanity.

**The Name of the Star – Maureen Johnson**

The day that Rory arrives in London to start a new life at boarding school is also the day a series of brutal murders breaks out over the city. Rory becomes the murderer's next target. She will learn the truth about the secret ghost police of London and discover her own shocking abilities.

**The Running Dream – Wendelin Van Draanen**

16-year-old Jessica is a runner destined for the Olympics, until she loses her leg in a terrible accident. It would be easy to give up and accept her limitations, but her love for running and the support of her community and friends gives her hope.

**Asylum – Madeleine Roux**

The first of a series about 16-year-old Dan who attends a private school in NH, which ends up being an old psychiatric hospital. Haunted by the past and helped by his new friends, he discovers secrets that are best left hidden.

**The Body in the Woods – April Henry**

When three teenagers on a Search and Rescue Squad are searching for a lost man, they find a dead girl instead. The three teens team up to find the killer before he finds them.

**Uglies – Scott Westerfeld**

Imagine a future world where everyone at 16 has an operation to make them all pretty, and the same. What does this mean for Tally and Shay as they question whether being an 'Ugly' is so terrible? Fast moving, realistic, romantic, and rebellious, the book poses some interesting questions.

**Legend – Marie Lu**

A fast-paced dystopian story of two 15-year-olds, one wealthy, one not. It alternates between the 2 characters, giving the reader a chance to really know both of the protagonists. A fight to survive the plague, the government, and life on their own, the two teens are tough, kind, and determined.

**The Compound - S.A. Bodeen**

Eli and his family have lived in the underground Compound for six years. The world they knew is gone, and they've become accustomed to their new life. Accustomed, but not happy. He is bored and tired of being trapped underground. Are his parents being truthful? Are they safe—really?

**The False Prince – Jennifer Nielsen**

In a dissatisfied kingdom, civil war is developing. To unify the divided people, Conner, a nobleman of the court, devises a clever plan to take over the kingdom. Four orphans are recruited to compete for the role of a false prince, including a disobedient boy named Sage who must be chosen to play the prince or he will certainly be killed.

**Welcome to the Dark House – Laurie Stolarz**

Seven teenagers have won a writing contest: the prize...a scary ride in their own nightmare. Lead astray by an all-expenses paid trip to meet a famous horror film director and preview his new film, they quickly discover how real nightmares can be.

Please contact the school with any questions you may have at 942-5531.

**English 9 General: Choice Book Summer Reading Poster Assignment**

**THIS IS FOR GENERAL ONLY!!!**

**Complete the PowerPoint or Google Slides at home over the summer, fulfilling the requirements listed below.**

- Create a minimum of 7 slides
- **The slides MUST include the following information:**
  - Your name, book title, author
  - Setting
  - Main characters
  - Plot events
  - Major conflict (problem)
  - At least one significant quote from the book
  - Your opinion of the book
  - The slides may also include additional elements: theme, special vocabulary or terms, more quotes from book.
- Add visuals to the slides to help illustrate the above items.
- Be creative and neat. Use large font and a clear contrasting color scheme that is easy for your audience to see.
- Check spelling and grammar.

**You will present your PowerPoint or Google Slides to the class at the beginning of school in a 2-5 minute presentation, so make sure to prepare presentation notes and rehearse so that you know what you will say.**

**This will be a test grade, so take it seriously and be creative**

**Coe-Brown Northwood Academy**  
**Summer Reading**  
**English 9 College Prep**

**College Prep English:** *All students enrolled in College Preparatory English 9 are required to read two books.*

For the **first** selection, students must read **Tuesdays with Morrie, by Mitch Albom**. This true story about the love between a spiritual mentor and his pupil has soared to the bestseller list as readers meet Morrie Schwartz--a one of a kind professor and are privy to intimate moments of his final days as he lies dying from a terminal illness.

For the **second** selection, students may choose an age-level appropriate fictional novel of their choice, with the consent of their parents. Students will be asked for a note from their parents at the beginning of the school year stating the name of their selected novel. You will be tested immediately at the start of school in the fall. Below are some suggested titles you might choose. Remember, though, that the choice is up to you for the second novel!

LOST IN THE BARRENS – Farley Mowat  
JURASSIC PARK – Michael Crichton  
FANTASTIC VOYAGE – Isaac Asimov  
THE GIRL WHO COULD FLY – Victoria Forester  
CINDER – Marissa Meyer  
THE BODY OF CHRISTOPHER CREED – Carol Plum-Ucci  
ASHFALL – Mike Mullin  
THE LAST THING I REMEMBER – Andrew Klavan  
THE NAME OF THE STAR – Maureen Johnson  
THE RUNNING DREAM – Wendelin Van Draanen  
ASYLUM – Madeleine Roux  
UGLIES – Scott Westerfeld  
LEGEND – Marie Lu

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**Choosing your novel:** Be sure you select a novel that will interest you, as you will be reading it closely!

**While Reading:** Be sure to read your book closely, paying attention to the characters and events in the story. While reading, feel free to take HANDWRITTEN notes. These notes may be used on the test in class.

**Testing:** Students will be tested immediately at the start of the school year. The test will include both objective and subjective questions (multiple choice, character identification, quote identification, essay response.) You **MAY USE** any **handwritten** notes you take **ON THIS EXAMINATION!**

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**Coe-Brown Northwood Academy**  
**Summer Reading**  
**English 9 Honors**

**Honors English:** *All students enrolled in Honors English 9 are required to read three books.*

**Book 1: Tuesdays with Morrie – Mitch Albom**

**Assignment:** You will be tested on this book during the first week of the year. The test will include multiple choice, matching, quote identification, character identification and an essay. You may take HANDWRITTEN notes on the novel as you read which you MAY USE on the in-class exam. Pay special attention to characters and plot development.

**Book 2: Great Expectations -- Charles Dickens**

**Assignment:** (Due the first day of school.) As you read this classic novel, use post-it notes to mark important or meaningful passages (minimum of 3 sentences) in the book. Label how they may relate to plot, characters, setting, tone, point of view, symbolism, or theme. Once you have completed the reading, review your selected passages. Type up the following using Times New Roman, 12 point font, double-spaced:

- A) Select TEN passages from your marked selections that capture a variety of literary techniques spread evenly throughout the novel: character development, plot, setting, tone, theme, point of view, or symbolism. Cite the passages with author's last name and page number. For each of the passages, complete the following:
- 1) Analysis: Write one paragraph explaining how the passage fits into the novel. How does it add to character development, plot, setting, tone, theme, point of view, or symbolism?
  - 2) Reader Response: Write a second paragraph reacting to the passage as a reader. Make it clear why you have selected the passage. What drew you to this quote? What about the passage seems special? Consider the following prompts or suggestions:
    - Do you find the author's use of language powerful?
    - Does the passage jump off the page as a great description?
    - Does it prompt a strong response from you as you read it?
    - Is it particularly meaningful? Do you agree or disagree with the ideas?
    - Does the author or character raise some intriguing issues or questions?
    - Does the passage challenge or expand your thinking?
    - Does the passage impress, intrigue, horrify, or puzzle you?
- B) Creative Writing: Select one of the characters from *Great Expectations* and create a fictitious conversation between this character and Morrie, from *Tuesdays With Morrie*. Select three of the most important Tuesday topics that Morrie addresses with Mitch to create a fictitious conversation between Morrie and that character. What would Morrie discuss with the character from *Great Expectations*? How might Morrie try to best advise this character in his or her life? What events from this person's life might Morrie try to focus on with the character? You are welcome to write this in the form of a report, short story, speech, play, or even a series of letters. Make sure to include specific details from both works in your writing. Please write no more than 3 pages, typed.

**Book 3:** Your choice of either a novel or a nonfictional work

**Assignment:** Your assignment for this novel will be given to you at the start of class in the fall. Due date will be assigned once class begins. Feel free to take notes on your novel and mark important passages as you read along!

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