

PRE-AP ENGLISH 2
SUMMER READING ASSIGNMENT (2025-2026)

Pre-AP English 2 focuses on what writers do, how they do it, and how they use persuasion and purpose in their writing. The course will include the following four units, which are aligned to the official College Board curriculum for the course. The units alternate between previewing AP Language (Units 1 & 3) and AP Literature (Units 2 & 4).

1. Unit 1) Moves in Argument: Appreciating Writers' Choices

We will analyze how nonfiction writers harness evidence, reasoning, and inventive word choice to sway their audiences to think and feel in varied ways about the value of the virtual—in the contexts of virtual gaming, virtual reality, and even virtual companionship for the elderly.

2. Unit 2) Persuasion in Literature: Reading Fiction Through an Alternate Lens

We will analyze how writers use dialogue among characters in four diverse works of fiction and drama, each time noting how the characters' language demonstrates some of the same persuasive elements studied in Unit 1. Our reading will transport us from the 19th-century banks of the Mississippi River to 11th-century Scotland, with stops in contemporary Nigeria and the South Side of Chicago. We will discover the timeless, universal, and “distinctively human” strategies people use to try to get their way.

3. Unit 3) Voice in Synthesis: Entering a Conversation Among Works of Nonfiction

We will read and evaluate a variety of print and nonprint texts related to the tension that results from championing individual rights while protecting the common welfare of people, addressing the issue of compulsory vaccination—a complicated topic. Through a variety of close-reading and analytical-writing experiences, we will learn how multiple sources relate to one another, and then learn how to synthesize those sources as we develop our own original arguments.

4. Unit 4) Purpose in Poetry and Prose: Analyzing Works that Praise, Mourn, or Mock

We will explore poetry—poets include Seamus Heaney, Billy Collins, Pablo Neruda, Sharon Olds, John Keats, William Blake, Mary Oliver, and Dunya Mikhail—by prioritizing the speaker's purpose and tone and also appreciating how the various devices work together to achieve those purposes.

For each unit, we will have a formative digital analysis notebook with daily prompts, multiple smaller summative assessments during each Learning Cycle of the unit, and a comprehensive summative assessment at the end of each unit.

I have read this page and understand the outline of the course. Initial here: _____

This summer, your task is to prepare for analyzing how writers create characters who attempt to persuade each other by reading the play *Macbeth* (1606) by William Shakespeare, which we will be studying in Unit 2. As this is a challenging independent task, **both the original text and modern version of the text (displayed side-by-side) will be provided.** The pdf of the play is attached, which you may print (please choose double-sided!), or read digitally for this assignment.

[Macbeth](#) + (LibriVox [audiobook](#))

As you read the play, your focus is to locate examples of **how characters assert their persuasive powers on one another.** In this way, you will be **observing how the speaker must pivot and react to an opposing perspective.** As you discover this through reading, you will respond to related prompts in a digital notebook in Google Classroom.

JOIN OUR GOOGLE CLASSROOM TO COMPLETE THE ASSIGNMENT DIGITALLY.

BLOCK 1: [**cldmc6jb**](#)

BLOCK 2: [**scc256yi**](#)

BLOCK 3: [**y2afzhuo**](#)
