

Merci de bien vouloir vous procurer les livres qui correspondent au niveau de votre enfant dès son inscription afin qu'il / elle puisse se préparer pour le programme pendant l'été avec les tâches qui suivent. Son niveau est indiqué sur la confirmation d'inscription.

Les manuels sont disponibles auprès des distributeurs suivants :

- www.amazon.fr
- WH Smith - 248 Rue de Rivoli 75001 Paris - 01 44 77 88 99.

Niveaux	Classes	Manuel	Livres à lire pendant l'été	Livre à lire 2ème semestre
Uni Prep C1/C2	Première	non	<i>Frankenstein (The Complete Uncensored 1818 Edition: A Gothic Classic</i> by Mary Shelley 978-8027331215 E-Artnow	<i>The Importance of Being Earnest</i> by Oscar Wilde 978 1472585202 Methuen Drama
Uni Prep C1/C2	Terminale	non	<i>Dracula</i> by Bram Stoker 978 0393970128 Norton Critical Edition	non

Les pages suivantes contiennent des tâches pour en faciliter la lecture.

Première Students

Frankenstein: Summer Reading Task

Reading a novel for academic and critical thinking purposes is quite different from how we usually read books.

As you are reading *Frankenstein*, it is important you think about themes and issues in the novel and how these link to your life, to other texts you have read/seen and to the world.

Please make sure you finish *Frankenstein* before the first class in September and prepare the task below.

Summer Reading Task:

1. As you are reading, highlight any quotes or sections of the novel that grab your attention or seem important / symbolic in some way.
2. Make a list of themes that come up in the novel and collect key quotations linked to these.
3. Make notes on the different characters. To what extent do you sympathise with each one and why?
4. Consider in what ways the novel's message is still relevant today.

Terminale Students

Dracula: Summer Reading Task

Reading a novel for academic and critical thinking purposes is quite different from how we usually read novels.

As you are reading *Dracula* it is important you think about themes and issues in the novel and how these might link to your life, to other texts you have read/seen and to the world.

Please make sure you finish *Dracula* before the first class in September and prepare the task below.

Summer Reading Task:

As you are reading, highlight any quotes or sections of the novel that grab your attention or seem important / symbolic in some way. Below are some areas you could focus on but feel free to look at others that occur to you.

- *Dracula* is a famous example of the 'horror' and 'gothic' genres, and you no doubt already have an image of what vampires are like. How is the representation of Dracula in Bram Stoker's novel similar to or different from your idea of vampires?
- As you are reading, follow the different characters. How would you describe them? What drives and motivates them? Do they evolve during the novel or stay the same? If they change, why is this? Do you identify with certain characters, and not with others? Why?
- As you are reading, think about what themes you can identify that run through the novel. Collect moments/quotes which exemplify them. Here are some specific 'themes' but there are many more:
 - **The representation of women:** Think about how women are represented in the novel. Is it different when they are alive/undead? Are they only portrayed as victims and wilting flowers?
 - **The representation of men:** How are men represented in the novel? Is it different from when they are alive/undead? Are they all represented in the same way? How/how not?
 - **Migration:** As you are reading, identify characters that are migrants or 'outsiders' and trace how they are represented and how they are treated by other characters in the novel. Are there similarities/differences in how they are represented/treated? Why do you think this is?
 - **Fear:** *Dracula* is supposed to be scary, and was terrifying for its readers in 1890. What fears could *Dracula* represent (think of the character as a metaphor, rather than the literal fear of being bitten)? What conclusions can you make about what Bram Stoker's society valued/feared through the character of *Dracula*?
- Can you see any parallels between any themes that come up in *Dracula* and your world or indeed other texts that you have read/seen? If you think of any links, make notes of these to share with the class in seminars next year.