

## CENTER FOR INTERNATIONAL EDUCATION: A CAMBRIDGE ASSOCIATE SCHOOL 2022 SUMMER READING ASSIGNMENT

*Special Note on Plagiarism:* Please be aware that all summer assignments will be evaluated for plagiarism upon submission the first week of school using turnitin.com. Plagiarized assignments will receive a zero and disciplinary action will be taken. Review this resource to ensure you are quoting and/paraphrasing accurately:

● <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

● Merriam-Webster:

○ Plagiarize:

- To steal and pass off (the ideas or words of another) as one's own :
  - Use (another's production) without crediting the source
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### **For Pre-AICE English Language IGCSE Level Students**

Teachers: Marcell Borgen; mborgen@ciecambridge.org

Antonio Labadie; alabadie@ciecambridge.org

1. Read *Animal Farm* by George Orwell – This story is about a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy.
  2. You are responsible for writing two multi-paragraph essays:
    - a. Explain how one of the novel's minor characters (such as Mollie or Moses) illuminates Orwell's major themes and issues.
    - b. Based upon *Animal Farm*, what deductions can a reader make about the kind of political system of which Orwell would approve?
  3. **This is due the first week class meets in the 2022-2023 school year.**
  4. You may visit the Google Classroom linked here for more information and updates:  
<https://classroom.google.com/c/MzIyMDcyNjIzNjg5?cjc=ssxe4ke>
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### **For AICE English General Paper AS Level Students**

Teacher: Marcell Borgen; mborgen@ciecambridge.org

1. Using your ciecambridge.org gmail accounts, add the following Google Classroom account by visiting the link below: <https://classroom.google.com/c/MzIyMDcyNjIzNjU0?cjc=4veudzx>
2. In General Paper, you will learn to look at issues through multiple lenses in order to generate ideas about particular issues and understand an array of topics from different vantage points. For the summer, I would like for you to listen to five different podcasts that fit under each lens demonstrated below on the hand. Here is a list of podcasts that would fall under these lenses for you to choose from:
  - a. Hidden Brain
  - b. Invisibilia
  - c. Radio Lab
  - d. Serial
  - e. Lore
  - f. Stuff You Should Know
  - g. Pop Culture Happy Hour
  - h. Ted Radio Hour
  - i. Here is a more exhaustive list:  
<https://www.teachthought.com/education/50-of-the-best-podcasts-for-high-school-students/>
3. You will keep a Podcast log where you will write the name and episode of the podcast you listened to, a couple sentence summary of the podcast, how and why that podcast fits the lens

you're placing it under, and then something you learned from it. Some podcasts may fall under multiple categories and that's okay. For example, the one in the sample entry attached could be scientific since it references specific research and interviews researchers but also social and cultural for the reasons journaled. Just select **one** category to journal it under. You have to listen to at least **five** podcasts, **one** from each category even if there is overlap, resulting in a total of **five** podcasts and five entries, just like your **five** digits on your hand!

*Sample Entry*

**1. Science and Technology:**

**2. Politics/Government:**

**3. Environment:**

**4. Social/Cultural:** *Hidden Brain "Baby Talk" May 14th. This episode explores how babies communicate with babbles and noises before they have a command of spoken language. This podcast would fall under the lens of social and cultural since how babies are socialized and responded to varies by culture and is by definition social. I learned that even when babies seem as though they are babbling they are actually communicating and what they're trying to say is knowable according to researchers. I thought it was really cool that baby babble is an area of research.*

**5. Media/Entertainment:**

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## **For AICE English Language AS Level Students**

Teacher: TBD

**1.** Using your ciecambridge.org gmail accounts, add the following Google Classroom code to your account:

Google Classroom Code: **yc4qvrc**

Google Classroom: **AS English 2022-2023 - Summer Learning**

**2.** Complete all three assignments for descriptive, personal and persuasive writing.

### **Assignment #1 - Descriptive Writing**

Read two of the following three options, and, for each of them, write two or three paragraphs that consider the types of literary devices (e.g. imagery, metaphor, connotation, irony) used by the author and the effects or meanings that he creates or shapes with them. Effects and meanings include mood, atmosphere, tension, suspense, humor, anxiety, tone, conflict, character traits, and theme.

- A. Newspaper article, "At the End of the Ambulance Run," by Ernest Hemingway
- B. Essay, "Why Don't We Complain?", by William Buckley
- C. Excerpt from "The Color of Water," by James McBride

### **Assignment #2 - Personal Writing**

Read one of the following options and (a) create either a visual or musical work that you think expresses the personal experience of the narrator in the scene, and (b) write one page explaining why you think the extract created this image or music in your mind. The visual or musical work may use your original drawings or compositions, or existing pictures (e.g. from photographs or magazines) or existing music. The explanation must focus on how the author uses language in the excerpt to suggest the personal experience that you are trying to capture in your work.

- A. Excerpt from "I Know Why the Caged Bird Sings," by Maya Angelou
- B. Excerpt from "The Sum of Our Days," by Isabel Allende

### **Assignment #3 - Persuasive Writing**

Research and find examples of the following options (see a and b below) online, then try to write a similar review OR speech of your own. Your written piece should not be long, but it should be expressive. It's your chance to be heard!

- A. play, film, restaurant, or book review
- B. speech (political campaign, graduation, or issues, but try to expand beyond the usual)

## Summer Work For AICE English Language A Level Students

Teacher: Kara Goodman; [kgoodman@ciecambridge.org](mailto:kgoodman@ciecambridge.org)

1. Summer Learning will focus on **one** of the following:

*The Power of Babel* (McWhorter) ISBN: 006052085x

*Spoken Here* (Abley) ISBN: 009946022x

*The Genius of Language* (Lesser) ISBN: 1400033233

*The Art of Language Invention* (Peterson) ISBN: 0143126466

b. Students are not required to acquire a paper-copy of the text for the 2022-2023 school year. It is suggested that students acquire a copy during the summer to make annotation easier.

2. For the Summer Learning assignment, students should read and annotate their copies.

a. Annotate the Text: Students should focus their annotations on the aspects of language the text explores (history of language, language death, syntax, thought, etc.).

1. Note: If you read online, create your own notes for submission, focusing on this new and important information about language.

2. You may use any style of note taking; the focus should be on the information.

b. After reading, write a 3-5 page typed and double-spaced essay on the corresponding prompt:

With your newfound understanding of language, how has your own language developed within your lifetime, influenced your thoughts/perspectives, and become a tool that you wield? Additionally, what do you feel is the most important language information presented in the text and how does it apply to your own language use?

### **Benefit of this assignment:**

Hopefully through this assignment, you not only find something engaging to read in the summer, but also gain greater insight into the concepts we will be covering throughout the course of the year. This will also be worth a **test** Grade in Quarter 1—an easy way to start the year strong!

Remember: You are only choosing **one** book to complete the assignment. The choice is yours.

**The essay must be your original work, reflecting specifically on the book you chose; do not plagiarize. If you use other sources, you must quote and cite appropriately. Plagiarized papers will receive zeroes and be subject to disciplinary consequences. Papers will be submitted online.**

When responding to the question, **focus on the whole of the novel, not just the first part.**

Make sure to consider your examples carefully and develop your ideas fully.

Note: The content of the texts we will read and dissect in English Language A Level can be difficult to tangle with. Sometimes the texts depict uncomfortable situations explicit and implicitly with language that is occasionally profane. Students are expected to engage those moments with maturity and sensitivity

## For AICE English Literature AS Level Course

Teacher: Antonio Labadie; alabadie@ciecambridge.org

1. Read the assigned novel and select **ONE** play from the list below.

### **Mandatory Novel Plays (Choose 1)**

The Small Island by Andrea Levy All My Sons by Arthur Miller

Much Ado About Nothing by William Shakespeare

2. List the major characters in each text and how each character relates to the overall plot.

3. Briefly (5 pages MAX) discuss how both texts explore the topic(s) of identity, gender, and/or societal norms and expectations.

4. Project will be submitted no later than the Friday of the first week of school.

## For AICE Global Perspectives and Research AS Level Course

Teacher: Kara Goodman; kgoodman@ciecambridge.org

**Purpose:** To further explore arguments surrounding global issues and the many contributors, systems, and possible solutions entangled therein.

**Objective:** To explore the role of documentary film-making in revealing problems, presenting an argument, and even calling to action.

As much as I would like to challenge you to view all the films below, choose **TWO** of the following documentaries to watch in their entirety. While viewing and after viewing, address various aspects of the films through a formal analysis focusing on global perspectives and implications. Even though documentaries in their pure form are intended to be expository in nature, we know they utilize all the traditional argumentative appeals and even fallacies. Therefore, we need to weigh the information presented against the method of presentation.

Once you have chosen **TWO** of the films from the list, watch them and complete the following for each one. Cite/reference specific elements of the films (and even watch more than once if necessary).

Ø *Inside Job*

Ø *Freakonomics*

Ø *13<sup>th</sup>*

Ø *Icarus*

Ø *Inside Job*

Ø *Citizenfour*

Ø *Fed Up*

Ø *Chasing Ice*

Ø *The Devil We Know*

Ø *The Fog of War*

Ø *Bowling for Columbine*

Ø *The Corporation*

Ø *A Place at the Table*

Ø *Black Gold*

Ø *The True Cost*

Ø *Poverty, Inc.*

Ø *The End of Poverty?*

Ø *Blue Gold: World Water Wars*

Ø *Crip Camp*

Ø *The Unknown Known*

### **Task:**

a. Provide a brief **summary** of the film. Include both subject and purpose. (75 words) Ex. In Spurlock's documentary, *Super-Size Me*, Spurlock examines the effects McDonalds has on the body in order to illustrate the harmful effects of fast food and to possibly enact change in the way Americans

eat.”

b. Identify the director and whether or not you feel that he/she is pushing his/her **bias** or opinion.

What is the **claim** being made? Is it presented in a one-sided manner or more balanced? Explain.

c. What **reasons** (intermediate conclusions) are used to support the claim of the film? (list at least 3)

d. Explain two specific **examples** with factual evidence that backs up their respective reasons. (50 words).

e. In what ways do **graphics** or other visual elements of the film support the message? [charts and graphic representations, cartoons, maps, black and white images vs color, etc.] Describe.

f. **Evaluate** the argument. Is the film successful in presenting its message? Explain. Is there a clear call to action? (If so, what is it?) In what ways has it challenged, changed, or solidified your personal stance on the topic? (75 words minimum)

All writing should reflect clear thought and expression at the advanced level expected of Cambridge performance. Please take time to plan and proofread your responses. Word counts are minimum requirements, so you may need to expand your answers.

## AS AICE Global Summer Work--Documentary Project

Mrs. K. Goodman – [kgoodman@ciacambridge.org](mailto:kgoodman@ciacambridge.org)

Due the first week of school. Please address questions/concerns via email.

**Purpose:** To further explore arguments surrounding global issues and the many contributors, systems, and possible solutions entangled therein.

**Objective:** To explore the role of documentary film-making in revealing problems, presenting an argument, and even calling to action.

As much as I would like to challenge you to view all the films below, choose **TWO** of the following documentaries to watch in their entirety. While viewing and after viewing, address various aspects of the films through a formal analysis focusing on global perspectives and implications. Even though documentaries in their pure form are intended to be expository in nature, we know they utilize all the traditional argumentative appeals and even fallacies. Therefore, we need to weigh the information presented against the method of presentation.

Once you have chosen **TWO** of the films from the list, watch them and complete the following for each one. Cite/reference specific elements of the films (and even watch more than once if necessary).

- 13<sup>th</sup>
- *A Place at the Table*
- *Black Gold* (coffee)
- *Blue Gold: World Water Wars*
- *Bowling for Columbine*
- *Chasing Ice*
- *Citizenfour*
- *Coded Bias*
- *Crip Camp*
- *Fed Up*
- *Freakonomics*
- *Icarus*
- *Inside Job*
- *Paper and Glue*

- *Poverty, Inc.*
- *The Corporation*
- *The Neutral Ground*
- *The Social Dilemma*
- *The True Cost*

**Task:**

- Provide a brief **summary** of the film. Include both subject and purpose. (75 words) Ex. In Spurlock’s documentary, *Super-Size Me*, Spurlock examines the effects McDonalds has on the body in order to illustrate the harmful effects of fast food and to possibly enact change in the way Americans eat.”
- Identify the director and whether or not you feel that he/she is pushing his/her **bias** or opinion. What is the **claim** being made? Is it presented in a one-sided manner or more balanced? Explain.
- What **reasons** (intermediate conclusions) are used to support the claim of the film? (list at least 3)
- Explain two specific **examples** with factual evidence that backs up their respective reasons. (50 words).
- In what ways do **graphics** or other visual elements of the film support the message? [charts and graphic representations, cartoons, maps, black and white images vs color, etc.] Describe.
- Evaluate** the argument. Is the film successful in presenting its message? Explain. Is there a clear call to action? (If so, what is it?) In what ways has it challenged, changed, or solidified your personal stance on the topic? (75 words minimum)

All writing should reflect clear thought and expression at the advanced level expected of Cambridge performance. Please take time to plan and proofread your responses. Word counts are minimum requirements, so you may need to expand your answers.