



Academy

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Course: IB English A: Language & Literature, Year 2

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Dear Students of IB English A: Language & Literature, Year 2, Higher & Standard Levels,

Congratulations on the successful completion of the first year of IB English A: Language & Literature and welcome to the second phase of your IB English program.

In preparation for the upcoming academic year, please **purchase the following texts:**

Edith Wharton, *Ethan Frome*

Spike Lee (dir.), *Malcolm X* (you can either buy it, rent it, or stream it)

The Summer Assignment

Part 1. Reading/Viewing Texts

Text 1. David Attenborough Speeches

- Read the transcript of “A Life on our Planet” and **2 other titles of your choice from the list below.** You will find the texts in this [Folder](#).

***Note:** You must use the transcripts in this folder as they are formatted specifically for you to annotate. DO NOT copy and paste a transcript from YouTube.*

- David Attenborough, “People's Advocate for [#COP26](#), Address to World Leaders | Climate Action”
 - David Attenborough: “The Garden of Eden is no more”
 - “The world has cause for optimism”: Sir David Attenborough’s keynote speech
 - People's Seat Address by Sir David Attenborough at COP24
 - "Our planet hangs in the balance" 18 Nov 2019
 - **David Attenborough: “A Life on Our Planet” – Transcript (Mandatory)**
 - “Blue Planet Closing Speech”
- Read and annotate the transcripts for the following:
 - Bullet summaries (minimum 2/page)
 - Big Ideas: themes, theme statements, global issues
 - Tone (there may be more than one) (DIDLS)
 - Rhetorical Appeals: Logos (logic), Pathos (emotion), Ethos (authority on a topic or appealing to ethics).
 - For each transcript select a 30-40-line passage that you think best captures the meaning, ideas, and tone of the text as a whole. Use this extract for Part 2 of the Summer Assignment.
 - For your own pursuit of knowledge, here is a resource with rhetorical devices and definitions: [“31 Common Rhetorical Devices.” Merriam Webster](#)

Text 2. Spike Lee's *Malcolm X* (1992).

- First, read the attached information in [this document](#) to help guide your focus and provide some context of why Lee made this film when he did.
 - If you'd like more context about Malcom X's life and ideas, we encourage you to do some research or consider reading/listening to this [article](#).
 - If you would like to learn more about Lee's authorial choices and how they relate to his films, or "joints" as he calls them, watch this [video](#).
 - For a deeper look into Lee's motives in making the film, watch this [interview](#) with Charlie Rose.
 - The script of the film and some supporting resources are available on Moodle.
 - **These resources will be helpful for future assessments**

- 1. **Viewing & Notes:** Watch Spike Lee's *Malcolm X* and complete the [Film Viewing Guide](#) as you watch.
- 2. **Noting Chronology:** While the film is not divided into chapters, the film's plot can be traced through the course of Malcolm X's life. Choose a title for each phase of Malcolm X's life that reflects his development as a character (ex: "Childhood"). Make notes on themes, characters, visual and audio techniques. For each phase of Malcom X's development take note on the following:
 - a. An authorial choice made to show something about a character.
 - b. An example of symbolism and its purpose.
 - c. An event that captures the theme.
 - d. A specific visual or audio authorial choice that stood out to you.
 - e. Make note of any flashbacks that are narrated.
- Mark the timestamps of parts of the film that you think will be useful for a future IB assessment.

Part 2. Final Outcome

Upon our return to school, please be prepared to submit your reading/viewing notes and have prepared [2 global issues from 2 different fields of inquiry](#) for each author that could potentially be used for an IO.

Best wishes for a safe, happy, and productive summer!