



WHITE PLAINS PUBLIC SCHOOLS

WHITE PLAINS HIGH SCHOOL
550 NORTH STREET
WHITE PLAINS, NEW YORK 10605
914-422-2182

Ellen Doherty
Principal

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Dear AP Language and Composition Students:

This assignment will prepare you for the essentials of AP Language. You'll develop foundational skills so you can be successful in the class. You'll also read famous, fascinating, incredible, seminal texts and essays by wonderful authors that will pique your curiosity about society, humanity, technology, and identity.

You'll have a chance to show what you've learned through a quiz to be given on **Friday, September 6, 2019** on all the texts assigned. Are you ready for an incredible journey into rhetoric?

Let's go!

To get started...

1. Learn your Tone Words (See attached list, pages 2-5).

We will use these tone words again...and again...and again. Learn them. Know them. These are awesome adjectives you should start to use during your conversations this summer!

2. Read the following Essays

Have you ever wondered what it even means *to learn*? How would you feel if you were thrown in jail, just for standing up for your rights? What if the way you see yourself is different from the way others see you? Even if you've never asked yourself these questions, check out these incredible essays. You won't be disappointed. All of these essays can be found online, for free. Annotate them using your best annotation skills. Consider summarizing and paraphrasing, making connections, and asking questions.

- Francis Bacon, "Of Studies" (1625)
- Martin Luther King, Jr. "Letter from Birmingham Jail" (1963)
- Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" (1992)

3. Read the following two books:

Outliers, by Malcolm Gladwell – Complete the assignment on pages 6-7. Bring the assignment to the first day of class on September 3rd.

Everything I Never Told You, Celeste Ng – Read, engage, enjoy.

4. Show what you know on our quiz on Friday, September 6th.

We look forward to meeting you in September!

Sincerely,

Your AP Language Teachers

Ms. DeMella, Ms. Fahey, Ms. Klemstein, and Ms. Livingston

English 3AP: Vocabulary List

Directions: As part of your 3AP summer reading assignment, you must learn the following words and definitions. These words will appear on the reading assessment quiz to be given on the second day of the school year in September, and they are crucial background knowledge for this collegiate level course.

Mood and Tone Words

1. **Ambivalent** - having or showing very different feelings (such as love and hate) about someone or something at the same time

- He felt *ambivalent* about his job. [=he both liked and disliked his job]
- He has an *ambivalent* relationship with his family.
- She has a deeply/very *ambivalent* attitude about/to/toward religion.
- The senator is *ambivalent* about running for president. [=the senator has not decided whether or not to run for president]

2. **Apathetic** - not having or showing much emotion or interest

- Young people are becoming increasingly *apathetic*.
- a politically *apathetic* [=indifferent, uninterested] generation
- the *apathetic* attitude of the public

3. **Baffled** - completely confused

- a *baffled* look [=a look that shows confusion]
- His explanation left me feeling even more *baffled*[=*confused*] than I had felt before.

4. **Belligerent** - angry and aggressive :feeling or showing readiness to fight

- a *belligerent* remark
- He was drunk and *belligerent*.

5. **Cynical** - believing that people are generally selfish and dishonest

- *Cynical* people say there is no such thing as true love.
- People are so *cynical* nowadays.
- She's become more *cynical* in her old age.

— often + *about*

- He's *cynical about* marriage.
- Many young people today are *cynical about* politics.

6. **Contemplative** - involving, allowing, or causing deep thought

- She's in a *contemplative* mood today. [=she is quiet and thoughtful today]
- He has lived a quiet, *contemplative* life.

- a *contemplative* book

7. **Diffident** - lacking confidence : not feeling comfortable around people

- He becomes *diffident* [=shy, timid] around girls.
- She has a *diffident* [=reserved] manner.

8. **Didactic** - designed or intended to teach people something

- *didactic* poetry

Connotation - *usually disapproving* — used to describe someone or something that tries to teach something (such as proper or moral behavior) in a way that is annoying or unwanted

- Audiences were turned off by the movie's *didactic* quality.

9. **Disdainful** - feeling strong dislike or disapproval for something or someone you think does not deserve respect : feeling or showing disdain

- He looked at the waiter with a *disdainful* glare.
- a *disdainful* attitude toward authority

— often + *of*

- a critic who is *disdainful of* all modern art

10. **Dejected** - sad because of failure, loss, etc.

- The *dejected* players left the field.
- She's been so *dejected* [=depressed, unhappy] since her sister moved away.

11. **Derisive** - *formal*

: the feeling that people express when they criticize and laugh at someone or something in an insulting way

- *derisive* [=scornful] laughter
- a *derisive* [=derogatory] term

12. **Droll** - having an odd and amusing quality

- a *droll* little man with a peculiar sense of humor
- a book of *droll* stories

13. **Empathetic** - understanding and sharing another person's experiences and emotions

- He was very *empathetic*. He felt great *empathy* with/for/toward the poor.

14. **Fawning** - *disapproving*

: trying to get the approval of an important or powerful person by giving that person praise, special attention, etc.

- a sports star surrounded by *fawning* fans

15. **Flippant** -

: lacking proper respect or seriousness

- He made/gave a *flippant* response to a serious question.

16. **Furtive** -

: quiet and secret; trying to avoid being noticed

- He cast a *furtive* glance in our direction.
- We exchanged *furtive* smiles across the table.
- *furtive* movements

17. **Harried** - bothered by many problems or worries : very worried or anxious

- *harried* shoppers/travelers

18. **Indignant** -

: feeling or showing anger because of something that is unfair or wrong : very angry

- She wrote an *indignant* letter to the editor.
- He was/got/became very *indignant* about/over the changes.
- an *indignant* tone of voice

19. **Morose** - of a person : very serious, unhappy, and quiet

- He became *morose* and withdrawn and would not talk to anyone.

2: very sad or unhappy

- *morose* song lyrics
- *morose* thoughts

20. **Obsequious** - *disapproving*

: too eager to help or obey someone important

- She's constantly followed by *obsequious* assistants who will do anything she tells them to.

21. **Patronizing** - *disapproving*

: showing that you believe you are more intelligent or better than other people

- She spoke to us in a *patronizing* [=condescending] tone.
- a *patronizing* smile

22. **Pedantic** - *disapproving*

: annoying other people by correcting small errors and giving too much attention to minor details

- a *pedantic* teacher
- a *pedantic* insistence on following the rules exactly

23. **Pessimistic** - having or showing a lack of hope for the future : expecting bad things to happen

- I'm *pessimistic* about our chances of winning. [=I don't think we'll win]
- Most doctors were *pessimistic* that a cure could be found.

- The film gives a very *pessimistic* view of human nature.
- He has an extremely negative and *pessimistic* attitude.

— opposite [OPTIMISTIC](#)

24. **Plaintive** - *formal*

: expressing suffering or sadness : having a sad sound

- a *plaintive* [=mournful, sorrowful] sigh
- We could hear the *plaintive* cry of a wounded animal in the woods.

25. **Pompous** - *disapproving*

: having or showing the attitude of people who speak and behave in a very formal and serious way because they believe that they are better, smarter, or more important than other people

- a *pompous* [=self-important] politician
- a *pompous* remark
- She found it difficult to talk about her achievements without sounding *pompous*.

26. **Sardonic** - *formal*

: showing that you disapprove of or do not like someone or something : showing disrespect or scorn for someone or something

- The movie is a *sardonic* look at modern life.
- *sardonic* humor/comments
- a *sardonic* expression/smile

27. **Sadistic** -

: enjoyment that someone gets from being violent or cruel or from causing pain

— compare [MASOCHISM](#)

- *sadistic* behavior
- a *sadistic* criminal

28. **Supercilious** -

: having or showing the proud and unpleasant attitude of people who think that they are better or more important than other people

- a *supercilious* professor
- a *supercilious* tone/attitude
- *supercilious* behavior

Outliers by Malcolm Gladwell

After you read Outliers, consider the following eleven questions or quotes from the book. Choose THREE in which you decide to analyze in a thorough and thoughtful manner. You may use examples and quotes from the novel as well as outside information to support your responses. Be sure to include one *personal connection* to one of the three prompts.

Introduction “The Roseto Mystery”:

1. What central theme is Gladwell establishing in the introduction of the book? How does the example help to establish his argument?

Chapter One: “The Matthew Effect”:

2. In America, we often hear about individual success stories: individuals who seemed to have risen from nothing to become something. How does Gladwell address that concept and what examples does he utilize to disprove it?

Chapter Two: “The 10,000-Hour Rule”:

3. “And what's ten years? Well, it's roughly how long it takes to put in ten thousand hours of hard practice. Ten thousand hours is the magic number of greatness” (Gladwell 41). Discuss the idea that 10,000 hours seems to be the amount of hours needed in order to be great at something. Does that number seem credible to you?

Chapter Three: “The Trouble with Geniuses. Part I”:

4. Identify Terman’s error with the Termites. What is Gladwell’s perspective on it as well?

Chapter Four: “The Trouble with Geniuses. Part II”:

5. Define “practical advantage” and the role it plays in society.

Chapter Five: The Three Lessons of Joe Flom”:

6. “We tell rags-to-riches stories because we find something captivating in the idea of a lone hero battling overwhelming odds” (Gladwell 120).

How does Gladwell challenge that belief in this chapter?

Chapter Six: “Harlan, Kentucky”:

7. “Cultural legacies are powerful forces. They have deep roots and long lives” (Gladwell 175). How does Chapter Six shift the focus of Gladwell’s argument?

Chapter Seven: “The Ethnic Theory of Plane Crashes”:

8. What is “mitigated speech” (Gladwell 194) and what role does it play in the examples that Gladwell provides in this chapter?

Chapter Eight: “Rice Paddies and Math Tests”:

9. How does Gladwell tie in examples provided earlier in the book to concepts in this chapter? Explain the effectiveness of this strategy.

Chapter Nine: “Marita’s Bargain”

10. What is the impact of summer vacation on students of varying backgrounds? Where does Marita fit into this analysis?

Epilogue: “A Jamaican Story”:

1. To conclude, Gladwell states that “The outlier, in the end, is not an outlier at all” (285). Based on the information provided by Gladwell, has he proven his argument? Explain.