Quizzes will be as follows: I will pronounce a word and you will spell it correctly, define it, and use it in a sentence with contextual clues that help define it further.

You will also be expected to write sentences that follow certain sentence patterns or types. There are two reasons we do this:
- Learn to recognize syntactical patterns.
- Improve personal style: by being able to use a variety of sentence types, you will improve your sentence fluency and ability to write emphatic prose. See Appendix A for the list of types, explanations, and examples.

I suggest you know the part of speech; if the word functions equally as two parts of speech (a noun and a verb, for example) know the meanings for each.

Defining words:
- You may use synonyms to define, but you need at least three of them.
- You must use a definition that makes sense to you.
- Your definition should “match” the part of speech. For example if the word is din, a noun, the definition would not be “noisy,” which would be a definition for an adjective. Instead write, a noise, a clamor. Use noun phrases to define nouns.
- You may not define a word using the word.

When you write your sentences, you may use various forms of the word: adjective, adverb, or any verb tense, provided you use the form correctly.

You will lose points for your sentence for the following reasons:
- A comma splice, a fragment, a run on, a subject-verb agreement error, or any other serious grammatical error.
- You convert the word to a part of speech that is not correct; for example, you try to make a noun serve as a verb.
- You do not follow sentence pattern as indicated.
- You do not provide sufficient context clues.
- The sentence is awkward and difficult to understand.
- The sentence makes no sense

You should use this master list as your definition guide and to keep track of which words to study.

This list will be used both semesters; don’t lose it! You do not hand it in.

Please also consult the appendices at the end of this list for more on:
- Sentence patterns and examples
- Transitive vs. intransitive verbs
- Notes to AP students on vocabulary quizzes
- List of subordinating conjunctions
<table>
<thead>
<tr>
<th>List 1: Sentence Pattern: complex sentence</th>
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<tbody>
<tr>
<td>1. brazen</td>
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<td>2. compunction</td>
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<td>3. din</td>
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<td>4. edict</td>
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<td>5. indiscretion</td>
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<td>6. perquisites</td>
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<td>7. sepulcher</td>
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<td>8. suppliant</td>
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<td>9. tumult</td>
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<td>10. marauding</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>List 2: Sentence Pattern: compound sentence</th>
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<tbody>
<tr>
<td>11. admonish</td>
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<td>12. akimbo</td>
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<td>13. lassitude</td>
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<tr>
<td>14. licentious</td>
</tr>
<tr>
<td>15. muse (noun and verb)</td>
</tr>
<tr>
<td>16. pecuniary</td>
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<tr>
<td>17. plight</td>
</tr>
<tr>
<td>18. presumptuous</td>
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<td>19. subversive</td>
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<td>20. vacuous</td>
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</tbody>
</table>

<table>
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<tr>
<th>List 3: Sentence Pattern: compound-complex sentence</th>
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</thead>
<tbody>
<tr>
<td>21. avocation</td>
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<td>22. callous</td>
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<tr>
<td>23. capricious</td>
</tr>
<tr>
<td>24. disparity</td>
</tr>
<tr>
<td>25. efficacy</td>
</tr>
<tr>
<td>26. epistle</td>
</tr>
</tbody>
</table>
27. hospice
28. impetus
29. moribund
30. vacillate

**List 4:** Sentence Pattern: loose sentence
31. akin
32. corroborate
33. inexorable
34. insipid
35. nefarious
36. physiognomy
37. retinue
38. suppliant
39. tedium
40. torrid

**List 5:** Sentence Pattern: periodic sentence
41. affront
42. blasé
43. cajole
44. choleric
45. encumber
46. feckless
47. impasse
48. indolent
49. lugubrious
50. ribald
**List 6: Sentence Pattern: balanced sentence**
51. adulation
52. censure
53. dissemble
54. dissimulation
55. droll
56. expectorate
57. palpate
58. peremptory
59. pusillanimous
60. surfeit

**List 7: Sentence Pattern: chiasmus**
61. allay
62. capacious
63. didactic
64. diurnal
65. ignominious
66. mitigate
67. palpitate
68. phlegmatic
69. propitious
70. prostrate

**List 8: Sentence Pattern: asyndeton**
71. acquiesce
72. amity
73. arduous
74. gestalt
75. inundate
76. perjury
77. perspicuity
78. preposterous
79. trepidation
80. voluble

List 9: Sentence Pattern: polysyndeton
81. alacrity
82. aplomb
83. barrage
84. cognizant
85. collusion
86. deleterious
87. hegemony
88. paradigm
89. unctuous
90. urbane

List 10: Sentence Pattern: anaphora
91. ambulatory
92. brazen
93. churlish
94. diffident
95. ennui
96. inscrutable
97. prognosticate
98. schism
99. sedition
100. wizen(ed)
List 11: Sentence Pattern: epistrophe
101. austere
102. corpulent
103. derisive
104. effeminate
105. jocund
106. manifest
107. ostentatious
108. sanguine
109. strident
110. vehement

List 12: Sentence Pattern: parallel structure
111. elegiac
112. fecund
113. infirmity
114. malady
115. nuance
116. profligate
117. remonstrance
118. scintillate
119. terse
120. vitiate

List 13: Sentence Pattern: complex sentence
121. ambivalent
122. analogous
123. emissary
124. felicity
125. incendiary
126. magnanimous
127. morose
128. repartee
129. ubiquitous
130. venerable

**List 14:** Sentence Pattern: compound sentence
131. countenance
132. deposition
133. discursive
134. epigram
135. feign
136. interpolate
137. laconic
138. mien
139. veracity
140. wry

**List 15:** Sentence Pattern: compound-complex sentence
141. confound
142. curate (noun and verb)
143. ethereal
144. gambol
145. mutability
146. nascent
147. nonplused
148. pedantic
149. quail (verb)
150. rhetorical
List 16: Sentence Pattern: loose sentence
151. effusive
152. fatuous
153. febrile
154. incredulous
155. interminable
156. obliquely
157. pernicious
158. sardonic
159. ultimatum
160. writhe

List 17: Sentence Pattern: periodic sentence
161. astute
162. beseech
163. capitulate
164. deprecating
165. glean
166. obfuscate
167. pathos
168. primeval
169. salubrious
170. solicitous

List 18: Sentence Pattern: balanced sentence
171. albeit
172. bereft
173. gratis
174. intercession
175. lineaments
176. presage
177. prodigal
178. prolixity
179. sinecure
180. visage

List 19: Sentence Pattern: chiasmus
181. accordant
182. accouterments
183. deportment
184. exposition
185. impugn
186. impute
187. parapet
188. pertinacity
189. temperance
190. viands

List 20: Sentence Pattern: asyndeton
191. brevity
192. copious
193. gout
194. habiliments
195. irksome
196. ponderous
197. scrupulous
198. sundry
199. timorous
200. transcendent
List 21: Sentence Pattern: polysyndeton
201. caustic
202. dissolute
203. ebullient
204. entourage
205. extol
206. meet (not in the rendezvous sense)
207. poignant
208. resolute
209. turgid
210. xenophobic

List 22: Sentence Pattern: anaphora
211. chastening
212. corporeal
213. derive
214. dubious
215. ethos
216. equivocal
217. errant
218. goad
219. resplendent
220. ruminate

List 23: Sentence Pattern: epistrophe
221. aphorism
222. assail
223. beget
224. bellicose
225. discourse
226. garrison
List 24: Sentence Pattern: parallel structure

231. adroit(ly)
232. allocation
233. ascetic
234. beguile
235. enjoin
236. envoy
237. ideology
238. interloper
239. kowtow
240. vicarious
Appendices

Appendix A:
Sentence Types and Patterns

You will need to be familiar with the following in the order listed below. You will practice each pattern twice.

1. **Complex**: contains an independent clause and one or more subordinate clause. Ex: Since the AP students were prepared, they did very well on their exams.

2. **Compound**: contains two independent clauses joined by a comma and a coordinating conjunction. Remember coordinating conjunctions with the acronym “fanboys:” for, and, nor, but, or, yet, and so. Ex: The AP students were prepared, so they did very well on their exams.

3. **Compound/complex**: contains two or more independent clauses and one or more subordinate clauses. Ex: Since they had read and studied, the AP students were prepared, so they did very well on their exams.

4. **Loose sentence**: the sentence reveals the key information right away and unfolds loosely after that. Ex: Due to snowy conditions, the principal announced an early release, and students were jubilant, high-fiving, shouting about sleds and video games, wishing the clock would go faster.

5. **Periodic sentence**: the main idea or most important information is not revealed until the end of the sentence. Ex: That morning, after a longer than normal bus ride on icy roads, we made it safely to school.

6. **Balanced sentence**: similar to parallel structure, a balanced sentence features two similar elements that balance each other (like on a teeter-totter). Ex: The students reveled in the snow day; the teachers reveled in the student-less day.

7. **Chiasmus**: the repetition and arrangement of two key terms in a sentence using the ABBA pattern. Ex: Ask not what your country can do for you, but what you can do for your country.


9. **Polysyndeton**: opposite of asyndeton, the deliberate use of many conjunctions for emphasis. Ex: The movie was amazing—the acting and the camera work and the soundtrack and the special effects. Wow!

10. **Anaphora**: repetition of the same word or group of words at the beginning of successive clauses, sentences or lines. Ex: We shall fight on the beaches, we shall fight on the landing-grounds, we shall fight in the fields and in the streets, we shall fight in the hills. Winston Churchill

11. **Epitrophe**: ending a series of lines, phrases, clauses, or sentences with the same word or words. Ex: What lies behind us and what lies before us are tiny compared to what lies within us. —Emerson

12. **Parallel Structure**: refers to grammatical or structural similarity between sentences or parts of a sentence. Ex: She loved singing, dancing, and acting.
Appendix B: Transitive and Intransitive Verbs

Depending on the type of object they take, verbs may be transitive, intransitive, or linking. The meaning of a **transitive verb** is incomplete without a direct object, as in the following examples:

- **INCOMPLETE**
  - The shelf *holds*.
- **COMPLETE**
  - The shelf *holds* three books and a vase of flowers.
- **INCOMPLETE**
  - The committee *named*.
- **COMPLETE**
  - The committee *named* a new chairperson.
- **INCOMPLETE**
  - The child *broke*.
- **COMPLETE**
  - The child *broke* the plate.

An **intransitive verb**, on the other hand, *cannot* take a direct object:

- This plant has thrived on the south windowsill.
  - The compound verb "has thrived" is intransitive and takes no direct object in this sentence. The prepositional phrase "on the south windowsill" acts as an adverb describing where the plant thrives.

- The sound of the choir carried through the cathedral.
  - The verb "carried" is used intransitively in this sentence and takes no direct object. The prepositional phrase "through the cathedral" acts as an adverb describing where the sound carried.

- The train from Montreal arrived four hours late.
  - The intransitive verb "arrived" takes no direct object, and the noun phrase "four hours late" acts as an adverb describing when the train arrived.

- Since the company was pleasant and the coffee both plentiful and good, we lingered in the restaurant for several hours.
  - The verb "lingered" is used intransitively and takes no direct object. The prepositional phrase "in the restaurant for several hours" acts as an adverb modifying "lingered".

- The painting was hung on the south wall of the reception room.
  - The compound verb "was hung" is used intransitively and the sentence has no direct object. The prepositional phrase "on the south wall of the reception room" acts as a adverb describing where the paint hung.
Appendix C:
Notes to AP English students about vocabulary quizzes

“The difference between the almost right word & the right word is really a large matter--it's the difference between the lightning bug and the lightning.” Mark Twain in a Letter to George Bainton, 10/15/1888

1. **Definitions** can be short, but they must be **precise**. If your definition would just as easily work for another word, make it more specific. If you use synonyms, use several. One word is not a definition.

2. If your definitions are poor or imprecise and you blame your dictionary, get a different one.

3. The wording of your definition should **match your part of speech**. For example, you should be able to tell it’s a definition for a verb by how it’s worded. *Beguile:* to trick or charm or put under a spell; this is definitely a definition for a verb. *Interloper:* one who meddles or interferes in the affairs of others; noun.

4. Parts of speech: if you use a noun as a verb or a verb as an adjective, that is, if you force a part of speech to function unnaturally as “someone” else in a sentence, that sentence earns no points. Also, be very careful when you convert words. You can change tense and forms, that’s true, but make sure an adjective form exists first. You can’t make up words.

5. Transitive vs. intransitive verbs: Transitive verbs need objects; intransitive verbs don’t. See the appendix B on this.

6. **Do not use the word,** or a form of the word, **to define the word**.

7. Now, as to sentences:
   A. You MUST have **context clues**. A “CC” near your sentence means that your sentence was lacking context clues. Serious infractions in the future will mean reduced points.

   B. Use these quizzes as a means of perfecting **the craft of sentence writing**. Be sure you always mean what you say. Be precise. Eliminate wordiness. Watch out for modifier errors or other errors that result in confusing wording.

   C. Major sentence faults cannot be tolerated in AP English. Therefore, a comma splice (CS) or a fragment (Frag.) will earn no points. A comma splice is when you connect two complete sentences, two independent clauses, together with only a comma. Never send a comma to do a period’s job. And if you can’t recognize a fragment by now, we need to get you some grammar counseling. These errors are generally the result of you rushing to get done. So, learn to write fast and great.

*Pathetic Fallacy:*  
The mistake of attributing human aspirations, emotions, feelings, thoughts, or traits to events or inanimate objects which do not possess the capacity for such qualities. See the discussion in any good encyclopedia.

9. *Lastly, if I can’t read it, it’s wrong.* On handwriting: while it might not be quite fair, the quality of your handwriting might impact your AP exam scores. It will bias a reader against you, especially if he/she is tired and has read a gazillion essays that day. They won’t want to decipher your scratches. Use these quizzes as a way to practice legibility.