

On each Day 1 (or Day 2 if necessary), we'll start with a vocabulary and sentence composition quiz, assessing the words from the lists below and your ability to write a certain sentence pattern. During the quiz, I will pronounce a word, and you will spell it correctly, define it, and use it in a sentence with contextual clues that prove you know its meaning and how to use it properly. Those sample sentences must use a particular pattern (eg. compound-complex, series of balanced pairs, full-sentence interrupting modifier) to show me you can recognize syntactical patterns and are attempting to improve your personal style. It's a long process but a fruitful one, designed to teach you three skills at once.

The vocabulary words target certain aspects of the study of literature; for instance, one set of words contains adjectives you can use to define a writer's tone. Another list contains words you can use to characterize a writer's diction. Please note that you are responsible for looking up the definition of each word. I suggest you use the [Oxford English Dictionary](#). (strakejesuit, crusaders)

On the Quiz

When defining the words,

- *you may simply use synonyms but need at least three.
- *you must use a definition that makes sense to you.
- *you should use a definition that matches the part of speech. For example, if the vocabulary word is "din", a noun, the definition should not be "noisy", an adjective; instead, write, "a noise, a clamor, a commotion".
- *you may not define a word using that word.

When you write your sentences,

- *you may use other forms of the word, provided you use them correctly.
- *you should refrain from comma splices, fragments, fused sentences, subject-verb agreement errors, etc.
- *you should prove you understand the meaning with context clues.
- *make them make sense.

NOTE: Sentence patterns and words accumulate. Once we learn them, you're responsible for knowing them for the rest of the year—they will come up again.

Some more notes about this assignment:

(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 at least three—one word is not a definition.

(2) If your definitions are poor or imprecise and you blame your dictionary, use a different one; in fact, use the one I suggested above.

(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) As to sentences:

You MUST have context clues. A "CC" near your sentence means that your sentence was lacking context clues.

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.

Major sentence faults cannot be tolerated in this class. If you want to pass the exam, you have to write strong, cogent, clear sentences. 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 quickly but correctly.

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.

LIST 1 – Adjectives to define a writer’s tone

Quiz Date: _____

(1) allusive:

(2) aloof:

(3) ambivalent:

(4) apathetic:

(5) audacious:

(6) belligerent:

(7) benevolent:

(8) candid:

(9) censorious:

(10) clinical:

(11) agitated:

(12) melancholic:

Sentence Pattern: Compound, Complex, Compound-Complex Sentences: _____

Compound: _____

Complex: _____

C-C: _____

C-C: _____

LIST 2 – Adjectives to define a writer’s tone

Quiz Date: _____

(1) complacent:

(2) contemptuous:

(3) cynical:

(4) didactic:

(5) dogmatic:

(6) effusive:

(7) elegiac:

(8) flippant:

(9) frivolous:

(10) impassioned:

(11) inflammatory:

(12) laudatory:

Sentence Pattern: Simple Sentence with Absolute/Appositive/Participial Phrase: _____

Absolute: _____

Absolute: _____

Appositive: _____

Participial: _____

Participial: _____

LIST 3 – Adjectives to define a writer’s tone

Quiz Date: _____

(1) haughty:

(2) insolent:

(3) contentious:

(4) malicious:

(5) rancorous:

(6) dispassionate:

(7) patronizing:

(8) disdainful:

(9) misanthropic:

(10) ardent:

(11) lyrical:

(12) wistful:

Sentence Pattern: Paired construction: _____

Example: _____

LIST 4 – Adjectives to define a writer’s tone

Quiz Date: _____

(1) importunate:

(2) incredulous:

(3) indignant:

(4) insolent:

(5) impudent:

(6) jocular:

(7) lugubrious:

(8) pedantic:

(9) sardonic:

(10) supercilious:

Sentence Pattern: Explanatory Statement: _____

Example: _____

LIST 5 – Adjectives to characterize diction

Quiz Date: _____

(1) obtuse:

(2) trite:

(3) euphemistic:

(4) idiomatic:

(5) pretentious:

(6) esoteric:

(7) bombastic:

(8) colloquial:

(9) moralistic:

(10) insipid:

Sentence Pattern: Periodic Sentence: _____

Example: _____

LIST 6 – Rhetorical terms for studying literature

Quiz Date: _____

(1) alliteration:

(2) allusion:

(3) antithesis:

(4) consonance:

(5) diction:

(6) anaphora:

(7) epistrophe:

(8) asyndeton:

(9) polysyndeton:

(10) chiasmus:

Sentence Pattern: Loose Sentence: _____

Example: _____

LIST 7 – Terms for studying fiction

Quiz Date: _____

(1) allegory:

(11) paradox:

(2) diction:

(12) symbol:

(3) epiphany:

(4) foil:

(5) foreshadowing:

(6) irony:

(7) motif:

(8) plot:

(9) point of view:

(10) in medias res:

Sentence Pattern: Series of Balanced Pairs: _____

Example: _____

LIST 8 – Terms for studying fiction

Quiz Date: _____

(1) tone:

(11) theme:

(2) imagery:

(12) juxtaposition:

(3) detail:

(4) archetype:

(5) stream of consciousness:

(6) syntax:

(7) hyperbole:

(8) understatement (litotes):

(9) allusion:

(10) personification:

Sentence Pattern: Asyndeton: _____

Example: _____

LIST 9 – Characterization and association

Quiz Date: _____

(1) petulant:

(2) ingratiating:

(3) sycophantic:

(4) contrite:

(5) frivolous:

(6) enraptured:

(7) querulous:

(8) fretful:

(9) tragic:

(10) pathetic:

Sentence Pattern: Polysyndeton: _____

Example: _____

LIST 10 – Characterization and association

Quiz Date: _____

(1) plaintive:

(2) impetuous:

(3) precarious:

(4) brash:

(5) abrasive:

(6) imperturbable:

(7) laconic:

(8) temperate:

(9) cordial:

(10) zealous:

Sentence Pattern: Anaphora: _____

Example: _____

LIST 11 – Characterization and association

Quiz Date: _____

(1) amiable:

(2) solicitous:

(3) indulgent:

(4) nonchalant:

(5) feckless:

(6) shrewd:

(7) melancholy:

(8) sultry:

(9) mystical:

(10) aghast:

Sentence Pattern: Epistrophe: _____

Example: _____

LIST 12 – Characterization and association

Quiz Date: _____

(1) boorish:

(2) surreptitious:

(3) sardonic:

(4) caustic:

(5) reproving:

(6) bemused:

(7) nonplussed:

(8) ardent:

(9) stoical:

(10) hapless:

Sentence Pattern: Full sentence interruption: _____

Example: _____

LIST 13 – Characterization and association

Quiz Date: _____

(1) malicious:

(2) uproarious:

(3) exalted:

(4) indifferent:

(5) complacent:

(6) domineering:

(7) impious:

(8) bewildered:

(9) inane:

(10) obliging:

Sentence Pattern: Elliptical: _____

Example: _____

LIST 14 – Characterization and association

Quiz Date: _____

(1) scornful:

(2) disparaging:

(3) derisive:

(4) facetious:

(5) rapturous:

(6) earnest:

(7) languid:

(8) banal:

(9) sententious:

(10) flippant:

Sentence Pattern: Repetition of a key term: _____

Example: _____

LIST 15 – Characterization and association

Quiz Date: _____

(1) austere:

(2) corpulent:

(3) derisive:

(4) effeminate:

(5) jocund:

(6) manifest:

(7) ostentatious:

(8) sanguine:

(9) strident:

(10) vehement:

Sentence Pattern: Chiasmus: _____

Example: _____

LIST 16 – Characterization and association

Quiz Date: _____

(1) elegiac:

(2) fecund:

(3) infirmity:

(4) nuance:

(5) profligate:

(6) remonstrance:

(7) vitiate:

(8) felicity:

(9) magnanimous:

(10) incendiary:

Sentence Pattern: Emphatic appositive at end: _____

Example: _____
