

As you embark on your journey towards the rigors of Advance Placement, a few assignments that will keep your mind sharp must be completed before the start of school – see below. Because much of this year is used in preparation for the Advanced Placement Exam in English Language and Composition, the curriculum is impacted, thereby making this summer work an evil necessity. Do not let laziness opt you out of taking English 11AP – it can be a challenging course, but every tear and drop of sweat will be worth it! Remember: colleges look at the grades and classes from your junior year, and taking rigorous classes will set you apart!

Dictionary:

Key Terms Dictionary – Please, learn the words! There will be a test in the fall!

It is strongly advised that you complete this assignment before the required reading assignment.

Required Reading:

Either *The Crucible* by Arthur Miller or *The Great Gatsby* by F. Scott Fitzgerald

Close reading assignment is attached (expect an essay prompt and comprehension test based on your respective book in the fall)

Grammar Practice:

Semicolon use and parallel structure worksheets (attached)

Note: It is highly advised that you visit the Owl Purdue site mentioned below for an explanation and notes on parallel structure.

<https://owl.english.purdue.edu/owl/resource/623/01/>

**Note: We also suggest you read additional works of literature to build your reading skills and expand your vocabulary. A few authors to consider reading would include M. Twain, E. Hemmingway, G. Elliott, N. Hawthorne, C. Dickens, M. Angelou, W. Faulkner, J. Austen, H. Melville, W. Whitman, W. Cather, E. Poe, either of the Bronte sisters, and T. Morrison.*

Best of luck to you and enjoy the readings! If there are any questions, please email

jamie_brown@chino.k12.ca.us or heather_lord@chino.k12.ca.us.

Sincerely,

Ms. Brown and Mrs. Lord

Basic MLA reminder:

Times New Roman, size 12 font

1-inch margin on all sides (an inch from the edge of the paper)

Double-Space unless otherwise noted

English 11AP Key Terms Dictionary

Directions: Create a terminology dictionary by defining the terms listed below and providing an example of each (*see note). Take extra care to create a dictionary that you may reference throughout the school year. It is highly suggested that you type the definitions, as you will need them in your course portfolio. You will be asked to reference these terms throughout the school year (so choose examples that you understand), and new words will be added as the course progresses. You should know these definitions and be able to identify an example of each upon the start of the school year.

Please number your entries as seen below.

- | | | |
|--------------------------|------------------------|---------------------|
| 1. Alliteration | 19. Flashback* | 36. Personification |
| 2. Allusion | 20. Foreshadowing* | 37. Persuasion* |
| 3. Analogy | 21. Genre | 38. Polysyndeton |
| 4. Anaphora | 22. Hyperbole | 39. Repetition |
| 5. Antithesis | 23. Imagery | 40. Rhetoric* |
| 6. Assonance | 24. Inference* | 41. Satire* |
| 7. Asyndeton | 25. Inversion | 42. Simile |
| 8. Chiasmus | 26. Logos* | 43. Style* |
| 9. Colloquialism | 27. Memoir | 44. Symbolism |
| 10. Connotation* | 28. Metaphor | 45. Synecdoche |
| 11. Denotation* | 29. Metonymy | 46. Syntax* |
| 12. Diction* | 30. Mood* | 47. Theme |
| 13. Irony (Situational) | 31. Onomatopoeia | 48. Tone |
| 14. Irony (Verbal) | 32. Oxymoron | 49. Understatement |
| 15. Ethos* | 33. Paradox | 50. Zeugma |
| 16. Euphemism | 34. Parallel structure | |
| 17. Extended metaphor* | (Parallelism) | |
| 18. Figurative language* | 35. Pathos* | |

* Words with an asterisk do not require an example.

Sample:

Alliteration – the repetition of two or more stressed syllables of a word group either with the same consonant sound or sound group or vowel sound (beginning of two or more words in a word group are the same)

Ex. An apt alliteration's artful aid

Novel Close Reading Assignment

Close Reading a Seminal “Moment”:

After you complete your novel, you need to identify a seminal (pivotal/key) “moment” in the book. A “moment” is defined as a portion of a chapter, roughly 3-4 pages in length. This “moment” should meet the criteria listed below:

1. Be a prime example of the author’s style (i.e.: the author’s use of any of the devices listed in your Terms Dictionary)
2. Contain an important shift (e.g.: in tone, plot, style, etc.)
3. Strongly develop a theme or character
4. Has content that can connect to other parts of the novel, both within and outside of the “moment.”

Close read the selected “moment” by completing detailed annotations on the selected pages/passages. Strong annotations should identify patterns, and a strong annotation should address:

- A. The strategies that contribute to the author’s style, shift, or development of theme and/or character (ideally a triangulation of more than one item)
- B. The effect of A
- C. The purpose of B

Options for Turning in Annotations:

1. If you own your copy of the book or use an ereader, you will need to turn in a physical copy of annotations made either directly in the margins or added as notes to an ebook version. If you annotate in the margins, turn in a photocopy of the annotated pages; if you annotated a digital version, print out the annotations log or any other format that includes the annotation and associated text.
2. Each annotation needs to be completed on a Post-It and adhered directly to the book next to the language it concerns. You will turn in your book with its Post-Its to be graded; you will then receive your book back shortly thereafter.

Though there is no set number of required annotations, your task is to prove that you have closely analyzed the chosen “moment,” made numerous and detailed connections, and sufficiently provided support for your identification of important stylistic elements, shifts, and theme/character development.

Semicolons

The semicolon has three primary functions:

- 1) To combine two closely related complete sentences (independent clauses) which are not joined by a conjunction.
- 2) To separate complete sentences (independent clauses) that are joined by a conjunctive adverb.
- 3) To separate items in a list when commas alone would be confusing.

1) To combine closely related complete sentences (independent clauses) which are not joined by a conjunction.

Example: The man was wet; he was standing in the rain without an umbrella.

In this example, there are two complete sentences (independent clauses):

#1: “*The man was wet.*” (independent clause)

#2 “*He was standing in the rain without an umbrella.*” (independent clause)

These clauses are separated by a *semicolon*.

Directions: Use a semicolon in the appropriate place to combine the following independent clauses.

- 1) I am hot I am wearing a sweater and a jacket.
- 2) The president was very popular he easily won the election.
- 3) I cannot buy a new car I do not have much money.

2) To separate complete sentences (independent clauses) that are joined by a conjunctive adverb.

Here is a list of common conjunctive adverbs:

in addition	thus	nevertheless	therefore	still	however	indeed	furthermore	then
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Example: Jane likes fruit; however, she does not like apples.

In this example, there are two complete sentences (independent clauses):

#1: “*Jane likes fruit.*” (independent clause)

#2 “*She does not like apples.*” (independent clause)

These clauses are separated by a *semicolon* and the conjunctive adverb “*however*”.

Directions: Use a semicolon and a conjunctive adverb to combine the following independent clauses.

- 1) I am wearing a sweater and a jacket _____ I am cold.
- 2) The old dog is blind _____ it is deaf.
- 3) Mix all the ingredients _____ put the batter in the oven.

3) To separate items in a list when commas alone would be confusing.

Example: The school specializes in three fields of study: economics, the study of the economy; philosophy, the study of thought; and anthropology, the study of mankind.

Directions: Use a semicolon in the appropriate place to separate items in a list in the following sentences.

- 1) The answers to the test are: 1, A 2, D 3, F and 4, B.
- 2) The group was composed of three young people: Mary, who was 32 years old Javier, who was 28 years old and Ming, who was 17 years old.
- 3) On the trip, we drove through Tampa, Florida Wichita, Kansas and Fresno, California.

Parallelism: Writing with Parallel Structure

Parallelism Defined:

Parallel structure means _____
_____.

This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

Words and Phrases:

1. With the _____ (gerund) of words:

Example 1

Not Parallel:

Mary likes hiking, swimming, and to ride a bicycle.

Parallel:

OR

Mary likes to hike, swim, and ride a bicycle.

(Note: You can use "to" before all the verbs in a sentence or only before the first one.)

2. Do not mix forms.

Example 2

Not Parallel:

The production manager was asked to write his report quickly, accurately, and in a detailed manner.

Parallel:

Example 3

Not Parallel:

The teacher said that he was a poor student because he waited until the last minute to study for the exam, (he) completed his lab problems in a careless manner, and his motivation was low.

Parallel:

Parallel Clauses:

A parallel structure that begins with _____.

Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

Not Parallel:

The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.

Parallel:

— or — Parallel:

The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

Example 2

Not Parallel:

The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers. (passive)

Parallel:

Lists After a Colon:

Be sure to keep all the _____ in a list in the same form

Example 1

Not Parallel:

The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs.

Parallel:

Proofreading Strategies to Try:

1. Skim your paper, pausing at the words _____ and _____. Check on each side of these words to see whether the items joined are _____. If not, make them parallel.
2. Listen to the _____ of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of _____ words beginning each item? Or do you hear a _____ being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.
3. If you have several items in a list, put them in a _____ to see if they are parallel.

Your Turn:

1. I like movies and to listen to popular music.

2. For an athlete, playing fairly should be as important as to win.

3. I want either to win the contest or getting at least an honorable mention.

4. Dorothy Parker became famous for writing poetry and as a short story writer.

5. I like looking at the apple blossoms and to eat the crisp apples.

Parallelism Worksheet One:

Directions: Decide whether the underlined items in each of the following sentences have parallel structure. Then, on the line provided, write “P” for parallel structure or “N” for not parallel structure.

Example: _____ N 1. In the store, books lay on shelves, on tables, and the floor. [The series contains two phrases and a noun, so the structure is not parallel.]

_____ 1. Robert Frost is a poet whom I admire greatly and whom I read often.

_____ 2. That summer I learned to play the piano, to play golf, and swimming.

_____ 3. Will you read a book, see a movie, or practice tennis?

_____ 4. In the suitcase were jeans, there were sweaters, and shirts.

_____ 5. Did you know that dolphins are a kind of whale or about their teeth?

_____ 6. Good speech must be audible, logical, and have clarity.

_____ 7. My paper received a high grade for originality and for neatness.

_____ 8. Claire likes hiking for great distances and to climb mountains.

_____ 9. The football sailed across the yard, over the fence, and into our neighbor’s prize dahlias.

_____ 10. The dolls were Russian, Italian, and one from England.

Directions: Revise the following sentences.

1. Carefully and with pain, the old woman approached the stairs.

2. My cousin Jeff is unpredictable, erratic, and has too much confusion.

3. In that school the students are sometimes frustrated, impulsive, and in constant rebellion.

4. My dream vacations include trips to Africa, to Switzerland, and Venice.

5. You can adjust the swing by lengthening one rope or you can shorten the other rope.

Parallelism Worksheet Two

Directions: Write each sentence, correcting the faulty parallelism.

1. The man and his wife were served soup that offended them, a main course that sickened them, and the dessert made them nauseated.

2. My desires were to visit the museum and seeing everything in the displays.

3. These plants need water and looking after.

4. In the pond small beetles darted to and fro, pollywogs wriggling, and snails climbing up stems.

5. He agreed to participate in the talent show but refused singing without a microphone.

6. Joe likes imitating people better than to tell jokes.

7. Swimming in the lake during the summer is more fun than to skate on it in the winter.

8. They prefer to see the sights rather than shopping all day.

9. I like listening to music less than a good game of chess with a friend.

10. Sailing the boat well is more important to them than to win the regatta.

Parallelism Worksheet Three

Directions: Write each sentence, correcting the faulty parallelism.

1. She prefers staying at home to parties.

2. We judge people for what they do rather than for their words.

3. Eating a balanced diet is more healthful than junk food.

4. He was pleased less by the reward than what he had accomplished.

5. We decided to walk home rather than waiting for the school bus.

6. He was chosen to play the part because of his red hair rather than that he was a skilled actor.

7. The qualities of a good scout are loyalty, honesty, and being brave.

8. A well-trained dog obeys willingly, completely, and with speed.

9. The class analyzed, discussed and we raised questions about the new rules.

10. They traveled to Oregon, to California, and visited Mexico.

11. Jared faced his trial, believing in his own innocence and he desired the truth.

12. Giving an oral presentation can require more preparation than to write a term paper.

Parallelism Worksheet Four

Directions: Rewrite the following paragraph correcting each fragment, run-on, misplaced sentence, or use of faulty parallelism.

(1) American popular music changed a great deal in the years that followed World War II, major changes began in the 1950's. (2) The Big Band sound was still popular right after the war which had come into style in the 1930's. (3) Later, a group of recording artists created a sound different from the Big Band sound. (4) The group included Perry Como, Patti Page, Rosemary Clooney, and Jo Stafford. (5) Singing Broadway songs and other ballads, their music in the early 1950's was slick, sweet, and cool. (6) Then, in 1956, an explosion named Elvis Presley hit American popular music. (7) Borrowing the rhythm and blues music of the South. (8) Doing new dances, his records were bought by millions of teenagers. (9) A new style was born in popular music. (10) Which was to lead to the rapid rise of rock music in the 1960's.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Language Handbook **10** Writing Effective Sentences

WORKSHEET 13 Using Parallel Structure (Rule 10 f)

Exercise a Most of the following sentences are out of balance because they lack parallel structure. On the lines provided, rewrite each sentence, giving it parallel structure. If a sentence already has parallel structure, write *C*.

EXAMPLE 1. Being compassionate and because she knows a lot about animals, Jessica will make a good veterinarian. *Because she is compassionate and knows a lot about animals, Jessica will make a good veterinarian.*

1. Rafael delivered his speech with confidence and enthusiastically. _____

2. In 1923 Garrett Morgan patented a traffic light with red, yellow, and green lights that looked very different from today's traffic lights. _____

3. Mrs. Shapiro had heard about the new hockey league but not that there would be a team in Greensboro. _____


4. The selection at the downtown CD store is better than going to the mall. _____

5. I have traveled by bus, by train, and by subway, but never by boat. _____

6. Thelma likes playing the clarinet, to march in the band, and watching the football games. _____

7. The advertisement claims that this toothpaste kills more germs and prevents more cavities than any other toothpaste. _____

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Continued 

Language Handbook **10** **Worksheet 13** *(continued)*

8. My friend Ray is loyal, fun-loving, and shows kindness to everyone. _____

9. The doctor told Uncle Lawrence that he should eat more healthful foods and to start an exercise program. _____

10. I want a new lathe, a good workbench, and to have enough time to finish making the table.

Exercise b Below each of the following incomplete sentences are two expressions. Complete each sentence by choosing the expression that makes the sentence parallel. On the line provided, write the letter (*a* or *b*) of the expression you choose.

EXAMPLE 1. A volcano is an opening in the earth's crust through which a .

- | | |
|--|--|
| a. lava, rocks, ashes, and gases escape | b. it throws rocks and ashes, and lava and gases escape |
|--|--|

1. Volcanoes have inspired both fascination and _____.

a. people feared them throughout history	b. fear in people throughout history
---	---
2. This fear is caused partially by our lack of understanding of the causes of volcanoes and _____.

a. partially by our inability to control them	b. partially because we are unable to control them
--	---
3. Not only are volcanoes very destructive, _____.

a. they provide benefits	b. they also can be very beneficial
---------------------------------	--
4. Lava rock is used in building roads, and _____.

a. pumice, a glass that comes from lava, is used for grinding and polishing materials	b. they use pumice, a glass that comes from lava, for grinding and polishing materials
--	---
5. Countries with many volcanoes, such as Italy, Mexico, and New Zealand, use underground steam as a source of energy, and _____.

a. homes in Reykjavik, Iceland, are heated with water from volcanic hot springs	b. Reykjavik, Iceland, uses water from volcanic hot springs to heat homes
--	--