

AP English Literature/Language & Composition
∞ Master Vocabulary List and More ∞

- Study ten words per week to be quizzed on each Wednesday.
- 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 (for AP test)
 - 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.
 - I suggest using The American Heritage Dictionary, college version
- 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.
- The quizzes are worth 20 points each. One half point for spelling, one half point for the definition and one point for the sentence.
- You will lose a whole point 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 may lose ½ point per sentence for the following reasons:
 - 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. You do not hand this list in.
- 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

- A. Sentence patterns and examples
- B. Transitive vs. intransitive verbs
- C. Notes to AP students on vocabulary quizzes
- D. List of subordinating conjunctions

Week 1: Sentence Pattern: complex sentence

1. brazen
 2. compunction
 3. din
 4. edict
 5. indiscretion
 6. perquisites
 7. sepulcher
 8. suppliant
 9. tumult
 10. marauding
-

Week 2: Sentence Pattern: compound sentence

11. admonish
 12. akimbo
 13. lassitude
 14. licentious
 15. muse (noun and verb)
 16. pecuniary
 17. plight
 18. presumptuous
 19. subversive
 20. vacuous
-

Week 3: Sentence Pattern: compound-complex sentence

21. avocation

22. callous

23. capricious

24. disparity

25. efficacy

26. epistle

27. hospice

28. impetus

29. moribund

30. vacillate

Week 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

Week 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

Week 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

Week 7: Sentence Pattern: chiasmus

61. allay

62. capacious

63. didactic

64. diurnal

65. ignominious

66. mitigate

67. palpitate

68. phlegmatic

69. propitious

70. prostrate

Week 8: Sentence Pattern: asyndeton

71. acquiesce

72. amity

73. arduous

74. gestalt

75. inundate

76. perjury

77. perspicuity

78. preposterous

79. trepidation

80. voluble

Week 9: Sentence Pattern: polysyndeton

81. alacrity

82. aplomb

83. barrage

84. cognizant

85. collusion

86. deleterious

87. hegemony

88. paradigm

89. unctuous

90. urbane

Week 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)
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Week 11: Sentence Pattern: epistrophe

- 101. austere
 - 102. corpulent
 - 103. derisive
 - 104. effeminate
 - 105. jocund
 - 106. manifest
 - 107. ostentatious
 - 108. sanguine
 - 109. strident
 - 110. vehement
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Week 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
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Week 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
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Week 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
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Week 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
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Week 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
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Week 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
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Week 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

Week 19: Sentence Pattern: chiasmus

181. accordant

182. accouterments

183. deportment

184. exposition

185. impugn

186. impute

187. parapet

188. pertinacity

189. temperance

190. viands

Week 20: Sentence Pattern: asyndeton

191. brevity

192. copious

193. gout

194. habiliments

195. irksome

196. ponderous

197. scrupulous

- 198. sundry
 - 199. timorous
 - 200. transcendent
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Week 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
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Week 22: Sentence Pattern: anaphora

- 211. chastening
- 212. corporeal
- 213. derive
- 214. dubious
- 215. ethos
- 216. equivocal
- 217. errant

- 218. goad
 - 219. resplendent
 - 220. ruminate
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Week 23: Sentence Pattern: epistrophe

- 221. aphorism
 - 222. assail
 - 223. beget
 - 224. bellicose
 - 225. discourse
 - 226. garrison
 - 227. inculcate
 - 228. recourse
 - 229. usurp
 - 230. vexation
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Week 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
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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. See your Glossary and Guide for more.

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. [See a list of subordinating conjunctions in appendix D].
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.
8. Asyndeton: the omission of conjunctions in a series of related clauses. Ex: I came, I saw, I conquered.
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. Epistrophe: 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 an 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.
 1. If your definitions are poor or imprecise and you blame your dictionary, get a different one.
2. 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. See??
3. 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.
4. Transitive vs. intransitive verbs: Transitive verbs need objects; intransitive verbs don't. See the appendix B on this.
5. **Do not use the word**, or a form of the word, **to define the word**. This is such an old rule that I thought it was a given. Guess not. Be careful.

6. Now, as to sentences:
 1. 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.
 2. 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. Write simply and avoid writing MFM.
 3. Major sentence faults cannot be tolerated in AP English. Therefore, a comma splice (CS) or a fragment (Frag.) will earn no points. A CS 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. You will be glad you developed this skill in May!!
 1. Consult the grammar section in your G & G
7. Do not ascribe human qualities to nonliving things. A book cannot be vicarious. Only people can be crass.
 1. *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.
8. *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.

Appendix D

Most common subordinating conjunctions

after how till (or 'til)

although	if	unless
as	inasmuch	until
as if	in order that	when
as long as	lest	whenever
as much as	now that	where
as soon as	provided (that)	wherever
as though	since	while
because	so that	
before	than	
even if	that	
even though	though	