

## 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.
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 painting 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.

8. Do not ascribe human qualities to nonliving things. A book cannot be vicarious. Only people can be crass.

*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.