

**AP LANGUAGE AND COMPOSITION  
SUMMER ASSIGNMENTS 2019**

May 2019

Dear Future AP Language and Composition Student,

Welcome to AP Language and Composition. The curriculum for this course is challenging, but it is designed to prepare you for the rigorous AP exam in May (which can earn you college credit if you pass with a score of 3 or better), as well as help you develop the close reading and analytical writing skills you will need at college and professional levels. In addition to keeping your reading and writing skills sharp over the break, the work we are asking you to complete during the summer is **a critical foundation** for your success in this class.

This summer, in preparation for AP Language and Composition, you will be building your critical reading skills and learning to engage with texts in new ways. You will also be reviewing and/or learning the terms and vocabulary that are essential to understanding the multitude of texts we will be analyzing and the various writing styles you will not only see through the authors we read, but you will also use yourself.

Make sure that you have your readings and flashcards completed by the first day of school. You will be given the following assessments beginning the second week of school (dates of the assessments will be given the first week of school):

- Quizzes on *The Catcher in the Rye*
- Quiz on literary and rhetorical terms
- Quiz on tone vocabulary
- Final assessment on *The Catcher in the Rye*
- Timed writing on summer readings

Please note: we will be referring to these summer assignments throughout the entire year, so it is essential that you come to class prepared in August.

If you have any questions, please do not hesitate to contact either AP Language Teacher:

Heather McIntosh

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Join the Remind group to help stay connected during the summer:

AP Language Summer Group 2019

Text: @summer3019 to 81010

Also, show us how you are getting your summer reading a work completed. Post pictures using:  
#phsummerreading2019

If you have any questions during the summer, you may contact Ms. Cunningham or Ms. McIntosh via email.



### **Part 1: Required Reading of *The Catcher in the Rye* by J.D. Salinger**

The first reading assignment will be the novel *The Catcher in the Rye* by J.D. Salinger. You may obtain this book from the school or local library. Purchasing a book is optional; however, **it is strongly recommended** so that you can annotate directly in the book.

**It is critical that students read carefully.** The more effort and consideration students put into critically analyzing, annotating, and responding to the texts, the better prepared they will be for AP Language and Composition.

### **Part 2: Required Reading of a Self-Selected Memoir**

The second reading assignment will be to choose one of the following memoirs to read. You may want to look up these titles on Goodreads.com or check the Amazon reviews of the book prior to selecting to ensure that you choose a book that interests you.

Some of the books on this list are available in the PHS Library and others are not. You may check local public libraries for the titles. Purchasing a book is optional; however, **it is strongly recommended** so that you can annotate directly in the book.

Choose one book from the following list of memoirs:

- *Educated* by Tara Westover (2018)
- *Becoming* by Michelle Obama (2018)
- *When Breath Becomes Air* by Paul Kalanithi (2016)
- *I Am Malala* by Malala Yousafzai (2014)
- *A Long Way Gone* by Ishael Beah (2007)
- *American Chica* by Marie Arana (2001)
- *Bird by Bird* by Anne Lamott (1995)
- *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard* by Liz Murray
- *On Writing: A Memoir of the Craft* by Stephen King
- *Reading Lolita in Tehran: A Memoir in Books* by Azar Nafisi
- *This Boy's Life: A Memoir* by Tobias Wolff (1989)
- *The Liar's Club* by Mary Karr
- *Me Talk Pretty One Day* by David Sedaris (2000)
- *The Distance Between Us* by Reyna Grande (2013)
- *Lab Girl* by Hope Jahren (2016)
- *A Heartbreaking Work of Staggering Genius: A Memoir Based on a True Story* by Dave Eggers (2001)
- *Hillbilly Elegy: A Memoir of a Family and Culture Crisis* by J.D. Vance
- *Let's Pretend This Never Happened (A Mostly True Memoir)* by Jenny Lawson (2013)
- *I know Why the Caged Bird Sings* by Maya Angelou
- *Three Little Words* by Ashley Rhodes-Courter
- *The Woman Warrior* by Maxine Hong Kingston (1989)

You may use the reader's guide for memoirs (appendix A) to help you as you read and as you respond in your reader's journal (see Part 3).

### **Part 3: Reader's Journal**

A reader's journal is a collection of notes, summaries, reflective responses, quotations, and other elements a reader keeps while working through books. You will keep a reader's journal for the two books you will be reading for the AP Language summer assignments. You may use a composition notebook, digital document (Google Doc, Word Doc, spiral notebook, or a binder with paper).

This journal will be maintained throughout the school year and will be a resource you may use when conferencing with you AP Language teacher.

Suggestions for setting up your reader's journal:

- Begin each entry with the date, book title and pages read
- Think about this journal as a conversation with yourself, the text, and the teacher
- Record your thoughts as you read the book/text
- Speculate and make predictions
- Reflect on characters, events, and techniques used by the author/writer
- Record your reactions to major events, plots twists, etc.
- Pose questions about the text
- Write down key quotations
- Brainstorm about themes/topics/motifs

Possible ways to start your journal entries:

- I notice...
- I wonder...
- What puzzles me is...
- I predict...
- I do not understand...
- I notice the author/writer is...
- As the text progresses, I see that...
- When \_\_\_\_\_, then \_\_\_\_\_...
- A literary techniques used in this section is...
- The \_\_\_\_\_ tone of this passage/chapter is...

### **Activity 4: Literary Terms**

To prepare you for the literary terminology you will see and use throughout the school year, you will create flashcards for the essential vocabulary. You will use the words and definitions from **Appendix B**. You may use 3x5 index cards, or you may use a flashcard app; please number the flashcards in the upper right-hand corner. It is your job to study and to know the terms for the school year. *You will be quizzed and assessed on your knowledge of these terms in the first weeks of the year as well as throughout the school year.*

### **Activity 5: Grammar Vocabulary**

It is necessary to have strong background in grammar and grammatical terminology for this course. In **Appendix C**, there is list of basic grammar vocabulary. Follow the same flashcard formatting for these words that you do for the literary terms flashcards; however, group and number these flashcards separately (do not combine them with your literary terms flashcards). *You will be quizzed and assessed on your knowledge of these terms in the first weeks of the year as well as throughout the school year.*

### **Activity 6: Tone Vocabulary**

At the end of each school year, AP Language students reflect on the importance of knowing their tone words for writing essays and understanding the complex passages they must read. In **Appendix D**, you will find a list of essential tone vocabulary words. Follow the same flashcard formatting for these words that you do for the literary terms flashcards; however, group and number these flashcards separately (do not combine them with your literary terms flashcards). *You will be quizzed and assessed on your knowledge of these terms in the first weeks of the year as well as throughout the school year.*

## Appendix A: Reader's Guide for Memoirs

1. For the person who chose this book: What made you want to read it? What made you suggest it to the group for discussion? Did it live up to your expectations? Why or why not?
2. What do you think motivated the author to share his or her life story? How did you respond to the author's "voice"?
3. Do you think the author is trying to elicit a certain response from the reader, such as sympathy? How has this book changed or enhanced your view of the author?
4. Discuss the book's structure and the author's use of language and writing style. How does the author draw the reader in and keep the reader engaged? Does the author convey his or her story with comedy, self-pity, or something else?
5. Were there any instances in which you felt the author was not being truthful? How did you react to these sections?
6. What is the author's most admirable quality? Is this someone you would want to know or have known?
7. Compare this book to other memoirs your group has read. Is it similar to any of them? Did you like it more or less than other books you've read? What do you think will be your lasting impression of the book?
8. What did you like or dislike about the book that hasn't been discussed already? Were you glad you read this book? Would you recommend it to a friend? Do you want to read more works by this author?

From <https://www.readinggroupguides.com/memoir-discussion-questions>

## Appendix B: Literary Terms

(47 flashcards – every term that is in bold)

1. **understatement**: an intentional representation of something as less than it is
2. **meiosis**: a form of understatement or "belittling" something; something is referred to in terms less important than it really deserves (ex: Mercutio in *Romeo and Juliet* refers to his mortal wound as a "scratch.")
3. **litotes**: a form of understatement in which a statement is affirmed by negating its opposite (ex: He is not unfriendly, i.e., He is friendly.)
4. **pun**: a play on words that have similar sounds but different meanings
5. **double entendre**: a type of pun or play on words, especially a play on words that has a sexual meaning
6. **cliché**: an expression that has been used so often it has lost all its power (ex: Turn over a new leaf.)
7. **dialect**: a distinctive variety of language spoken by members of an identifiable regional group, nation, or social class
8. **colloquialism**: an informal expression or slang
9. **jargon**: terminology which is especially defined in relationship to a specific activity, profession, group, or event (ex: words understood by law enforcement, phrases understood by gamers)
10. **idiom**: a common expression that has acquired a meaning that differs from its literal meaning (ex: It's raining cats and dogs.)
11. **malapropism**: a confused, comically inaccurate use of a long word or words (ex: It was the very *pineapple* of success. – instead of the correct use: It was the very *pinnacle* of success.)
12. **euphemism**: the use of more polite language to express vulgar or distasteful ideas (ex: Saying someone "passed away" instead of "died")
13. **epithet**: an adjective or phrase that describes a prominent feature of a person or thing (ex: *Shoeless* Joe Jackson, Richard *the Lionheart*)
14. **aphorism**: a statement of some general principle, expressed in a memorable way by condensing much wisdom into few words (ex: Nietzsche—"The vanity of others offends our taste only when it offends our vanity.")
15. **apostrophe**: a direct address to an absent or dead person or to an object (ex: Walt Whitman's poem "O Captain, My Captain" was written upon the *death* of Abraham Lincoln à Lincoln could not respond.)
16. **zeugma**: the use of one word in a sentence to modify two other words in the sentence, typically in two different ways (ex: "Mr. Pickwick took his hat and his leave." This sentence uses "took" in two different ways.)
17. **metonymy**: a figure of speech that replaces the name of one thing with the name of something else closely associated with it (ex: The crown carries many responsibilities. This actually means a role in the monarchy carries many responsibilities, but the crown is *associated* with the monarchy.)

18. **synecdoche**: a figure of speech in which the part of something stands for the whole (ex: One thousand sails pursued Paris when he fled with Helen of Troy, i.e., Actually, one thousand *ships* pursued Paris; the sail is just *a part* of the whole ship)
19. **conceit**: an extended metaphor that runs throughout a work
20. **motif**: a situation, incident, idea, image, or character-type that is found in many different literary works, folktales, or myths
21. **archetype**: a symbol, theme, setting, or character-type that recurs in different times and places in myth, literature, folklore, dreams, and rituals so frequently to suggest that it represents some essential element of the universal human experience
22. **synaesthesia**: a blending of different senses (ex: His shirt was a loud shade of blue. – blending the senses of sound and sight)
23. **fable**: a brief tale that conveys a moral lesson, usually by giving speech and manners to animals and inanimate things (ex: Aesop's Fables)
24. **parable**: a brief tale illustrating some lesson or moral (not using animals); a type of allegory
25. **satire**: a mode of writing that exposes the failings of individuals, institutions, or societies to ridicule or scorn them (ex: *The Adventures of Huckleberry Finn*)
26. **parody**: a mocking imitation of the style of a literary work or works, ridiculing through exaggerated mimicry (ex: Saturday Night Live)
27. **caricature**: a picture, description, etc., ludicrously exaggerating the peculiarities or defects of persons or things
28. **overstatement**: a type of exaggeration; to state something too strongly
29. **sarcasm**: a sharply ironical taunt; sneering or cutting remark
30. **wit**: quick, amusing cleverness
31. **trope**: a figure of speech (using words in senses beyond their literal meanings)
32. **in medias res** (Latin: "into the middle of things"): when a narrator begins telling a story at some exciting point in the middle of the action
33. **rhetoric**: the study of effective, persuasive language use; the art of communicating effectively
34. **rhetorical strategies/devices/techniques**: any strategy (such as all those listed above) used to communicate effectively given the speaker, subject, audience, context, and purpose
- Syntactical Devices:**
- Balance**
35. **parallelism**: the arrangement of similarly constructed clauses, sentences, or verse lines in a pairing or other sequence suggesting some correspondence between them (ex: Shakespeare—"Before, a joy proposed; behind, a dream.")
36. **balanced sentence**: a sentence consisting of two or more clauses that are parallel in structure
37. **antithesis**: a contrast or opposition of ideas (ex: Shakespeare—"Not that I loved Caesar less,/ but that I loved Rome more.")
- Repetition**
38. **anaphora**: repeating the same word or phrase at the *beginning* of lines, clauses, or sentences (ex: Churchill—"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.")
39. **epistrophe**: repeating the same word or phrase at the *end* of lines, clauses, or sentences (ex: Ralph Waldo Emerson—"What lies behind us and what lies before us are tiny compared to what lies within us.")
40. **antimetabole**: (type of chiasmus) a verbal pattern in which the second half of an expression is balanced against the first but with the words in reverse grammatical order (A-B-C, C-B-A) (ex: Malcolm X—"We didn't land on Plymouth Rock; Plymouth Rock landed on us.")
41. **polysyndeton**: ("poly-" à many) repeated use of conjunctions (and, or, but, etc.) to link together a succession of words, clauses, or sentences (ex: Maya Angelou—"Let the whitefolks have their money and power and segregation and sarcasm and big houses and schools and lawns like carpets, and books, and mostly--mostly--let them have their whiteness.")
- Omission (taking out)**
42. **asyndeton**: removing conjunctions between clauses (ex: I came, I saw, I conquered.)
43. **ellipsis**: (hint: look for ellipses ...) removing from a sentence a word or words that would be required for complete clarity but which can usually be understood from the context (ex: Romeo loves Juliet and Juliet, Romeo.)
- Change of normal word order**
44. **anastrophe**: an inversion (switching) of the normal order of words
45. **chiasmus**: a verbal pattern (a type of antithesis) in which the second half of an expression is balanced against the first with the parts reversed (ex: Hillary Clinton—"In the end, the true test is not the speeches a president delivers; it's whether the president delivers on the speeches.")
46. **parenthesis**: (hint: look for dashes or parentheses) a qualifying, explanatory, or appositive word, phrase, clause, or sentence that *interrupts* a sentence without otherwise affecting it, often indicated in writing by commas, parentheses, or dashes (ex: William Smith—you must know him—is coming tonight.)
47. **stream-of-consciousness**: the continuous flow of perceptions, thoughts, feelings, and memories; representing mental processes in an unpunctuated or disjointed form

## Appendix C: Grammar Vocabulary

(30 flashcards – every term that is in bold)

1. **antecedent**-word that is replaced by a pronoun (ex. AP classes are difficult, and they are time consuming.)
2. **active voice**-the subject of the sentence is doing the action (ex. Mike loves hockey.)
3. **passive voice**-the subject of the sentence is not performing the action (ex. Hockey is loved by Mike.); avoid this in writing
4. **types of sentences**
  - a. **declarative**-sentence that make a statement (ex. I am leaving.)
  - b. **interrogative**-sentence that asks a question (ex. Are you leaving?)
  - c. **imperative**-sentence that commands or request, and the subject is missing or implied (ex. Get out)
  - d. **exclamatory**-sentence that is emotional and declarative (Wow!
  - e. **simple**-a sentence consisting of only one clause, with a single subject and predicate
  - f. **complex**-a sentence containing a subordinate clause or clauses.
  - g. **compound**-a sentence with more than one subject or predicate.
  - h. **compound-complex**-a sentence having two or more coordinate independent clauses and one or more dependent clauses
5. **fragments**-any phrase or clause that is not a sentence
6. **phrases**-groups of words that work together as a grammatical unit in a sentence but is missing a subject or predicate
  - a. **appositive**-a noun or noun phrase that is placed next to another noun or noun phrase to help identify it or give more specific information (ex. Mr. Rogers, my math teacher, is going to retire.)
  - b. **prepositional**-a group of words that begins with a preposition and ends with a noun or pronoun before the linking verb (ex. Keep that secret between you and me.)
7. **clauses**-a group of words that includes a subject and its related verb but that is not necessarily a sentence
  - a. **dependent/subordinate**-a group of words that includes a subject and verb but is incomplete
  - b. **independent clause**- a clause that could be a complete sentence if it stands alone
8. **parts of speech**
  - a. **nouns**-person, place, thing, or idea (Abraham Lincoln, library, flashcard)
  - b. **pronouns**-words that take the place of noun (he, she, it)
  - c. **verbs**-the predicate
    - i. **action verb**-something you physically do
    - ii. **helping verb (auxiliary) verb**-helps out the action verb by showing past or present tense
    - iii. **linking verb**-all alone links a subject to a noun or adjective
  - d. **adjectives**-words that describe nouns or adjectives (ex. Strong, confident, antagonistic)
    - i. Demonstrative- (ex. that, this, those)
    - ii. Proper- formed from a proper noun (ex. Japanese, Napoleonic, British)
  - e. **adverbs**-words that describe a verb, adjective, or other adverb (ex. where, how,
  - f. **prepositions**-the position or orientation of something (ex. during, to, with, along)
  - g. **interjections**-a word or short phrase used to express emotion (ex. Wow! No! Help!)
  - h. **conjunctions**-a word that joins two or more words together (ex. for, and, nor, but, or yet, so)

## Appendix D: Tone Vocabulary

(83 flashcards)

TONE word	Student-friendly definition
<b>ambiguous</b>	unclear; could be interpreted more than one way
<b>ambivalent</b>	undecided; having both positive and negative feelings towards something
<b>antagonistic</b>	extremely unfriendly; almost verbally attacking another person
<b>anxious</b>	worried, uneasy
<b>apathetic</b>	showing no emotion or concern
<b>apologetic</b>	sorry, regretful
<b>apprehensive</b>	fearful, uneasy, worried that something bad might happen
<b>audacious</b>	really bold or daring; shocking
<b>belligerent</b>	eager to fight or argue
<b>benevolent</b>	kind
<b>bewildered</b>	confused
<b>biting</b>	words that emotionally “sting” the other person
<b>blunt</b>	insensitive; saying something “like it is”, without caring whether or not you offend someone
<b>brisk</b>	quick, energetic (speaking quickly without pausing for chit-chat or friendly conversation)
<b>candid</b>	to be honest, open, outspoken
<b>celebratory</b>	full of a desire to celebrate/party about something that is joyful
<b>clinical</b>	unemotional, scientific

<b>compassionate</b>	feeling sadness for another person's bad situation and wanting to relieve that person's pain
<b>conciliatory</b>	friendly
<b>condescending</b>	to talk "down" to someone, like that person is beneath you or of less quality (as if you are superior)
<b>contemptuous</b>	to be full of hatred towards someone
<b>cynical</b>	distrustful of human nature and motives
<b>detached</b>	to remove all your emotions from a situation; to be sort of numb
<b>diabolical</b>	having the qualities of the devil
<b>didactic</b>	teaching, instructive
<b>disdainful</b>	full of strong dislike or disapproval
<b>dreary</b>	dull, boring, sad
<b>earnest</b>	full of seriousness, effort, and focus
<b>empathetic</b>	trying to understand what another person is going through, even if you have not experienced it yourself
<b>erudite</b>	having or showing knowledge that is gained by studying
<b>exhortative</b>	giving advice or argument to
<b>facetious</b>	joking around, usually at an inappropriate time; being sarcastic
<b>fanciful</b>	imaginary, unreal
<b>flippant</b>	lacking proper respect or seriousness
<b>ghoulish</b>	ghost-like, but even more grotesque or monstrous

<b>giddy</b>	to be light-headed or ditzy with joy
<b>gleeful</b>	full of joy
<b>grave</b>	very serious
<b>gushy</b>	to be overly complimentary (to the point of seeming insincere)
<b>haughty</b>	arrogant; looking down on people
<b>holier-than-thou</b>	acting like you are so religious that you are better than everyone else; being judgmental
<b>hostile</b>	unfriendly; treating someone like an enemy
<b>impartial</b>	not taking sides
<b>incredulous</b>	unbelieving
<b>indifferent</b>	not caring what happens
<b>indignant</b>	to be insulted; to be angry at something that is unfair
<b>irreverent</b>	disrespectful, especially being disrespectful towards something that is holy
<b>laudatory</b>	expressing praise
<b>morose</b>	very serious, unhappy, and quiet
<b>mournful</b>	full of sadness and grief
<b>nostalgic</b>	happily remembering the past, especially remembering the past as a better time than the present
<b>objective</b>	to not take sides
<b>optimistic</b>	to have a positive outlook on life, to think good things will happen
<b>patronizing</b>	to talk down to someone, to treat a person almost as if he or she is your child

<b>pedantic</b>	showing off one's intelligence (for example, by correcting small errors or giving too much attention to small details)
<b>pessimistic</b>	to have a negative outlook on life, to think bad things will happen
<b>poignant</b>	something that moves you emotionally
<b>pragmatic</b>	reasonable, logical
<b>pretentious</b>	"putting on airs"; trying to act showy or flashy
<b>provocative</b>	to spark an interest in something (especially a controversial topic or sex)
<b>restrained</b>	to hold back
<b>reverential</b>	respectful
<b>sardonic</b>	skeptically humorous or mocking
<b>seductive</b>	sexual, trying to seduce someone
<b>sentimental</b>	remembering the past, placing special attachment on certain times, things
<b>skeptical</b>	to be doubtful, to think something is probably not true
<b>sly</b>	sneaky
<b>solemn</b>	serious, quiet, respectful
<b>somber</b>	serious, dark, depressing
<b>strident</b>	harsh, loud, irritating
<b>subjective</b>	based on feelings or opinion rather than fact
<b>sympathetic</b>	trying to experience another person's feelings/emotions
<b>taunting</b>	teasing; to mock someone to try to challenge him/her

<b>tender</b>	kind, gentle, lovingly
<b>tranquil</b>	peaceful, calm, relaxing
<b>understated</b>	to lessen the importance of something, to make it seem like it's not a big deal (when really it IS)
<b>vexed</b>	to be extremely bothered or irritated
<b>vibrant</b>	to be full of life
<b>vituperative</b>	verbally abusive
<b>wary</b>	not having complete trust in someone or something that could be dangerous or cause trouble
<b>wistful</b>	to fondly remember the past
<b>zealous</b>	to be eager, passionate, almost obsessed