

Student Name:

# AP English Language/ENG 101 Break Assignment

## Mrs. Pergola



**Part I**  
**Vocabulary Lesson 6**

**Words and Definitions:**

**Camaraderie: (n)** rapport between friends

**Haughty: (adj)** proud, arrogant

**Hubris: (n)** arrogance resulting from excessive pride.

**Imbroglia: (n)** a difficult situation.

**Impetuous: (adj)** impulsive, rash

**Malingering: (v)** to pretend to be ill or injured to avoid work.

**Peregrination: (n)** traveling on foot; walking

**Platitude: (n)** a cliché

**Sanctimonious: (adj)** falsely pious or moral

**Scullion: (n)** a kitchen servant

**Sectarian: (adj)** narrowly confined to a particular group

**Stringent: (adj)** strict; rigorous

**Trite: (adj)** hackneyed; clichés; lacking interest

**Venerate: (v)** to respect, worship, or revere

**Wrenching: (adj)** violent, forceful twisting

**Directions:** For each SYNONYM, write the matching vocabulary word in a different color font.

1. Esteem
2. Ordinary
3. Severe
4. Fellowship
5. Snobbish
6. Self-Confidence
7. Disagreement
8. Hasty
9. Travel
10. Truism

**Directions:** For each ANTONYM, write the matching vocabulary word in a different color font

1. Planned
2. Understanding
3. Humility
4. Unpretentious
5. Flexible
6. Original
7. Desecrate

**Directions:** Fill in the blanks with the correct vocabulary word needed to complete the sentence.

**Maligner   Scullion   Trite   Impetuous   Platitude**

1. The hapless kitchen \_\_\_\_\_, dirty and covered with burns from the stove, became upset when the boss told him to serve the meal. He was disrupted by this new duty and was not calmed by the \_\_\_\_\_, "Nothing ventured, nothing gained." The comment just seemed \_\_\_\_\_ to him. Often, instead of working, he would \_\_\_\_\_, angry at the new responsibility, and in a(n) \_\_\_\_\_ moment, he threw a rock through the window.

Imbroglia Sanctimonious Wrenching Peregrination Hubris

2. During the difficult, wearisome \_\_\_\_\_ across the Alps, the leader received a call that his child was sick. "It was a(n) \_\_\_\_\_ decision," he said to the group, "but I must leave at once." The others said their farewells, but soon they began to argue over the route, and the \_\_\_\_\_ eventually doomed the mission.
3. The parole officer soon realized that the man's attitude toward honest work was nothing but \_\_\_\_\_ words. He feared that, in the end, the man's \_\_\_\_\_ would get him in trouble again.

Venerate Stringent Camaraderie Sectarian Haughty

4. Most churches have \_\_\_\_\_ congregations; however, some are less \_\_\_\_\_ and allow people of other faiths to join. When potential newcomers observe the \_\_\_\_\_ and friendship of the parishioners, they are more likely to join. These new members frequently become the most reverent believers and \_\_\_\_\_ the tenets of their new church completely.
5. Despite his \_\_\_\_\_ attitude, his classmates admired his athleticism.

**Directions:** Study the entries and answer the questions that follow.

The root *pet* means "attack" or "seek"

The suffixes *-lent* and *-ous* mean "full of"

The suffix *-ion* means "act of"

The root *sec/seq* means "cut"

The prefix *in-* means "into"

1. Without using a dictionary, write definitions for the following words. Remember that the meaning of the word should be connected to the meaning of the word's root.
  - a. Petulant
  - b. Petition
  - c. Impetus
  - d. Competitive
2. *Insect* literally translates to \_\_\_\_\_. Explain why this meaning was applied to insects. Hint: the meaning is connected to the appearance of most insects.
3. List all the words you can think of that contain the root *sec/seq*

**Directions:** Choose the answer that best suits the situation.

1. Which would be considered *sectarian*?
  - a. A boat race
  - b. Blood donors
  - c. Bees in a hive
  - d. A church service
2. A *sanctimonious* man would think
  - a. A penny saved is a penny earned
  - b. Charity begins at home
  - c. He is better than his neighbors
  - d. Work is the most important thing in life.
3. The two words which are most closely related are
  - a. Scullion and Stringent
  - b. Sanctimonious and Malinger
  - c. Wrenching and Impetuous
  - d. Trite and Platitude.

**Directions:** Read the selection and answer the questions.

*The aristocracy Burke defended, in spite of the political marriages by which it tried to secure breeding for itself, had its mind undertrained by silly schoolmasters and governesses, its character corrupted by flattery and flunkeyism. It is no better today and never will be any better; our very peasants have something morally hardier in them that culminates occasionally in a Bunyan, a Burns, or a Carlyle. But observe this aristocracy, which was overpowered from 1832 to 1885 by the middle class, has come back to power by the votes of "the swinish multitude." Tom Paine has triumphed over Edmund Burke; and the swine are not courted electors. How many of their own class have these electors sent to parliament? Hardly a dozen out of 670, and these only under the persuasion of conspicuous personal qualifications and popular eloquence. The multitude thus pronounces judgment on its own units: it admits itself unfit to govern, and will vote only for a man morphologically and generically transfigured by palatial residence and equipage, by transcendent tailoring, by the glamour of aristocratic kinship. Well, we know these transfigured persons, these college passmen, well groomed Algys and Bobbies, these cricketers to whom age brings golf instead of wisdom, these plutonic products of "the nail and sarspan business as he got his money by." Do you know whether to laugh or cry at the notion that they, poor devils, will drive a team of continents as they drive a four-in-hand; turn a jostling anarchy of casual trade and speculation into an ordered productivity; and federate our colonies into a world-power of the first magnitude? Give these people the most perfect political constitution and the soundest political program that benevolent omniscience can devise for them, and they will interpret it into mere fashionable folly or canting charity as infallibly as a savage converts the philosophical theology of a Scotch missionary into crude African idolatry.*

-- George Bernard Shaw

1. About the British aristocracy, the author feels
  - a. Great admiration
  - b. Some sympathy
  - c. Complete indifference
  - d. Mild warmth
  - e. Amused contempt
2. The term “swinish multitude” refers to the
  - a. Criminal element
  - b. Voters from the middle class
  - c. Wealthy aristocrats
  - d. Voters from the lower class
  - e. Paid politicians and their supporters
3. The author states or implies that
  - a. Tom Paine and Edmund Burke were friends
  - b. The lower classes rarely elect one of their own to a position of power
  - c. Burns, Bunyan, and Carlyle were all from the lower class.
  - d. Even given the best of conditions, the present aristocratic establishment could not run the country effectively.
  - e. B,C, and D are correct.
4. We can infer from this selection that Shaw admires
  - a. The aristocrats
  - b. The poor
  - c. Edward Burke
  - d. Tom Paine
  - e. Both A and B are correct.

## Part II

### Grammar Practice

[1] **Italicize (underline) letters, numbers, and words when they are used to represent themselves. Also italicize (underline) foreign words that are not generally used in English.**

[2] **Italicize (underline) the titles of long written or musical works that are published as a single unit. Also italicize the titles of paintings and sculptures and the names of vehicles.**

**Directions:** Highlight the word(s) that should be in italics.

1. One of the best shows on TV is American Idol.
2. The Orient Express was a train that ran from Paris to Istanbul.
3. Shakespeare's Macbeth shows what can happen to a murderer.
4. Ferdinand Magellan's Victoria took three years to sail around the world.
5. The Wall Street Journal is printed daily in New York City.
6. When I was little, I used to love watching Sesame Street.
7. My mom still prefers reading magazines over blogs; she subscribes to Better Homes and Gardens and Real Simple
8. Wicked, a popular musical, explains the backstory of the witches from L. Frank Baum's classic The Wizard of Oz.
9. The unsuccessful mission to the moon was harrowing for the crew of the Apollo 13.
10. I liked The Return of the King the best of the movies in the Lord of the Rings trilogy.

[3] **Quotation marks come in pairs. They are placed at the beginning and end of uninterrupted quotations and certain titles.**

**Directions:** Italicize or add quotation marks as needed.

1. I read the short poem The Shooting of Dan McGrew by Robert W. Service.
2. This month's issue of Rolling Stone has just arrived.
3. I just heard Journey's hit Don't Stop Believin' on the oldies station.
4. Did you know that The Telephone has only one act?
5. James Joyce's short story Araby reminds me of how I feel going to the mall.

[4] **Use quotation marks to enclose a person's exact words.**

**Directions:** add quotation marks where appropriate.

1. Thunderstorms, Polly reported, are a common water hazard.
2. She added, Dr. Winn will tell us something about them.

3. What exactly causes bad thunderstorms? asked Connie.
4. Dr. Winn told her that the cause is still unknown.
5. Scientists are trying to solve this mystery, he added.
6. Planes and balloons will be used in our research, he reported.
7. Computers, he added, will also be helpful in collecting data.
8. Better understanding of the causes will lead to better forecasts, Dr. Winn explained.
9. She said, there's no such thing as a dumb question.
10. She also said that she was very impressed by inquisitive students.

**[5] Place a period inside the closing quotation marks when the end of the quotation comes at the end of a sentence.**

**[6] Place a quotation mark or an exclamation point inside the closing quotation marks when it is part of the quotation.**

**Directions:** If the sentence is punctuated correctly, write CORRECT. If it is not correct, write INCORRECT and correct the punctuation.

1. "Talk is cheap," said Socrates, "because supply exceeds demands".
2. Mahatma Gandhi once said, "There is more to life than increasing its speed".
3. Did Goethe say, "When ideas fail, words come in very handy?"
4. "He who hesitates is not only lost," growled Father, "but is miles from the next exit."
5. Someone in the grandstand shouted, "Throw the ball to third"!

**[7] Add 's to form the possessive of a singular noun.**

**[8] Add only an apostrophe to form the possessive of a plural noun that ends in 's'**

**Directions:** Write the correct form of the possessive for the underlined word or word group in each sentence.

1. My mother-in-law office is beside the bank.
2. The leaves colors delighted the photographer.
3. An advertisement's aim is to catch each reader attention.
4. Tom hiking boots were a gift from his mother.
5. The team final touchdown gave it the record for the season.
6. Certainly a porcupine's quills are its enemies dread.

**Directions:** Write the correct possessive form for each phrase.

1. The shoe belonging to Rita
2. The tables belonging to the women.



3. The presents belonging to the five-year-old.
4. The playroom for the children.
5. The howls of the wolves
6. The apple belonging to Samson
7. The flag belonging to the enemy
8. The horse owned by Lucas

**[9] Do not add an apostrophe to form the possessive of the personal pronouns.**

**[10] Add 's to form the possessive of indefinite pronouns.**

**Directions:** Write the correct possessive form for each phrase.

1. The sweater belonging to me.
2. The notebook belonging to him
3. The paws that belong to it.
4. The lesson that you taught.
5. A place for everyone.

**[11] use a semicolon between the clauses of a compound sentence that are not joined by a conjunction.**

**[12] Use a semicolon between clauses in a compound sentence that are joined by certain conjunctive adverbs or transitional words.**

**Directions:** Rewrite each sentence, adding a semicolon and comma where necessary.

1. Some dogs perform useful tasks for example the Scottish terrier is an excellent sheep herder.
2. I have never been to a farm however I can picture it perfectly.
3. Leopards have never been successfully tamed therefore they remain wild today.
4. Don't just make blind decision instead get advice from people you respect.
5. Tony is scared of heights however he will go on a roller coaster.

**[13] A colon (:) is primarily used to introduce a list of items.**

**[14] Use a colon in special situations.**

**Directions:** Add colons and commas to the sentences below where needed.

1. The black snake eats the following insects frogs and other snakes.
2. An insect's body has three main parts the head thorax and abdomen.

3. When Malia had the flu, she needed three things bed rest fluids and tender loving care.
4. I also set my alarm for 600 a.m.
5. Minerals that are mined from the ground include the following phosphorus gold and silver.

**[15] Use a hyphen when writing out the numbers twenty-one through ninety-nine and fractions used as adjectives.**

**[16] Use one or more hyphens to separate the parts of some compound nouns and adjectives. Also use one or more hyphens between words that make up a compound adjective in front of a noun.**

**[17] Use a hyphen after the prefixes ex-, self-, and all- and before the suffix -elect**

**Directions:** Add hyphens to the sentences below where needed.

1. Our library has many up to date reference books.
2. Fast food is not very nutritious.
3. Alaska is the forty ninth state.
4. My parents have been married for twenty one years
5. I told my ex boyfriend to stop texting me.

**[18] use dashes (--) to set off an abrupt change in thought.**

**[19] Use dashes to set off an appositive that is introduced by words such as “that is,” “for example,” or “for instance.”**

**[20] Use dashes to set off a parenthetical expression or an appositive that includes commas.**

**[21] Use parentheses to enclose information that is not closely related to the meaning of the sentence.**

**Directions:** Rewrite each sentence, adding dashes or parentheses where needed.

1. The American Kennel Club recognizes both purebred breeds of which there are more than 150 and now mixed breeds.
2. There are eight different groups of dog breeds Sporting, Hound, Working, Terrier, Toy, Non-Sporting, Herding, and Miscellaneous.
3. Dogs in the Sporting group for instance, pointers, retrievers, and setters are often used as hunting dogs.
4. Sporting dogs make great companions. But it’s important to remember that they require a lot of exercise!

## Part III

### Thematic Rubric Project

You will choose a theme or topic to use to demonstrate each row and subsequent score on the rubric. For each score possibility, you must choose an element from your chosen theme to represent this score. Additionally, you must provide a detailed and thoughtful description for why that item, individual, or concept has earned that rank.

#### Step 1: Analyze the Rubric

- You will begin by taking the time to thoroughly analyze and understand the rubric. As you examine this rubric, highlight key elements in each ranking.
- You are encouraged to use similar (but not identical) language in your themed rubric.

#### Step 2: Choose an ORIGINAL Theme or Topic

- This theme or topic can be anything, but it must be something that your peers will understand or can at least make sense of based on your descriptions. It can be TV shows, movies, bands, books, ANYTHING as long as it makes sense and adequately represents the scoring components.
- Your rubric must also have a clear title so that the audience knows what you are ranking.
  - Ex: the title of “Disney Princess” is not as helpful or specific as “Who is the fairest of them all?”

#### Step 3: Create a New Rubric

- You will need to choose specific characters, items, or elements from this theme to assign to each row and score of the rubric.
- Create some sort of visual to display your score rankings. Rows and scores must be clearly labeled and explained. Get creative!
- Your rubric must include visuals, be neatly composed, and be visually appealing. Color is expected.

## AP Language Essay Scoring Rubric (For Reference)

### Row A: Thesis

1 The thesis responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.

0 There is no defensible thesis, or the intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent thesis, or there is a thesis, but it does not respond to the prompt.

### Row B: Evidence and Commentary

4 The essay makes textual references (direct quotes or paraphrases) that are relevant to the thesis AND provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.

3 The essay makes textual references (direct quotes or paraphrases) that are relevant to the thesis AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.

2 The essay makes textual references (direct quotes or paraphrases) that are relevant to the thesis AND Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.

1 The essay summarizes the plot/text without reference to a thesis OR Provides non-specific references to the text OR Provides references to the text that are vaguely relevant AND Provides little or no commentary.

0 The essay simply restates thesis (if present) OR Repeats provided information OR Provides examples that are generally irrelevant and/or incoherent

### Row C: Sophistication

1 The essay demonstrated sophistication of thought and/or develops a complex understanding of the rhetorical situation

0 The essay attempts to contextualize the text, but such attempts consist of predominantly sweeping generalizations. Only hints or suggests other arguments. It oversimplifies complexities in the text.

## SAMPLE:

### Row A: Thesis



#### **1 - Chocolate Chip Cookies**

- They may be simple, or they may be fancy, but they're delicious nonetheless! These cookies are just like a thesis--it might be simple or fancy, but it exists and serves a purpose nonetheless!



#### **0 - Raisin Cookies**

- There's NO point in eating a raisin cookie because everyone wants the raisins to be chocolate chips, just like there's NO point in writing an essay if there's no thesis because the reader will really want there to be one.

### Row B: Evidence and Commentary



#### **4 - S'mores Cookies**

- These cookies have everything you could ever want. They've got marshmallows. They've got chocolate. They've got graham cracker crumble, and IT'S A YUMMY COOKIE at the base of it all! A s'mores cookie essay has everything a reader could ever want. The writer has carefully chosen all the right parts--relevant quotes and paraphrases and then provided well-developed commentary--to bring it all together to create a cohesive essay that relates back to the thesis, just like this awesome cookie.



### 3 - M&M Cookies

● These cookies are pretty good--enjoyable even. Not only are you getting to eat a cookie, you're getting a little candy here and there also. Like these cookies, a 3 essay makes some textual references with commentary here and there, and it's good, but it may not be consistent or even. Some cookies/paragraphs have lots of good M&Ms/points while others may only have a few. Overall, they're pretty good, though, and they definitely get the job done.



### 2 - Premade Sugar Cookies

● You've made an effort here, but they can't be considered anything more than basic. Like these cookies, you've gone into the passage, sliced off a chunk, mentioned a few things about it, and threw it in the oven. You didn't even get the fun holiday ones with the design in the middle. Plain and boring, just like your basic essay!



### 1 - No Bake Peanut Butter Cookies

● Yeah, it's a cookie, but it's obvious that someone really didn't put much effort into it. They're basically falling apart. Like these cookies, you could call it an essay, but it's not an adequate effort, and you're definitely not placing in the baking competition that is the AP Exam in May.





### 0 - Cookie Fail

● We aren't even sure that this really is a cookie. There are traces of flour and sugar, but like a 0 level essay, nothing really came together here and no one really knows what's going on with it.

## Row C: Sophistication



### - Special Ordered Unicorn Cookies with Sparkles and Sprinkles

● These babies were ordered specially from an expensive bakery; they're shaped like unicorns and are so beautifully made that one just might expect it to come to life and gallop away. These are just like the elusive accomplishment of the sophistication point -- one just might expect the beautiful, flowing language to come right off the pages and inspire the masses with its intricate development, carefully chosen language, and well planned structure.



### 0 - Vanilla Sandwich Cookies

● They'll fill you up when you want a cookie, but they're nothing special -- just an average vanilla cookie. With a little practice and some new techniques, this cookie, like an essay, holds the potential to be improved and even worked into something special.

**Part IV**  
**Disney Synthesis and Argument Essay**

Disney movies are designed to give its viewers the “fairy tale ending” expected: Ariel marries Prince Eric; Nala finds Simba and brings him back to pride rock to rule the land as he was born to do; Prince Charming finds Cinderella, the shoe fits, and he frees her from her evil step-mother; Belle sees through the “beast” exterior then falls in love with and marries the Prince that he really is. The purpose of these stories is said to be a “moral lesson” to all those who watch.

However, considering time period, the original stories, and the other options available to the main characters of these movies, did Disney really give us the fairy tale ending that was in the best interest of the character? Did Disney truly teach us a moral lesson? Maybe Ariel should have stayed under the sea with the other mermaids and mermen. Perhaps Simba should have kept his “Hakuna Matata” lifestyle and not returned to Pride Rock. Maybe marrying the prince should not have been Cinderella’s solution to her problems with her step mother. It is possible that Belle would have been better off if she chose Gaston- the tall, dark, strong, and handsome “brute”?

**Assignment:**

Using your choice of Disney movie, argue whether we, the viewers, watched an ending that was in the best interest of the main character and/or taught the correct moral lesson. You must include specific details from the movie and use additional sources to support your argument. Be sure to include specific details about the time period the movie/story was based in and a thorough analysis of the characters as they were described and portrayed in the movie.