

Lake Braddock Secondary School
Eleventh Grade Advanced Placement English Summer Reading Assignment
2009

Assigned Book: *Nickel and Dimed*, by Barbara Ehrenreich (ISBN: 978-0-8050-8838-0).

Advanced Placement Language and Composition is an intensive, college-level, writing and literature class offered at Lake Braddock Secondary School. It is designed for those students with a genuine interest in reading complex writing, thinking analytically, and writing academically. We expect that you will have a **very strong** working knowledge of grammar when you arrive in class. We will have some early lessons on commonly confused words, comma usage, parts of speech, etc., but these will be in review form. If you have questionable grammar skills, take the opportunity this summer to build your skills. You will be tested on some of these skills early in the first quarter. Do not expect much review before we test. After we test grammar and punctuation skills, we know that you will use your knowledge correctly in all written work. Top grades achieved in English 11 AP will reflect precision in the standard rules for the language and its punctuation. And, as this is a college-level course, we expect that you will find all answers on your own without first trying to use the teacher as a “consultant” (e.g., spelling, punctuation rules, definitions, etc.)! Remember: A writer cannot hope to create a memorable impression – regardless of content – if his/her grammatical skills detract in some way from the reader’s focus.

"To be clear is the first duty of a writer; to charm and to please are graces to be acquired later."

- **Brander Matthews**

We would like to begin the school year with you already in an analytical mode. Your two-part assignment is as follows:

Part One: Skills for Testing

- Study the copy of the **AP Terminology** below. Anticipate a test on all terms attached to this handout. The test will be announced and be given early in the first quarter.
- Study the **Commonly Confused Words** list below. Anticipate a test on all terms. The test will be announced and be given early in the first quarter.

Part Two: Reading a Work of Non-Fiction

- Read *Nickel and Dimed*, by Barbara Ehrenreich (ISBN: 978-0-8050-8838-0). After reading, complete the following assignment:

NOTE: All work must be typed, size 12 font, double-spaced. **Hand-written work will not be accepted.**

- The heading for everything you submit in AP English should be in the following format (left margin):

Your name, first and last
 Your teacher’s name
 English 11 AP
 Date (September 4, 2009)

- Label each of the following sections in **bold font**. (Also remember to punctuate chapter titles correctly with quotation marks, not italics!) Each response – for a total of five – should be written in the form of one, well-developed paragraph. All work should demonstrate correct spelling, punctuation, and grammatical conventions.
- Your task is to **respond to/analyze each section of the book** according to these guidelines.
 1. When responding to the Introduction (“Getting Ready”), focus on how the author presents herself. Describe at least three ways in which she shows herself to be a **credible** person – someone the reader can trust to present the material in a fair and honest manner.
 2. When responding to sections one, two, and three, focus on the methods the author uses to develop the text, as well as the organization of the text. What does she want her reader to know/feel/understand, and how does she go about achieving this? In your analyses of these three sections, use **two direct quotes per section** for support – cited correctly – and explain how each supports Ehrenreich’s purpose in writing this book.
 3. When responding to the last section, “Evaluation,” focus on how the conclusions the author reaches further reveal her intentions/aims in writing this book. Who is her intended audience? (Who would be most likely to pay attention to this story?) Why might she have chosen the genre of non-fiction over some other genre for the presentation of this material?

Remember, these are the five sections of the book that you are analyzing:

1. “Introduction: Getting Ready”
2. “One. Serving in Florida” (two direct quotes incorporated into analysis)
3. “Two. Scrubbing in Maine” (two direct quotes incorporated into analysis)
4. “Three. Selling in Minnesota” (two direct quotes incorporated into analysis)
5. “Evaluation”

TIP: A correctly cited quotation would look like this...

“I sleep and wake up, sleep and wake up again, listen to the cars coming and going, watch the silhouettes move past my window” (153).

Notice where the period is!

- Be sure to have this assignment and your copy of the book with you on the first day of school.

If you have questions about this assignment over the summer, you may e-mail one of the 11 AP teachers for next year. We are:

- Ann Partlow – Ann.Partlow@fcps.edu
- Gail Farmer – Gail.Farmer@fcps.edu
- Anne Vance – Anne.Vance@fcps.edu

Remember, we are not in session during the summer, so your response may not come right away.

The AP team looks forward to working with you in the coming year!

Advanced Placement Terminology

- **1. anaphora** -- repetition of a word or words at the beginning of two or more successive verses, clauses, or sentences
- **2. aphorism** -- a brief, cleverly worded statement that makes a wise observation about life (e.g., "Good fences make good neighbors.")
- **3. asyndeton** -- The lack of a conjunction between coordinate words, phrases, or clauses (e.g., "We shall bear any price, bear any burden, meet any hardships, support any friend, oppose any foe to assure the survival and the success of liberty." Kennedy) (see "**polysyndeton**" for the opposite structure)
- **4. chiasmus** -- a reversal in the order of words in two otherwise parallel phrases, as in "He went to the country, to the town went she."
- **5. epistrophe** -- the repetition of a word or words at the end of two or more successive verses, clauses, or sentences, as in "I should do Brutus wrong, and Cassius wrong. ..."
- **6. loose sentence** -- a type of sentence in which the main idea (independent clause) comes first, followed by dependent grammatical units such as phrases and clauses. If a period were placed at the end of the independent clause, the clause would be a complete sentence. A work containing many loose sentences often seems informal, relaxed, and conversational.
- **7. metonymy** -- a figure of speech in which a person, place or thing is referred to by something closely associated with it (e.g., the use of "Washington" for the "United States" government or of the "sword" for "military power," and another example is: He is a man of the cloth.)
- **8. parallelism** -- keeping ideas of equal importance in similar grammatical form (acts as an organizing force to attract the reader's attention, add emphasis and organization, or simply provide a musical rhythm)
- **9. periodic sentence** -- a sentence that presents its central meaning in a main clause at the end. This independent clause is preceded by a phrase or clause that cannot stand alone. Fore example: "Ecstatic with my AP score, I let out a loud shout of joy!"
The effect of a periodic sentence is to add emphasis and structural variety.
- **10. polysyndeton** -- the repetition of a conjunction in a series of coordinate words, phrases, or clauses (e.g., ". . . it was dark and there was water standing in the street and no lights and no windows broke and boats all up in the town and trees blown down and every thing all blown . . ." Hemingway) (see "**asyndeton**" for the opposite structure)
- **11. predicate adjective** -- an adjective following a linking verb that describes the subject (e.g., "My boyfriend is tall, dark, and handsome."
The group of predicate adjectives --"tall, dark, handsome"-- describe "boyfriend.")
- **12. predicate nominative** -- a noun or pronoun that follows a linking verb and refers to the same person or thing as the subject of the verb
- **13. rhetorical question** -- a question that is asked merely for effect and does not expect a reply. The answer is assumed.
- **14. syllogism** -- a three- step form of reasoning that employs deduction. The first premise is a major premise the second is minor and they lead to a sound conclusion.
Major premise: All humans are mortal.
Minor premise: I am a human.
Conclusion: Therefore, I am mortal.
- ** 15. synecdoche (often considered a subclass of metonymy)** -- understanding one thing for another; the use of a part for the whole, or the whole for the part

Examples where a part of something is used to refer to the whole:

- "The hired *hands* [workers] are not doing their jobs."
- "His parents bought him a new *set of wheels* [car]."
- Similarly, "mouths to feed" for hungry people, "white hair" for an elderly person, "The Press" for news media.

Examples where the whole of something is used to refer to a part of it:

- "*The police* [on-duty police officers] came too late."
- "Use your *head* [brain] to figure it out."
- "*Michigan* [the government of Michigan] just passed a law addressing this problem."

Commonly Confused Words

a – indefinite article used before words with a consonant *sound*

an – indefinite article used before words with a vowel *sound*

Example: His clothes are *in a* heap.

I have *a* uniform that is similar.

He *is a* historian.

It is *an* honor to work here.

She is *an* idol of mine.

They live in *an* urban area.

Note: *It is the sound that determines usage, not the letter.*

alot - not standard usage

a lot – to describe a quantity of something

Example: You can say *a lot* with two words! (**Note the pun!**)

accept – to receive (verb)

except – excluding (preposition)

- to leave out (verb)

Example: The principal *accepted* the boy's story.

Should the military services *except* women from combat duty?

(preposition)

She *excepted* typing the works cited. (verb)

affect – to cause change in something (always a verb)

effect – something brought about by change (noun = result)

(verb = to produce)

Example: Decisions of the United States Supreme Court *affect* the lives of many people. (verb)

Some of the decisions *effect* great social change. (verb)

The *effects* of some court decisions *affect* us directly. (noun, then verb)

allusion – an indirect reference to something

illusion – a mistaken idea or a misleading appearance

Example: There are many biblical *allusions* in the novel *Moby Dick*.

David Copperfield doesn't practice magic, but rather he dazzles with *illusions*.

already – previously (adverb)

all ready – all are prepared (adjective)

Example: That child can read *already*.

We were *all ready* to go.

alumni – plural form for male graduates (*alumnus* is singular)

alumnae – plural form for female graduates (*alumna* is singular)

Example: Wayne, Bob, and Jack are *alumni* from the same graduating class.

Dana, Kathy, and I are *alumnae* of James Madison University.

amount – refers to a singular word (cannot count individually)

number – refers to a plural word (can count individually)

Example: There is a large *amount* of money in the vault.

I was surprised at the large number of *dollars* in his wallet.

assure – to make confident

ensure – to make certain something happens

insure – to buy insurance

Example: It is good to *assure* the customer that you can solve his problem.

I will *ensure* that the package arrives on time by mailing it early.

I always *insure* my car for the maximum it is worth.

at – Avoid using *at* after a construction beginning with *where*.

Example: Where does he live? NOT Where does he live *at*?

bad – is an adjective

badly – is an adverb

In standard English, only the adjective form should follow a linking verb.

Example: I feel *bad* for her. (Feel is a linking verb here; it does not mean touch. Thus, it is followed by an adjective.)
He was burned *badly* in the fire.

because – In formal situations, do not use the construction *reason . . . because*. Instead, use *reason . . . that*.

Example: Informal – The *reason* for the eclipse is *because* the moon has come between the earth and the sun.

Formal – The *reason* for the eclipse is *that* the moon has come between the earth and the sun.

beside – a preposition meaning “by the side of”

besides – can be a preposition or an adverb

as a preposition it means “in addition to”

as an adverb it means “moreover”

Example: He set the book *beside* his computer.

Besides (preposition) fringe benefits, the job offered a high salary.

I am not in the mood to go shopping; *besides* (adverb), I have an English test tomorrow.

between – used to compare only two items

among – used to compare more than two items

Example: I can hardly tell the difference *between* Kristen and Laura since they got the same haircut.

Among all of the classes, I find first period to be the easiest.

bring – to come carrying something (the action is toward the speaker)

take – to go carrying something (the action is away from the speaker)

Example: I will *bring* my Billy Joel CD’s when I come over.

Please *take* the salad when you go to the party.

complement – amount needed to complete/finish

compliment – to praise

Example: That hat *complements* that your outfit very well.

They are a good couple because his personality *complements* hers so well.

It made her day to hear that *compliment* about how well she does her job.

disinterested - impartial

uninterested – no interest whatsoever

Example: Everyone agreed with the calls made by the *disinterested* referee.

He was *uninterested* in taking the higher level of math.

e.g.- *exempli gratia*, meaning “for example”

i.e.- *id est*, meaning “that is”, “that is to say” “in other words”

Example: She should teach that essay with visuals (*e.g.*, a sample paper, posters with reminders and terminology, etc.)

I think the class would be better taught on our own time (*i.e.*, self-study).

emigrate – to leave a country for residence elsewhere

immigrate – to take residence in a country where one is not a native

Example: Thousands of people *emigrated* from Germany during the 1870’s.

Most of the German refugees *immigrated* to the United States.

every day – adverb telling “when”

everyday - adjective telling “what kind of”

Example: That grocery store has low prices *every day*.
I shop there for the *everyday* low prices.

farther – refers to physical distance

further – refers to additional time, quantity, or degree

Example: I ran *farther* today than I did yesterday.
I’ll study that chapter *further* after I get home.

fewer – quantities that can be individually counted

less – quantities that can’t be individually counted

Example: I have *fewer* dollars than she does.
I have *less* money than she does.

good – is an adjective

well – is nearly always an adverb (used as an adjective to indicate a state of health)

Example: That is a *good* book. (adjective)
They looked *good* in the game tonight. (adjective with a linking verb)
I did *well* on my exam. (adverb)
I don’t feel very *well*. (adjective with a linking verb)

hanged – done at criminal executions

hung – the past tense of hang; suspended

Example: The prisoner still proclaimed his innocence as he was *hanged*.
She *hung* the curtains, but didn’t like them once they were up.

healthful – activities or food that contribute to good health

healthy – in good physical condition

Example: I admire how she always eats *healthful* foods.
He’s really *healthy* even at his advanced age.

lie – to recline (intransitive verb – no action is transferred)

lay – to place something (transitive verb – transfers the action to an object)

Example: I am going to *lie* down.
I will *lay* the book on the table.

Principal Parts of *Lie* and *Lay*

Base Form	Present Participle	Past Tense	Past Participle
lie (recline)	(is) lying	lay	(have) lain
lay (place)	(is) laying	laid	(have) laid

like – comparison used when followed by a word or phrase (usually a preposition)

as – comparison used when followed by a clause (a conjunction)

Example: The animal looked *like* a snake. (The preposition *like* introduces a prepositional phrase)
It shed its skin *as* a snake does. (The conjunction *as* introduces a subordinate adverb clause.)

irregardless – *not a standard word*

regardless – without regard for objections

Example: *Regardless* (not *irregardless*) of whether or not it’s raining, you still need to take an umbrella.

medal – is an award

metal – is an element like iron or gold

meddle – means to interfere

mettle – a noun, refers to quality of character

Example: She won a gold *medal* at the Winter Olympics.

He said the *metal* in the bracelet was white gold, but it was actually silver.

I really don't like people to *meddle* in my business.

The brave soldier really showed his *mettle* on the battlefield when he went back under fire to get his wounded buddy.

of – Do not use *of* in place of the verb *have*.

Example: I should *have* (not *of*) gone to the store before the storm.

may – expresses permission or condition

can – expresses ability

Example: *May* I go to the rest room?

Can I apply to two colleges for early action?

principal – the most important, the main

principle – fundamental idea

Example: I hope you get the *principal* idea of the meeting.

My elementary school had a very good *principal*.

The *principles* taught in that philosophy class were strange to me.

raise – to lift (transitive)

rise – to go upward or to get up (intransitive)

Example: The nurse will *raise* the window. (action transfers to the window)

The sun will *rise* at 6 o'clock tomorrow morning. (no action transfers to any object)

real - means *actual*

very – is an adverb that intensifies the meaning of another word

really – is an adverb that intensifies the meaning of another word

Example: The suit is *very* (not *real*) nice.

We had a *really* (not *real*) great time at the park.

stationary – not moving

stationery – writing paper

Example: The bus hit several *stationary* cars before it slammed into the wall.

I'll write him a letter on my new *stationery*.

their – possessive pronoun of their

there – refers to place

they're – contraction of *they are*

Example: I like *their* house.

I have traveled *there* before.

I think *they're* a nice couple.

your – is a possessive pronoun

you're – is the contraction for *you are*

Example: I like *your* sweater.

You're a really good friend.

who – refers to persons only

which – refers to things only (and can introduce non-essential information)

that – may refer to either persons or things (and can introduce essential information)

Example: Isn't he the author *who* wrote only one volume of poetry?

Green refrigerators, ***which are not sold anymore***, were the best sellers of the '70's.

Library books ***that are lost or damaged*** must be paid for.

who – is the subject of the verb (subjective or nominative –as in subject-case)

whom – is the object of the preposition or direct object of the verb (objective –as in object- case)

Example: *Who* ordered this pizza?

Herman Melville, *whom* many believe to be America's greatest writer, was not financially successful from writing during his lifetime.

Note: A test to check whether or not you should use *who* or *whom* is to insert *he* and *him*. *He* usually – not always- works for *who*. *Him* – not always- works for *whom*.

who's – is the contraction for *who is*

whose – is the possessive pronoun

Example: *Who's* that kid on the sled?

I have a neighbor *whose* house is an architectural wonder!