

HOLIDAY HOMEWORK 假期作业

AP English Language and Composition

Exercise sheets, topic by topic.

每个单元：练习卷。

For class or self-study • no answer keys included.

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1 Who is speaking, to whom, and why – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
rhetorical situation	修辞情境	_____
exigence	触发缘由	_____
subject	主题	_____
purpose	目的	_____

Recall

- You write differently to a teacher than to a friend.
- You have noticed an advertisement trying to make you feel something.
- You know a text written for one group can annoy another.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The rhetorical situation

Every text has a writer, an audience, a purpose, a subject and a context. Together these are the **rhetorical situation** 修辞情境, and changing any one of them changes what the writer can say.

Worked example. A speech for supporters can assume agreement; the same argument for opponents must first establish common ground.



The **exigence** 触发缘由 is the thing that made the text necessary now. Identifying it explains the writer's urgency and often the whole shape of the argument.

Worked example. A letter written the day after a factory closes has an exigence the same letter written a year later does not.

■ 3 Purpose is not subject

The **subject** 主题 is what a text is about; the **purpose** 目的 is what the writer wants it to accomplish. Two texts on one subject can have opposite purposes.

Worked example. Two articles about a new road: one persuades readers to support it, the other to object.

Watch out: "To inform the reader" is almost never a useful statement of purpose. Ask what the writer wants the reader to *do or believe* that they did not before.

Practice

2.1 Name the five elements of the rhetorical situation. [2]

2.2 Define exigence. [1]

2.3 Explain how identifying the exigence helps a reader. [2]

2.4 Distinguish subject from purpose. [2]

2.5 State why "to inform the reader" is a weak statement of purpose. [2]

2.6 A speech is delivered to opponents rather than supporters. State one thing that must

change.

[1]

1 Claims, evidence, and what counts as support – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
claim	论断	_____
Evidence	证据	_____
Commentary	评述	_____

Recall

- You have been asked "how do you know?" and had no answer.
- You know a number can make a statement sound more convincing.
- You have read a paragraph that gave examples but proved nothing.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 What a claim is

A **claim** 论断 is a statement that requires support. If nobody could reasonably disagree, it is a fact rather than a claim, and it needs no argument.

Worked example. "The road is 6 km long" is a fact; "the road was a mistake" is a claim.

■ 2 Evidence and its relevance

Evidence 证据 supports a claim only if it bears on that claim. Relevant evidence for one claim is decoration for another, and a paragraph full of accurate detail can still support nothing.

Worked example. Traffic figures support a claim about congestion; they do not support a claim about the road's beauty.

■ 3 Commentary

Commentary 评述 is the writer's explanation of how the evidence supports the claim. Without it the reader must supply the link themselves, and they may supply a different one.

Worked example. After a statistic, the sentence beginning "this shows that..." is where the argument is actually made.

Watch out: Adding more evidence never repairs missing commentary. Three unexplained facts support a claim no better than one.

Practice

2.1 Define a claim. [1]

2.2 State the test that distinguishes a claim from a fact. [2]

2.3 Explain what makes evidence relevant. [2]

2.4 Define commentary. [1]

2.5 Explain what happens when commentary is missing. [2]

2.6 Explain why adding evidence does not repair missing commentary. [2]

2 Writing for an audience you can describe – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
audience	受众	_____
assumption	预设	_____

Recall

- You have simplified an explanation for a younger listener.
- You know an argument can insult the people it is trying to persuade.
- You have skipped a text because it seemed not to be for you.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Describing an audience

An **audience** 受众 is described by what it already believes, what it already knows, and what it wants. All three change what a writer must supply.

Worked example. An audience that already agrees needs evidence for *how much*, not for *whether*.

■ 2 Adapting without pandering

Adapting means choosing which evidence and which vocabulary will reach this audience. It does not mean saying what they want to hear, which loses the argument's point.

Worked example. A doctor explaining a treatment to a patient chooses plainer words, not a different diagnosis.

■ 3 Assumptions

Every argument rests on something the writer expects the audience to grant without proof. Identifying that **assumption** 预设 is often the fastest way to see why an argument fails with a particular group.

Worked example. An argument for a new stadium assumes the reader values the sport; someone who does not will reject it before the evidence.

Watch out: "General audience" is not an audience. If you cannot say what the readers believe and want, you cannot say whether the argument suits them.

Practice

2.1 State the three things an audience is described by. [3]

2.2 Explain what an audience that already agrees needs. [2]

2.3 Distinguish adapting from pandering. [2]

2.4 Define an assumption in an argument. [1]

2.5 Explain why identifying an assumption reveals why an argument fails. [2]

2.6 State why "a general audience" is not a usable description. [1]

2 Thesis statements that do work – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
thesis	论点	_____
defensible	可辩护的	_____

Recall

- You have written an introduction that announced what you would discuss.
- You know a title is not an argument.
- You have read an essay and been unsure what it was arguing.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A thesis is a claim

A **thesis** 论点 states the position the essay defends. Announcing a topic - "this essay examines the causes" - names a subject and takes no position.

Worked example. "This essay examines the causes of the flood" announces; "the flood was caused by decisions taken years earlier" argues.

■ 2 Defensibility

A thesis must be **defensible** 可辩护的 - arguable with evidence and disputable by a reasonable reader. A thesis nobody could dispute needs no essay.

Worked example. "Pollution is bad" is not defensible because there is no opposing position to defend against.

■ 3 Scope

A thesis must be narrow enough to defend in the space available. Narrowing means attaching the claim to something specific, not adding qualifications until it says nothing.

Worked example. "Cities should reduce car use" is too wide; "this city's bus subsidy did more than its cycle lanes" can be defended.

Watch out: Adding "in some ways" and "to an extent" does not narrow a thesis; it weakens it. Narrowing means being more specific about what is claimed, not less committed to it.

Practice

2.1 State the difference between announcing a topic and stating a thesis. [2]

2.2 Define a defensible thesis. [2]

2.3 Explain why "pollution is bad" is not defensible. [2]

2.4 State what narrowing a thesis means. [2]

2.5 Explain why adding "to an extent" does not narrow a thesis. [2]

2.6 Rewrite "this essay examines the causes of the flood" as a thesis. [1]

3 Reasoning: the order that makes an argument – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
line of reasoning	推理线索	_____
method of development	展开方式	_____
topic sentence	主题句	_____

Recall

- You have followed a set of directions where one step depended on the last.
- You know a list of reasons is not the same as an argument.
- You have lost track of what a long paragraph was proving.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A line of reasoning

A **line of reasoning** 推理线索 is the sequence of claims that leads from the thesis to the conclusion. Each claim should follow from the one before, so the order carries meaning.

Worked example. If two paragraphs can be swapped with nothing lost, they were a list rather than a sequence.

■ 2 Methods of development

A **method of development** 展开方式 is the pattern a writer uses to organise material - narration, comparison, cause and effect, definition, classification. The method should follow from what the argument needs.

Worked example. An argument about why something happened is naturally organised by cause and effect, not by comparison.

■ 3 Topic sentences

A **topic sentence** 主题句 states the paragraph's claim and shows how it follows from the previous one. The second job is what turns paragraphs into reasoning.

Worked example. "Because the drainage was already failing, the second decision mattered more than the first" both claims and connects.

Watch out: A method of development is a tool, not a template. Choosing comparison because it is familiar, when the argument is about causes, forces the material into the wrong shape.

Practice

2.1 Define a line of reasoning. [2]

2.2 State the test for whether paragraphs form a sequence. [2]

2.3 Name three methods of development. [3]

2.4 State the two jobs of a topic sentence. [2]

2.5 Explain why the method should follow from the argument. [2]

3 Evidence chosen for a reason – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Sufficiency	充分性	_____

Recall

- You have used a quotation because it was the one you could find.
- You know one strong example can beat five weak ones.
- You have seen a statistic used to prove something it did not measure.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Purposeful selection

Evidence should be chosen for the job the paragraph needs done - to illustrate, to qualify, to establish scale. Choosing the most available evidence rather than the most apt is the commonest weakness in a timed essay.

Worked example. To show that a problem is widespread, a national figure does more than a vivid single case.

■ 2 Sufficiency

Sufficiency 充分性 depends on quantity and quality together. Many weak examples do not add up to strong support, and one apt example may be enough for a modest claim.

Worked example. One well-explained case supports a claim about what is possible; it does not support a claim about what is typical.



The commonest failure is evidence that is true, interesting, and about something slightly different from the claim. Check that the evidence measures what the claim asserts.

Worked example. A rise in reported incidents may show better reporting rather than more incidents.

Watch out: Never let a good quotation choose the claim. Decide what the paragraph must establish, then find evidence that establishes it.

Practice

2.1 State what evidence should be chosen for. [2]

2.2 Define sufficiency. [2]

2.3 Explain why one apt example can be enough. [2]

2.4 A rise in reported incidents is used to prove a rise in incidents. State the problem. [2]

2.5 State the rule about letting a quotation choose the claim. [2]

4 Beginnings and endings that earn their place – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Development	展开	_____

Recall

- You have written an introduction that repeated the question.
- You know a conclusion that only summarises adds nothing.
- You have read an opening that made you want to continue.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 What an introduction does

An introduction establishes the exigence, orients the reader, and states the thesis. Restating the prompt does none of the three.

Worked example. "Since the closure was announced last week..." orients and supplies the exigence in one clause.

■ 2 What a conclusion does

A conclusion should say what follows from the argument - the consequence, the limit, or the question it opens. Repeating the thesis in different words uses the space and adds nothing.

Worked example. "If this is right, the same decision is being made again in three other towns" extends rather than repeats.



Development 展开 means the argument gains something in each paragraph. An essay that states its thesis four times in four paragraphs has length without development.

Worked example. Four paragraphs that each add a different kind of support develop; four that restate the same point do not.

Watch out: A conclusion is not a summary. In a short essay the reader has not forgotten your argument, so restating it is the least useful thing the final paragraph could do.

Practice

2.1 State the three things an introduction should do. [3]

2.2 Explain why restating the prompt is not an introduction. [2]

2.3 State three things a conclusion can do instead of summarising. [3]

2.4 Define development. [1]

2.5 Explain why four paragraphs restating one point lack development. [2]

4 Coherence: making the joins visible – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Coherence	连贯	_____
transition	过渡	_____

Recall

- You have read a paragraph that jumped without warning.
- You have used "furthermore" without thinking about what it claimed.
- You know a clear essay is easier to disagree with, not harder.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Coherence at three levels

Coherence 连贯 works between clauses in a sentence, between sentences in a paragraph, and between paragraphs in an essay. A failure at any level makes the argument hard to follow.

Worked example. A paragraph whose sentences are each clear can still be incoherent if they do not follow one another.

■ 2 Transitions name relationships

A **transition** 过渡 tells the reader what relationship holds between two ideas. If the relationship does not exist, the transition is a false signal.

Worked example. "However" promises a contrast; if the second sentence agrees with the first, the reader is misdirected.

■ 3 Coherence is arrangement

Transitions cannot create a connection that the arrangement does not contain. If an essay is hard to follow despite many transitions, the order is wrong.

Worked example. Reordering two paragraphs often removes the need for the transition that was holding them together.

Watch out: Test each transition by asking what relationship it claims and whether the two ideas actually stand in it. Most weak transitions are claiming a link that is not there.

Practice

2.1 Name the three levels at which coherence works. [3]

2.2 State what a transition tells the reader. [1]

2.3 Explain what happens when a transition names a relationship that does not exist.[2]

2.4 An essay is full of transitions and hard to follow. State the likely problem. [2]

2.5 State the test to apply to each transition. [2]

5 Style: the choices that carry an attitude – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Diction	用词	_____
Syntax	句法	_____
Tone	语气	_____

Recall

- You have noticed that a short sentence lands harder than a long one.
- You know two words can mean the same thing and feel different.
- You have read something polite that was clearly angry.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Diction

Diction 用词 is word choice. Words with the same denotation can carry opposite attitudes, and the choice is where a writer's position often shows before it is stated.

Worked example. "Thrifty" and "stingy" describe the same behaviour and judge it oppositely.

■ 2 Syntax

Syntax 句法 is sentence construction. A long sentence accumulates; a short one stops. Placing the important idea last gives it weight; burying it in a subordinate clause takes weight away.

Worked example. "Although the plan failed, the costs were recovered" weights the recovery; reversing the clauses weights the failure.

■ 3 Tone

Tone 语气 is the attitude conveyed toward the subject or audience. It is produced by diction and syntax together, not chosen separately from them.

Worked example. A writer who calls a proposal "ambitious" and uses short flat sentences conveys scepticism without stating it.

Watch out: Naming a device earns nothing. "The writer uses diction" is true of every text ever written; what matters is which words, and what they do.

Practice

2.1 Define diction and syntax. [2]

2.2 "Thrifty" and "stingy" describe the same behaviour. Explain what the choice reveals. [2]

2.3 State what placing an idea in a subordinate clause does to it. [2]

2.4 Define tone and state what produces it. [2]

2.5 Explain why "the writer uses diction" earns nothing. [2]

5 Organisation and the reader's expectations – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
concession	让步	_____

Recall

- You know a recipe lists ingredients before steps for a reason.
- You have read an argument that answered your objection before you raised it.
- You know where you expect a conclusion to appear.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Arrangement creates expectation

Readers expect certain things in certain places - a position early, support in the middle, a consequence at the end. Departing from that is possible and must be deliberate.

Worked example. An essay that withholds its thesis until the last paragraph can work, but only if the delay is doing something.

■ 2 Answering objections

Placing a **concession** 让步 before the objection arises is stronger than answering it afterwards. It shows the writer has already considered it.

Worked example. "Buses are slower than driving - which is why the subsidy targets frequency, not speed" defuses the objection while making the point.



Where the reader is hostile, opening with the least disputed point builds ground to stand on. Where the reader is friendly, opening with the strongest point uses their attention while it is highest.

Worked example. The same three arguments are ordered differently for a supportive and a sceptical audience.

Watch out: There is no single correct order. The order follows from the audience and the purpose, which is why the rhetorical situation of Unit 1 keeps returning.

Practice

2.1 State three things readers expect in certain places. [3]

2.2 Define a concession and state where it is strongest. [2]

2.3 Explain how a concession strengthens an argument. [2]

2.4 State how ordering should differ for a hostile and a friendly audience. [2]

2.5 Explain why there is no single correct order. [2]

6 Stylistic choices and the argument they carry – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
choice	选择	_____
Hedging	弱化表达	_____

Recall

- You have written a sentence that sounded right and could not say why.
- You know repetition can be emphasis or clumsiness.
- You have noticed a writer's confidence in how they phrase a claim.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Choices, not features

A stylistic **choice** 选择 implies an alternative that was rejected. Analysing style means naming what else the writer could have written and what the actual wording gains.

Worked example. "The plan collapsed" instead of "the plan did not succeed" gains suddenness and assigns no agent.

■ 2 Repetition

Repetition emphasises when the repeated element is doing work and irritates when it is not. The test is whether the second occurrence adds something the first did not.

Worked example. Repeating a phrase at the start of three sentences builds; repeating a noun because no synonym came to mind does not.

■ 3 Hedging and confidence

Hedging 弱化表达 - "perhaps", "it could be argued" - lowers the strength of a claim. Used deliberately it signals appropriate caution; used from nervousness it makes an argument sound unbelievable by its own writer.

Worked example. "This may possibly suggest" concedes so much that the reader cannot tell what is being claimed.

Watch out: Precision is not the same as confidence. "Most of the increase" is precise; "perhaps some of the increase, in a sense" is neither precise nor confident.

Practice

2.1 Explain what makes something a stylistic choice rather than a feature. [2]

2.2 State the test for whether repetition is working. [2]

2.3 Define hedging. [1]

2.4 State when hedging helps and when it harms. [2]

2.5 Distinguish precision from confidence. [2]

2.6 "The plan collapsed" replaces "the plan did not succeed". State one thing it gains. [1]

6 Reading a text's argument and its method together – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You have agreed with an argument and disliked how it was made.
- You know a fair-sounding text can be one-sided.
- You have spotted an example chosen because it suited the writer.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Two questions at once

A rhetorical analysis asks both *what is being argued* and *how*. Answering only the first is summary; answering only the second is a list of devices.

Worked example. Saying an author argues for the subsidy is summary; saying they open with the objection to disarm resistance is analysis.

■ 2 Selection as argument

What a writer includes and omits is itself a rhetorical choice. A text that discusses only the costs of a proposal has made an argument through selection before making one through claims.

Worked example. An article listing five drawbacks and no benefits has taken a position without stating one.

■ 3 Evaluating fairly

Analysing a text is not agreeing or disagreeing with it. The task is to describe accurately what the writer does and how it works on the intended audience.

Worked example. You can show precisely how a persuasive technique works while thinking the conclusion wrong.

Watch out: A rhetorical analysis that spends its space saying whether the author is right has answered a different question. Describe the machinery, not the verdict.

Practice

2.1 State the two questions a rhetorical analysis asks. [2]

2.2 Explain the difference between summary and analysis here. [2]

2.3 Explain how selection makes an argument. [2]

2.4 State what analysing a text is not. [2]

2.5 Explain why you can analyse a text you disagree with. [2]

7 Qualifying an argument without weakening it – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
qualify	限定	_____
concession	让步	_____
rebuttal	反驳	_____

Recall

- You have argued with someone who admitted nothing and convinced nobody.
- You know "always" and "never" invite a counter-example.
- You have been more persuaded by someone who conceded a point.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Qualification

To **qualify** 限定 a claim is to state the conditions under which it holds. A qualified claim is harder to refute, because the obvious counter-examples have already been placed outside it.

Worked example. "Subsidies work where the service is already frequent" survives the case of an infrequent service; "subsidies work" does not.

■ 2 Concession

A **concession** 让步 grants a point to the other side. It costs the argument nothing that was not already true and buys the reader's trust.

Worked example. Granting that the scheme is expensive lets the writer argue about value rather than deny an evident fact.

■ 3 Rebuttal

A **rebuttal** 反驳 answers the objection after conceding what is true in it. Concession without rebuttal abandons the argument; rebuttal without concession sounds evasive.

Worked example. "It is expensive - and the alternative costs more over ten years" concedes and rebuts in one sentence.

Watch out: Qualification is not hedging. A qualified claim states exactly where it holds; a hedged claim states nothing definite anywhere.

Practice

2.1 Define qualification and state what it achieves. [2]

2.2 Define concession and state what it buys. [2]

2.3 Define rebuttal. [1]

2.4 Explain what happens with concession but no rebuttal. [2]

2.5 Distinguish qualification from hedging. [2]

2.6 Qualify the claim "subsidies work". [1]

7 Sentences that do what you meant – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
misplaced modifier	修饰语错位	_____

Recall

- You have written a sentence and found the reader took it differently.
- You know a misplaced word can change who did what.
- You have used a semicolon and not been sure it was right.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Main and subordinate

The main clause carries what the sentence asserts; a subordinate clause carries what is assumed or conceded. Putting your point in a subordinate clause tells the reader to weight it less.

Worked example. "Although costs rose, the scheme succeeded" asserts success; "although the scheme succeeded, costs rose" asserts the cost.

■ 2 Modifiers

A modifier attaches to what it sits next to. A **misplaced modifier** 修饰语错位 attaches to the wrong thing and produces a sentence the writer did not mean.

Worked example. "Running for the bus, the rain soaked him" says the rain was running.



Punctuation states relationships. A semicolon claims that two clauses are balanced and closely related; a colon promises that what follows explains or lists.

Worked example. "The plan failed: the funding never arrived" promises an explanation and delivers one.

Watch out: Grammar rules matter here because they change meaning, not because they are polite. Every one of these errors makes the reader understand something other than what you meant.

Practice

2.1 State what the main clause and a subordinate clause each carry. [2]

2.2 "Although the scheme succeeded, costs rose." State what this sentence asserts. [2]

2.3 Define a misplaced modifier. [1]

2.4 "Running for the bus, the rain soaked him." State the error. [2]

2.5 State what a semicolon claims and what a colon promises. [2]

2.6 Explain why these rules change meaning rather than only correctness. [2]

8 Tone and the audience it assumes – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Irony	反讽	_____

Recall

- You have read something that assumed you already agreed.
- You know sarcasm can persuade one reader and lose another.
- You have noticed a writer being careful not to sound angry.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Tone reveals the assumed audience

A text's tone tells you who the writer thinks they are speaking to. Contempt for opponents assumes an audience that shares it; patient explanation assumes one that does not yet agree.

Worked example. An article that mocks the other side is written for people already on this side.

■ 2 Irony

Irony 反讽 says one thing and means another, relying on the audience to see the gap. It is efficient with a knowing audience and completely fails with an audience that takes it literally.

Worked example. "A brilliant plan, if the goal was to empty the town" depends on the reader seeing that no praise is intended.

■ 3 Adjusting tone

Tone should be chosen from the rhetorical situation, not from how the writer feels. A justified anger expressed as anger may lose exactly the readers who could be persuaded.

Worked example. The same complaint written coldly and factually reaches an official who would dismiss an angry letter.

Watch out: Irony is a risk, not a decoration. If any part of the intended audience might take it literally, it does the opposite of what was meant.

Practice

2.1 State what a text's tone reveals about its audience. [2]

2.2 Define irony. [1]

2.3 Explain why irony fails with some audiences. [2]

2.4 State what tone should be chosen from. [2]

2.5 Explain why justified anger may be the wrong tone. [2]

2.6 State the risk of using irony. [1]

8 Sentence craft under time pressure – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You have run out of time and left an essay unfinished.
- You know your first sentence is usually not your best.
- You have spent five minutes on an opening and rushed the argument.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Plan the reasoning, not the sentences

Under time pressure, planning should produce the *sequence of claims*, not polished wording. Sentences can be written once; a wrong order costs the whole essay.

Worked example. Three claims in the right order, plainly written, outscore two elegant paragraphs and no conclusion.

■ 2 Front-load the argument

State the thesis early and make each topic sentence carry a claim. A reader who runs out of your essay should still know what you argued.

Worked example. If the last paragraph is missing, an essay whose claims are in its topic sentences still shows its reasoning.

■ 3 Revise what changes meaning

With minutes left, fix unclear pronouns, missing verbs and misplaced modifiers before word choice. Those errors change what the sentence says; a plain word does not.

Worked example. Correcting "this shows" to "this rise shows" is worth more than replacing "big" with "substantial".

Watch out: Elegance is the last thing to add and the first thing to sacrifice. An essay that is clear and complete beats one that is beautiful and unfinished.

Practice

2.1 State what planning should produce under time pressure. [2]

2.2 Explain why a wrong order costs more than plain wording. [2]

2.3 State what each topic sentence should carry and why. [2]

2.4 Name two errors to fix first with minutes remaining. [2]

2.5 Explain why those errors matter more than word choice. [2]

9 Putting an argument together – Part 1

Name: _____ Class: _____ Date: _____

Recall

- You have written an essay that was three good paragraphs and no argument.
- You know an essay can be correct and unpersuasive.
- You have finished a piece and not been sure what it proved.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The whole shape

A complete argument has a defensible thesis, a line of reasoning, evidence with commentary, and a conclusion that says what follows. Missing any one leaves the others doing work they cannot do.

Worked example. Strong evidence with no line of reasoning is a collection of facts about the topic.

■ 2 Checking the joins

Read only the thesis and the topic sentences. If they form an argument on their own, the essay has a structure; if they are a list of subjects, it does not.

Worked example. "X happened. The cause was Y. Y also explains Z. So the usual account is wrong" reads as an argument without any of the evidence.

■ 3 Sophistication

The strongest essays place the argument in a wider context, take a rival reading seriously, or make a distinction the prompt did not supply. All three add something the prompt did not ask for and the argument needed.

Worked example. Noticing that two of your own examples pull in opposite directions, and explaining why, is worth more than a third example.

Watch out: Sophistication is not longer words or more devices. It is doing something with the argument that a competent but ordinary answer would not have thought to do.

Practice

2.1 Name the four parts of a complete argument. [2]

2.2 State the test using only the thesis and topic sentences. [2]

2.3 Explain what strong evidence without a line of reasoning amounts to. [2]

2.4 Name two things the strongest essays do. [2]

2.5 State what sophistication is not. [2]

9 The three tasks and what each rewards – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
synthesis	综合	_____

Recall

- You know the three essay types ask for different things.
- You have used the wrong approach on a task and lost marks for good writing.
- You know the sources in a synthesis question are given for a reason.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Synthesis

A **synthesis** 综合 essay argues a position using provided sources. The sources support your argument; the essay is not a report on what they say.

Worked example. Using two sources to establish one of your claims is synthesis; summarising six sources in turn is not.

■ 2 Rhetorical analysis

A rhetorical analysis explains **how** a text achieves its purpose for its audience. It does not evaluate whether the argument is right.

Worked example. Explaining why the writer opens with a concession is analysis; saying the writer is correct is not.

■ 3 Argument

An argument essay defends your own position on a question, with your own evidence. The evidence may come from anywhere you know well - history, reading, observation

- provided it is specific.

Worked example. A precisely described historical case supports an argument; "throughout history, people have..." supports nothing.

Watch out: The commonest and most expensive error is writing the wrong essay: summarising sources in a synthesis, evaluating the argument in an analysis, or analysing style in an argument essay.

Practice

2.1 State what a synthesis essay does with its sources. [2]

2.2 State what a rhetorical analysis explains and what it does not. [2]

2.3 State what an argument essay defends and with what. [2]

2.4 Explain why "throughout history, people have..." supports nothing. [2]

2.5 Name the wrong-essay error for each of the three tasks. [3]
