

Exercise walk-through

2.1

Understanding an audience's beliefs and needs

AP English Language and Composition

Each appeal reaches for something different in the reader

Complete practice situation — an evening library trial

Recommend whether the principal should try one evening library session each week for four weeks. Consider access, staffing and cost.

Survey	18 of 30 volunteer respondents say they would attend.
One response	"I share a room and need somewhere quiet.
Unknown	Staffing and transport costs have not been checked.

All evidence here is fictional teaching material. Do not report it as a real survey or AP question.

Appeals: target and limits

The modes of persuasion - and what each one reaches for

ETHOS	PATHOS	LOGOS
writer's credibility	emotions and values	reasoning and evidence
reaches for the audience's trust in who is speaking	reaches for what the audience already values	reaches for the audience's sense of what follows
<i>can fail if the claimed credibility is unsupported</i>	<i>fails when the feeling is not tied to the claim</i>	<i>fails when evidence is present but the reasoning is not</i>

An answer that names the appeal has labelled it. Explain the wording, target and connection to the purpose.

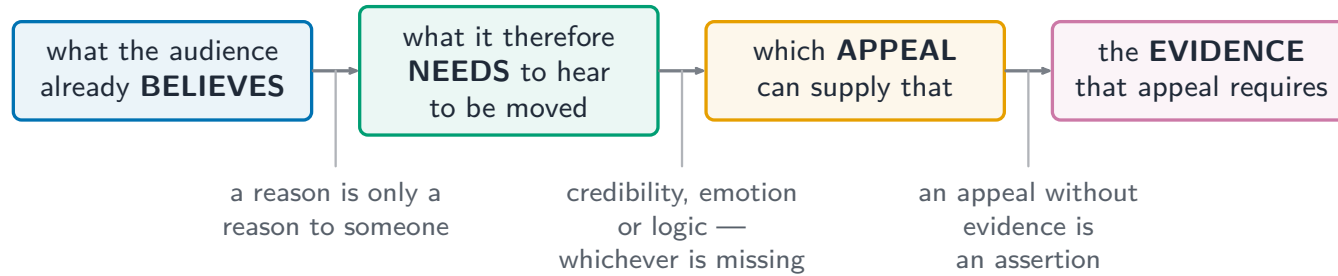
To achieve a purpose, writers make choices in an attempt to **relate to an intended audience's emotions and values**.

Understanding an Audience's Beliefs and Needs

Principal	May need staffing, cost and safe-travel information before approving a trial.
Students	May value a quiet place and need clear times and access arrangements.
Perceptions	These are audience hypotheses to check, not proof that every person has the same priorities.

The same evidence can serve different readers; explain how wording and emphasis address this audience.

From audience to appeal



The audience comes **first**. Check its needs alongside purpose and context, then explain why the selected evidence matters

Exercises 2.1·2.2

2.1 State two things a text reveals about its audience. [2]

2.2 Explain the difference between accommodating and challenging an audience's belief. [2]

Exercises 2.1·2.2

2.1 State two things a text reveals about its audience. [2]

2.1

- what is assumed without argument shows what they already believe; what is explained at length shows what they do not

2.2 Explain the difference between accommodating and challenging an audience's belief. [2]

2.2

- accommodating starts from shared ground and moves the audience gradually; challenging confronts the belief directly

Exercise 2.3 (a)

2.3 A writer spends a paragraph explaining a term and assumes another without comment.

(a) State what this tells you about the audience.

[1]

Exercise 2.3 (a)

2.3 A writer spends a paragraph explaining a term and assumes another without comment.

(a) State what this tells you about the audience.

[1]

(a)

- they know the assumed term but not the explained one

Exercise 2.3 (b)

2.3 A writer spends a paragraph explaining a term and assumes another without comment.

(b) State how you would cite it as evidence.

[1]

Exercise 2.3 (b)

2.3 A writer spends a paragraph explaining a term and assumes another without comment.

(b) State how you would cite it as evidence.

[1]

(b)

- quote or name both, and state the inference each supports

Exercises 3.1-3.2

3.1 A speech opens by praising the audience's past record. This is most likely intended to [1]

☐

A attack their beliefs

B establish shared ground before a difficult claim

C conclude the argument

D define a technical term

3.2 A writer's decision to explain a concept at length suggests the audience [1]

☐

A already accepts it

B is unfamiliar with it

C rejects the writer

D is specialist

Exercises 3.1-3.2

3.1 A speech opens by praising the audience's past record. This is most likely intended to [1]

- ☐ **A** attack their beliefs
B establish shared ground before a difficult claim
C conclude the argument
D define a technical term

3.1 B

- shared ground is established before the audience is asked to move

3.2 A writer's decision to explain a concept at length suggests the audience [1]

- ☐ **A** already accepts it
B is unfamiliar with it
C rejects the writer
D is specialist

3.2 B

- explanation is supplied where knowledge is not assumed

Exercise 3.3 (a)

3.3 A politician addresses a conference hall but knows the speech will be broadcast.

(a) State one effect on what can be said.

[1]

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[1]

(a)

- claims that would be acceptable in the hall may be risky in public

Exercise 3.3 (b)

3.3 A politician addresses a conference hall but knows the speech will be broadcast.

(b) Explain how the two audiences might pull in different directions. [2]

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(b)

- the immediate audience rewards partisan warmth while the wider audience rewards restraint, so the speech must satisfy both at once