

7. Qualifying Arguments, Syntax, and Conventions

Starter Quiz ·

AP English Language and Composition

Name: _____ Score: _____

1. The test for whether a conclusion has been earned is...
 - ☐ does it repeat the thesis?
 - ☐ does it quote a source?
 - ☐ is it long enough?
 - ☐ could it have opened the essay?
2. If you run short of time, you should...
 - ☐ let the conclusion go rather than lose commentary
 - ☐ cut a body paragraph entirely
 - ☐ write a one-word conclusion
 - ☐ cut commentary to write a conclusion
3. Effective arguments avoid absolute terms mainly because...
 - ☐ absolute claims are always false
 - ☐ absolute claims are impolite
 - ☐ arguments are part of an ongoing discourse
 - ☐ they take too long to write
4. Narrowing a claim further than your evidence requires...
 - ☐ is always safer
 - ☐ has no effect
 - ☐ earns the sophistication point
 - ☐ gives away ground you could have held
5. Subordination is used to illustrate...
 - ☐ imbalance between ideas
 - ☐ that an idea is false
 - ☐ the length of a sentence
 - ☐ balance between ideas
6. The end of a sentence is a position of emphasis.
 - ☐ True ☐ False

7. The CED says punctuation advances the argument.

☐ True ☐ False

8. Emphasis is relative, so a second italicised word in a paragraph weakens the first.

☐ True ☐ False

9. Select **all** the jobs the CED permits a conclusion.

☐ explain its significance

☐ situate it in a broader context

☐ apologise for what was left out

☐ present the thesis

Tick every correct option.

10. An essay that ends twice has two chances to finish strongly.

☐ True ☐ False

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1. **could it have opened the essay?**

Summary fails automatically – it is available before the essay is written.

2. **let the conclusion go rather than lose commentary**

A missing conclusion costs part of one point; missing commentary costs part of four.

3. **arguments are part of an ongoing discourse**

Others have argued about this before you; an absolute claim implies nobody saw anything.

4. **gives away ground you could have held**

The target is the claim that exactly matches what you can defend.

5. **imbalance between ideas**

The CED is explicit: coordination = balance, subordination = imbalance.

6. **True**

A sentence that ends on a qualification buries its own point.

7. **True**

It is the CED's own phrase, and it means punctuation is analysable as argument.

8. **True**

If everything is emphasised, the reader cannot tell what mattered.

9. **explain its significance; situate it in a broader context; present the thesis**

There is no permitted job of apologising for the essay's limits.

10. **False**

Ending twice **weakens both endings** – stop after the second sentence.