

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

- ☐ 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

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.