

Week 11

AP English Language and Composition

Homework bundle for this week

本周作业合集

exercises.lol

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AP English Language and Composition

Name: _____ Score: _____

1. An introduction must state the thesis.
☐ True ☐ False
2. "In this essay I will argue that..." is best described as...
☐ a strong thesis
☐ a label announcing an argument rather than making one
☐ required by the rubric
☐ a method of development
3. The CED requires a thesis statement to list the reasons the essay will give.
☐ True ☐ False
4. The thesis should be written...
☐ before reading the sources
☐ after you know what your evidence supports
☐ last, after the conclusion
☐ in the second body paragraph
5. A comparison paragraph fails most often because the writer omits...
☐ the second subject
☐ the category of comparison
☐ the conclusion
☐ a quotation
6. In a comparison paragraph, the category of comparison should appear...
☐ at the end
☐ before either subject
☐ in the conclusion
☐ only if the subjects are similar
7. The weakest conclusion is one that...
☐ explains the argument's significance
☐ re-lists what the essay already said

☐ situates the argument in a broader context

☐ presents the thesis in earned language

8. A longer introduction generally improves a timed AP essay.

☐ True ☐ False

9. A thesis is specific enough when you can name a paragraph it _____ out.

10. An argument about what counts as *success* is developed through _____.

AP English Language and Composition

1. **False**

It **may**; the CED lists orienting the reader, establishing exigence and gaining attention as its jobs.

2. **a label announcing an argument rather than making one**

It costs a sentence the body needed and takes no position of its own.

3. **False**

It says a thesis **may** preview the reasoning and is **not required** to list reasons.

4. **after you know what your evidence supports**

It appears first but should be written near the end of planning.

5. **the category of comparison**

Without a stated category, the paragraph is two descriptions side by side.

6. **before either subject**

The category tells the reader what both subjects are about to be measured on.

7. **re-lists what the essay already said**

It uses the most memorable position for the least new information.

8. **False**

Four of the six points live in the body; sentences spent on the opening are taken from evidence.

9. **rules**

If it rules nothing out, it is not directing the essay.

10. **definition**

Definition moves the argument to ground where the evidence can decide.

4.1 Components of the rhetorical situation

Name: _____ Class: _____ Date: _____

Total: 11 marks

Objective

Build the skills to use the **rhetorical situation** to explain a writer's **structural** choices.

You must be able to:

- explain how audience shapes where an argument begins
- explain how purpose shapes what is emphasised at the end
- link a structural choice to a component of the situation
- avoid explaining structure by the subject alone

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Where an argument begins

A hostile audience is met on common ground; a sympathetic one can be addressed directly. Opening choice is therefore evidence about audience, and can be cited as such.

■ What the ending emphasises

Purpose decides the last thing a reader is left with. An argument for action ends on what to do; one for a change of view ends on the view.

■ Linking structure to situation

“He opens with the objection because his audience holds it” is analysis. “He opens with the objection because objections are important” is not: the second explains nothing about this text.

2 Practice

2.1 State what an opening on common ground suggests about the audience. [2]

2.2 State what the ending of an argument is shaped by. [2]

2.3 A speech ends with a specific instruction rather than a reflection.

(a) State what this suggests about purpose. [1]

(b) State how you would cite it as evidence. [1]

3 Exam-style questions

3.1 A writer who opens by stating the opposing view most likely faces [1]

- **A** a sympathetic audience
- **B** an audience that holds that view
- **C** no audience
- **D** a specialist audience

3.2 Which is analysis rather than description? [1]

- **A** He ends with a call to action.
- **B** Endings are important in speeches.
- **C** He ends with a call to action because his purpose is to produce a decision, not a change of mind.
- **D** The final paragraph is short.

3.3 A letter to a professional body begins with technical detail; a letter to the public on the same issue begins with a case.

(a) State the component of the situation that explains the difference. [1]

(b) Explain the reasoning. [2]

Solutions

2.1 that they may be resistant, so agreement must be secured before the difficult claim.

2.2 purpose: it decides what the reader is left with — an action or a view.

2.3 (a) the purpose is to produce a decision or action. (b) quote the closing sentence and state the inference it supports.

3.1 B. the opposing view is met first because the audience holds it.

3.2 C. it links the choice to this writer's purpose.

3.3 (a) audience. (b) the professional body shares the technical background so detail persuades directly, while the public needs a concrete case before any detail can mean anything.

4.2 Writing introductions and conclusions

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS conclusion 结论 • introduction 引言

Objective

Build the skills to write an **introduction** 引言 and **conclusion** 结论 that do work.

You must be able to:

- open with something that earns the reader's attention and sets up the thesis
- place a thesis where it can be found
- close without merely restating the introduction
- avoid the two standard failures: the empty opening and the summary ending

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ An opening that works

Begin with the exigence, a specific case, or the objection you must overcome — anything that makes the thesis necessary. “Since the beginning of time, people have argued about education” makes nothing necessary.

■ Placing the thesis

Usually at the end of the introduction, where the reader has enough context to understand it. A thesis in the first sentence often arrives before it can mean anything.

■ A conclusion that earns its place

State what follows now that the argument has been made: the implication, the cost of ignoring it, the question it opens. A conclusion that summarises tells the reader what they have just read.

2 Practice

2.1 State two things an effective opening can do. [2]

2.2 Explain why a summary conclusion is weak. [2]

2.3 An essay opens: “Throughout history, humans have used technology.”

(a) State the weakness. [1]

(b) Rewrite the opening for an essay on classroom phone bans. [2]

3 Exam-style questions

3.1 A thesis is usually best placed [1]

- **A** in the first sentence
- **B** at the end of the introduction
- **C** in the middle of the essay
- **D** in the final sentence only

3.2 A strong conclusion most often states [1]

- **A** what was said
- **B** what follows now that the argument has been made
- **C** the writer’s name
- **D** a new thesis

3.3 Write an introduction of two to three sentences for: “Should museums return objects

taken during colonial rule?”

[4]

Solutions

2.1 any two of: state the exigence; give a specific case; name the objection to be overcome; establish common ground.

2.2 it tells the reader what they have just read and adds nothing they did not already have.

2.3 (a) it is general enough to open any essay and makes nothing necessary. (b) a specific opening tied to the exigence, e.g. a school that banned phones and what happened next.

3.1 B. by then the reader has the context to understand it.

3.2 B. the conclusion states the implication of the argument.

3.3 specific opening that establishes exigence or a case; a defensible thesis placed where it can be found.

4.3 Identifying the overarching thesis

Name: _____ Class: _____ Date: _____

Total: 11 marks

Objective

Build the skills to identify a thesis in a passage with **competing candidates**.

You must be able to:

- distinguish the thesis from a strongly worded sub-claim
- test candidates against the whole passage
- state a thesis in one sentence in your own words
- explain why the weaker candidate is subordinate

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Strong wording is not the test

The most emphatic sentence is often a sub-claim: writers raise their voice where they expect resistance. The thesis is the claim everything else serves, whether or not it is the loudest.

■ Testing candidates

Take two candidates and ask of each paragraph which it supports. The one supported throughout is the thesis; the other will be supported by a section.

■ Saying why

An answer that only names the thesis is incomplete. Say what the rejected candidate does instead — usually it is one step in the argument for the real thesis.

2 Practice

2.1 State why the most emphatic sentence may not be the thesis. [2]

2.2 State the test for choosing between two candidate theses. [2]

2.3 A passage's boldest sentence is supported by two paragraphs; a quieter one by all six.

(a) State which is the thesis. [1]

(b) State the role of the other. [1]

3 Exam-style questions

3.1 Writers often raise their voice where they expect [1]

- **A** agreement
- **B** resistance
- **C** boredom
- **D** confusion

3.2 The thesis is the claim that [1]

- **A** is stated most forcefully
- **B** everything else in the passage serves
- **C** appears first
- **D** is longest

3.3 Two candidate theses are each supported by half the passage.

(a) State what this suggests. [1]

(b) Explain how you would resolve it.

[2]

Solutions

2.1 emphasis marks where resistance is expected, which is often a sub-claim rather than the overall argument.

2.2 ask of each paragraph which candidate it supports; the one supported throughout is the thesis.

2.3 (a) the quieter one. (b) it is a sub-claim — a step in the argument for the thesis.

3.1 B. emphasis anticipates objection.

3.2 B. subordination, not volume, identifies the thesis.

3.3 (a) that the real thesis is a claim that includes both. (b) construct a single sentence that both halves support and test it against every paragraph.

4.4 Writing a thesis statement

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS conclusion 结论

Objective

Build the skills to write a thesis that **survives** the essay you go on to write.

You must be able to:

- write a thesis narrow enough to defend in the space available
- revise a thesis after drafting if the argument has moved
- avoid a thesis that promises more than the essay delivers
- test a thesis against your own paragraph claims

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Scope

A thesis must be defensible in the length available. “Education should be reformed” cannot be. “Timed exams measure a skill that no job requires” can be, in an essay.

■ Revising after drafting

Arguments move while being written. If your last paragraph makes a claim the thesis did not promise, change the thesis — it is the cheapest repair and the most commonly skipped.

■ Not promising too much

A thesis claiming three things and an essay defending one is a broken promise the reader notices. Claim what you will actually argue.

■ Testing against paragraphs

List your paragraph claims. If one does not serve the thesis, either it goes or the thesis changes. Both are legitimate; leaving the mismatch is not.

2 Practice

2.1 State what makes a thesis appropriately scoped. [2]

2.2 State what to do when the drafted essay outruns the thesis. [2]

2.3 Thesis: “School uniforms are harmful.” The essay argues only about cost.

(a) Name the problem. [1]

(b) State two possible fixes. [2]

3 Exam-style questions

3.1 A thesis that promises three arguments in an essay that makes one is [1]

- **A** appropriately broad
- **B** a broken promise the reader notices
- **C** well scoped
- **D** a concession

3.2 The cheapest repair when an essay has moved beyond its thesis is to [1]

- **A** delete the essay
- **B** revise the thesis
- **C** add a conclusion
- **D** change the title

3.3 Prompt: “Is it right to require volunteering for graduation?”

(a) Write a thesis you could defend in five paragraphs. [2]

(b) List the paragraph claims that would serve it.

[2]

Solutions

2.1 it is narrow enough to be defended in the space available and still disputable.

2.2 revise the thesis to match the argument actually made, rather than leaving the mismatch.

2.3 (a) the thesis promises more than the essay delivers. (b) narrow the thesis to cost; or add the arguments the thesis promised.

3.1 B. the reader is told to expect three and given one.

3.2 B. changing one sentence is cheaper than rewriting the argument.

3.3 (a) a specific, defensible thesis. (b) two or three paragraph claims, each of which serves it.

4.5 Recognizing methods of development

Name: _____ Class: _____ Date: _____

Total: 11 marks

Objective

Build the skills to recognise a method of development and explain its **effect on the reader**.

You must be able to:

- identify a method and state what it does to the reader's response
- explain why a writer chose one method over an available alternative
- notice a shift of method within a passage
- avoid treating the method as a label

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Method and reader response

Narration makes an abstraction concrete and secures attention. **Classification** makes a subject feel manageable. **Cause and effect** makes a problem seem tractable. Each method acts on the reader as well as organising the material.

■ The road not taken

A writer who narrates could have quantified. Asking why the alternative was rejected is the sharpest form of this analysis: perhaps the figures are weak, or the audience distrusts them.

■ Shifts

A passage may narrate, then define, then compare. A shift usually marks a change in what the writer needs from the reader. Locating it explains the structure.

2 Practice

2.1 State the effect on a reader of opening with narration.

[2]

2.2 Explain what asking “why not the alternative method?” reveals. [2]

2.3 A passage shifts from comparison to cause and effect halfway through.

(a) State what the shift likely signals. [1]

(b) State how you would cite it. [1]

3 Exam-style questions

3.1 A writer who narrates rather than quantifies may be doing so because [1]

- **A** narration is always better
- **B** the audience distrusts figures or the figures are weak
- **C** narration is shorter
- **D** figures are unavailable in all cases

3.2 Naming a method without stating its effect on the reader is [1]

- **A** analysis
- **B** labelling
- **C** commentary
- **D** a concession

3.3 A passage classifies a problem into three kinds before proposing a remedy.

(a) State the effect of the classification. [1]

(b) Explain how it prepares the remedy. [2]

Solutions

2.1 it makes an abstraction concrete and secures attention before the argument begins.

2.2 it reveals the writer's judgment of the audience and the evidence: the rejected method would have failed with this reader or with this material.

2.3 (a) a change in what the writer needs from the reader — from accepting a parallel to accepting a mechanism. (b) quote the sentence where the shift occurs and name both methods.

3.1 B. method choice reflects audience and available evidence.

3.2 B. a label is not an account of effect.

3.3 (a) it makes the problem feel manageable. (b) once sorted into kinds, a remedy can be matched to each, so the proposal looks proportionate rather than sweeping.

4.6 Using methods of development

Name: _____ Class: _____ Date: _____

Total: 13 marks

Objective

Build the skills to use a method of development **deliberately** in your own argument.

You must be able to:

- choose a method with the reader's likely objection in mind
- shift method when the argument's need changes
- keep each method subordinate to the claim
- justify a shift in one sentence

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Choosing against the objection

Name the objection first. If the reader will say “that would never work here”, compare. If they will say “it isn’t really a problem”, use cause and effect or data.

■ Shifting deliberately

An essay may need to establish the problem (cause and effect), then show a remedy is possible (comparison), then answer a cost objection (classification of costs). Each shift should be traceable to what the reader still needs.

■ Subordination

A method is a tool for the claim. When a narration runs to a page, it has stopped serving and started competing.

2 Practice

2.1 State the first question to ask when choosing a method. [2]

2.2 State what should govern a shift from one method to another. [2]

2.3 Objection: “A four-day week would never work in our schools.”

(a) Name the method that answers it. [1]

(b) Justify the choice. [2]

3 Exam-style questions

3.1 The objection “it isn’t really a problem” is best answered by [1]

- **A** description
- **B** cause and effect or data
- **C** narration alone
- **D** definition of an unrelated term

3.2 A narration that runs to a page in a short essay has probably [1]

- **A** served the claim well
- **B** stopped serving and started competing
- **C** been correctly subordinated
- **D** answered an objection

3.3 Plan the method sequence for an essay arguing that a city should build a tram line. [4]

Solutions

2.1 what objection will the reader raise; the method is chosen to answer it.

2.2 what the reader still needs at that point in the argument, not the writer's preference or the subject.

2.3 (a) comparison. (b) the objection is about feasibility, so a case where it has worked in comparable conditions is what would answer it.

3.1 B. the objection denies the problem, so evidence of its effects answers it.

3.2 B. proportion is the test of subordination.

3.3 a sequence of at least three methods; each tied to a reader need or objection at that point.