

4. Introductions, Conclusions, and Development Starter Quiz · 课前小测

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 _____.

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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.