

5. Organization, Coherence, and Style

Starter Quiz · 课前小测

AP English Language and Composition

Name: _____ Score: _____

1. Commentary should explain...

- ☐ what the evidence says
- ☐ the relationship of the evidence to the claim
- ☐ where the evidence came from
- ☐ how long the evidence is

2. "This shows the policy failed" is best described as...

- ☐ strong commentary
- ☐ an announcement of a relationship without an explanation
- ☐ evidence
- ☐ a thesis

3. Select **all** the levels at which the CED says coherence occurs.

- ☐ within a sentence
- ☐ within a paragraph
- ☐ across the whole text
- ☐ within a word

Tick every correct option.

4. Beyond creating coherence, a transition can...

- ☐ increase word count
- ☐ introduce evidence and indicate its relationship to other ideas
- ☐ replace commentary
- ☐ state the thesis

5. Connotation is...

- ☐ what a word refers to
- ☐ what a word carries with it
- ☐ the length of a word
- ☐ a word's origin

6. Examiners reward control, which is visible in...

- ☐ vocabulary range

- ☐ accuracy
- ☐ sentence length
- ☐ paragraph count

7. Read the claim, skip the evidence, read the commentary — they should still _____.

8. Select **all** the sentence types that are **not** commentary.

- ☐ restating the evidence in different words
- ☐ restating the claim in different words
- ☐ announcing that the evidence proves the claim
- ☐ explaining why the evidence bears on the claim

Tick every correct option.

9. A transitional element can be a whole paragraph.

- ☐ True ☐ False

10. Adjectives and adverbs modify what they describe without conveying a perspective.

- ☐ True ☐ False

AP English Language and Composition

1. **the relationship of the evidence to the claim**

Restating the evidence is summary; explaining the **relationship** is commentary.

2. **an announcement of a relationship without an explanation**

The word *shows* is where an explanation should begin, not end.

3. **within a sentence; within a paragraph; across the whole text**

Coherence is a relation between ideas, so a single word is not a level.

4. **introduce evidence and indicate its relationship to other ideas**

That second job is the one that earns marks.

5. **what a word carries with it**

Denotation refers; **connotation** carries. Two words can share the first and differ in the second.

6. **accuracy**

An impressive word used slightly wrongly reads as a loss of control.

7. **connect**

If the commentary needs the quotation in view to make sense, it is summary.

8. **restating the evidence in different words; restating the claim in different words; announcing that the evidence proves the claim**

The fourth is the only one that explains a relationship.

9. **True**

The CED explicitly includes paragraphs among transitional elements.

10. **False**

The CED says descriptive words **also convey a perspective** — a modifier is never neutral.