

Week 3

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. The CED says a writer's choices are guided by...
 - ☐ the audience's actual beliefs
 - ☐ the writer's perceptions of the audience
 - ☐ the length of the text
 - ☐ the publication date
2. The test for whether a paragraph has been shaped for an audience is...
 - ☐ whether it is long enough
 - ☐ whether it would read identically to a different audience
 - ☐ whether it quotes a source
 - ☐ whether it states a thesis
3. Evidence is sufficient when...
 - ☐ there is a lot of it
 - ☐ its quantity and quality give apt support
 - ☐ it comes from published sources
 - ☐ it is longer than the commentary
4. The reason you chose a piece of evidence should become...
 - ☐ the topic sentence
 - ☐ the first sentence of your commentary
 - ☐ the conclusion
 - ☐ a footnote
5. A thesis must always be a single explicit sentence.
 - ☐ True ☐ False
6. A thesis earns its rubric point when it...
 - ☐ restates the prompt clearly
 - ☐ takes a defensible position responding to the prompt
 - ☐ is at least three sentences long
 - ☐ lists three reasons

7. Select **all** the modes of persuasion.

- ☐ ethos
- ☐ pathos
- ☐ logos
- ☐ syntax

Tick every correct option.

8. Select **all** the questions the CED's framing suggests asking before drafting.

- ☐ what does the audience believe?
- ☐ what does the audience need?
- ☐ what does the audience value?
- ☐ how long should the text be?

Tick every correct option.

9. Select **all** the jobs the CED says evidence can do.

- ☐ illustrate
- ☐ clarify
- ☐ amplify
- ☐ conclude

Tick every correct option.

10. Including more evidence is generally safer under time pressure.

- ☐ True ☐ False

AP English Language and Composition

1. **the writer's perceptions of the audience**

It is the writer's **picture** of the audience, which may be inaccurate — and that is why arguments fail.

2. **whether it would read identically to a different audience**

If it could be re-addressed unchanged, it was not written for anyone in particular.

3. **its quantity and quality give apt support**

Apt support is a judgement about fit, not about volume.

4. **the first sentence of your commentary**

The hardest sentence to write is one you already had when you selected the evidence.

5. **False**

The CED says it is **not necessarily** a single sentence and may require a thorough reading to identify.

6. **takes a defensible position responding to the prompt**

It must be arguable; restating the prompt takes no position and earns nothing.

7. **ethos; pathos; logos**

Syntax is a stylistic feature, not a mode of persuasion.

8. **what does the audience believe?; what does the audience need?; what does the audience value?**

Length is a formatting decision, not an audience analysis.

9. **illustrate; clarify; amplify**

"Conclude" is not on the CED's list; the six jobs are illustrate, clarify, set a mood, exemplify, associate and amplify.

10. **False**

Two pieces doing the same job earn the marks of one and use the space commentary needed.

2.1 Understanding an audience's beliefs and needs

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS audience 受众

Objective

Build the skills to answer exam questions on how an **audience** 受众 shapes an argument.

You must be able to:

- infer an audience's beliefs, values and needs from a text
- explain how a writer accommodates or challenges those beliefs
- distinguish the addressed audience from a wider readership
- link an audience inference to specific textual evidence

1 Worked examples

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

■ Reading the audience from the text

What a writer assumes without arguing tells you what the audience already believes. What is explained at length tells you what they do not. Both are visible on the page.

■ Accommodate or challenge

A writer may begin from shared ground and move the audience gradually, or confront a belief directly. Both are choices, and the passage will usually show which by where the concessions fall.

■ Addressed and wider audience

A speech may be delivered to a hall and printed for a country. The immediate audience shapes the tone; the wider one shapes what can safely be said. Noticing the gap often explains an otherwise odd choice.

2 Practice

2.1 State two things a text reveals about its audience. [2]

2.2 Explain the difference between accommodating and challenging an audience's belief. [2]

2.3 A writer spends a paragraph explaining a term and assumes another without comment.

(a) State what this tells you about the audience. [1]

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

3 Exam-style questions

3.1 A speech opens by praising the audience's past record. This is most likely intended to [1]

- **A** attack their beliefs
- **B** establish shared ground before a difficult claim
- **C** conclude the argument
- **D** define a technical term

3.2 A writer's decision to explain a concept at length suggests the audience [1]

- **A** already accepts it
- **B** is unfamiliar with it
- **C** rejects the writer
- **D** is specialist

3.3 A politician addresses a conference hall but knows the speech will be broadcast.

(a) State one effect on what can be said. [1]

(b) Explain how the two audiences might pull in different directions.

[2]

Solutions

2.1 what is assumed without argument shows what they already believe; what is explained at length shows what they do not.

2.2 accommodating starts from shared ground and moves the audience gradually; challenging confronts the belief directly.

2.3 (a) they know the assumed term but not the explained one. (b) quote or name both, and state the inference each supports.

3.1 B. shared ground is established before the audience is asked to move.

3.2 B. explanation is supplied where knowledge is not assumed.

3.3 (a) claims that would be acceptable in the hall may be risky in public. (b) the immediate audience rewards partisan warmth while the wider audience rewards restraint, so the speech must satisfy both at once.

2.2 Writing for an audience's beliefs and needs

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS thesis 论点

Objective

Build the skills to **write** for a specified audience.

You must be able to:

- choose evidence a stated audience would accept
- adjust diction and level of explanation to that audience
- concede a point without abandoning the claim
- avoid the two failures: talking down and assuming too much

1 Worked examples

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

■ Evidence for this reader

Before writing, name the reader and the objection they will raise. Choose evidence that answers that objection. A budget committee objects on cost; answer with cost.

■ Diction and explanation

Use the vocabulary the audience uses, and explain exactly what they do not know. Explaining the known is condescension; assuming the unknown loses them.

■ Concession that strengthens

Granting a real point — “the scheme will be expensive in its first year” — shows the reader you have understood their position, and lets you argue the rest from common ground. A concession that gives away the claim is not a concession but a surrender.

2 Practice

2.1 State the two opposite failures in pitching writing to an audience. [2]

2.2 Explain what makes a concession useful rather than fatal. [2]

2.3 You must persuade a school board to fund a later start time.

(a) State the objection they will raise. [1]

(b) State the evidence that answers it. [1]

3 Exam-style questions

3.1 Explaining a term the audience uses daily risks [1]

- **A** losing them
- **B** appearing condescending
- **C** conceding too much
- **D** weakening the thesis

3.2 A concession is useful when it [1]

- **A** grants the central claim
- **B** grants a real but limited point
- **C** invents an objection nobody has
- **D** is unrelated to the argument

3.3 Write two to three sentences persuading a sceptical parent group that a homework limit would help. [4]

Solutions

2.1 talking down by explaining what the audience knows; assuming too much and losing them.

2.2 it grants a real but limited point, showing you understand the objection; it must not give away the central claim.

2.3 (a) cost, or disruption to transport and staffing. (b) figures on cost or on outcomes that offset it.

3.1 B. explaining the known reads as condescension.

3.2 B. a limited real concession builds common ground.

3.3 addresses a stated parental concern; evidence a parent would accept; a genuine concession; claim maintained throughout.

2.3 Identifying claims and evidence

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS thesis 论点

Objective

Build the skills to identify claims and evidence in a text with **more than one claim**.

You must be able to:

- separate a main claim from supporting sub-claims
- attach each piece of evidence to the claim it serves
- notice evidence that supports nothing
- state the relationship between two claims in a passage

1 Worked examples

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

■ Main claim and sub-claims

A passage usually argues one thing overall and several things along the way. The **main claim** is what the passage would fail without; a **sub-claim** supports it. Ask which depends on which.

■ Attaching evidence

Each piece of evidence belongs to a particular claim. Mark them: this statistic supports sub-claim 2, this anecdote supports sub-claim 1. Evidence that attaches to nothing is a signal — either a gap in the reasoning or a bid for the reader's sympathy.

■ Relationships between claims

Two claims may be **cumulative** (each adds weight), **conditional** (the second holds only if the first does), or in **tension** (the writer is qualifying). Naming the relationship is the analysis.

2 Practice

2.1 State how to tell a main claim from a sub-claim.

[2]

2.2 State one thing unattached evidence may indicate. [2]

2.3 A passage argues that a policy is unaffordable and separately that it is unfair.

(a) State the relationship between the two claims. [1]

(b) State what the writer gains by making both. [1]

3 Exam-style questions

3.1 A claim that holds only if an earlier one does is [1]

- **A** cumulative
- **B** conditional
- **C** in tension
- **D** unattached

3.2 A vivid story that supports no stated claim most likely functions to [1]

- **A** prove the thesis
- **B** engage the reader's sympathy
- **C** qualify a claim
- **D** define a term

3.3 A passage offers four statistics; three support the main claim and one supports a sub-claim.

(a) State why marking which is which matters. [1]

(b) Explain how this affects an analysis of the line of reasoning. [2]

Solutions

2.1 the main claim is what the passage would fail without; a sub-claim exists to support it.

2.2 a gap in the reasoning; or an appeal aimed at sympathy rather than proof.

2.3 (a) cumulative — each adds independent weight. (b) a reader who rejects one may still accept the other.

3.1 B. its truth depends on the earlier claim.

3.2 B. unattached vivid material usually works on feeling rather than proof.

3.3 (a) it shows which parts of the argument are load-bearing. (b) the reasoning can then be described as a structure rather than as a list of things the writer mentions.

2.4 Developing a paragraph with claim and evidence

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to develop a paragraph whose **commentary** carries the weight.

You must be able to:

- write commentary that names what the evidence rules out
- use more than one piece of evidence in a single paragraph
- keep a paragraph unified around one claim
- avoid a paragraph that is all evidence or all assertion

1 Worked examples

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

■ Commentary that rules something out

The strongest commentary does not only say what the evidence shows; it says what it makes **unlikely**. “Attendance rose in the year fees were introduced” rules out price as the barrier, and that exclusion is the argument.

■ Two pieces, one claim

Where two pieces of evidence differ in kind — a figure and a case — the paragraph gains because they fail in different ways. Say why you have both.

■ Unity

One claim per paragraph. If a second claim appears halfway through, the paragraph has become two and the reader loses the thread.

2 Practice

2.1 State what the strongest commentary does beyond restating evidence. [2]

2.2 State one advantage of using two kinds of evidence in one paragraph. [2]

2.3 A paragraph opens with a claim about cost and ends with a claim about fairness.

(a) State the problem. [1]

(b) State the fix. [1]

3 Exam-style questions

3.1 Commentary that names what the evidence makes unlikely is stronger because it [1]

- **A** is longer
- **B** excludes a rival explanation
- **C** repeats the claim
- **D** adds a second claim

3.2 A paragraph consisting only of assertion fails because [1]

- **A** it is too short
- **B** the reader is given no reason to accept it
- **C** it lacks transitions
- **D** the diction is informal

3.3 Write a paragraph of four sentences supporting the claim: “Free museum entry changes who visits, not only how many.” [4]

Solutions

2.1 it says what the evidence makes unlikely, excluding a rival explanation rather than only restating.

2.2 the two kinds fail in different ways, so a reader who distrusts one may accept the other.

2.3 (a) the paragraph contains two claims, so it has lost unity. (b) split it into two paragraphs, one claim each.

3.1 B. excluding a rival explanation is what makes the evidence decisive.

3.2 B. assertion gives the reader nothing to accept it on.

3.3 disputable claim stated; relevant evidence; commentary connecting evidence to claim; the paragraph stays on one claim.

2.5 Identifying the overarching thesis

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS thesis 论点

Objective

Build the skills to identify a passage's **thesis** 论点.

You must be able to:

- distinguish a thesis from a topic and from an opening sentence
- locate a thesis that is stated late or implied
- state a thesis in your own words in one sentence
- test a candidate thesis against the whole passage

1 Worked examples

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

■ Thesis, not topic

A **topic** names the subject; a **thesis** makes a disputable claim about it. “The history of the census” is a topic. “The census has always measured what the state wished to control” is a thesis.

■ Where it hides

A thesis may open the passage, close it, or never be stated outright. Where it is implied, construct it: what single sentence would every paragraph be supporting?

■ The test

A candidate thesis is right if each paragraph can be shown to serve it. If two paragraphs do not, either the thesis is wrong or you have found a genuine digression — and saying which is part of the analysis.

2 Practice

2.1 State the difference between a topic and a thesis. [2]

2.2 State the test for whether a candidate thesis is correct. [2]

2.3 A passage never states a thesis outright.

(a) State what you should do. [1]

(b) State the evidence you would use. [1]

3 Exam-style questions

3.1 “The rise of the suburb” is best described as [1]

- **A** a thesis
- **B** a topic
- **C** commentary
- **D** evidence

3.2 Two paragraphs do not serve your candidate thesis. This means [1]

- **A** the passage is badly written
- **B** either the thesis is wrong or those paragraphs are a digression
- **C** the thesis is proved
- **D** there is no thesis

3.3 A passage’s final sentence states a strong claim not made earlier.

(a) State whether this can be the thesis. [1]

(b) Explain how you would check.

[2]

Solutions

2.1 a topic names the subject; a thesis makes a disputable claim about it.

2.2 each paragraph should be shown to serve it; if several do not, the candidate is wrong.

2.3 (a) construct it: write the one sentence every paragraph supports. (b) the claims of the individual paragraphs.

3.1 B. it names a subject without claiming anything.

3.2 B. both possibilities remain open and must be tested.

3.3 (a) yes — a thesis may be stated late. (b) check whether each earlier paragraph can be read as building toward it; if they can, it is the thesis rather than a new point.

2.6 Writing a thesis statement

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS thesis 论点

Objective

Build the skills to **write** a defensible thesis.

You must be able to:

- write a thesis that is disputable and specific
- avoid a thesis that merely restates the prompt
- signal a line of reasoning without listing paragraphs mechanically
- revise a weak thesis into a strong one

1 Worked examples

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

■ Disputable and specific

A thesis someone could reasonably deny. “Technology has changed education” is not disputable. “Requiring cameras on in online classes trades a small gain in attention for a large loss of trust” is.

■ Not a restatement

If the prompt asks whether X is justified, “X is a complex issue with arguments on both sides” answers nothing. Take a position.

■ Signalling reasoning

A good thesis implies the shape of what follows without becoming a table of contents. “...because it changes who speaks, not only how much” points to the argument’s structure in one clause.

■ Revising

Weak: “Social media has effects on teenagers.” Strong: “Social media harms teenagers less by what it shows them than by what it replaces.”

2 Practice

2.1 State two properties a strong thesis must have. [2]

2.2 Explain why “there are arguments on both sides” fails as a thesis. [2]

2.3 Weak thesis: “Homework has advantages and disadvantages.”

(a) State why it is weak. [1]

(b) Rewrite it as a defensible thesis. [2]

3 Exam-style questions

3.1 Which is the strongest thesis? [1]

- **A** Museums are important to society.
- **B** Museums have changed over time.
- **C** Free entry changes who visits a museum more than how many.
- **D** This essay will discuss museum funding.

3.2 A thesis that lists three paragraph topics mechanically is weak mainly because it [1]

- **A** is too long
- **B** substitutes an outline for an argument
- **C** is disputable
- **D** is too specific

3.3 Prompt: “Should school start later for adolescents?”

(a) Write a defensible thesis. [2]

(b) State the clause in your thesis that signals the reasoning.

[1]

Solutions

2.1 disputable — a reasonable reader could deny it; specific — it says something particular rather than general.

2.2 it takes no position, so nothing follows from it and there is nothing to defend.

2.3 (a) it takes no position and could preface any essay. (b) any defensible, specific rewrite, e.g. “Homework helps least where it is set to fill time rather than to practise a skill”.

3.1 C. it is specific, disputable, and points to a line of reasoning.

3.2 B. an outline is not an argument.

3.3 (a) a specific, disputable position on the prompt. (b) the clause giving the reason or the mechanism, e.g. “because the cost falls on the students least able to change their own schedule”.

3. In a 2022 interview with *People* magazine promoting her program to empower young girls through sport, professional tennis player and mental health advocate Naomi Osaka said: “For me, the biggest lesson I’ve learned is to try to be present in each moment. It’s easy to lose sight of how far you’ve come, but I’ve been prioritizing trying to live in the moment and enjoy the journey.”

Write an essay that argues your position on the extent to which Osaka’s claim about embracing the present moment is valid.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

STOP
END OF EXAM

3. Amanda Gorman is the first National Youth Poet Laureate of the United States, an honor given to a young person for exceptional artistic expression, civic engagement, and social impact. In a 2021 interview in *Time* magazine, when asked how to maintain optimism¹ in challenging times, Gorman stated: “Optimism shouldn’t be seen as opposed to pessimism,² but in conversation with it. Your optimism will never be as powerful as it is in that exact moment when you want to give it up.”

1: a tendency to view things in a positive light

2: a tendency to view things in a negative light

Write an essay that argues your position on the extent to which Gorman’s claim about the relationship between optimism and pessimism is valid.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

STOP

END OF EXAM

Question 3**Suggested time—40 minutes**

(This question counts as one-third of the total essay section score.)

In a 2013 *New York Times* article on the practice of taking selfies, writer, editor, and podcast host J Wortham wrote: “Rather than dismissing the trend as a side effect of digital culture or a sad form of exhibitionism,¹ maybe we’re better off seeing selfies for what they are at their best—a kind of visual diary, a way to mark our short existence and hold it up to others as proof that we were here.”

Write an essay that argues your position on the extent to which Wortham’s claim about the value of documenting one’s life with selfies is valid.

¹ behavior that is meant to attract attention to oneself

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP**END OF EXAM**

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Question 3

Suggested time—40 minutes

(This question counts as one-third of the total essay section score.)

In a 2019 interview, award-winning poet and memoirist Jimmy Santiago Baca asserted: “In America we value possessions. We would much rather talk about a new car than talk about a story that happened between grandfather and me. We’d much rather get on the computer and play video games and enact some cataclysmic¹ epic² than to talk about the epics in our own lives.”

Write an essay that argues your position on the extent to which Baca’s claim about the value of possessions is valid.

¹ destructive on a large scale

² a narrative or story of grand proportions

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END OF EXAM

Question 3

Suggested time—40 minutes

(This question counts as one-third of the total essay section score.)

In a 2016 interview published in the *Los Angeles Review of Books*, Maxine Hong Kingston, an award-winning writer famous for her novels depicting the experiences of Chinese immigrants in the United States, stated: “I think that individual voices are not as strong as a community of voices. If we can make a community of voices, then we can speak more truth.”

Write an essay that argues your position on the extent to which Kingston’s claim about the importance of creating a community of voices is valid.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END OF EXAM

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AP English Language and Composition: 2023 Set 2

Question 3

Suggested time—40 minutes

(This question counts as one-third of the total essay section score.)

In a 2018 interview about the importance of collaboration, then United States Representative Carlos Curbelo stated: “If you’re trying to convince someone that they need to get involved in an issue or perhaps change their thinking on an issue, trying to scare them is not always effective and can actually sow¹ resentment.”

Write an essay that argues your position on the extent to which Curbelo’s claim about persuading others is valid.

¹ spread

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END OF EXAM

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