

Week 22

AP English Language and Composition

Homework bundle for this week

本周作业合集

[exercises.lol](#)

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7. Qualifying Arguments, Syntax, and Conventions Starter Quiz · 课前小测

AP English Language and Composition

Name: _____ Score: _____

1. The test for whether a conclusion has been earned is...
 - ☐ is it long enough?
 - ☐ could it have opened the essay?
 - ☐ does it quote a source?
 - ☐ does it repeat the thesis?
2. If you run short of time, you should...
 - ☐ cut commentary to write a conclusion
 - ☐ let the conclusion go rather than lose commentary
 - ☐ cut a body paragraph entirely
 - ☐ write a one-word conclusion
3. Effective arguments avoid absolute terms mainly because...
 - ☐ absolute claims are impolite
 - ☐ arguments are part of an ongoing discourse
 - ☐ absolute claims are always false
 - ☐ they take too long to write
4. Narrowing a claim further than your evidence requires...
 - ☐ is always safer
 - ☐ gives away ground you could have held
 - ☐ earns the sophistication point
 - ☐ has no effect
5. Subordination is used to illustrate...
 - ☐ balance between ideas
 - ☐ imbalance between ideas
 - ☐ that an idea is false
 - ☐ the length of a sentence
6. Emphasis is relative, so a second italicised word in a paragraph weakens the first.
 - ☐ True ☐ False

7. Select **all** the jobs the CED permits a conclusion.

- ☐ present the thesis
- ☐ explain its significance
- ☐ situate it in a broader context
- ☐ apologise for what was left out

Tick every correct option.

8. An essay that ends twice has two chances to finish strongly.

- ☐ True ☐ False

9. Select **all** the tools writers use to qualify a claim.

- ☐ words as modifiers
- ☐ phrases
- ☐ clauses
- ☐ longer paragraphs

Tick every correct option.

10. "Possibly, in some cases" is a qualifier.

- ☐ True ☐ False

AP English Language and Composition

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**

If everything is emphasised, the reader cannot tell what mattered.

7. **present the thesis; explain its significance; situate it in a broader context**

There is no permitted job of apologising for the essay's limits.

8. **False**

Ending twice **weakens both endings** — stop after the second sentence.

9. **words as modifiers; phrases; clauses**

Paragraph length does not limit a claim's scope.

10. **False**

It is a **hedge** — it states no condition a reader could test.

7.1 Components of the rhetorical situation

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS qualification 限定 • degree of certainty 确定程度

Objective

Build the skills to use the rhetorical situation to explain a writer's **degree of certainty** 确定程度.

You must be able to:

- explain how audience expertise affects how strongly a claim is stated
- explain how purpose affects the amount of qualification used
- link a hedge or an absolute claim to the situation
- avoid treating qualification as weakness

1 Worked examples

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

■ Expertise and certainty

An expert audience expects claims stated with their real strength; overstatement is noticed and costs standing. A general audience may read qualification as uncertainty, so writers often state more plainly and qualify in a following sentence.

■ Purpose and hedging

A writer seeking a decision states plainly; one seeking a hearing for an unwelcome view qualifies heavily so the reader will keep reading. Both are strategy, not timidity.

■ Linking to the situation

“He qualifies because his audience are specialists who will check” is analysis. “He qualifies because he is unsure” is a guess about a person we cannot observe.

2 Practice

2.1 State how audience expertise affects the strength of a stated claim. [2]

2.2 Explain why heavy qualification may serve a writer's purpose. [2]

2.3 A writer addressing a general readership states a claim plainly and qualifies it in the next sentence.

(a) State the reason. [1]

(b) State what would be lost by qualifying inside the first sentence. [1]

3 Exam-style questions

3.1 Overstatement before an expert audience mainly costs the writer [1]

- **A** length
- **B** standing
- **C** coherence
- **D** unity

3.2 Which is analysis rather than speculation? [1]

- **A** He qualifies because he is unsure.
- **B** He qualifies because his specialist audience will check the claim.
- **C** He qualifies because qualification is good style.
- **D** He qualifies often.

3.3 An unwelcome argument is addressed to a hostile readership.

(a) State the likely level of qualification. [1]

(b) Explain why it serves the purpose.

[2]

Solutions

2.1 experts expect claims at their real strength; overstatement is noticed and costs the writer standing.

2.2 it keeps a hostile or unconvinced reader reading rather than rejecting the claim at the first sentence.

2.3 (a) a general reader may read qualification as uncertainty, so the claim lands first. (b) the claim's force, since the qualification would blunt it before it registers.

3.1 B. an expert who checks and finds the claim overstated discounts the rest.

3.2 B. it links the choice to an observable feature of the situation.

3.3 (a) heavy. (b) a hostile reader will stop at an unqualified claim, so qualification buys the hearing the argument needs.

7.2 Writing introductions and conclusions

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS concede 让步 • qualification 限定

Objective

Build the skills to open and close an argument that must **concede** 让步 to succeed.

You must be able to:

- open by granting something to a resistant reader
- avoid an opening concession that gives away the claim
- close by stating what remains true after the concessions
- distinguish a conclusion that concedes from one that retreats

1 Worked examples

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

■ Opening with a concession

Granting a real point at the start buys attention from a reader who expects to disagree. “The scheme will cost more in its first three years” costs nothing if the argument is that it is still worth it.

■ Not giving away the claim

A concession must be about something other than the claim itself. Granting that the scheme may not work is not a concession; it is the argument abandoned.

■ Closing after concessions

The strongest close states what survives: “Even allowing for the cost and the disruption, the alternative leaves the same problem unsolved.” That is a conclusion, not a summary.

2 Practice

2.1 State what an opening concession buys and what it must not cost. [2]

2.2 Explain the difference between conceding and retreating in a conclusion. [2]

2.3 Claim: “The city should pedestrianise its centre.”

(a) Write an opening concession. [2]

(b) State why it does not give away the claim. [1]

3 Exam-style questions

3.1 Granting that your own proposal may not work is [1]

- **A** an effective concession
- **B** the argument abandoned
- **C** a qualification
- **D** a thesis

3.2 A strong conclusion after several concessions states [1]

- **A** what was said
- **B** what survives them
- **C** a new claim
- **D** the writer’s feelings

3.3 Write a two-sentence conclusion for an argument that has conceded both cost and

disruption.

[4]

Solutions

2.1 it buys the attention of a reader who expects to disagree; it must not cost the central claim.

2.2 conceding grants a point and states what survives; retreating withdraws the claim itself.

2.3 (a) a real concession about something other than the claim, e.g. that deliveries and access for disabled residents become harder. (b) it grants a cost, not the claim that the change is worth making.

3.1 B. the claim is the one thing that cannot be conceded.

3.2 B. the conclusion states what the concessions leave standing.

3.3 acknowledges the conceded costs; states what remains true and why it is decisive.

7.3 How claims are qualified

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS qualification 限定

Objective

Build the skills to analyse **how a claim is qualified** in a text.

You must be able to:

- identify the qualifying word, clause or structure
- state what the qualification excludes
- distinguish a qualification from a hedge and from a concession
- explain the effect of qualification on credibility

1 Worked examples

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

■ Where qualification lives

In a **word** (often, typically, largely), a **clause** (where transport allows), a **modal** (may, can, might), or a **structure** (a subordinate clause carrying the exception). Point to the actual language.

■ What it excludes

A qualification is informative in proportion to what it rules out. “In cities over one million” excludes a great deal; “in some circumstances” excludes nothing.

■ Three different moves

A **qualification** limits the claim’s scope. A **hedge** weakens the writer’s commitment without limiting scope. A **concession** grants a separate point to the other side. They look similar and do different work.

2 Practice

2.1 Name three places qualification can appear in a sentence. [3]

2.2 State the difference between a qualification and a hedge. [2]

2.3 “This holds in cities over one million; elsewhere the effect reverses.”

(a) State what the qualification excludes. [1]

(b) State its effect on credibility. [1]

3 Exam-style questions

3.1 “In some circumstances” is best described as [1]

- **A** an informative qualification
- **B** a hedge
- **C** a concession
- **D** a thesis

3.2 A qualification is informative in proportion to [1]

- **A** its length
- **B** what it rules out
- **C** where it appears
- **D** the writer’s tone

3.3 A passage qualifies its central claim three times in one paragraph.

(a) State one possible reason. [1]

(b) Explain the risk.

[2]

Solutions

2.1 any three of: a qualifying word; a limiting clause; a modal verb; a subordinate structure carrying the exception.

2.2 a qualification limits the claim's scope; a hedge weakens the writer's commitment without limiting anything.

2.3 (a) all cities under one million, where the effect is said to reverse. (b) it raises credibility, since the writer states where the claim fails.

3.1 B. it weakens commitment without excluding any case.

3.2 B. what is excluded is what makes it informative.

3.3 (a) the audience is expert or hostile and will test the claim. (b) repeated qualification can leave the reader unsure what is being claimed, so the argument loses force even as it gains accuracy.

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.
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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

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Acknowledgments

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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.”

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¹ destructive on a large scale

² a narrative or story of grand proportions

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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:

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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

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7.4 Qualifying a claim

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS qualification 限定

Objective

Build the skills to **qualify your own claim** without losing it.

You must be able to:

- add a limiting clause that names a real condition
- place the qualification where it does most good
- decide how much qualification the audience requires
- avoid stacking qualifications until nothing is claimed

1 Worked examples

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

■ A real condition

Write the condition you could actually name: “where the school controls its own timetable”, not “in appropriate cases”. If you cannot state the condition, you do not yet have a qualification.

■ Placement

Qualifying **after** the claim lets the claim land first; qualifying **before** it protects a hostile reader from rejecting it outright. Choose by audience.

■ How much

One qualification that excludes something real usually beats three that do not. Ask what the reader will actually challenge and answer that.

■ Stacking

“This may, in certain circumstances and subject to funding, sometimes help.” Nothing has been claimed. Stacking is the standard failure and is easy to spot in your own drafts.

2 Practice

2.1 State the test of whether you have a real qualification. [2]

2.2 State how placement of a qualification depends on the audience. [2]

2.3 Claim: “Free public transport increases use.”

(a) Add a real qualifying clause. [2]

(b) State what your clause excludes. [1]

3 Exam-style questions

3.1 “In appropriate cases” fails as a qualification because it [1]

- **A** is too long
- **B** names no condition
- **C** is placed late
- **D** concedes too much

3.2 Placing a qualification before the claim is most useful with [1]

- **A** a sympathetic audience
- **B** a hostile audience likely to reject it outright
- **C** an expert audience only
- **D** no audience

3.3 Rewrite to remove stacking, keeping one real qualification: “This might, under some

conditions and possibly, occasionally reduce delays.”

[4]

Solutions

2.1 can you name the condition; if not, it is a hedge rather than a qualification.

2.2 after the claim for a sympathetic audience, so the claim lands first; before it for a hostile one, so they keep reading.

2.3 (a) a nameable condition, e.g. “where services already run frequently enough to be usable”. (b) the cases the clause rules out, e.g. areas with infrequent services.

3.1 B. no condition is named, so nothing is excluded.

3.2 B. an early limit prevents outright rejection.

3.3 removes the stacked hedges; retains one real, nameable condition; the claim remains definite.

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.”

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AP English Language and Composition: 2023 Set 2

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7.5 Clauses and relationships between ideas

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS clause structure 从句结构

Objective

Build the skills to analyse how **clause structure** 从句结构 encodes a relationship between ideas.

You must be able to:

- distinguish coordination from subordination
- state what subordination does to the relative weight of two ideas
- identify the relationship a subordinating conjunction asserts
- explain the effect of a chosen structure

1 Worked examples

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

■ Coordination and subordination

Coordination joins clauses of equal weight (and, but, or). **Subordination** makes one clause depend on another (because, although, while, if), and the subordinate clause carries less emphasis.

■ What the choice does

“The scheme costs more, but it works” gives both equal standing. “Although the scheme costs more, it works” demotes the cost. Same facts, different argument.

■ Naming the relationship

Because: cause. **Although:** concession. **If:** condition. **While:** contrast or simultaneity. The conjunction is the writer’s claim about how the ideas relate.

2 Practice

2.1 State the difference between coordination and subordination. [2]

2.2 Explain what subordination does to the two ideas joined. [2]

2.3 Compare: “It is expensive, but it works” and “Although it is expensive, it works.”

(a) State the difference in emphasis. [1]

(b) State which better serves an advocate of the scheme. [1]

3 Exam-style questions

3.1 “Although” signals [1]

- **A** cause
- **B** concession
- **C** condition
- **D** addition

3.2 A subordinate clause carries [1]

- **A** more emphasis than the main clause
- **B** less emphasis than the main clause
- **C** equal emphasis
- **D** no meaning

3.3 Rewrite so the cost is demoted and the benefit emphasised: “The programme is slow to start. It reaches the people who need it most.” [4]

Solutions

2.1 coordination joins clauses of equal weight; subordination makes one depend on the other, with less emphasis.

2.2 it demotes the subordinate idea and places the argumentative weight on the main clause.

2.3 (a) the second demotes the cost into a subordinate clause. (b) the second.

3.1 B. it grants a point while placing the weight elsewhere.

3.2 B. subordination reduces emphasis.

3.3 joins the two ideas in one sentence; subordinates the cost with an appropriate conjunction; the benefit stands in the main clause.

7.6 Writing clear sentences

Name: _____ Class: _____ Date: _____

Total: 14 marks

Objective

Build the skills to write sentences a reader can process **once**.

You must be able to:

- keep the subject and its verb close together
- avoid excessive nominalisation
- put the agent in the subject position where it matters
- revise a sentence a reader must reread

1 Worked examples

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

■ Subject and verb

The reader holds a subject in mind until the verb arrives. “The committee, having reviewed submissions from three departments over two months, recommends...” is readable; add another twenty words and it is not.

■ Nominalisation

“The implementation of the reduction of costs” hides two verbs inside nouns. “Cutting costs” says the same in two words and names an action.

■ Agency

Passive constructions can conceal who acts. “Mistakes were made” is grammatical and evasive. Where responsibility is the point, name the agent.

■ The reread test

If you must read a sentence twice to parse it, so will the reader. That is the whole test, and it is reliable.

2 Practice

2.1 State why a long gap between subject and verb causes difficulty. [2]

2.2 Explain what nominalisation does to a sentence. [2]

2.3 Sentence: “The facilitation of an improvement in outcomes was undertaken by the department.”

(a) State two problems. [2]

(b) Rewrite it. [2]

3 Exam-style questions

3.1 “Mistakes were made” is criticised mainly because it [1]

- **A** is ungrammatical
- **B** conceals the agent
- **C** is too long
- **D** uses subordination

3.2 The most reliable test of sentence clarity is whether [1]

- **A** it is under twenty words
- **B** the reader must read it twice
- **C** it uses no passives
- **D** it begins with a subject

3.3 Rewrite for clarity: “There was a consideration by the board, following the receipt

of representations, of the possibility of a postponement of the decision.”

[4]

Solutions

2.1 the reader must hold the subject in mind until the verb arrives; a long gap overloads that hold.

2.2 it hides verbs inside nouns, lengthening the sentence and removing the action.

2.3 (a) nominalisation (“facilitation”, “improvement”); passive construction that delays the agent. (b) e.g. “The department improved outcomes”.

3.1 B. the construction removes responsibility from the sentence.

3.2 B. rereading is the direct symptom of a processing failure.

3.3 removes the nominalisations; names the agent as subject; one clear sentence, e.g. “The board considered postponing the decision after receiving representations”.

7.7 Grammar, mechanics, and clarity

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS grammar and mechanics 语法与规范 • independent 独立分句

Objective

Build the skills to see where **grammar and mechanics** 语法与规范 change meaning.

You must be able to:

- identify a misplaced modifier and what it attaches to
- fix a comma splice and a run-on
- resolve an unclear pronoun reference
- explain when punctuation changes meaning rather than only form

1 Worked examples

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

■ Misplaced modifiers

A modifier attaches to the nearest available noun. “Running for the bus, the rain soaked her coat” makes the rain run. The fix is to put the intended subject next to the modifier.

■ Splices and run-ons

Two independent clauses cannot be joined by a comma alone. Use a full stop, a semicolon, or a comma plus a coordinating conjunction. Which you choose signals how closely the ideas are related.

■ Pronoun reference

“The council told the union it had failed.” Who failed? Where the pronoun could attach to two nouns, replace it with the noun.

■ Punctuation and meaning

“The students, who had revised, passed” says all revised. “The students who had revised passed” says only some did. The commas carry the claim.

2 Practice

2.1 State what a modifier attaches to. [2]

2.2 State three ways to fix a comma splice. [3]

2.3 “The students, who had revised, passed.”

(a) State what this claims. [1]

(b) State what removing the commas would claim. [1]

3 Exam-style questions

3.1 “Walking to school, the traffic seemed heavier” is faulty because [1]

- **A** it is too short
- **B** the modifier attaches to “the traffic”
- **C** it is a comma splice
- **D** the pronoun is unclear

3.2 Replacing an ambiguous pronoun with the noun is preferable because it [1]

- **A** shortens the sentence
- **B** removes the ambiguity
- **C** adds emphasis
- **D** creates parallelism

3.3 Correct and explain: “The report was late, the committee met anyway.” [4]

Solutions

2.1 the nearest available noun, which is why placement changes meaning.

2.2 a full stop; a semicolon; a comma plus a coordinating conjunction.

2.3 (a) that all the students had revised, and all passed. (b) that only those who had revised passed.

3.1 B. the traffic cannot walk to school.

3.2 B. the noun cannot be attached to the wrong antecedent.

3.3 identifies the comma splice; corrects it with a full stop, semicolon or conjunction; explains that two independent clauses cannot be joined by a comma alone.

7.8 Conventions of grammar and mechanics

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS conventions 惯例 • independent 独立分句

Objective

Build the skills to apply **conventions** 惯例 in a way that serves the argument.

You must be able to:

- use punctuation to control emphasis, not only to be correct
- use the semicolon and the colon for their distinct jobs
- keep tense and person consistent across a passage
- explain why conventional errors cost credibility

1 Worked examples

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

■ Punctuation as emphasis

A dash isolates and emphasises; parentheses subordinate. “The cost — and it is considerable — falls on residents” and “The cost (considerable) falls on residents” say the same and weight it differently.

■ Semicolon and colon

A **semicolon** joins two closely related independent clauses. A **colon** introduces what follows as the fulfilment of what precedes: a list, an explanation, an example.

■ Consistency

Shifting tense or person mid-passage forces the reader to relocate themselves. Consistency is invisible when present and distracting when absent.

■ Why errors cost

An error signals that the text has not been checked, and a reader who doubts your care will doubt your facts. The cost is to credibility, not to grammar.

2 Practice

2.1 State the difference between a dash and parentheses in effect. [2]

2.2 State the distinct jobs of the semicolon and the colon. [2]

2.3 A passage shifts from “one must” to “you should”.

(a) Name the fault. [1]

(b) State its effect on the reader. [1]

3 Exam-style questions

3.1 A colon most precisely introduces [1]

- **A** an unrelated clause
- **B** what fulfils the preceding statement
- **C** a contrast
- **D** a concession

3.2 Conventional errors cost the writer mainly in [1]

- **A** length
- **B** credibility
- **C** tone
- **D** unity

3.3 Punctuate for emphasis on the exception: “Every department met the deadline except one the largest.” [4]

Solutions

2.1 a dash isolates and emphasises; parentheses subordinate the material.

2.2 a semicolon joins two closely related independent clauses; a colon introduces what fulfils the preceding statement.

2.3 (a) an inconsistent shift of person. (b) the reader must relocate themselves, which distracts from the argument.

3.1 B. the colon points forward to the fulfilment.

3.2 B. an unchecked text invites doubt about its facts.

3.3 correct punctuation supplied; the exception is emphasised, e.g. with a dash or colon before “the largest”.