

Week 29

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 difference between rebutting and refuting is that refuting...
- ☐ is more polite
 - ☐ demonstrates invalidity with evidence
 - ☐ comes at the end
 - ☐ concedes first
2. You have a contrasting perspective but no evidence of invalidity. The right move is to...
- ☐ refute
 - ☐ rebut
 - ☐ ignore it
 - ☐ restate your thesis
3. Select **all** the routes to conceding that the CED names.
- ☐ accept all or part of the competing claim
 - ☐ agree it is correct under different circumstances
 - ☐ acknowledge the limitations of your own argument
 - ☐ ignore the competing claim

Tick every correct option.

4. The turn after a concession may re-argue exactly what was conceded.
- ☐ True ☐ False
5. If a text contains no counterargument, the writer has made a mistake.
- ☐ True ☐ False
6. A concession costs only the _____ you gave up.
- _____
7. Evidence and sources will either support, complement, or _____ a writer's thesis.
- _____

AP English Language and Composition

1. **demonstrates invalidity with evidence**

A rebuttal only **proposes** invalidity; a refutation **demonstrates** it.

2. **rebut**

A rebuttal proposes invalidity; attempting a refutation without evidence is the commonest exam mistake.

3. **accept all or part of the competing claim; agree it is correct under different circumstances; acknowledge the limitations of your own argument**

The third route does not concern the opponent at all.

4. **False**

That withdraws the concession — turn on **different** ground and make the turn narrower.

5. **False**

The CED states that **not all arguments explicitly address a counterargument**.

6. **claim**

And it buys credibility with the reader who reads your next paragraph.

7. **contradict**

Check which one before assuming a quoted source is on the writer's side.

9.1 How claims are qualified

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS sustained argument 持续论证

Objective

Build the skills to analyse qualification in a **sustained argument** 持续论证.

You must be able to:

- trace how a claim's scope changes across a whole text
- distinguish a narrowing argument from an inconsistent one
- state a writer's final position including all its limits
- explain the rhetorical effect of visible narrowing

1 Worked examples

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

■ Scope across a text

A claim stated broadly in the introduction may be narrowed twice before the conclusion. Track it: broad claim, first limit, second limit, final position. That sequence is the argument.

■ Narrowing against inconsistency

Narrowing is principled: each limit is introduced with a reason. **Inconsistency** is a claim that changes without acknowledgment. The presence or absence of a stated reason distinguishes them.

■ The effect of visible narrowing

A reader who watches a writer surrender ground for stated reasons trusts what is left. Narrowing performed openly buys credibility that an unqualified claim cannot.

2 Practice

2.1 State the four stages of tracking a claim's scope. [2]

2.2 State what distinguishes narrowing from inconsistency. [2]

2.3 A writer's conclusion claims less than the introduction, each step given a reason.

(a) State whether this is a weakness. [1]

(b) Justify your answer. [1]

3 Exam-style questions

3.1 A claim that changes without acknowledgment is [1]

- **A** narrowing
- **B** inconsistency
- **C** qualification
- **D** concession

3.2 Visible narrowing buys the writer [1]

- **A** length
- **B** credibility
- **C** a thesis
- **D** coherence

3.3 State a writer's final position in one sentence, given: an opening claim that a policy works, a limit to large cities, and a further limit to those with existing transport.

(a) Write the sentence. [2]

(b) State what the narrowing shows about the evidence.

[2]

Solutions

2.1 broad claim; first limit; second limit; final position.

2.2 narrowing introduces each limit with a reason; inconsistency changes the claim without acknowledgment.

2.3 (a) no. (b) each surrender is principled, so the remaining claim is better supported and the reader trusts it.

3.1 B. unacknowledged change is inconsistency.

3.2 B. surrendering ground for reasons earns trust in what remains.

3.3 (a) one sentence including both limits, e.g. “The policy works in large cities that already have frequent transport”. (b) that the evidence supports the claim only under those conditions, and the writer has followed it rather than the original claim.

9.2 Qualifying a claim

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS concede 让步

Objective

Build the skills to qualify a claim across an **entire essay**.

You must be able to:

- plan where each limit will be introduced
- give each limit a reason drawn from the evidence
- keep the final claim strong enough to be worth making
- write a conclusion that states the narrowed position

1 Worked examples

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

■ Planning the limits

Before drafting, list the objections you expect and decide which you will meet with a limit and which with evidence. Limits belong where the objection would first occur to the reader.

■ Reasons from the evidence

Each limit should be introduced by what forced it: “the two rural districts show no effect, so the claim holds only where services are frequent.” The limit then reads as honesty rather than retreat.

■ Keeping the claim worth making

Ask at the end: does anyone disagree with what is left? If not, the qualifications have gone too far, and one should be argued rather than granted.

■ The conclusion

State the narrowed claim in full — with its conditions — and say what follows from it. A conclusion that restates the original broad claim contradicts the essay.

2 Practice

2.1 State where a limit belongs in an essay. [2]

2.2 State the test of whether qualification has gone too far. [2]

2.3 An essay narrows its claim three times and concludes with the original broad claim.

(a) Name the fault. [1]

(b) State the fix. [1]

3 Exam-style questions

3.1 A limit reads as honesty rather than retreat when it is introduced by [1]

- **A** an apology
- **B** the evidence that forced it
- **C** a rhetorical question
- **D** a transition of addition

3.2 If nobody would disagree with the final claim, the essay has [1]

- **A** succeeded
- **B** qualified it out of existence
- **C** conceded correctly
- **D** found the thesis

3.3 Plan a qualified argument for: “Universities should drop standardised admissions tests.”

(a) State your claim and two limits. [2]

(b) State the reason for each limit.

[2]

Solutions

2.1 where the objection it answers would first occur to the reader, so it is met before it becomes a doubt.

2.2 ask whether anyone would still disagree with what is left; if not, it has been qualified out of existence.

2.3 (a) the conclusion contradicts the essay by restating the unqualified claim. (b) state the narrowed claim, with its conditions, in the conclusion.

3.1 B. a limit forced by evidence is a finding, not a retreat.

3.2 B. a claim nobody disputes is not an argument.

3.3 (a) a claim plus two nameable limits. (b) a reason drawn from evidence for each.

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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Acknowledgments

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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.

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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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