

Week 1

AP English Literature and Composition

Homework bundle for this week

本周作业合集

[exercises.lol](#)

Contents 目录

Topic 1 quiz	2
Exercise sheet 1.1	5
Exercise sheet 1.2	9
Exercise sheet 1.3	13
Exercise sheet 1.4	17
Exercise sheet 1.5	21
Exercise sheet 1.6	25
Exercise sheet 1.7	29

AP English Literature and Composition

Name: _____ Score: _____

1. Select **all** three kinds of detail that reveal characters.

- ☐ description
- ☐ dialogue
- ☐ behaviour
- ☐ the author's biography

Tick every correct option.

2. The CED defines setting as...

- ☐ mood and atmosphere
- ☐ the time and place of the events
- ☐ the social world of the characters
- ☐ the historical period only

3. Plot is defined as...

- ☐ everything that happens
- ☐ the sequence of events in a narrative
- ☐ the conflict
- ☐ the setting plus the characters

4. Explaining the function of a sequence means saying...

- ☐ what kind of sequence it is
- ☐ what it does for the narrative at that point
- ☐ what happens in it
- ☐ how long it is

5. Point of view refers to...

- ☐ how a character understands their circumstances
- ☐ the position from which events are related
- ☐ the author's opinion
- ☐ the mood of the narration

6. The most useful question about point of view is...

- ☐ which type is it?

- ☐ what is unavailable here?
- ☐ who is the author?
- ☐ how long is the narration?

7. A text usually states its setting outright as a date and a place name.

- ☐ True ☐ False

8. Select **all** the parts of the dramatic situation.

- ☐ the setting of the plot
- ☐ the action of the plot
- ☐ how the narrative places characters in conflict
- ☐ the author's intention

Tick every correct option.

9. A change of pace in a narrative is evidence of where to look.

- ☐ True ☐ False

10. The narrator of a story is the author of that story.

- ☐ True ☐ False

AP English Literature and Composition

1. **description; dialogue; behaviour**

The author's life is outside the text and outside the analysis.

2. **the time and place of the events**

Mood and atmosphere are effects of setting, not part of the definition.

3. **the sequence of events in a narrative**

And the events are **connected**, each building on the others, often causally.

4. **what it does for the narrative at that point**

Naming it as a flashback identifies it; the function is what the reader now knows.

5. **the position from which events are related**

The first option defines **perspective** — the exam uses both terms precisely.

6. **what is unavailable here?**

What a narration cannot reach is where its meaning usually is.

7. **False**

It conveys time through what is possible and place through what is present.

8. **the setting of the plot; the action of the plot; how the narrative places characters in conflict**

It often also involves rising or falling fortunes; the author's intention is outside the text.

9. **True**

Three years in a sentence beside an afternoon over four pages is a choice.

10. **False**

The CED states outright that a speaker or narrator is **not necessarily** the author.

1.1 What textual details reveal about a character

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS character 人物 • perspective 视角 • plot 情节

Objective

Build the skills to read **character** 人物 from textual detail.

You must be able to:

- name the three things that reveal characters
- name the four possible sources of a description
- define perspective and what informs it
- explain the two-way relationship between perspective and relationships

1 Worked examples

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

■ Three revealers

Description, dialogue and behavior reveal characters to readers. Three channels, and a strong answer uses more than one.

■ Four sources

Descriptions may come from **a speaker, a narrator, other characters, or the characters themselves**. Who is describing matters: a rival's description is evidence about the rival too.

■ Perspective

Perspective is how narrators, characters or speakers understand their circumstances, informed by **background, personality traits, biases and relationships**.

■ Two-way

A character's perspective is **both shaped and revealed** by relationships, the environment, plot events and the ideas expressed in the text. The same relationship that forms a view is the evidence for it.

2 Practice

2.1 Name the three things that reveal characters. [3]

2.2 Define perspective and name what informs it. [2]

2.3 A character is described by a rival.

(a) State what this reveals besides the character described. [1]

(b) Explain why the source of a description matters. [2]

3 Exam-style questions

3.1 Perspective is informed by background, personality traits, relationships and [1]

- **A** biases
- **B** page count
- **C** publication date
- **D** genre

3.2 A character's perspective is described as [1]

- **A** only shaped by relationships
- **B** both shaped and revealed by them
- **C** only revealed by them
- **D** independent of them

3.3 A story shows a character speaking kindly and acting cruelly.

(a) State which two channels are in play. [1]

(b) Explain what the contradiction gives a reader.

[2]

Solutions

2.1 description; dialogue; behavior.

2.2 how narrators, characters or speakers understand their circumstances; informed by background, personality traits, biases and relationships.

2.3 (a) the rival's own perspective and biases. (b) a description is a character's view of another, so it is evidence about the describer as well as the described.

3.1 A. biases are the CED's fourth item.

3.2 B. both, in the CED's own wording.

3.3 (a) dialogue and behavior. (b) evidence that the character's words and actions diverge, which is more informative than either channel alone.

1.2 Textual details that convey setting

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS setting 场景 • character 人物 • plot 情节

Objective

Build the skills to read **setting** 场景 from textual detail.

You must be able to:

- state the CED's definition of setting at this level
- distinguish setting from description of place
- explain why time is half the definition
- select details that establish setting

1 Worked examples

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

■ The definition

Setting includes the time and place during which the events of the text occur. At this stage the definition is deliberately simple; 3.3 widens it.

■ Setting and description

A description of a room is a detail; the setting is what the details together establish about **when** and **where**. Several details can establish one setting.

■ Time

Time is half the definition and the half students most often drop. "A city" is not a setting; "a city on the night of a curfew" is.

■ Selecting details

Look for what fixes time (clothes, technology, speech, references to events) and what fixes place (landscape, buildings, weather, language). One clear detail of each is worth more than a list.

2 Practice

2.1 State the CED’s definition of setting. [2]

2.2 Distinguish a detail of place from a setting. [2]

2.3 Students often drop half the definition.

(a) State which half. [1]

(b) Name two kinds of detail that fix it. [2]

3 Exam-style questions

3.1 Setting includes place and [1]

- **A** time
- **B** narrator
- **C** conflict
- **D** theme

3.2 “A city” is not yet a setting because it lacks [1]

- **A** a time
- **B** a character
- **C** a plot
- **D** an author

3.3 A story mentions oil lamps, a horse and a telegram.

(a) State what these details establish. [1]

(b) Explain how the reader uses them.

[2]

Solutions

2.1 the time and place during which the events of the text occur.

2.2 a detail of place describes one thing; a setting is what details together establish about when and where.

2.3 (a) time. (b) any two of: clothes; technology; speech; references to events.

3.1 A. time is the other half.

3.2 A. no time is fixed.

3.3 (a) a period, roughly. (b) the reader combines them to date the events, since no single detail is decisive on its own.

1.3 How plot orders events

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS plot 情节 • dramatic situation 戏剧情境 • character 人物 • setting 背景

Objective

Build the skills to explain **plot** 情节 as ordered events.

You must be able to:

- state the CED's definition of plot
- explain what 'each event building on the others' claims
- define the dramatic situation
- explain why plot is not the same as the story's incidents

1 Worked examples

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

■ Definition

Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship.

■ Building

Events are not merely consecutive. "Building on the others" claims a dependence: a later event means what it means because of an earlier one.

■ Dramatic situation

It includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.

■ Plot and incidents

A list of incidents is not a plot. The plot is the incidents plus their connection, which is what makes the sequence mean something.

2 Practice

2.1 State the CED’s definition of plot. [2]

2.2 Explain what “each event building on the others” claims. [2]

2.3 Define the dramatic situation.

(a) State what it includes. [2]

(b) State what it often involves. [1]

3 Exam-style questions

3.1 The relationship between events is often [1]

- **A** cause-and-effect
- **B** alphabetical
- **C** random
- **D** metrical

3.2 A list of incidents is not a plot because it lacks [1]

- **A** their connection
- **B** characters
- **C** a setting
- **D** dialogue

3.3 A second event would be meaningless without the first.

(a) State what this shows. [1]

(b) Explain why order carries meaning.

[2]

Solutions

2.1 the sequence of events in a narrative, connected, with each building on the others, often causally.

2.2 that events depend on one another, so a later event means what it means because of an earlier one.

2.3 (a) the setting and action of the plot, and how the narrative develops to place characters in conflict. (b) the rising or falling fortunes of a main character or set of characters.

3.1 A. the CED's own phrase.

3.2 A. connection is what makes it a plot.

3.3 (a) that the events are connected rather than consecutive. (b) the same incidents in a different order would mean something else, so the arrangement is part of what the text says.

1.4 The function of a sequence of events

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS sequence 序列 • character 人物 • plot 情节 • setting 背景

Objective

Build the skills to explain what a **sequence** 序列 does.

You must be able to:

- state what plot and exposition focus attention on
- name the four things they focus attention on
- distinguish 'what happens' from 'what the sequence does'
- answer a function question in the CED's terms

1 Worked examples

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

■ Focusing attention

Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development.

■ Four things

Characters, their relationships and their roles in the narrative, as well as setting and the relationship between characters and setting.

■ Function

A function question asks what the sequence **does** to a reader's attention, not what occurs in it. Summarising the events answers a different question.

■ The form of an answer

"By placing X before Y, the text makes the reader see..." — the sequence is the evidence and the effect on attention is the claim.

2 Practice

2.1 State what plot and exposition do for readers. [2]

2.2 Name four things they focus attention on. [2]

2.3 A function question is not a summary question.

(a) State the difference. [2]

(b) Give the form a function answer takes. [1]

3 Exam-style questions

3.1 Plot and exposition focus attention on parts that matter most to the narrative's [1]

- **A** development
- **B** length
- **C** publication
- **D** genre

3.2 A function answer's claim is about [1]

- **A** what happens
- **B** the effect on a reader's attention
- **C** the author's life
- **D** the number of pages

3.3 A story reveals a character's crime only after showing his kindness.

(a) State what the order does. [1]

(b) Explain why reversing it would change the effect.

[2]

Solutions

2.1 they focus readers' attention on the parts of the narrative that matter most to its development.

2.2 characters; their relationships; their roles; setting and the relationship between characters and setting.

2.3 (a) a summary reports what occurs; a function answer states what the sequence does to a reader's attention. (b) "by placing X before Y, the text makes the reader see..."

3.1 A. development.

3.2 B. the effect on attention.

3.3 (a) it makes the reader judge the crime against an established impression. (b) the crime would then colour the kindness rather than the reverse, so the reader's sympathy would form differently.

1.5 Identifying the narrator or speaker

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS narrator 叙述者 • point of view 叙述视点 • perspective 视角 • character 人物 • setting 背景

Objective

Build the skills to identify the **narrator** 叙述者 or speaker.

You must be able to:

- state what narrators and speakers do
- distinguish perspective from point of view
- state the CED's warning about the author
- explain why the distinction matters for analysis

1 Worked examples

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

■ What they do

Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader. They do two things: tell, and position the reader.

■ Two terms

Perspective refers to how narrators, characters or speakers **see their circumstances**; **point of view** refers to **the position from which** a narrator or speaker relates the events. One is a way of seeing, the other a place to stand.

■ The warning

A speaker or narrator is not necessarily the author. The CED states it flatly because the error is common and it wrecks an analysis.

■ Why it matters

Attributing a narrator's view to the author converts a literary choice into a biographical claim, and the evidence in the text no longer supports what is being said.

2 Practice

2.1 State the two things narrators and speakers do. [2]

2.2 Distinguish perspective from point of view. [2]

2.3 The CED warns about the author.

(a) State the warning. [1]

(b) Explain why the error damages an analysis. [2]

3 Exam-style questions

3.1 Point of view refers to [1]

- **A** how a speaker sees circumstances
- **B** the position from which events are related
- **C** the author's opinions
- **D** the setting

3.2 A narrator is [1]

- **A** always the author
- **B** not necessarily the author
- **C** never a character
- **D** always reliable

3.3 A student writes that the author believes what the narrator says.

(a) State the error. [1]

(b) Explain what the student should write instead.

[2]

Solutions

2.1 they relate accounts to readers and establish a relationship between the text and the reader.

2.2 perspective is how a narrator, character or speaker sees their circumstances; point of view is the position from which events are related.

2.3 (a) a speaker or narrator is not necessarily the author. (b) it converts a literary choice into a biographical claim, which the text's own evidence cannot support.

3.1 B. a position, not a way of seeing.

3.2 B. the CED's flat statement.

3.3 (a) attributing the narrator's view to the author. (b) that the narrator holds the view, and then what the text does with it.

1.6 The function of point of view

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS observational to all-knowing 全知 • point of view 叙述视点 • character 人物 • perspective 视角
• plot 情节

Objective

Build the skills to explain the **function of point of view** 视角的作用.

You must be able to:

- state what point of view contributes to a text
- distinguish first-person from third-person narrators
- state the range of third-person knowledge
- explain why point of view limits as well as enables

1 Worked examples

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

■ The contribution

Point of view contributes to what narrators, characters or speakers can and cannot provide in a text, based on their level of involvement and intimacy with the details, events or characters. Can and cannot — the limit is part of the function.

■ Two kinds

First-person narrators are involved in the narrative, and their relationship to the plot and other characters shapes their perspective. **Third-person narrators are outside observers.**

■ The range

Third-person narrators' knowledge **may range from observational to all-knowing**, which shapes their perspective; the outside perspective **may not be affected by the events of the narrative.**

■ Limits

Narrators may also be characters, and that role may influence their perspective. What a narrator cannot see is as analytically useful as what they can.

2 Practice

2.1 State what point of view contributes and why the limit matters. [2]

2.2 Distinguish first-person from third-person narrators. [2]

2.3 Third-person knowledge varies.

(a) State the range. [2]

(b) State why what a narrator cannot see is useful. [1]

3 Exam-style questions

3.1 Third-person narrators are described as [1]

- **A** outside observers
- **B** always involved
- **C** always unreliable
- **D** characters

3.2 The CED says point of view contributes to what a narrator can and [1]

- **A** cannot provide
- **B** must invent
- **C** should hide
- **D** will forget

3.3 A narrator reports a room she never entered.

(a) State what this indicates about the point of view. [1]

(b) Explain what a reader learns from a narrator's limits.

[2]

Solutions

2.1 it contributes to what a narrator can and cannot provide, based on their level of involvement and intimacy with the details, events or characters.

2.2 first-person narrators are involved in the narrative; third-person narrators are outside observers.

2.3 (a) from observational to all-knowing. (b) the gaps show what the text has chosen to withhold.

3.1 A. outside observers.

3.2 A. cannot provide.

3.3 (a) that it is not a limited first-person account. (b) a limit tells the reader what the text will not give them, which is itself a choice the analysis can discuss.

1.7 Developing a paragraph with claim and evidence

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS claim 主张

Objective

Build the skills to write a **claim** 主张 defended by evidence.

You must be able to:

- state what close reading enables a writer to do
- define a claim in the CED's terms
- name the initial components of a literary paragraph
- distinguish a claim from an observation

1 Worked examples

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

■ Close reading

Writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. “In combination” — one detail rarely supports a claim.

■ A claim

A claim is a statement that requires defense with evidence from the text. If nothing could count as evidence for it, it is not a claim.

■ Two components

The initial components of a paragraph are the claim and textual evidence that defends the claim. Claim first, then evidence.

■ Claim and observation

“The narrator is a soldier” is an observation — it is simply true or false. “The narrator’s military habits of mind blunt his account of the funeral” is a claim: it needs defending.

2 Practice

2.1 Define a claim in the CED’s terms. [2]

2.2 Name the initial components of a literary paragraph. [2]

2.3 A claim is not an observation.

(a) State the difference. [2]

(b) State what “in combination” adds. [1]

3 Exam-style questions

3.1 A claim is a statement that requires [1]

- **A** defense with evidence from the text
- **B** no support
- **C** a biography
- **D** a summary

3.2 The first component of a literary paragraph is [1]

- **A** the evidence
- **B** the claim
- **C** the conclusion
- **D** the title

3.3 A student writes: “The poem contains three similes.”

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

(b) Rewrite it as one.

[2]

Solutions

2.1 a statement that requires defense with evidence from the text.

2.2 the claim and textual evidence that defends it.

2.3 (a) an observation is simply true or false; a claim needs defending with evidence. (b) that a claim usually rests on several details together rather than one.

3.1 A. defense with textual evidence.

3.2 B. the claim comes first.

3.3 (a) no — it is an observation. (b) any claim requiring defense, e.g. “the poem’s three similes all draw on machinery, which makes the speaker’s grief sound mechanical”.