

BRIGHT SCHOLARS

AP+ EXAM PREP SERIES

ENGLISH LANGUAGE AND COMPOSITION REVIEW WORKBOOK

2027 EXAM

Reading • Rhetorical Analysis • Argument • Synthesis

Read closely. Argue clearly. Write with purpose.

SKILL CATEGORY

1

Rhetorical
Situation

2

Claims and
Evidence

3

Reasoning and
Organization

4

Style

Fully digital exam format • Diagnostic test • 7 units • Reading and revision question sets • Full-length practice exam

THIS BOOK BELONGS TO

Name _____

School / Teacher _____

AP exam date _____

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i KNOW IT

Short concept notes in the margin, next to the tasks that use them.

2 FRQ EDGE

Timed essays with a self-scoring checklist built on the 6-point rubric.

! FIX IT

The habits that cost students points, named so you can catch them.

UNIT

1

The Rhetorical Situation and Rhetorical Choices

SKILLS: RHETORICAL SITUATION AND STYLE • TESTED IN READING QUESTIONS AND ALL THREE ESSAYS

UNIT QUESTION

How do writers adapt their choices to a particular audience, moment, and purpose?



BY THE END OF THIS UNIT

- ☐ Identify a text's speaker, audience, purpose, exigence, and context.
- ☐ Explain how the rhetorical situation shapes specific choices.
- ☐ Explain how ethos, logos, and pathos work on a specific audience.
- ☐ Analyze rhetorical devices with Identify, Explain, Significance.
- ☐ Name tone precisely and explain a tone shift.
- ☐ Write an analytical paragraph that connects a choice to its effect.



IN THIS UNIT

- 1.1** The Rhetorical Situation
- 1.2** Rhetorical Appeals in Context
- 1.3** Rhetorical Choices and Devices
- 1.4** Tone, Shifts, and Purpose
- Unit Review: Mixed Practice, FRQ Edge, Fix It, Exit Ticket, READY+ Check



QUICK START: 2-MINUTE WARM-UP

Think of a time you had to persuade someone. Answer each in a phrase.

a. Who was your audience, and what did they care about?

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b. Why was that moment the right time to ask?

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c. What one choice made your case work, or fail?

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UNIT 1 | LESSON 1.1

The Rhetorical Situation

i THE RHETORICAL SITUATION

Every text answers a moment. The **exigence** is the problem or event that prompts it. **Kairos** is the sense of the right moment to speak.

i SOAPS

Subject, **O**ccasion, **A**udience, **P**urpose, **S**peaker. Use it to orient yourself in the first 90 seconds with any text.

! FIX IT

Identifying the situation earns nothing on its own. The points come from explaining how the situation **shapes a choice**.

i MODEL IT: SOAPS QUESTIONS

ELEMENT	QUESTIONS TO ASK
Subject	What is the text about? What central idea does the writer address?
Occasion	What event or moment prompted the text? Why now?
Audience	Who is the intended reader or listener? What do they believe, value, and expect?
Purpose	What does the writer want the audience to think, feel, or do?
Speaker	Who is the writer? What persona and credibility do they project?

LEVEL	WHAT IT LOOKS LIKE
Identification only	"The speaker uses first person to connect with the audience."
Situation-aware analysis	"By framing the graduates' education as a civic obligation rather than a personal achievement, the speaker turns a celebration into a call to action, a choice that fits an audience expecting both praise and a challenge."

📖 READ IT: PASSAGE 1.A

PASSAGE 1.A

Commencement address at a public university. The speaker is fictional; the passage was written for this workbook.

You have spent four years learning how to think, not merely what to think. That distinction matters more than any grade you earned today. The world does not need more people who can repeat what they have been told. It needs people who can evaluate what they are told, question its assumptions, trace its implications, and make reasoned decisions even when the evidence is incomplete. You now have that ability. The question before you is whether you will use it.

✍️ WRITE IT: SOAPS ANALYSIS

Subject:

Audience: what do they value?

Occasion: why does the timing matter?

Purpose: what should they think, feel, or do?

Speaker: what persona and credibility does the speaker project?

- 1** Explain how TWO elements of the rhetorical situation shape the speaker's choices.

✓ CHECK IT

QUESTIONS 2 TO 4 REFER TO THE PASSAGE BELOW.

From a letter sent by the director of a small county historical museum to its members after a flood. The museum and director are fictional.

Most of you have walked through our front door at least once. Some of you were married on our lawn. Last Thursday, the river came through that door too, and it did not wipe its feet. We lost the lower gallery, the gift shop, and two hundred years of county newspapers we had not yet scanned. I am not writing to ask for sympathy. I am writing because our insurance covers the building, not the history inside it, and the history is the part we cannot order from a catalog.

- 2** The exigence for the letter is
- (A) the anniversary of the museum's founding two hundred years ago.
 - (B) a flood that destroyed collections its insurance does not cover.
 - (C) a disagreement among members over the museum's opening hours.
 - (D) a scheduled fundraiser to build a new gallery and gift shop on the museum's lawn.
- 3** The references to members' visits and weddings primarily serve to
- (A) remind readers of their personal connection to the museum.
 - (B) suggest that the museum will stop hosting public events.
 - (C) list the events that have earned the museum the most money.
 - (D) establish the director's training as a local historian.
- 4** The phrase "it did not wipe its feet" contributes to the tone of the letter by
- (A) expressing anger at the county for failing to prevent floods.
 - (B) adding wry humor that keeps a grim report from sounding self-pitying.
 - (C) mocking members who did not help clean up after the flood.
 - (D) building suspense about what the museum lost in the flood.

FRQ EDGE | UNIT 2 | RHETORICAL ANALYSIS

Speech on Housing Development

Suggested time: 40 minutes. Plan for 5 minutes, then write.

UNIT 2 ASSESSMENT PASSAGE

Speech at a city council hearing on a housing development. The speaker is fictional; the passage was written for this workbook.

I stand before you tonight not as a lawyer or a lobbyist but as a mother who has lived in this neighborhood for nineteen years and watched it change, one building at a time. I have watched neighbors who were here for decades receive ninety-day notices and begin the quiet, humiliating work of trying to find somewhere affordable to go. You will hear tonight that this development brings economic growth. That is true. It also displaces the community that made this neighborhood worth developing. I am asking you to make a choice that reflects the values you say you hold. Values are not what we say we believe. They are what we do when it becomes inconvenient to believe them.

Prompt: Write an essay that analyzes the rhetorical choices the speaker makes to persuade the city council.

P Plan: thesis and a claim for each body paragraph.

E Write your essay.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

UNIT 2 | REVIEW

Fix It and Exit Ticket

! FIX IT: COMMON MISTAKES IN UNIT 2

MISTAKE	WEAK WRITING	STRONGER WRITING
Device-list thesis	“The author uses ethos, pathos, and logos.”	Name specific choices and say what they accomplish for this audience.
Summary as commentary	“This shows that she has lived there a long time.”	Explain what the detail does: it turns an order into a neighbor’s request.
Floating quotations	A quotation standing alone as a sentence.	Embed it with a signal phrase and follow it with two sentences of explanation.
Repetitive paragraphs	Three paragraphs on three examples of “pathos.”	Each paragraph advances a new claim that builds on the last.
Bolted-on sophistication	One sentence about “society” in the conclusion.	Explain a tension or context throughout the analysis.

→ EXIT TICKET

- 1** What makes a thesis defensible? Give a weak example and explain why it fails.

- 2** What does CEEC stand for? Why is Connect often the weakest step?

- 3** What is the difference between Level 2 and Level 3 evidence use?

- 4** Name the four pathways to complexity and give a one-phrase example of one.

SECTION I • MULTIPLE CHOICE • QUESTIONS 1–45

⌚ 60 MINUTES

QUESTIONS 1 TO 6 REFER TO THE PASSAGE BELOW.

From an essay about public benches, written for this workbook.

1 A bench is the cheapest piece of public architecture a city can build, and perhaps the most revealing. It asks nothing of the person who uses it: no ticket, no purchase, no reason for being there. It simply offers a place to stop.

2 That is exactly why benches have been disappearing. In many downtowns, the long wooden bench has been replaced by single seats bolted far apart, by benches split with metal armrests, or by nothing at all. The official explanations vary: maintenance, loitering, “activation” of commercial space. But the effect is the same. A city that removes its benches has decided that standing still is something you should pay for.

3 I do not mean that every bench is a moral victory. Benches can be dirty, poorly placed, or ignored. But I have watched the one outside the hardware store on my street for a year now, and it has held, at different hours, a mail carrier eating lunch, two teenagers arguing about a movie, a man reading the classifieds aloud to his wife, and a woman who sat there for an hour and, as far as I could tell, did nothing at all. Each of them was, for a while, a guest of the city. I can think of few better things for a city to be than a host.

- 1** The writer’s primary purpose is to
- (A) criticize the hardware store on the writer’s street for its outdoor furniture.
 - (B) describe the history of public benches in American cities over a century.
 - (C) argue that benches show a city’s willingness to welcome people for free.
 - (D) explain the engineering and maintenance reasons that cities choose single seats instead of benches.
-
- 2** In paragraph 1, the phrase “no ticket, no purchase, no reason for being there” primarily serves to
- (A) introduce the official explanations that cities give for removing their benches.
 - (B) suggest that people on benches are usually avoiding work.
 - (C) list the rules that cities post next to their public benches.
 - (D) emphasize that a bench asks nothing of the people using it.
-
- 3** The writer places the word “activation” in quotation marks (paragraph 2) most likely to
- (A) show that the word is quoted from a well-known urban planner.
 - (B) signal skepticism toward official jargon.
 - (C) define a technical term from urban planning that readers may not have heard before.
 - (D) indicate that the word was used by people who sit on benches.
-

Answer Key and Model Responses

Answers are grouped by section, with the page number of each set of questions. Every multiple-choice answer includes a short reason. For writing tasks, the key gives one strong response or a model outline; other answers earn credit when they make a defensible claim, use specific evidence, and explain how the evidence supports the claim.

DIAGNOSTIC TEST

Diagnostic Test • Multiple Choice p. 11

- 1 **D.** The essay moves from an anecdote to the claim that repair builds understanding consumers otherwise lose.
- 2 **C.** The concrete image introduces the habit of repair that the essay goes on to analyze.
- 3 **D.** The author grants a limit of the nostalgic view before continuing the argument with “Still.”
- 4 **D.** Renting implies depending on others for something one could own; here, the knowledge of how things work.
- 5 **A.** Repair is compared to an examination that people are “skipping.”
- 6 **C.** Only this choice gives specific evidence of use.
- 7 **A.** The sunflowers do not support the argument about safety or access, and the sentence interrupts the line of reasoning.
- 8 **B.** It names how the concern was addressed, with specific procedures.
- 9 **B.** It ties the safety procedure to the recommendation.
- 10 **A.** Description, concern, response, further reason, recommendation.
- 11 **B.** Self-deprecating humor acknowledges the audience’s likely boredom and builds goodwill.
- 12 **C.** Specific dates and an image make the abstract risk concrete.
- 13 **A.** They recast delay, which seems thrifty, as a hidden and higher cost.
- 14 **C.** It grants part of an objection and leads to the discount.
- 15 **D.** The balanced phrases sharpen the contrast between planned and unplanned spending.
- 16 **C.** It names the second reason (equity) and states it precisely.
- 17 **A.** It explains how the statistic supports the claim, which is commentary.
- 18 **D.** It names where digital books do help, which qualifies the writer’s claim.
- 19 **B.** It concedes the opposing view’s merits and states the writer’s position.
- 20 **B.** It speaks to the board and specifies how the two-format plan would work.

Diagnostic Test • Writing p. 17

- T** Example: “By disarming a restless audience with humor, turning an invisible problem into concrete images and costs, and conceding the burden of the increase before answering it, the engineer persuades residents that paying a small fee now is the responsible choice.”
- B** Example: The engineer makes buried pipes visible to listeners who have never seen them. Instead of describing the system as “aging,” he states that the Harrow Avenue pipes were “laid in 1931” and have worn “as thin as a pencil line,” an image any listener can picture. He then converts the risk into money: each emergency repair costs “about three times as much” as scheduled replacement.

Because his audience is skeptical of a rate increase, this sequence matters. It turns the question from “Should we pay more?” into “Which way of paying costs less?”, so the final contrast between paying “on purpose” and “by accident” feels like common sense rather than a sales pitch.

UNIT 1 • THE RHETORICAL SITUATION AND RHETORICAL CHOICES

Unit 1 Quick Start p. 19

Quick Start: Answers will vary. Strong answers name a specific audience and value (“my coach, who cares about team discipline”), a specific reason the timing mattered (kairos), and one concrete choice (a promise, a comparison, a piece of evidence).

Lesson 1.1 • SOAPS Analysis p. 20

SOAPS, Passage 1.A. Subject: the difference between knowing what to think and knowing how to think. Occasion: graduation day, when students are leaving school and deciding what their education was for. Audience: new graduates (and their families) who value achievement and expect to be celebrated. Purpose: to challenge graduates to use their judgment, not just to congratulate them. Speaker: an authority figure who speaks with calm confidence and declines to flatter.

- 1 Example: Because the occasion is a graduation, the audience expects praise for grades; the speaker meets that expectation and then reverses it (“matters more than any grade you earned today”), so the celebration becomes a challenge. Because the audience is leaving school, the speaker ends on a question about the future (“whether you will use it”), which turns the speech from a summary of the past into a charge.

Lesson 1.1 • Check It p. 21

- 2 **B.** The flood and the uninsured loss of the collection prompt the letter.
- 3 **A.** They remind readers of their personal stake before the request.
- 4 **B.** The wry personification keeps a grim report from sounding self-pitying.

Lesson 1.1 • Analytical Paragraph p. 22

- 5 Strong paragraphs name the audience (residents who may distrust official directives) and the speaker’s relationship to them, then quote choices: the long residence (“twenty-three years”), the intimate roles (“delivered your children”), the explicit contrast “not... a distant authority... your neighbor,” and the communal close (“what this town does best”). Commentary explains that the physician converts a public-health order into a neighbor’s request, which is more persuasive to an audience that resists being told what to do.