

HOLIDAY HOMEWORK 假期作业

AP English Language and Composition

Exercise sheets and past-paper practice, topic by topic.

每个单元：练习卷 + 历年真题。

For class or self-study • no answer keys included.

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1 Who is speaking, to whom, and why – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
rhetorical situation	修辞情境	_____
exigence	触发缘由	_____
subject	主题	_____
purpose	目的	_____

Recall

- You write differently to a teacher than to a friend.
- You have noticed an advertisement trying to make you feel something.
- You know a text written for one group can annoy another.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The rhetorical situation

Every text has a writer, an audience, a purpose, a subject and a context. Together these are the **rhetorical situation** 修辞情境, and changing any one of them changes what the writer can say.

Worked example. A speech for supporters can assume agreement; the same argument for opponents must first establish common ground.

■ 2 Exigence

The **exigence** 触发缘由 is the thing that made the text necessary now. Identifying it explains the writer's urgency and often the whole shape of the argument.

Worked example. A letter written the day after a factory closes has an exigence the same letter written a year later does not.

■ 3 Purpose is not subject

The **subject** 主题 is what a text is about; the **purpose** 目的 is what the writer wants it to accomplish. Two texts on one subject can have opposite purposes.

Worked example. Two articles about a new road: one persuades readers to support it, the other to object.

Watch out: “To inform the reader” is almost never a useful statement of purpose. Ask what the writer wants the reader to *do or believe* that they did not before.

Practice

2.1 Name the five elements of the rhetorical situation. [2]

2.2 Define exigence. [1]

2.3 Explain how identifying the exigence helps a reader. [2]

2.4 Distinguish subject from purpose. [2]

2.5 State why “to inform the reader” is a weak statement of purpose. [2]

2.6 A speech is delivered to opponents rather than supporters. State one thing that must

change.

[1]

1 Claims, evidence, and what counts as support – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
claim	论断	_____
Evidence	证据	_____
Commentary	评述	_____

Recall

- You have been asked “how do you know?” and had no answer.
- You know a number can make a statement sound more convincing.
- You have read a paragraph that gave examples but proved nothing.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 What a claim is

A **claim** 论断 is a statement that requires support. If nobody could reasonably disagree, it is a fact rather than a claim, and it needs no argument.

Worked example. “The road is 6 km long” is a fact; “the road was a mistake” is a claim.

■ 2 Evidence and its relevance

Evidence 证据 supports a claim only if it bears on that claim. Relevant evidence for one claim is decoration for another, and a paragraph full of accurate detail can still support nothing.

Worked example. Traffic figures support a claim about congestion; they do not support a claim about the road's beauty.

■ 3 Commentary

Commentary 评述 is the writer's explanation of how the evidence supports the claim. Without it the reader must supply the link themselves, and they may supply a different one.

Worked example. After a statistic, the sentence beginning "this shows that..." is where the argument is actually made.

Watch out: Adding more evidence never repairs missing commentary. Three unexplained facts support a claim no better than one.

Practice

2.1 Define a claim. [1]

2.2 State the test that distinguishes a claim from a fact. [2]

2.3 Explain what makes evidence relevant. [2]

2.4 Define commentary. [1]

2.5 Explain what happens when commentary is missing. [2]

2.6 Explain why adding evidence does not repair missing commentary.

[2]

Question 2

Suggested time—40 minutes

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

Reshma Saujani is an attorney, author, and activist who founded Girls Who Code, an organization that works to advance opportunities for girls and women to find careers in the technology sector. The following passage is excerpted from Saujani's contribution to *American Like Me: Reflections on Life Between Cultures*, a 2018 anthology of essays by prominent Americans with backgrounds in multiple cultures. The excerpt begins after Saujani discusses founding a multicultural student organization at her high school. Read the passage carefully. Write an essay that analyzes the rhetorical choices Saujani makes to convey her message about the nature of bravery.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Years later, when I ran for political office for the first time, I was exercising my bravery again. I had enjoyed several years of a lucrative career at a Wall Street law firm but longed to make my life more about helping to build communities and improving the future of this country. I wanted to push myself. And much like barging into Schaumburg High to start a diversity club, the idea of running for public office felt good—like I was flexing that bravery muscle again. So I bravely quit my job. I bravely ran for Congress. And I bravely lost by a landslide.

But I did it authentically, as myself, as *Reshma*. In the early stages of campaigning, I was told to change my name to Rita, given the advice that people are more likely to vote for you if they can pronounce your name. But my bravery had brought me this far. I wasn't going to stop now. I could never turn my back on Reshma to become a Key-Chain Rita.¹ And losing authentically allowed me to articulate something I was passionate about. I wanted to find a way to address the fact that American girls are often raised to value perfection over bravery. They want to be Sweet Valley Jessicas² instead of Schaumburg³ Reshmas. So I ran my campaign on a platform of bringing computer science into every classroom and making sure girls were given equal access to learning coding. I focused on this because the process of learning to

code—building something from the ground up, using trial and error, failing and starting over—allows you to see for yourself that perfection is pretty pointless. And bravery leads to wonderful things.

I should know. After the election loss, I had the gall to start a national nonprofit called Girls Who Code, and I don't even know how to code, myself.

But thanks to my childhood, growing up with two very brave immigrants as parents—who just like me were children of immigrants in Uganda—I now know it is more important than ever to be brave and proud of my identity, to own my role in changing the world, one election loss at a time.

Yes, I did run for office again a few years later. And yes, I lost again. But bravery is contagious.

On election day, I was running around in the rain shaking voters' hands up to the very last minute. I met a woman—I did not catch her name—who was rushing to the polls. As she passed by me, I smiled and said, "Who are you voting for today?"

She hesitated, flustered but kind. Embarrassed she couldn't pronounce it correctly, she fumbled out an *uhh* as she frantically pulled one of my fliers from her bag.

"This woman," she said as she pointed at my name on the piece of paper.

Even though she needed a cheat sheet to remember

5 who she was voting for, I couldn't help but swell with
pride that I had an Indian name. I couldn't help but
think of my parents. When they chose to name me
Reshma, did they dream of a world where it would be
unthinkable to go by Rita instead? I had spent years
7 assimilating as a child, and for the first time, I thought
I knew why my parents named me Reshma.

Maybe they didn't want me to blend in as much as
I thought. They blended in *so I wouldn't have to*. They
paid the ultimate price for my authenticity. They gave
5 up their community, their careers, their language, their
own *names*. These were the steep taxes they paid to
make a better life for me. Assimilating in the ways my
parents did can invite accusations. Changing your
name and hiding your accent could be seen as passive
7 or fearful gestures. But my parents' immigrant
experience reveals the great reserves of bravery and
pride they had in order to survive in a new country
with no familiar community of support. I think my

parents are the bravest people I know. They traded in
75 their names for the freedom and privilege I experience
every day. Because of them, I have the platform to be
brave. They built the stage I stood on at the PRISM⁴
assembly. They laid the groundwork for a little girl
named Reshma to grow up and become the first
80 Indian-American woman to run for Congress.

They changed their names so I wouldn't have to.

¹ Earlier in the essay, Saujani recalls a childhood incident
in which she was unable to find her name in a display of
key chains with names printed on them.

² Sweet Valley is a fictional suburban community near Los
Angeles that was the setting for a series of popular novels
for young adults.

³ the suburb of Chicago, Illinois, where Saujani grew up

⁴ acronym for Prejudice Reduction Interested Students
Movement, the multicultural student organization Saujani
founded

**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.**

2 Writing for an audience you can describe – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
audience	受众	_____
assumption	预设	_____

Recall

- You have simplified an explanation for a younger listener.
- You know an argument can insult the people it is trying to persuade.
- You have skipped a text because it seemed not to be for you.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Describing an audience

An **audience** 受众 is described by what it already believes, what it already knows, and what it wants. All three change what a writer must supply.

Worked example. An audience that already agrees needs evidence for *how much*, not for *whether*.

■ 2 Adapting without pandering

Adapting means choosing which evidence and which vocabulary will reach this audience. It does not mean saying what they want to hear, which loses the argument's point.

Worked example. A doctor explaining a treatment to a patient chooses plainer words, not a different diagnosis.

■ 3 Assumptions

Every argument rests on something the writer expects the audience to grant without proof. Identifying that **assumption** 预设 is often the fastest way to see why an argument fails with a particular group.

Worked example. An argument for a new stadium assumes the reader values the sport; someone who does not will reject it before the evidence.

Watch out: “General audience” is not an audience. If you cannot say what the readers believe and want, you cannot say whether the argument suits them.

Practice

2.1 State the three things an audience is described by. [3]

2.2 Explain what an audience that already agrees needs. [2]

2.3 Distinguish adapting from pandering. [2]

2.4 Define an assumption in an argument. [1]

2.5 Explain why identifying an assumption reveals why an argument fails. [2]

2.6 State why “a general audience” is not a usable description. [1]

2 Thesis statements that do work — Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
thesis	论点	_____
defensible	可辩护的	_____

Recall

- You have written an introduction that announced what you would discuss.
- You know a title is not an argument.
- You have read an essay and been unsure what it was arguing.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A thesis is a claim

A **thesis** 论点 states the position the essay defends. Announcing a topic - “this essay examines the causes” - names a subject and takes no position.

Worked example. “This essay examines the causes of the flood” announces; “the flood was caused by decisions taken years earlier” argues.

■ 2 Defensibility

A thesis must be **defensible** 可辩护的 - arguable with evidence and disputable by a reasonable reader. A thesis nobody could dispute needs no essay.

Worked example. “Pollution is bad” is not defensible because there is no opposing position to defend against.

■ 3 Scope

A thesis must be narrow enough to defend in the space available. Narrowing means attaching the claim to something specific, not adding qualifications until it says nothing.

Worked example. “Cities should reduce car use” is too wide; “this city’s bus subsidy did more than its cycle lanes” can be defended.

Watch out: Adding “in some ways” and “to an extent” does not narrow a thesis; it weakens it. Narrowing means being more specific about what is claimed, not less committed to it.

Practice

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

2.2 Define a defensible thesis. [2]

2.3 Explain why “pollution is bad” is not defensible. [2]

2.4 State what narrowing a thesis means. [2]

2.5 Explain why adding “to an extent” does not narrow a thesis. [2]

2.6 Rewrite “this essay examines the causes of the flood” as a thesis. [1]

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 Reasoning: the order that makes an argument – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
line of reasoning	推理线索	_____
method of development	展开方式	_____
topic sentence	主题句	_____

Recall

- You have followed a set of directions where one step depended on the last.
- You know a list of reasons is not the same as an argument.
- You have lost track of what a long paragraph was proving.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A line of reasoning

A **line of reasoning** 推理线索 is the sequence of claims that leads from the thesis to the conclusion. Each claim should follow from the one before, so the order carries meaning.

Worked example. If two paragraphs can be swapped with nothing lost, they were a list rather than a sequence.

■ 2 Methods of development

A **method of development** 展开方式 is the pattern a writer uses to organise material - narration, comparison, cause and effect, definition, classification. The method should follow from what the argument needs.

Worked example. An argument about why something happened is naturally organised by cause and effect, not by comparison.

■ 3 Topic sentences

A **topic sentence** 主题句 states the paragraph's claim and shows how it follows from the previous one. The second job is what turns paragraphs into reasoning.

Worked example. "Because the drainage was already failing, the second decision mattered more than the first" both claims and connects.

Watch out: A method of development is a tool, not a template. Choosing comparison because it is familiar, when the argument is about causes, forces the material into the wrong shape.

Practice

2.1 Define a line of reasoning. [2]

2.2 State the test for whether paragraphs form a sequence. [2]

2.3 Name three methods of development. [3]

2.4 State the two jobs of a topic sentence. [2]

2.5 Explain why the method should follow from the argument. [2]

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every day. Because of them, I have the platform to be
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Angeles that was the setting for a series of popular novels
for young adults.

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Movement, the multicultural student organization Saujani
founded

**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.**

3 Evidence chosen for a reason – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Sufficiency	充分性	_____

Recall

- You have used a quotation because it was the one you could find.
- You know one strong example can beat five weak ones.
- You have seen a statistic used to prove something it did not measure.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Purposeful selection

Evidence should be chosen for the job the paragraph needs done - to illustrate, to qualify, to establish scale. Choosing the most available evidence rather than the most apt is the commonest weakness in a timed essay.

Worked example. To show that a problem is widespread, a national figure does more than a vivid single case.

■ 2 Sufficiency

Sufficiency 充分性 depends on quantity and quality together. Many weak examples do not add up to strong support, and one apt example may be enough for a modest claim.

Worked example. One well-explained case supports a claim about what is possible; it does not support a claim about what is typical.

■ 3 Fit between claim and evidence

The commonest failure is evidence that is true, interesting, and about something slightly different from the claim. Check that the evidence measures what the claim asserts.

Worked example. A rise in reported incidents may show better reporting rather than more incidents.

Watch out: Never let a good quotation choose the claim. Decide what the paragraph must establish, then find evidence that establishes it.

Practice

2.1 State what evidence should be chosen for. [2]

2.2 Define sufficiency. [2]

2.3 Explain why one apt example can be enough. [2]

2.4 A rise in reported incidents is used to prove a rise in incidents. State the problem. [2]

2.5 State the rule about letting a quotation choose the claim. [2]

1. Mapping software and Global Positioning System (GPS) devices are used regularly by travelers and commuters. Since these devices and apps are updated in real time with user-supplied information, they have become associated with a number of problems. While commuters attempt to avoid traffic on highways, they often create traffic on smaller, local roads that are less able to handle this new burden. Users also lose a sense of their geographical surroundings as they rely more on mapping software or GPS devices for navigation.

Carefully read the following six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the value, if any, of mapping software and devices.

Source A (Foderaro article)

Source B (National Research Council book)

Source C (graph from He)

Source D (Grabar article)

Source E (chart from BuildFire)

Source F (Paulas article)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least three of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Source A

Foderaro, Lisa W. "Navigation Apps Are Turning Quiet Neighborhoods Into Traffic Nightmares." *The New York Times*, 24 Dec. 2017, www.nytimes.com/2017/12/24/nyregion/traffic-apps-gps-neighborhoods.html.

The following is excerpted from an online article published in a national newspaper.

It is bumper to bumper as far as the eye can see, the kind of soul-sucking traffic jam that afflicts highways the way bad food afflicts rest stops.

Suddenly, a path to hope presents itself: An alternate route, your smartphone suggests, can save time. Next thing you know, you're headed down an exit ramp, blithely following directions into the residential streets of some unsuspecting town, along with a slew of other frustrated motorists.

Scenes like this are playing out across the country, not just in traffic-choked regions of the Northeast. But one town has had enough.

With services like Google Maps, Waze and Apple Maps suggesting shortcuts for commuters through the narrow, hilly streets of Leonia, N.J., the borough has decided to fight back against congestion that its leaders say has reached crisis proportions.

In mid-January, the borough's police force will close 60 streets to all drivers aside from residents and people employed in the borough during the morning and afternoon rush periods, effectively taking most of the town out of circulation for the popular traffic apps—and for everyone else, for that matter.

"Without question, the game changer has been the navigation apps," said Tom Rowe, Leonia's police chief. "In the morning, if I sign onto my Waze account, I find there are 250,000 'Wazers' in the area. When the primary roads become congested, it directs vehicles into Leonia and pushes them onto secondary and tertiary roads. We have had days when people can't get out of their driveways."...

Waze defends its practice of rerouting motorists from congested highways through residential streets in nearby communities. And the company says it shares free traffic data with municipal planners nationwide who might, for instance, want to monitor the effectiveness of a new time sequence for a traffic signal.

Terry Wei, a spokeswoman for Waze, said the app benefited from a community of local volunteer editors who ensure that the maps stay up-to-date and reflect the local law. "If a road is legally reclassified into a private road," she said, "our map editors will make that change. It is our goal to work holistically with our community of drivers, map editors and city contacts to improve the driving experience for all."

From *The New York Times*. © 2017 The New York Times Company. All rights reserved. Used under license.

Source B

National Research Council. *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*, 2010, doi.org/10.17226/12860.

The following is excerpted from a book about geographical sciences.

The popularity of Web mapping sites such as Google Maps, Google Earth, and Microsoft Virtual Earth has exploded in recent years. Particularly in wealthier parts of the world, these sites have become a central part of daily life (the “next utility”) as they are used to navigate to places of work, pleasure, and commerce, and to allow citizens to increase their knowledge of the world. Not only do people want to receive information from these sites; they increasingly want to share it as well. Sites, such as Wikimapia.org, OpenStreetMap.org, MapAction.org, and Flickr.com are empowering millions of citizens to create a global patchwork of geographical information. This information is already serving society in many ways—assisting in local tourism and community planning, disaster response (e.g., citizen maps of Southern California fires), humanitarian aid, habitat restoration, public health monitoring, and personal assessments of environmental impacts. This citizen mapping “workforce” is largely untrained, under no authority, and the mapping is often done for no obvious reward (Goodchild, 2007).

Goodchild (2007) terms this recent phenomenon “volunteered geographic information” (VGI), wherein a private citizen participates in the creation, assembly, and dissemination of geographical information on the Web. The information is “volunteered” primarily by adding a geographical identifier (known also as a geotag) to a Wikipedia article, photograph, or video, or by adding one’s own geographical data to an interactive, Web-based map, often by marking locations of certain features that are of importance, places where various events have occurred, or places where an individual has been or would like to go ... For those with more advanced computing skills, Google Earth and other virtual globes are providing ways for citizen mappers (known also as neogeographers) to develop their own mapping applications, such as geoGreeting, which create greeting messages in Google Maps spelled out in satellite images of real buildings from all over the world that happen to be shaped as letters when viewed from above. VGI can be a boon, for example, to international development and humanitarian relief organizations, which can supply these organizations with the most up-to-date detailed data....

The power of such Web sites to increase the efficiency, pleasure, and safety of our lives is becoming increasingly apparent.

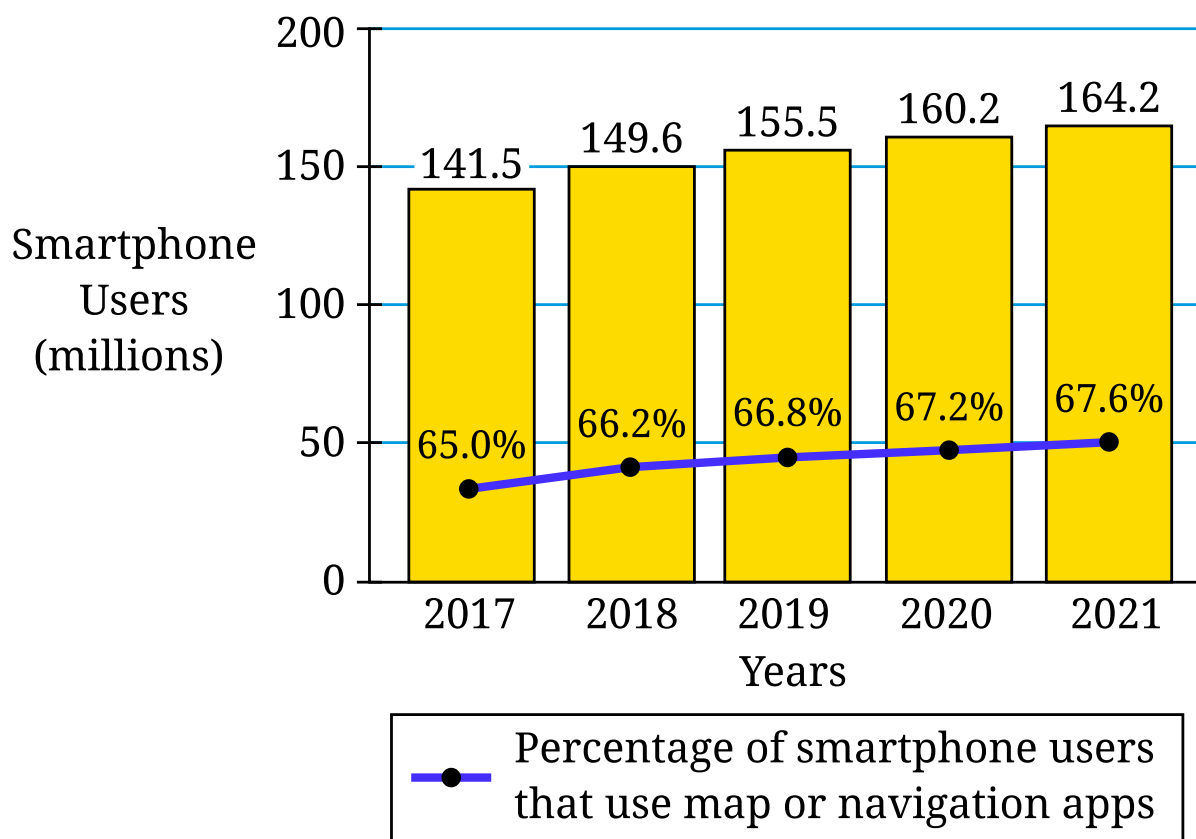
National Research Council. 2010. *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*. doi.org/10.17226/12860. Reprinted with permission by the National Academy of Sciences, Courtesy of the National Academies Press, Washington, D.C.

Source C

He, Amy. “People Continue to Rely on Maps and Navigational Apps.” *Insider Intelligence*, 18 July 2019, www.emarketer.com/content/people-continue-to-rely-on-maps-and-navigational-apps-emarketer-forecasts-show.

The following is adapted from a graph published in an article forecasting market trends.

Smartphone Map/Navigation App Users (US, 2017–2021)



Source D

Grabar, Henry. “Smartphones and the Uncertain Future of ‘Spatial Thinking.’” *Bloomberg*, 9 Sept. 2014, www.bloomberg.com/news/articles/2014-09-09/smartphones-and-the-uncertain-future-of-spatial-thinking.

The following is excerpted from an online business magazine.

Wayfinding¹ is certainly easier than ever before. The advent of self-driving cars, projected to make up a sizable share of the American auto market by 2030, represents the culmination of the cartographer’s ancient quest to eliminate human effort and error from navigation. Even the classic dashboard GPS, according to Nick Cohn, a traffic expert at TomTom, induces a state of rest. “The overall effect is that people are more calm when they’re using navigation,” he says. By extension, they drive safer.

Your brain is indeed relaxing. In a handful of studies conducted over the last decade in the United States, England, Germany and Japan, researchers have shown that GPS navigation has a generally pernicious² effect on the user’s ability to remember an environment and reconstruct a route. Toru Ishikawa, a spatial geographer at the University of Tokyo, quantified the difference in a study published earlier this year. Asked to recall various aspects of their surroundings, participants using GPS navigation performed 20 percent worse than their paper-map peers.

As Ishikawa pointed out to me, these findings raise questions beyond urban anthropology. Spatial thinking helps us structure, integrate, and recall ideas. It’s less an independent field of study than a foundational skill; a 2006 report from the National Research Council called spatial literacy the “missing link” in the K-12 curriculum at large.

Navigating is among the greatest incubators of that ability. A sophisticated internal map, as a famous study of London cab drivers showed, is tied to greater development in the hippocampus, the brain region responsible for spatial memory. In another study, participants with stronger hippocampus development tended to navigate with complex cognitive maps, while those with less developed spatial memory memorized turn-by-turn directions.

Isn’t it ironic: the easier it is for me to get where I’m going, the less I remember how I got there. As a conscious consumer of geographic information, should I be rationing my access to navigation tools—the mental equivalent of taking the stairs instead of taking the elevator?

Used with permission

1: the process of navigating to a destination

2: harmful

Source E

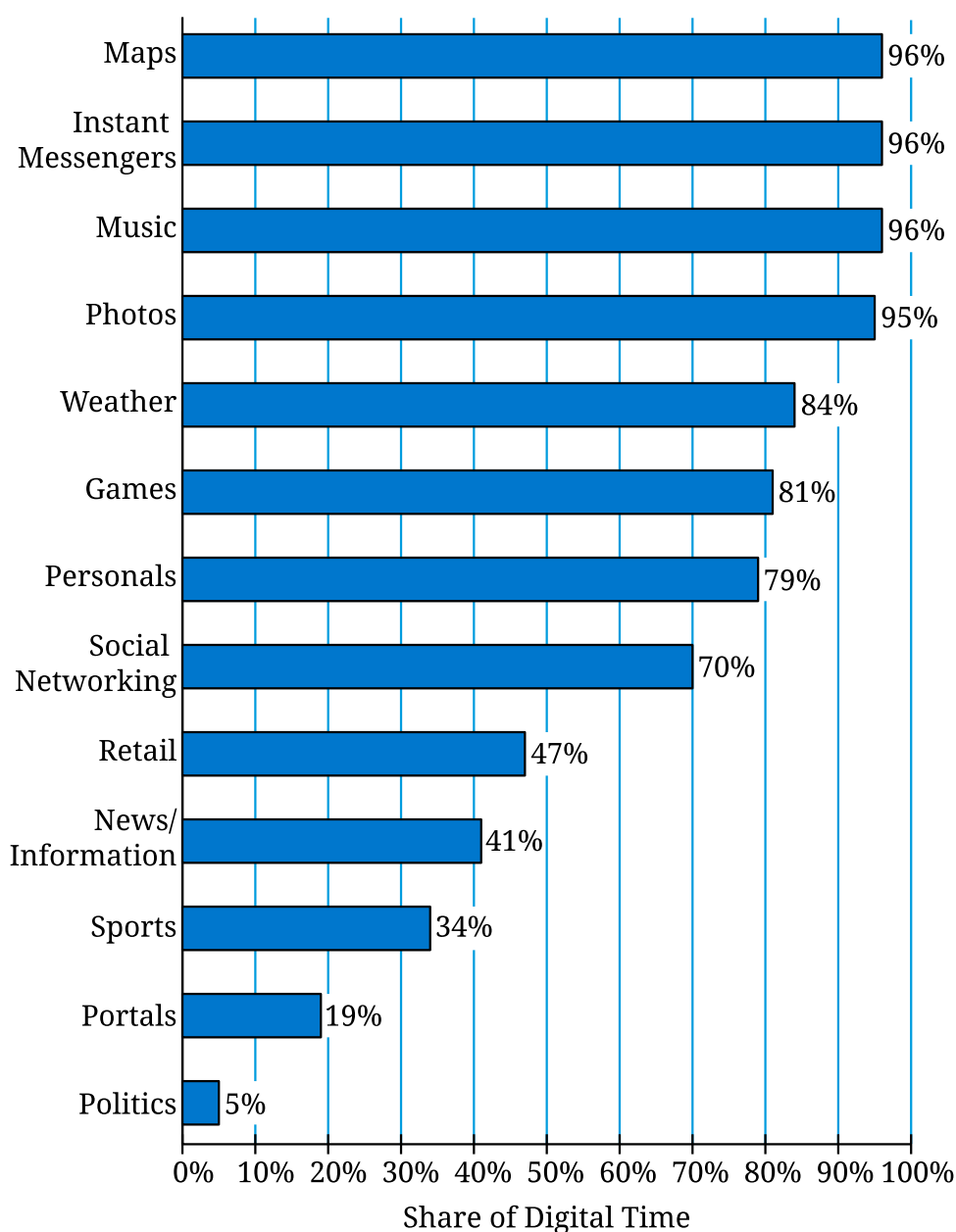
“Mobile App Download and Usage Statistics (2024).” *BuildFire*, n.d., buildfire.com/app-statistics/.

The following is adapted from a chart of digital application usage published on an app developer website.

Digital content can be consumed from so many devices.

People have smartphones, tablets, desktop computers, and laptops. You can even access content and apps from smart TVs, watches, smart home devices, and smart vehicles.

But there are certain categories that are dominated with smartphone app usage. These are the top categories that people turn to their smartphones for.

Smartphone App Usage

Source F

Paulas, Rick. “For the Good of Society—and Traffic!—Delete Your Map App.” *Intelligencer*, Vox Media, 11 Dec. 2017, nymag.com/intelligencer/2017/12/waze-and-google-maps-create-traffic-in-cities.html.

The following is excerpted from an article published in an online magazine.

Pull up a simple Google search for “neighborhood” and “Waze,” and you’re bombarded with local news stories about similar once-calm side streets now the host of rush-hour jams and late-night speed demons. It’s not only annoying...it’s a scenario ripe for accidents; among the top causes of accidents are driver distraction (say, by looking at an app), unfamiliarity with the street (say, because an app took you down a new side street), and an increase in overall traffic.

“The root cause is the use of routing apps,” says Bayen, “but over the last two to three years, there’s the second layer of ride-share apps.”

It’s worth breaking down the layers. The first is the large number of drivers that utilize the apps, a percentage that grows by the day. In 2011, Waze had 7 million downloads; that number climbed to 50 million by 2013, and 65 million in 185 countries by 2016. Meanwhile, Google Maps has well over 1 billion monthly users.

The second, newer layer is the fleet of ride-share vehicles. There are an estimated 45,000 Uber and Lyft drivers in San Francisco, compared to 1,500 cab drivers. The two ride-sharing titans have each designed their own mapping apps—Lyft Navigation and Uber Driver—but Navigation was built using Google Maps, and Uber’s app has yet to be fully rolled out...Whatever the device, it’s one dictated on concrete route efficiency, as opposed to the whims of cab drivers, who use thoroughfares or “their own” shortcuts.

All that extra traffic down previously empty streets has created an odd situation in which cities are constantly playing defense against the algorithms.

“Typically, the city or county, depending on their laws, doesn’t have a way to fight this,” says Bayen, “other than by doing infrastructure upgrades.”

Fremont, California, has lobbied some of the harshest resistance, instituting rush-hour restrictions, and adding stop signs and traffic lights at points of heavy congestion. San Francisco is considering marking designated areas where people can be picked up or dropped off by ride-shares....Los Angeles has tinkered with speed bumps and changing two-way streets into one-ways....

My favorite coalition of grumps have been the residents of Takoma Park, Maryland, who actually spent time falsifying accident reports to Waze in order to prompt the algorithm to shift the route elsewhere. But all of the actions, either infrastructure changes performed by the city or hacks by community groups, have the same intended purpose: “I will make driving through our neighborhoods more difficult, so you will not use the street,” says Jeff Ban, a professor of civil and environmental engineering at the University of Wisconsin.

Perhaps you see the problem. If cities thwart map apps and ride-share services through infrastructure changes with the intent to *slow traffic down*, it has the effect of *slowing down traffic*. So, the algorithm may tell drivers to go down another side street, and the residents who’ve been griping to the mayor may be pleased, but traffic, on the city whole, has been negatively affected, making *everyone’s* travel longer than before.

Used with permission

4 Beginnings and endings that earn their place – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Development	展开	_____

Recall

- You have written an introduction that repeated the question.
- You know a conclusion that only summarises adds nothing.
- You have read an opening that made you want to continue.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 What an introduction does

An introduction establishes the exigence, orients the reader, and states the thesis. Restating the prompt does none of the three.

Worked example. “Since the closure was announced last week...” orients and supplies the exigence in one clause.

■ 2 What a conclusion does

A conclusion should say what follows from the argument - the consequence, the limit, or the question it opens. Repeating the thesis in different words uses the space and adds nothing.

Worked example. “If this is right, the same decision is being made again in three other towns” extends rather than repeats.

■ 3 Development

Development 展开 means the argument gains something in each paragraph. An essay that states its thesis four times in four paragraphs has length without development.

Worked example. Four paragraphs that each add a different kind of support develop; four that restate the same point do not.

Watch out: A conclusion is not a summary. In a short essay the reader has not forgotten your argument, so restating it is the least useful thing the final paragraph could do.

Practice

2.1 State the three things an introduction should do. [3]

2.2 Explain why restating the prompt is not an introduction. [2]

2.3 State three things a conclusion can do instead of summarising. [3]

2.4 Define development. [1]

2.5 Explain why four paragraphs restating one point lack development. [2]

4 Coherence: making the joins visible – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Coherence	连贯	_____
transition	过渡	_____

Recall

- You have read a paragraph that jumped without warning.
- You have used “furthermore” without thinking about what it claimed.
- You know a clear essay is easier to disagree with, not harder.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Coherence at three levels

Coherence 连贯 works between clauses in a sentence, between sentences in a paragraph, and between paragraphs in an essay. A failure at any level makes the argument hard to follow.

Worked example. A paragraph whose sentences are each clear can still be incoherent if they do not follow one another.

■ 2 Transitions name relationships

A **transition** 过渡 tells the reader what relationship holds between two ideas. If the relationship does not exist, the transition is a false signal.

Worked example. “However” promises a contrast; if the second sentence agrees with the first, the reader is misdirected.

■ 3 Coherence is arrangement

Transitions cannot create a connection that the arrangement does not contain. If an essay is hard to follow despite many transitions, the order is wrong.

Worked example. Reordering two paragraphs often removes the need for the transition that was holding them together.

Watch out: Test each transition by asking what relationship it claims and whether the two ideas actually stand in it. Most weak transitions are claiming a link that is not there.

Practice

2.1 Name the three levels at which coherence works. [3]

2.2 State what a transition tells the reader. [1]

2.3 Explain what happens when a transition names a relationship that does not exist. [2]

2.4 An essay is full of transitions and hard to follow. State the likely problem. [2]

2.5 State the test to apply to each transition. [2]

5 Style: the choices that carry an attitude – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Diction	用词	_____
Syntax	句法	_____
Tone	语气	_____

Recall

- You have noticed that a short sentence lands harder than a long one.
- You know two words can mean the same thing and feel different.
- You have read something polite that was clearly angry.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Diction

Diction 用词 is word choice. Words with the same denotation can carry opposite attitudes, and the choice is where a writer's position often shows before it is stated.

Worked example. “Thrifty” and “stingy” describe the same behaviour and judge it oppositely.

■ 2 Syntax

Syntax 句法 is sentence construction. A long sentence accumulates; a short one stops. Placing the important idea last gives it weight; burying it in a subordinate clause takes weight away.

Worked example. “Although the plan failed, the costs were recovered” weights the recovery; reversing the clauses weights the failure.

■ 3 Tone

Tone 语气 is the attitude conveyed toward the subject or audience. It is produced by diction and syntax together, not chosen separately from them.

Worked example. A writer who calls a proposal “ambitious” and uses short flat sentences conveys scepticism without stating it.

Watch out: Naming a device earns nothing. “The writer uses diction” is true of every text ever written; what matters is which words, and what they do.

Practice

2.1 Define diction and syntax. [2]

2.2 “Thrifty” and “stingy” describe the same behaviour. Explain what the choice reveals. [2]

2.3 State what placing an idea in a subordinate clause does to it. [2]

2.4 Define tone and state what produces it. [2]

2.5 Explain why “the writer uses diction” earns nothing. [2]

5 Organisation and the reader's expectations – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
concession	让步	_____

Recall

- You know a recipe lists ingredients before steps for a reason.
- You have read an argument that answered your objection before you raised it.
- You know where you expect a conclusion to appear.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Arrangement creates expectation

Readers expect certain things in certain places - a position early, support in the middle, a consequence at the end. Departing from that is possible and must be deliberate.

Worked example. An essay that withholds its thesis until the last paragraph can work, but only if the delay is doing something.

■ 2 Answering objections

Placing a **concession** 让步 before the objection arises is stronger than answering it afterwards. It shows the writer has already considered it.

Worked example. “Buses are slower than driving - which is why the subsidy targets frequency, not speed” defuses the objection while making the point.

■ 3 Ordering by strength

Where the reader is hostile, opening with the least disputed point builds ground to stand on. Where the reader is friendly, opening with the strongest point uses their attention while it is highest.

Worked example. The same three arguments are ordered differently for a supportive and a sceptical audience.

Watch out: There is no single correct order. The order follows from the audience and the purpose, which is why the rhetorical situation of Unit 1 keeps returning.

Practice

2.1 State three things readers expect in certain places. [3]

2.2 Define a concession and state where it is strongest. [2]

2.3 Explain how a concession strengthens an argument. [2]

2.4 State how ordering should differ for a hostile and a friendly audience. [2]

2.5 Explain why there is no single correct order. [2]

Question 2

Suggested time—40 minutes

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

Reshma Saujani is an attorney, author, and activist who founded Girls Who Code, an organization that works to advance opportunities for girls and women to find careers in the technology sector. The following passage is excerpted from Saujani's contribution to *American Like Me: Reflections on Life Between Cultures*, a 2018 anthology of essays by prominent Americans with backgrounds in multiple cultures. The excerpt begins after Saujani discusses founding a multicultural student organization at her high school. Read the passage carefully. Write an essay that analyzes the rhetorical choices Saujani makes to convey her message about the nature of bravery.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Years later, when I ran for political office for the first time, I was exercising my bravery again. I had enjoyed several years of a lucrative career at a Wall Street law firm but longed to make my life more about helping to build communities and improving the future of this country. I wanted to push myself. And much like barging into Schaumburg High to start a diversity club, the idea of running for public office felt good—like I was flexing that bravery muscle again. So I bravely quit my job. I bravely ran for Congress. And I bravely lost by a landslide.

But I did it authentically, as myself, as *Reshma*. In the early stages of campaigning, I was told to change my name to Rita, given the advice that people are more likely to vote for you if they can pronounce your name. But my bravery had brought me this far. I wasn't going to stop now. I could never turn my back on Reshma to become a Key-Chain Rita.¹ And losing authentically allowed me to articulate something I was passionate about. I wanted to find a way to address the fact that American girls are often raised to value perfection over bravery. They want to be Sweet Valley Jessicas² instead of Schaumburg³ Reshmas. So I ran my campaign on a platform of bringing computer science into every classroom and making sure girls were given equal access to learning coding. I focused on this because the process of learning to

code—building something from the ground up, using trial and error, failing and starting over—allows you to see for yourself that perfection is pretty pointless. And bravery leads to wonderful things.

I should know. After the election loss, I had the gall to start a national nonprofit called Girls Who Code, and I don't even know how to code, myself.

But thanks to my childhood, growing up with two very brave immigrants as parents—who just like me were children of immigrants in Uganda—I now know it is more important than ever to be brave and proud of my identity, to own my role in changing the world, one election loss at a time.

Yes, I did run for office again a few years later. And yes, I lost again. But bravery is contagious.

On election day, I was running around in the rain shaking voters' hands up to the very last minute. I met a woman—I did not catch her name—who was rushing to the polls. As she passed by me, I smiled and said, "Who are you voting for today?"

She hesitated, flustered but kind. Embarrassed she couldn't pronounce it correctly, she fumbled out an *uhh* as she frantically pulled one of my fliers from her bag.

"This woman," she said as she pointed at my name on the piece of paper.

Even though she needed a cheat sheet to remember

5 who she was voting for, I couldn't help but swell with
pride that I had an Indian name. I couldn't help but
think of my parents. When they chose to name me
Reshma, did they dream of a world where it would be
unthinkable to go by Rita instead? I had spent years
7 assimilating as a child, and for the first time, I thought
I knew why my parents named me Reshma.

Maybe they didn't want me to blend in as much as
I thought. They blended in *so I wouldn't have to*. They
paid the ultimate price for my authenticity. They gave
5 up their community, their careers, their language, their
own *names*. These were the steep taxes they paid to
make a better life for me. Assimilating in the ways my
parents did can invite accusations. Changing your
name and hiding your accent could be seen as passive
7 or fearful gestures. But my parents' immigrant
experience reveals the great reserves of bravery and
pride they had in order to survive in a new country
with no familiar community of support. I think my

parents are the bravest people I know. They traded in
75 their names for the freedom and privilege I experience
every day. Because of them, I have the platform to be
brave. They built the stage I stood on at the PRISM⁴
assembly. They laid the groundwork for a little girl
named Reshma to grow up and become the first
80 Indian-American woman to run for Congress.

They changed their names so I wouldn't have to.

¹ Earlier in the essay, Saujani recalls a childhood incident
in which she was unable to find her name in a display of
key chains with names printed on them.

² Sweet Valley is a fictional suburban community near Los
Angeles that was the setting for a series of popular novels
for young adults.

³ the suburb of Chicago, Illinois, where Saujani grew up

⁴ acronym for Prejudice Reduction Interested Students
Movement, the multicultural student organization Saujani
founded

**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.**

6 Stylistic choices and the argument they carry – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
choice	选择	_____
Hedging	弱化表达	_____

Recall

- You have written a sentence that sounded right and could not say why.
- You know repetition can be emphasis or clumsiness.
- You have noticed a writer's confidence in how they phrase a claim.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Choices, not features

A stylistic **choice** 选择 implies an alternative that was rejected. Analysing style means naming what else the writer could have written and what the actual wording gains.

Worked example. “The plan collapsed” instead of “the plan did not succeed” gains suddenness and assigns no agent.

■ 2 Repetition

Repetition emphasises when the repeated element is doing work and irritates when it is not. The test is whether the second occurrence adds something the first did not.

Worked example. Repeating a phrase at the start of three sentences builds; repeating a noun because no synonym came to mind does not.

■ 3 Hedging and confidence

Hedging 弱化表达 - “perhaps”, “it could be argued” - lowers the strength of a claim. Used deliberately it signals appropriate caution; used from nervousness it makes an argument sound unbelievable by its own writer.

Worked example. “This may possibly suggest” concedes so much that the reader cannot tell what is being claimed.

Watch out: Precision is not the same as confidence. “Most of the increase” is precise; “perhaps some of the increase, in a sense” is neither precise nor confident.

Practice

2.1 Explain what makes something a stylistic choice rather than a feature. [2]

2.2 State the test for whether repetition is working. [2]

2.3 Define hedging. [1]

2.4 State when hedging helps and when it harms. [2]

2.5 Distinguish precision from confidence. [2]

2.6 “The plan collapsed” replaces “the plan did not succeed”. State one thing it gains. [1]

1. Mapping software and Global Positioning System (GPS) devices are used regularly by travelers and commuters. Since these devices and apps are updated in real time with user-supplied information, they have become associated with a number of problems. While commuters attempt to avoid traffic on highways, they often create traffic on smaller, local roads that are less able to handle this new burden. Users also lose a sense of their geographical surroundings as they rely more on mapping software or GPS devices for navigation.

Carefully read the following six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the value, if any, of mapping software and devices.

Source A (Foderaro article)

Source B (National Research Council book)

Source C (graph from He)

Source D (Grabar article)

Source E (chart from BuildFire)

Source F (Paulas article)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least three of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Source A

Foderaro, Lisa W. “Navigation Apps Are Turning Quiet Neighborhoods Into Traffic Nightmares.” *The New York Times*, 24 Dec. 2017, www.nytimes.com/2017/12/24/nyregion/traffic-apps-gps-neighborhoods.html.

The following is excerpted from an online article published in a national newspaper.

It is bumper to bumper as far as the eye can see, the kind of soul-sucking traffic jam that afflicts highways the way bad food afflicts rest stops.

Suddenly, a path to hope presents itself: An alternate route, your smartphone suggests, can save time. Next thing you know, you’re headed down an exit ramp, blithely following directions into the residential streets of some unsuspecting town, along with a slew of other frustrated motorists.

Scenes like this are playing out across the country, not just in traffic-choked regions of the Northeast. But one town has had enough.

With services like Google Maps, Waze and Apple Maps suggesting shortcuts for commuters through the narrow, hilly streets of Leonia, N.J., the borough has decided to fight back against congestion that its leaders say has reached crisis proportions.

In mid-January, the borough’s police force will close 60 streets to all drivers aside from residents and people employed in the borough during the morning and afternoon rush periods, effectively taking most of the town out of circulation for the popular traffic apps—and for everyone else, for that matter.

“Without question, the game changer has been the navigation apps,” said Tom Rowe, Leonia’s police chief. “In the morning, if I sign onto my Waze account, I find there are 250,000 ‘Wazers’ in the area. When the primary roads become congested, it directs vehicles into Leonia and pushes them onto secondary and tertiary roads. We have had days when people can’t get out of their driveways.”...

Waze defends its practice of rerouting motorists from congested highways through residential streets in nearby communities. And the company says it shares free traffic data with municipal planners nationwide who might, for instance, want to monitor the effectiveness of a new time sequence for a traffic signal.

Terry Wei, a spokeswoman for Waze, said the app benefited from a community of local volunteer editors who ensure that the maps stay up-to-date and reflect the local law. “If a road is legally reclassified into a private road,” she said, “our map editors will make that change. It is our goal to work holistically with our community of drivers, map editors and city contacts to improve the driving experience for all.”

From *The New York Times*. © 2017 The New York Times Company. All rights reserved. Used under license.

Source B

National Research Council. *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*, 2010, doi.org/10.17226/12860.

The following is excerpted from a book about geographical sciences.

The popularity of Web mapping sites such as Google Maps, Google Earth, and Microsoft Virtual Earth has exploded in recent years. Particularly in wealthier parts of the world, these sites have become a central part of daily life (the “next utility”) as they are used to navigate to places of work, pleasure, and commerce, and to allow citizens to increase their knowledge of the world. Not only do people want to receive information from these sites; they increasingly want to share it as well. Sites, such as Wikimapia.org, OpenStreetMap.org, MapAction.org, and Flickr.com are empowering millions of citizens to create a global patchwork of geographical information. This information is already serving society in many ways—assisting in local tourism and community planning, disaster response (e.g., citizen maps of Southern California fires), humanitarian aid, habitat restoration, public health monitoring, and personal assessments of environmental impacts. This citizen mapping “workforce” is largely untrained, under no authority, and the mapping is often done for no obvious reward (Goodchild, 2007).

Goodchild (2007) terms this recent phenomenon “volunteered geographic information” (VGI), wherein a private citizen participates in the creation, assembly, and dissemination of geographical information on the Web. The information is “volunteered” primarily by adding a geographical identifier (known also as a geotag) to a Wikipedia article, photograph, or video, or by adding one’s own geographical data to an interactive, Web-based map, often by marking locations of certain features that are of importance, places where various events have occurred, or places where an individual has been or would like to go ... For those with more advanced computing skills, Google Earth and other virtual globes are providing ways for citizen mappers (known also as neogeographers) to develop their own mapping applications, such as geoGreeting, which create greeting messages in Google Maps spelled out in satellite images of real buildings from all over the world that happen to be shaped as letters when viewed from above. VGI can be a boon, for example, to international development and humanitarian relief organizations, which can supply these organizations with the most up-to-date detailed data....

The power of such Web sites to increase the efficiency, pleasure, and safety of our lives is becoming increasingly apparent.

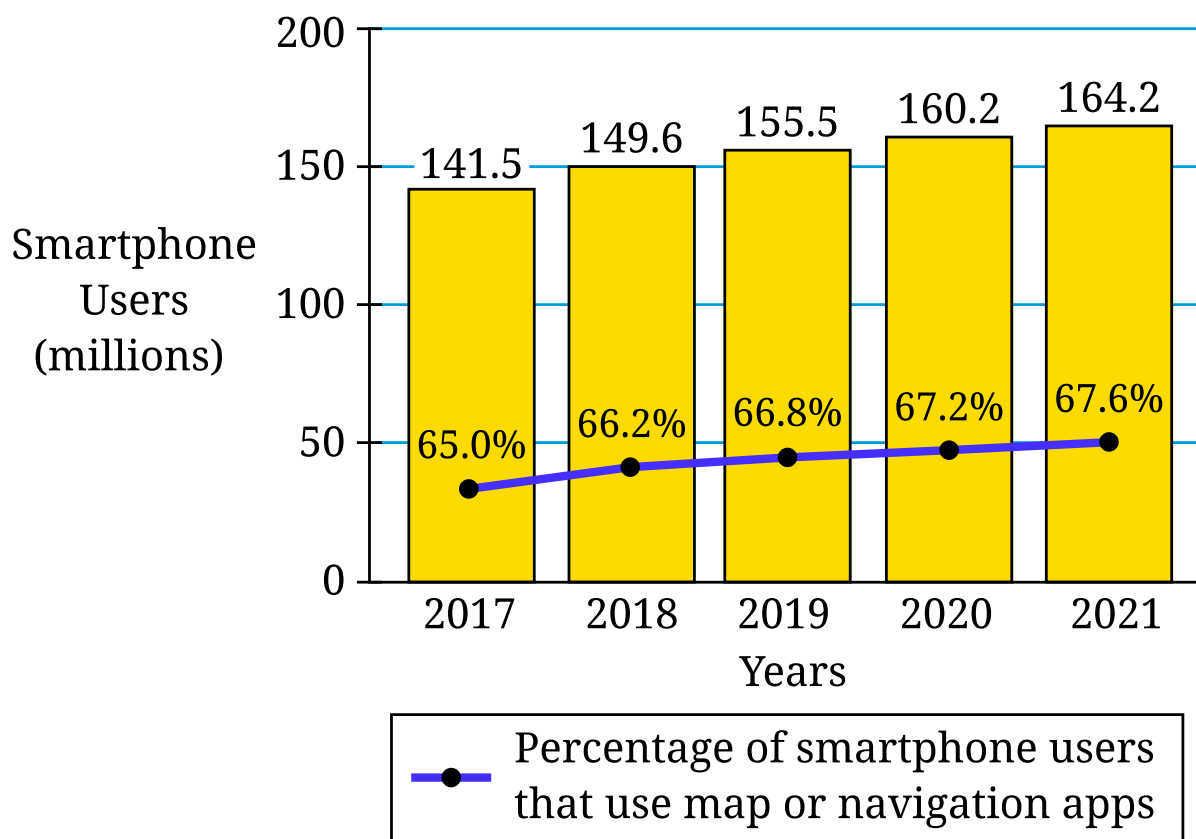
National Research Council. 2010. *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*. doi.org/10.17226/12860. Reprinted with permission by the National Academy of Sciences, Courtesy of the National Academies Press, Washington, D.C.

Source C

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As Ishikawa pointed out to me, these findings raise questions beyond urban anthropology. Spatial thinking helps us structure, integrate, and recall ideas. It’s less an independent field of study than a foundational skill; a 2006 report from the National Research Council called spatial literacy the “missing link” in the K-12 curriculum at large.

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2: harmful

Source E

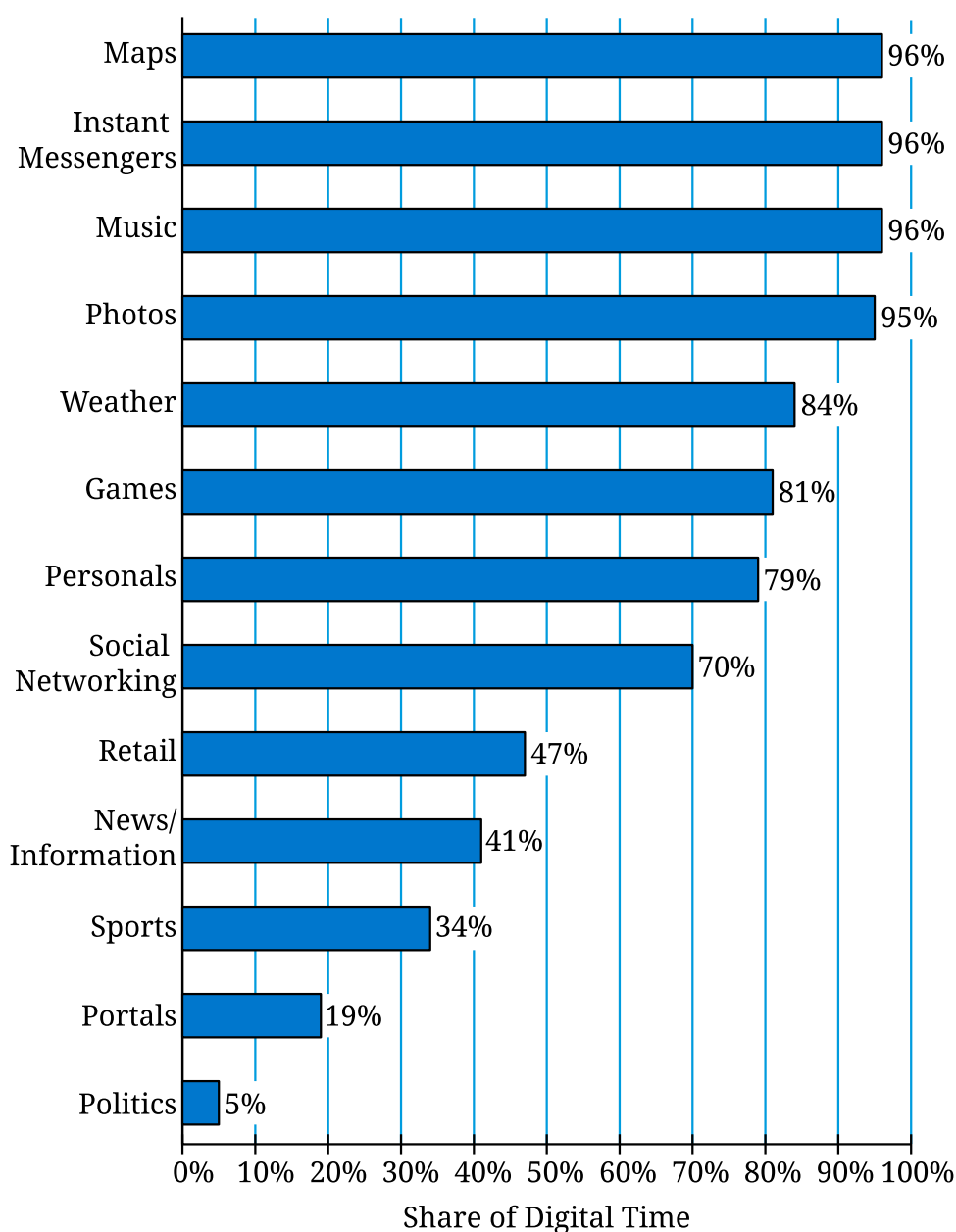
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Smartphone App Usage

Source F

Paulas, Rick. “For the Good of Society—and Traffic!—Delete Your Map App.” *Intelligencer*, Vox Media, 11 Dec. 2017, nymag.com/intelligencer/2017/12/waze-and-google-maps-create-traffic-in-cities.html.

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6 Reading a text's argument and its method together – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You have agreed with an argument and disliked how it was made.
- You know a fair-sounding text can be one-sided.
- You have spotted an example chosen because it suited the writer.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Two questions at once

A rhetorical analysis asks both *what is being argued* and *how*. Answering only the first is summary; answering only the second is a list of devices.

Worked example. Saying an author argues for the subsidy is summary; saying they open with the objection to disarm resistance is analysis.

■ 2 Selection as argument

What a writer includes and omits is itself a rhetorical choice. A text that discusses only the costs of a proposal has made an argument through selection before making one through claims.

Worked example. An article listing five drawbacks and no benefits has taken a position without stating one.

■ 3 Evaluating fairly

Analysing a text is not agreeing or disagreeing with it. The task is to describe accurately what the writer does and how it works on the intended audience.

Worked example. You can show precisely how a persuasive technique works while thinking the conclusion wrong.

Watch out: A rhetorical analysis that spends its space saying whether the author is right has answered a different question. Describe the machinery, not the verdict.

Practice

2.1 State the two questions a rhetorical analysis asks. [2]

2.2 Explain the difference between summary and analysis here. [2]

2.3 Explain how selection makes an argument. [2]

2.4 State what analysing a text is not. [2]

2.5 Explain why you can analyse a text you disagree with. [2]

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From *The New York Times*. © 2017 The New York Times Company. All rights reserved. Used under license.

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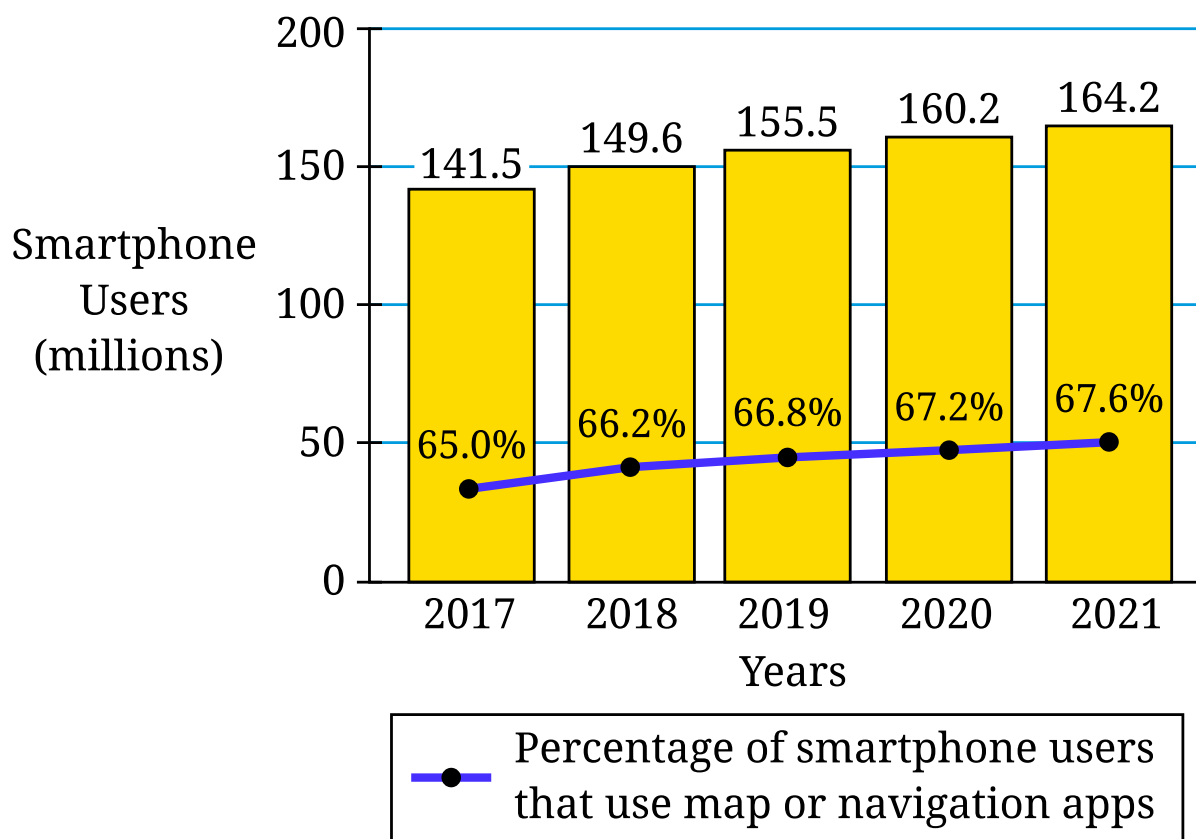
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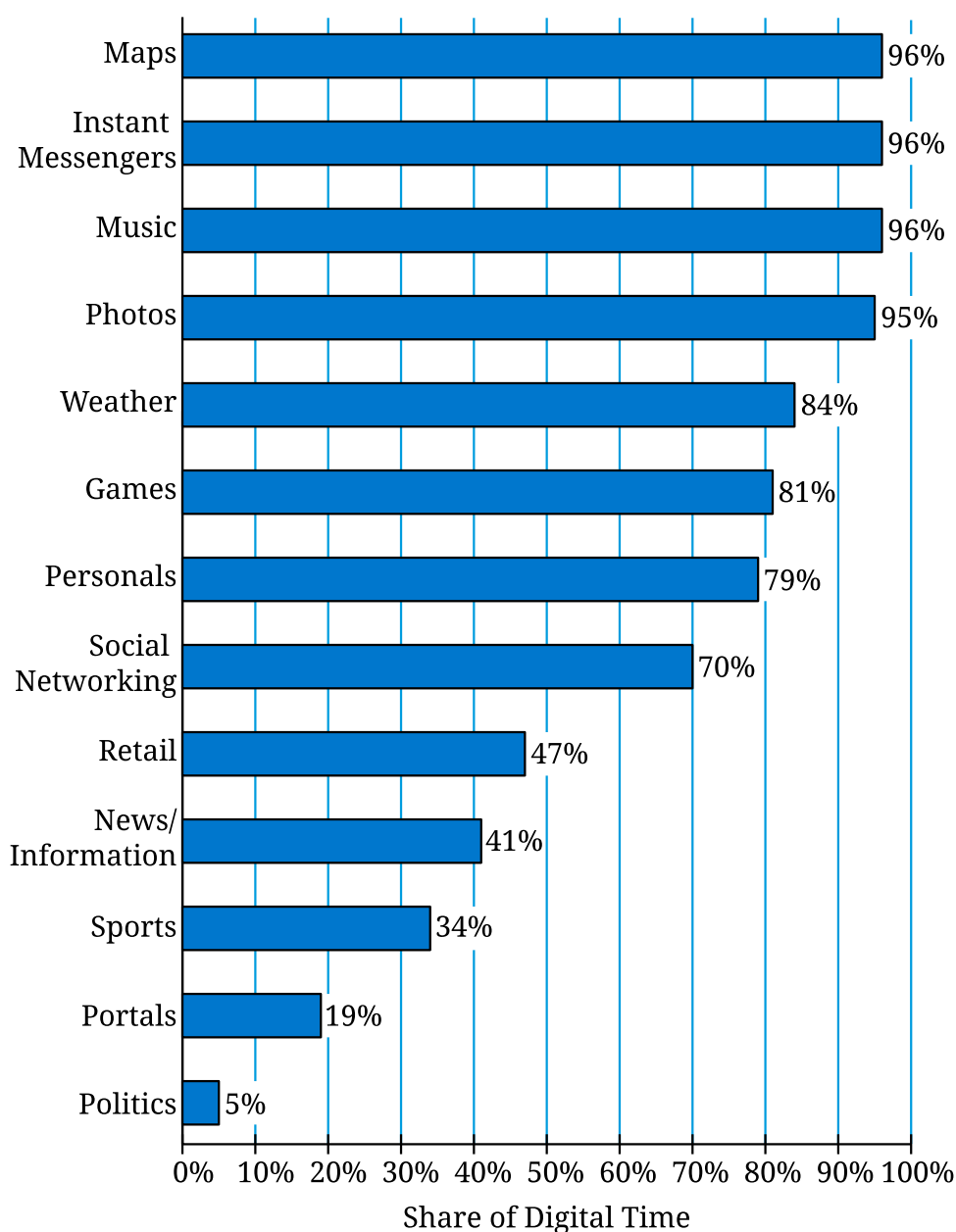
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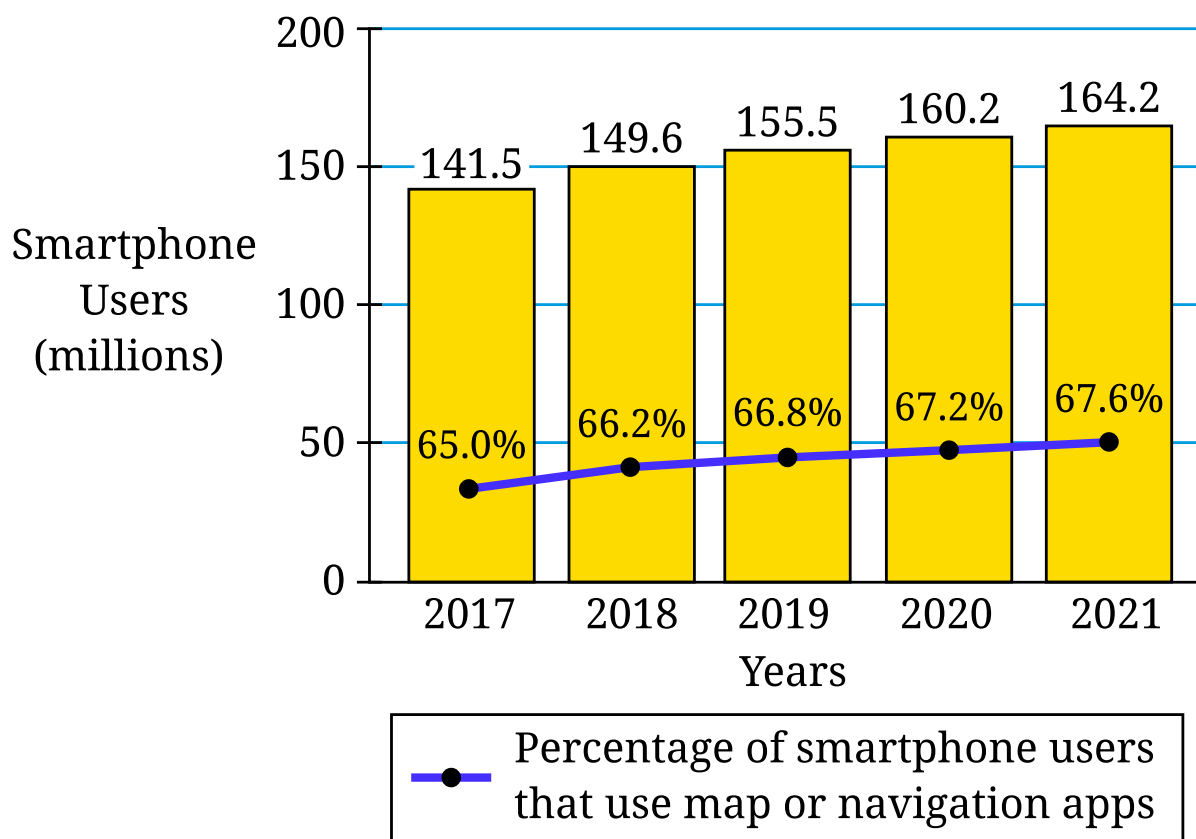
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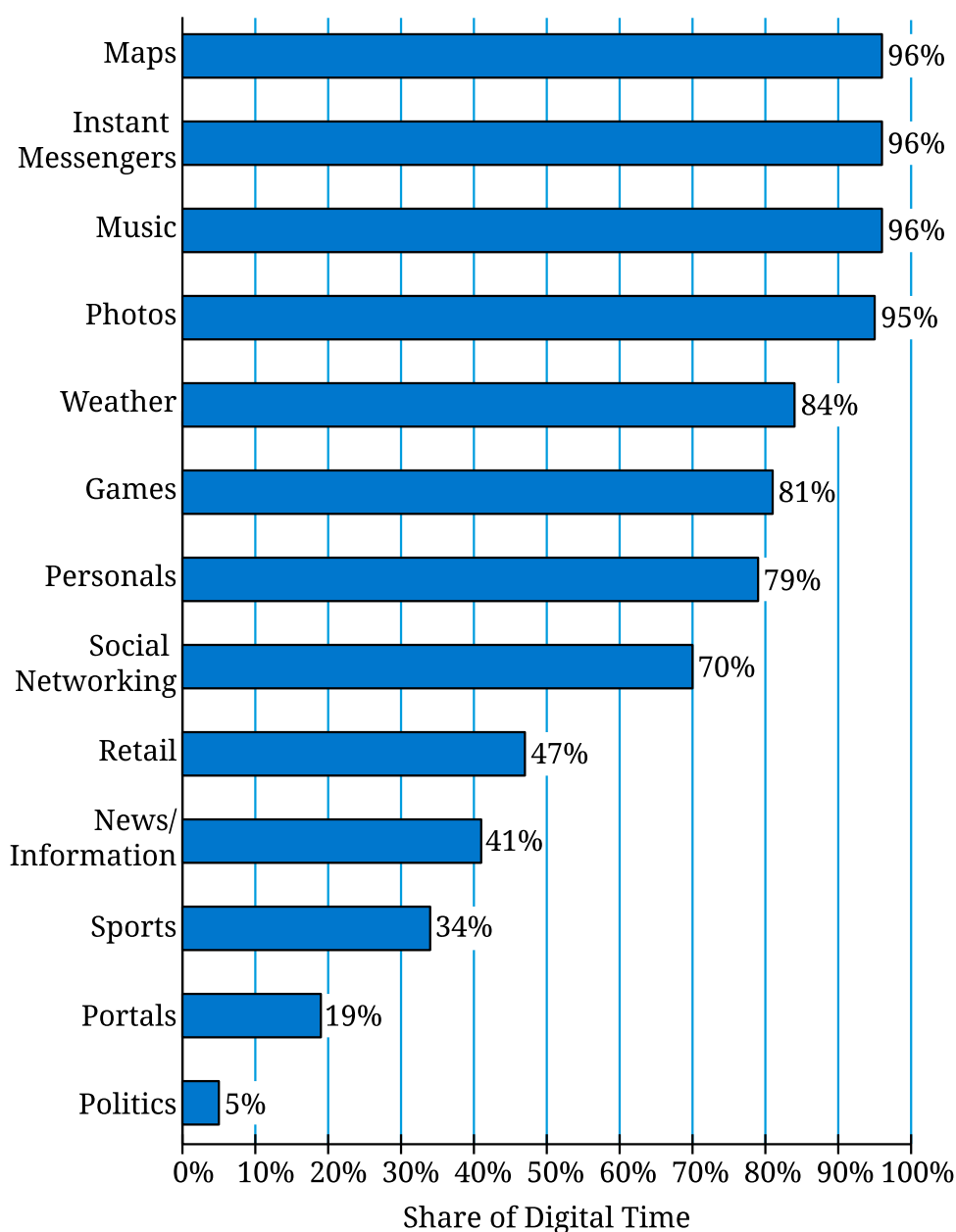
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7 Qualifying an argument without weakening it – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
qualify	限定	_____
concession	让步	_____
rebuttal	反驳	_____

Recall

- You have argued with someone who admitted nothing and convinced nobody.
- You know “always” and “never” invite a counter-example.
- You have been more persuaded by someone who conceded a point.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Qualification

To **qualify** 限定 a claim is to state the conditions under which it holds. A qualified claim is harder to refute, because the obvious counter-examples have already been placed outside it.

Worked example. “Subsidies work where the service is already frequent” survives the case of an infrequent service; “subsidies work” does not.

■ 2 Concession

A **concession** 让步 grants a point to the other side. It costs the argument nothing that was not already true and buys the reader's trust.

Worked example. Granting that the scheme is expensive lets the writer argue about value rather than deny an evident fact.

■ 3 Rebuttal

A **rebuttal** 反驳 answers the objection after conceding what is true in it. Concession without rebuttal abandons the argument; rebuttal without concession sounds evasive.

Worked example. “It is expensive - and the alternative costs more over ten years” concedes and rebuts in one sentence.

Watch out: Qualification is not hedging. A qualified claim states exactly where it holds; a hedged claim states nothing definite anywhere.

Practice

2.1 Define qualification and state what it achieves. [2]

2.2 Define concession and state what it buys. [2]

2.3 Define rebuttal. [1]

2.4 Explain what happens with concession but no rebuttal. [2]

2.5 Distinguish qualification from hedging. [2]

2.6 Qualify the claim “subsidies work”.

[1]

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

7 Sentences that do what you meant – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
misplaced modifier	修饰语错位	_____

Recall

- You have written a sentence and found the reader took it differently.
- You know a misplaced word can change who did what.
- You have used a semicolon and not been sure it was right.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Main and subordinate

The main clause carries what the sentence asserts; a subordinate clause carries what is assumed or conceded. Putting your point in a subordinate clause tells the reader to weight it less.

Worked example. “Although costs rose, the scheme succeeded” asserts success; “although the scheme succeeded, costs rose” asserts the cost.

■ 2 Modifiers

A modifier attaches to what it sits next to. A **misplaced modifier** 修饰语错位 attaches to the wrong thing and produces a sentence the writer did not mean.

Worked example. “Running for the bus, the rain soaked him” says the rain was running.

■ 3 Punctuation as a signal

Punctuation states relationships. A semicolon claims that two clauses are balanced and closely related; a colon promises that what follows explains or lists.

Worked example. “The plan failed: the funding never arrived” promises an explanation and delivers one.

Watch out: Grammar rules matter here because they change meaning, not because they are polite. Every one of these errors makes the reader understand something other than what you meant.

Practice

2.1 State what the main clause and a subordinate clause each carry. [2]

2.2 “Although the scheme succeeded, costs rose.” State what this sentence asserts. [2]

2.3 Define a misplaced modifier. [1]

2.4 “Running for the bus, the rain soaked him.” State the error. [2]

2.5 State what a semicolon claims and what a colon promises. [2]

2.6 Explain why these rules change meaning rather than only correctness. [2]

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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- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

STOP
END OF EXAM

8 Tone and the audience it assumes – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Irony	反讽	_____

Recall

- You have read something that assumed you already agreed.
- You know sarcasm can persuade one reader and lose another.
- You have noticed a writer being careful not to sound angry.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Tone reveals the assumed audience

A text's tone tells you who the writer thinks they are speaking to. Contempt for opponents assumes an audience that shares it; patient explanation assumes one that does not yet agree.

Worked example. An article that mocks the other side is written for people already on this side.

■ 2 Irony

Irony 反讽 says one thing and means another, relying on the audience to see the gap. It is efficient with a knowing audience and completely fails with an audience that takes it literally.

Worked example. “A brilliant plan, if the goal was to empty the town” depends on the reader seeing that no praise is intended.

■ 3 Adjusting tone

Tone should be chosen from the rhetorical situation, not from how the writer feels. A justified anger expressed as anger may lose exactly the readers who could be persuaded.

Worked example. The same complaint written coldly and factually reaches an official who would dismiss an angry letter.

Watch out: Irony is a risk, not a decoration. If any part of the intended audience might take it literally, it does the opposite of what was meant.

Practice

2.1 State what a text's tone reveals about its audience. [2]

2.2 Define irony. [1]

2.3 Explain why irony fails with some audiences. [2]

2.4 State what tone should be chosen from. [2]

2.5 Explain why justified anger may be the wrong tone. [2]

2.6 State the risk of using irony. [1]

8 Sentence craft under time pressure – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You have run out of time and left an essay unfinished.
- You know your first sentence is usually not your best.
- You have spent five minutes on an opening and rushed the argument.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Plan the reasoning, not the sentences

Under time pressure, planning should produce the *sequence of claims*, not polished wording. Sentences can be written once; a wrong order costs the whole essay.

Worked example. Three claims in the right order, plainly written, outscore two elegant paragraphs and no conclusion.

■ 2 Front-load the argument

State the thesis early and make each topic sentence carry a claim. A reader who runs out of your essay should still know what you argued.

Worked example. If the last paragraph is missing, an essay whose claims are in its topic sentences still shows its reasoning.

■ 3 Revise what changes meaning

With minutes left, fix unclear pronouns, missing verbs and misplaced modifiers before word choice. Those errors change what the sentence says; a plain word does not.

Worked example. Correcting “this shows” to “this rise shows” is worth more than replacing “big” with “substantial”.

Watch out: Elegance is the last thing to add and the first thing to sacrifice. An essay that is clear and complete beats one that is beautiful and unfinished.

Practice

2.1 State what planning should produce under time pressure. [2]

2.2 Explain why a wrong order costs more than plain wording. [2]

2.3 State what each topic sentence should carry and why. [2]

2.4 Name two errors to fix first with minutes remaining. [2]

2.5 Explain why those errors matter more than word choice. [2]

Question 2

Suggested time—40 minutes

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

Reshma Saujani is an attorney, author, and activist who founded Girls Who Code, an organization that works to advance opportunities for girls and women to find careers in the technology sector. The following passage is excerpted from Saujani's contribution to *American Like Me: Reflections on Life Between Cultures*, a 2018 anthology of essays by prominent Americans with backgrounds in multiple cultures. The excerpt begins after Saujani discusses founding a multicultural student organization at her high school. Read the passage carefully. Write an essay that analyzes the rhetorical choices Saujani makes to convey her message about the nature of bravery.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Years later, when I ran for political office for the first time, I was exercising my bravery again. I had enjoyed several years of a lucrative career at a Wall Street law firm but longed to make my life more about helping to build communities and improving the future of this country. I wanted to push myself. And much like barging into Schaumburg High to start a diversity club, the idea of running for public office felt good—like I was flexing that bravery muscle again. So I bravely quit my job. I bravely ran for Congress. And I bravely lost by a landslide.

But I did it authentically, as myself, as *Reshma*. In the early stages of campaigning, I was told to change my name to Rita, given the advice that people are more likely to vote for you if they can pronounce your name. But my bravery had brought me this far. I wasn't going to stop now. I could never turn my back on Reshma to become a Key-Chain Rita.¹ And losing authentically allowed me to articulate something I was passionate about. I wanted to find a way to address the fact that American girls are often raised to value perfection over bravery. They want to be Sweet Valley Jessicas² instead of Schaumburg³ Reshmas. So I ran my campaign on a platform of bringing computer science into every classroom and making sure girls were given equal access to learning coding. I focused on this because the process of learning to

code—building something from the ground up, using trial and error, failing and starting over—allows you to see for yourself that perfection is pretty pointless. And bravery leads to wonderful things.

I should know. After the election loss, I had the gall to start a national nonprofit called Girls Who Code, and I don't even know how to code, myself.

But thanks to my childhood, growing up with two very brave immigrants as parents—who just like me were children of immigrants in Uganda—I now know it is more important than ever to be brave and proud of my identity, to own my role in changing the world, one election loss at a time.

Yes, I did run for office again a few years later. And yes, I lost again. But bravery is contagious.

On election day, I was running around in the rain shaking voters' hands up to the very last minute. I met a woman—I did not catch her name—who was rushing to the polls. As she passed by me, I smiled and said, "Who are you voting for today?"

She hesitated, flustered but kind. Embarrassed she couldn't pronounce it correctly, she fumbled out an *uhh* as she frantically pulled one of my fliers from her bag.

"This woman," she said as she pointed at my name on the piece of paper.

Even though she needed a cheat sheet to remember

5 who she was voting for, I couldn't help but swell with
pride that I had an Indian name. I couldn't help but
think of my parents. When they chose to name me
Reshma, did they dream of a world where it would be
unthinkable to go by Rita instead? I had spent years
7 assimilating as a child, and for the first time, I thought
I knew why my parents named me Reshma.

Maybe they didn't want me to blend in as much as
I thought. They blended in *so I wouldn't have to*. They
paid the ultimate price for my authenticity. They gave
5 up their community, their careers, their language, their
own *names*. These were the steep taxes they paid to
make a better life for me. Assimilating in the ways my
parents did can invite accusations. Changing your
name and hiding your accent could be seen as passive
7 or fearful gestures. But my parents' immigrant
experience reveals the great reserves of bravery and
pride they had in order to survive in a new country
with no familiar community of support. I think my

parents are the bravest people I know. They traded in
75 their names for the freedom and privilege I experience
every day. Because of them, I have the platform to be
brave. They built the stage I stood on at the PRISM⁴
assembly. They laid the groundwork for a little girl
named Reshma to grow up and become the first
80 Indian-American woman to run for Congress.

They changed their names so I wouldn't have to.

¹ Earlier in the essay, Saujani recalls a childhood incident
in which she was unable to find her name in a display of
key chains with names printed on them.

² Sweet Valley is a fictional suburban community near Los
Angeles that was the setting for a series of popular novels
for young adults.

³ the suburb of Chicago, Illinois, where Saujani grew up

⁴ acronym for Prejudice Reduction Interested Students
Movement, the multicultural student organization Saujani
founded

**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.**

9 Putting an argument together – Part 1

Name: _____ Class: _____ Date: _____

Recall

- You have written an essay that was three good paragraphs and no argument.
- You know an essay can be correct and unpersuasive.
- You have finished a piece and not been sure what it proved.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The whole shape

A complete argument has a defensible thesis, a line of reasoning, evidence with commentary, and a conclusion that says what follows. Missing any one leaves the others doing work they cannot do.

Worked example. Strong evidence with no line of reasoning is a collection of facts about the topic.

■ 2 Checking the joins

Read only the thesis and the topic sentences. If they form an argument on their own, the essay has a structure; if they are a list of subjects, it does not.

Worked example. “X happened. The cause was Y. Y also explains Z. So the usual account is wrong” reads as an argument without any of the evidence.

■ 3 Sophistication

The strongest essays place the argument in a wider context, take a rival reading seriously, or make a distinction the prompt did not supply. All three add something the prompt did not ask for and the argument needed.

Worked example. Noticing that two of your own examples pull in opposite directions, and explaining why, is worth more than a third example.

Watch out: Sophistication is not longer words or more devices. It is doing something with the argument that a competent but ordinary answer would not have thought to do.

Practice

2.1 Name the four parts of a complete argument. [2]

2.2 State the test using only the thesis and topic sentences. [2]

2.3 Explain what strong evidence without a line of reasoning amounts to. [2]

2.4 Name two things the strongest essays do. [2]

2.5 State what sophistication is not. [2]

9 The three tasks and what each rewards – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
synthesis	综合	_____

Recall

- You know the three essay types ask for different things.
- You have used the wrong approach on a task and lost marks for good writing.
- You know the sources in a synthesis question are given for a reason.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Synthesis

A **synthesis** 综合 essay argues a position using provided sources. The sources support your argument; the essay is not a report on what they say.

Worked example. Using two sources to establish one of your claims is synthesis; summarising six sources in turn is not.

■ 2 Rhetorical analysis

A rhetorical analysis explains **how** a text achieves its purpose for its audience. It does not evaluate whether the argument is right.

Worked example. Explaining why the writer opens with a concession is analysis; saying the writer is correct is not.

■ 3 Argument

An argument essay defends your own position on a question, with your own evidence. The evidence may come from anywhere you know well - history, reading, observation - provided it is specific.

Worked example. A precisely described historical case supports an argument; “throughout history, people have...” supports nothing.

Watch out: The commonest and most expensive error is writing the wrong essay: summarising sources in a synthesis, evaluating the argument in an analysis, or analysing style in an argument essay.

Practice

2.1 State what a synthesis essay does with its sources. [2]

2.2 State what a rhetorical analysis explains and what it does not. [2]

2.3 State what an argument essay defends and with what. [2]

2.4 Explain why “throughout history, people have...” supports nothing. [2]

2.5 Name the wrong-essay error for each of the three tasks. [3]

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

