Text 2 is a Radio talk in 1981 (933 by William Lyon

Phelps. By comparably private books as his intimate friends,
educated people in middle and

Phelps attempts to pursuade the additional upper class that

everyone should own their private collection of books. To

do so, Phelps are employs various stylistic devices fraction makes

Contrasts over counter an intimute tone

Congressions.

The context under which the talk was dilivered was in 1933 in USA, when there were not many distroutions from electronic devices of the and reading is an essential element of life. The audience the radio talk aims at are educated middle and upper class. Who may be eager for knowledge. This is can be inferred by quarfact that since por phelps says in line 14, " Everyone should begin collectory a private library in youth. ". Phelps assumes that his audience are able to affort I the doese afford that and have. Also, when describing the feeling of reading borrowed books, Phelps says in Lin 5, "You cannot leave it cerelessly, you cannot use it

familiarly." By using the pronoun "you", Phelps talks directly to his visteners, and assumes they, like himself, showstone broks and hope to read them closely, mark them, a cherish them. Therefore, we can infer the listeners are educated people with enough wealth class who love reading. The message Philps names to convey is very Clear. He claims that private broks are one's intimate friends. Based on this, he tries to convince his listeners to all have a private collection of hooks. of Phelps achieves his purpose through his com employment of stylistic devices, such as metaphor. The first instance of that appears in line 2-3, where Philps Says, "a borrowed book is like a grust i'n the house.". A great in the house should always be treated with care, and there is certain infarmiliarity with the guests. By company com a borrowed book with such a son scenario that everyone is familiar with, Phelps vividly illustrates

the sense of formality when reading a borrowed book. This gives a spark contrast with one's own book that Phelps describes in the rest of the talk. In this way, Phelps emphasizes his point that private library is necessary for every book-lover. Moveover, Phelps was emphoys a cot of septemental paradiction. For instance, in line 24, he claims that "Books are of the people, by the people,

This is also a reference for the people." By the repet repeats the word people"

of the end of every clause. Thus, he emphasizes that books are trade by people, made by people, and of they are for all people, made by people, and of backs up backs up backs up backs up backups his claim that the books are better than civing friends because of their endurance and accessibility to every-reader. Therefore, Phelps again supports his message and ordere his purpose to pursuade everyone to own his or her private books and treater them as intimate friends.

Phelps further achieves his purpose through the establishment of several confractions. In the first two paragraphs, phelps compares a the that book to one's own book. The borrowed books, as he says in line 3, "must be treated with punctitionswess, with a certain considerate formality." However, with one's own book, "you treat them with that affectmente intimacy that annihistes formacity "(line7). By companing the sense of "formality" is these thus different circumstances, Phelps expoints out the comfort and freedom while reading his own books, because he doesn't need to worry about returning it, and he can mark it however he likes. This great contrast helps him to convince his reactor listeners the necessity to own a private library for the purpose of comfortable reading and marking. Whates Further more, in the last paragraph,

Phelps compares & real living friends with book-friends. the ter Real friends may be "asleep, or away on a journey," (Cone 31-32), while book-friends are there "at any moment" (Line 32). Also, 2 by This contrast shows the difference between these two kinds of friends, that book-friends are severlasting and spaceures. Also, since readers can open a hook whenever they want, they are in control of the books. Besides, by making The assumption that books are wrotten when the authors were "at their best" (34) Phelps 69000 emphasies the great value and knoledge he am can gain from reading. By sa Through this contrast, Phelps & demonstrates the advantage of & book-friends over living friends, the emphasizes again tu usefulness and of one's one book friends and thus further achieves his purpose. ast but not tourt, the Phelps establishes to an

intimate fore throughout the parties. From line 22 to 24,

If he inserts on a personal anecdote the

To conclude, through his stillful employment great contrasts and separate and repetition, of the stylistic devices his metaphoric and repetition, conveys his message that broks are like intimate friends and thus achieves his purpose to personade his laster and energy on Should our their our collection of horks and treat them as hest friends.

Mock Paper 1 Rubric and Score Instructor: Paul L. Faber

0	1	2	3	4	5	
The work does not reach a standard described by the subsequent descriptors.	The response demonstrates little understanding of the literal meaning of the text. References to the text are infrequent or are rarely appropriate.	The response demonstrates some understanding of the literal meaning of the text. References to the text are at times appropriate	an understanding of the literal meaning of the text. There is a satisfactory	a thorough understanding	meaning of the text. There is a convincing and insightful interpretation of larger implications and subtleties of the text. References to the text are well chosen and effectively	4.0
The work does not reach a standard described by the subsequent descriptors	The response is descriptive and/or demonstrates little relevant analysis of textual features and/or authorial choices.	The response demonstrates some appropriate analysis of textual features and/or authorial choices.	a generally appropriate	• • •	The response demonstrates an insightful and convincing	4.0
The work does not reach a standard described by the subsequent descriptors	Little organization is apparent in the presentation of ideas. No discernable focus is apparent in the analysis.	Some organization is apparent in the presentation of ideas. There is little focus in the analysis.	The presentation of ideas is adequately organized in a generally coherent manner. There is some focus in the analysis.	The presentation of ideas is well organized and mostly coherent. The analysis is adequately focused.	The presentation of ideas is effectively organized and coherent. The analysis is well focused.	5.0
The work does not reach a standard described by the subsequent descriptors	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary, and sentence construction and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary, and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary, and sentence construction despite some lapses; register and style are mostly appropriate to the task.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary, and sentence structure; register and style are consistently appropriate to the task.	Language is very clear, effective, carefully chosen, and precise, with a high degree of accuracy in grammar, vocabulary, and sentence construction; register and style are effective and appropriate to the task.	3.0
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