

Section I

Multiple-Choice Questions

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ENGLISH LANGUAGE AND COMPOSITION

SECTION I

Time—1 hour

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and then place the letter of your choice in the corresponding box on the student answer sheet.

Note: Pay particular attention to the requirement of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1-14. Read the following passage carefully before you choose your answers.

(The following passage is from a contemporary British book about the English language.)

Line
5 Most people appear fascinated by word origins and the stories that lurk behind the structures in our language. Paradoxically, they may consider that change is fine as long as it's part of history—anything occurring now is calamitous. We've always been this way. In 1653 John Wallis railed against the use of the word *chicken* as a singular noun. In 1755 Samuel Johnson wanted to rid the language of 'licentious idioms' and 'colloquial barbarisms'. The sort of barbarisms he had in mind were words like *novel*, *capture* and *nowadays*. Others were fretting about shortened forms like *pants* for *pantaloons* and *mob* for *mobile vulgus*. More than five hundred years ago the printer Caxton also worried about the 'dyuersite & change of langage'. Even two thousand years ago Roman verbal hygienists were complaining about changes they saw happening in spoken Latin. Of course, this 'bad' Latin continued to deteriorate until it turned into French, Italian and Spanish.

20 Take a straightforward example. English shows a handy flexibility in being able to convert words to other parts of speech without the addition of any sort of prefix or suffix. Such elasticity is an offshoot of the loss of inflection (endings added for grammatical purposes). Curiously, this is a feature of English that's not appreciated by all, and many speakers are quick to condemn usages such as *to impact (on)* and *a big ask*. New conversions often provoke hostility in this way. In the 1600s *to invoice* (created from the noun) was a horrid colloquialism. With time, such newcomers may come to sound as everyday as any venerable oldie, and the next generation of English speakers will be puzzling over what possible objections there could have been to them. By then, there'll be new weeds to eradicate. One such was reported to me by someone who overheard it in a Chinese restaurant. The waiter was praising a customer for having *chopsticked* so well. Will this verb catch on? Time will tell.

40 So what's really going on when people object to

words and word usage in this way? Essentially, it's not a language matter we're dealing with here, but more a social issue. Words carry with them a lot of social baggage, and typically it's that which people are reacting to. Many rules of language usage like 'don't use "impact" as a verb' take their force from their cultural and social setting. People aren't objecting to *impact* as a verb as such. It's just that it sounds a bit like gobbledygook, either pretentious or uneducated, and maybe they don't want to be identified with the kind of people who use it. In the same way, fifty years ago people complained that the verb *to contact* was inflated jargon and they hated it.

55 Language often becomes the arena where social conflicts are played out. When Jonathan Swift complained about shortenings like *pozz* from *positive*, he blamed changes like these on the 'loose morals' of the day. But of course the social significance of many of these usages is lost to us today, and the objections to them now seem puzzling and trivial. American lexicographer Noah Webster wanted to rid his dictionary of English *-our* spellings like *honour* and also *-re* spellings like *theatre*. Why? Because they smacked of a smarmy deference to Britain. Compare the reactions of many Australians towards the current Americanization of their 'beloved Aussie lingo'. In truth, hostility towards 'American' *-or* spellings in place of English *-our*, or *-ize* in place of *-ise*, is not based on genuine linguistic concerns, but reflects deeper social judgements. It's a linguistic insecurity born of the inescapable dominance of America as a cultural, political and economic superpower. These spellings are symbols of this American hegemony and become easy targets for anti-American sentiment.

75 If Alfred the Great had had the chance to read the language of Chaucer, over five hundred years after Alfred's own time, he would have been shocked at the changes to English—changes that we now see, another six hundred years on, as part of the richness and versatility of the language. The only languages that don't change are ones that are well and truly dead. English, with 350 million first-language speakers and about the same number of second-language speakers, is alive and well. The future for English has never looked so good.

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1. In the passage as a whole, a major shift in the development of the argument occurs at which of the following points?
 - (A) “More than five hundred years ago” (line 13)
 - (B) “Take a straightforward example” (line 20)
 - (C) “So what’s really going on” (line 40)
 - (D) “Language often becomes” (line 54)
 - (E) “Compare the reactions of many Australians” (lines 64-65)
2. The author presents John Wallis (line 6), Samuel Johnson (lines 7-8), and Jonathan Swift (line 55) as hostile to
 - (A) faulty studies of word origins
 - (B) tedious debates about grammar
 - (C) local misunderstandings of historical events
 - (D) snobbish rejections of modern vocabulary
 - (E) unnecessary changes in word usage in their eras
3. The chief effect of the word “hygienists” (line 16) is to
 - (A) lend a tone of mocking humor to the discussion
 - (B) expand the argument to a subject other than language
 - (C) establish a deferential attitude about the subject
 - (D) provide an objective approach to the argument
 - (E) set up a contrast between Roman and modern English standards of usage
4. What the author refers to as “weeds” (line 34) are
 - (A) usage changes
 - (B) obsolete terms
 - (C) diction errors
 - (D) clichés
 - (E) metaphors
5. The word “*chopsticked*” (line 38) is used as an example of
 - (A) a new usage that is unlikely to persist
 - (B) a verb form created from a noun
 - (C) a verb in the past tense used as an adjective
 - (D) fashionable slang used by international travelers
 - (E) foreign-language words becoming part of English
6. Paragraph three (lines 40-53) implies that those who would strictly follow rules of the English language feel
 - (A) timid whenever they must correct others’ linguistic errors
 - (B) admiring of others’ linguistic creativity
 - (C) free to break rules of social etiquette
 - (D) satisfied that the flexibility of the English language is superior to that of all others
 - (E) anxious about how their use of language affects others’ perceptions of them
7. In paragraphs three and four (lines 40-74), the author’s discussion of reaction to changes in language develops by
 - (A) accumulating evidence of changes in language that occur unintentionally and changes that are intended to manipulate situations
 - (B) broadening from people’s immediate circle of contacts to their own larger society and then to an international perspective
 - (C) intensifying as it moves from spelling variations that annoy to word choices that express bias to larger communications that antagonize
 - (D) contrasting examples of changes that reflect social concord and examples of changes that reflect social discord
 - (E) drawing a parallel between examples from the world of business and examples from the world of international relations
8. Examples in paragraph 4 (lines 54-74) provide evidence that
 - (A) language usage can survive political turmoil
 - (B) nationalism influences reactions to linguistic changes
 - (C) generalizations about language usage are usually inaccurate
 - (D) linguistic changes occur more frequently now than in the past
 - (E) dominant nations undergo more linguistic changes than less powerful nations

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9. The example of Alfred the Great (lines 75-80) serves to
- (A) build on the point made in lines 1-5
 - (B) underscore the example of Australians' reaction to American spelling (lines 64-72)
 - (C) contrast views of past leaders with those of contemporary leaders
 - (D) document the earliest changes to the English language
 - (E) point out a parallel with the views of Noah Webster (lines 60-64)
10. The author indicates that international reactions to Americanized spellings of words can reflect
- (A) a desire to return to simpler times
 - (B) anxiety about pleasing American tourists
 - (C) contempt for inaccuracies in American usage
 - (D) resentment of America's cultural and economic status
 - (E) confidence that local usage will ultimately prevail
11. The attitude of the author toward the English language is one of
- (A) high regard for the early scholars of English grammar
 - (B) acceptance of changes in English despite a strong sense of loss
 - (C) disdain for those condoning the linguistic flexibility of English
 - (D) interest in the past of and optimism for the future of English
 - (E) preoccupation with the accuracy of expression of English
12. The tone in the passage is best described as
- (A) dramatic
 - (B) confidential
 - (C) impressionistic
 - (D) thoughtful yet playful
 - (E) moralistic and rigid
13. The author employs which of the following in developing the arguments in the passage?
- I. Rhetorical questions
 - II. References to grammatical terms
 - III. Quotations from famous writers
 - IV. Examples from diverse eras
- (A) III only
 - (B) I and II only
 - (C) II and IV only
 - (D) I, III, and IV only
 - (E) I, II, III, and IV
14. The author's relation to the reader is best described as that of
- (A) an informed commentator
 - (B) a sympathetic ally
 - (C) an angry critic
 - (D) an amused colleague
 - (E) an aloof judge

Questions 15-25. Read the following passage carefully before you choose your answers.

(The following passage is excerpted from a book about education in the United States.)

Line Teachers' salaries, expenditures per pupil, and
other indicators of school quality (including the
physical plant) significantly affect the employment
prospects and wages of high school graduates. Yet
5 unlike other nations, American schools are financed
at the local rather than the federal level. If parents do
not live in affluent communities . . . they have few
ways of assuring a quality education And voters,
10 many of them parents who believe they already "did
their bit" by raising their own children, are becoming
less and less willing to subsidize schools for "other"
people's kids. School bond failures are way up in
comparison with earlier decades. At the same time,
15 the property tax cuts of the 1970s and 1980s greatly
decreased the resources available to schools.

Child advocate and educational researcher
Jonathan Kozol reports that New York City spends
half as much per student as surrounding suburbs. In
20 1992, the country's forty-seven largest urban school
districts spent nearly \$900 less on each student than
did their suburban counterparts—even though the
urban schools were far more likely to have students
needing special services. There are also substantial
variations within school districts. Poorer
25 neighborhoods . . . receive much lower public
subsidies than affluent ones.¹

International comparisons reveal that education is
simply not a national priority in the United States the
way it is in many countries. We have a piecemeal,
30 incoherent system that fails to train teachers
thoroughly, keep track of student progress in a
consistent way, or ensure equality of access. Things
are no better in the work world. Only 1 percent of the
funding employers devote to training goes towards
35 raising basic skills, those most needed by young
entry-level workers. Both publicly and privately
funded education is heavily skewed against the
apprenticeship programs and vocational training
needed by youngsters whose parents cannot afford
40 to send them to college. Government spending on
employment and training programs, in inflation-
adjusted dollars, is today only one-third of what it
was in 1980. At the same time, the cost of higher
education has soared, while loans and scholarships
45 have been cut back.²

¹Jonathan Kozol, *Savage Inequalities: Children in America's Schools* (New York: Crown, 1991), p. 237; "Hard Data," *Washington Post Weekly Edition*, September 28-October 4, 1992, p. 37.

²David Whitman, "The Forgotten Half," *U.S. News & World Report*, June 26, 1989; Randy Abelda, Nancy Folbre, and the Center for Popular Economics, *The War Against the Poor: A Defense Manual* (New York: The New Press, 1996), p. 68; Peter Applebome, "U.S. Gets 'Average' Grade in Math and Science Studies," *New York Times*, November 21, 1996.

15. The primary purpose of the passage is to
- (A) call attention to a serious problem
 - (B) justify the continuation of current policies
 - (C) examine the advantages and disadvantages of policy changes
 - (D) refute the allegations of critics
 - (E) establish the need for additional data and studies
16. Which of the following best describes the relationship between the first and second sentences of the passage?
- (A) The first sentence states a fact; the second states an opinion.
 - (B) The first sentence presents an idea; the second reiterates the same idea.
 - (C) The first sentence makes a statement; the second introduces a potential difficulty.
 - (D) The first sentence lists goals; the second explains them.
 - (E) The first sentence summarizes one point of view; the second summarizes an opposing position.
17. Which of the following versions of the sentence in lines 4-6, reproduced below, is clearest?
- Yet unlike other nations, American schools are financed at the local rather than the federal level.*
- (A) Change “Yet” to “Nevertheless”
 - (B) Add “schools in” after “unlike”
 - (C) Add “however” after “schools”
 - (D) Change “are financed” to “receive income”
 - (E) Add “from” after “than”
18. In context, the tone of lines 8-12 (“And voters . . . kids”) can best be described as
- (A) heedless
 - (B) scandalized
 - (C) critical
 - (D) surprised
 - (E) encouraging
19. The italics in the second paragraph (lines 16-26) serve all of the following purposes EXCEPT to
- (A) emphasize the author’s frustration with the situation
 - (B) underscore the author’s major points in the paragraph
 - (C) call attention to the magnitude of the problem being discussed
 - (D) exaggerate the author’s determination to bring about change
 - (E) highlight details that support the author’s argument
20. Which of the following best describes the function of the sentence “Things are no better in the work world” (lines 32-33) ?
- (A) It extends the author’s argument about education into another area.
 - (B) It suggests that educators alone are not responsible for poor school quality.
 - (C) It tries to establish new sources of funding for educational endeavors.
 - (D) It introduces an argument for the need to make entry-level work more demanding.
 - (E) It offers a specific example of unethical behavior.
21. The author offers specific data to support which of the following assertions?
- (A) “Teachers’ salaries, expenditures per pupil, and other indicators of school quality (including the physical plant) significantly affect the employment prospects and wages of high school graduates.” (lines 1-4)
 - (B) “School bond failures are way up in comparison with earlier decades.” (lines 12-13)
 - (C) “International comparisons reveal that education is simply not a national priority in the United States the way it is in many countries.” (lines 27-29)
 - (D) “We have a piecemeal, incoherent system that fails to train teachers thoroughly, keep track of student progress in a consistent way, or ensure equality of access.” (lines 29-32)
 - (E) “Things are no better in the work world.” (lines 32-33)

22. The information in the sentence below would fit most logically after the sentence that ends on which of the following lines?

In Australia all school funding is centralized so that the government can ensure accountability and fair deployment of resources.

- (A) Line 8
 - (B) Line 15
 - (C) Line 23
 - (D) Line 29
 - (E) Line 33
23. Which of the following statements about the information in endnote 1 is correct?
- (A) This endnote appears on page 237 of the book *Savage Inequalities: Children in America's Schools* and on page 37 of the article "Hard Data."
 - (B) Jonathan Kozol edited a book that contains the article "Hard Data."
 - (C) The article "Hard Data" was first published in the book *Savage Inequalities: Children in America's Schools*.
 - (D) *Savage Inequalities: Children in America's Schools* is an article printed both in a book edited by Jonathan Kozol and in *Washington Post Weekly* Edition.
 - (E) In 1991 Crown published *Savage Inequalities: Children in America's Schools*, written by Jonathan Kozol.

24. The purpose of endnote 2 (line 45) is to

- (A) inform readers that the author is directly quoting the writers listed in the endnote
- (B) provide reference materials to support forthcoming data
- (C) document the sources of claims made about loans, scholarships, and educational funding
- (D) refute the notion that there is a link between the cost of higher education and the availability of loans
- (E) acknowledge that the experts listed might not agree with the claim made in the preceding sentence

25. Which of the following information does endnote 2 provide?

- (A) David Whitman edited a book that contains an article first published in *U.S. News & World Report*.
- (B) *The War Against the Poor: A Defense Manual* was edited by Peter Applebome.
- (C) The Center for Popular Economies reprinted a book, *The War Against the Poor: A Defense Manual*, that was published in 1996.
- (D) Randy Abelda and Nancy Folbre published a book in 1989.
- (E) The article "U.S. Gets 'Average' Grade in Math and Science Studies" was written by Peter Applebome and published in the *New York Times*.

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Questions 26-39. Read the following passage carefully before you choose your answers.

(The following passage is from a contemporary biography about a mathematician.)

Line
5 For [Paul] Erdős, mathematics was a glorious combination of science and art. On the one hand, it was the science of certainty, because its conclusions were logically unassailable. Unlike biologists, chemists, or even physicists, Erdős, Graham, and their fellow mathematicians *prove* things. Their conclusions follow syllogistically from premises, in the same way that the conclusion “Bill Clinton is mortal” follows from the premises “All presidents are mortal” and “Bill Clinton is a president.” On the other hand, mathematics has an aesthetic side. A conjecture can be “obvious” or “unexpected.” A result can be “trivial” or “beautiful.” A proof can be “messy,” “surprising,” or, as Erdős would say, “straight from the Book.” In a good proof, wrote Hardy, “there is a very high degree of *unexpectedness*, combined with *inevitability* and *economy*. The argument takes so odd and surprising a form; the weapons used seem so childishly simple when compared with the far-reaching consequences; but there is no escape from the conclusions.”

25 What is more, a proof should ideally provide insight into why a particular result is true. Consider one of the most famous results in modern mathematics, the Four Color Map Theorem, which states that no more than four colors are needed to paint any conceivable flat map of real or imaginary countries in such a way that no two bordering countries have the same color. From the middle of the nineteenth century, most mathematicians believed that this seductively simple theorem was true, but for 30 124 years a parade of distinguished mathematicians and dedicated amateurs searched in vain for a proof—and a few contrarians looked for a counterexample. “When I started at AT&T,” said Graham, “there was a mathematician there named E. F. Moore who was convinced that he could find a counterexample. Each day he would bring in a giant sheet of paper, and I

40 mean giant, two feet by three feet, on which he had drawn a map with a few thousand countries. ‘I know this one will require five colors,’ he’d confidently announce in the morning and volunteer to give me a dollar if it wasn’t the long-sought-after counterexample. Then he’d go off and spend hours coloring it. He’d come by at the end of the day, shake his head, and hand me a dollar. The next day he’d be back with another map and we’d go through the same thing again. It was the easiest way to make a buck!”

45 By 1976 it was clear why Moore’s quest for a five-color map had come to nought. That was the year Kenneth Appel and Wolfgang Haken of the University of Illinois finally conquered this mathematical Mount Everest. When word of the proof of the Four Color Map Theorem reached college mathematics departments, instructors cut short their lectures and broke out champagne. Some days later they learned to their dismay that Appel and Haken’s proof had made unprecedented use of high-speed computers: more than 1,000 hours logged among three machines. What Appel and Haken had done was to demonstrate that all possible maps were variations of more than 1,500 fundamental cases, each of which the computers were then able to paint using at most four colors. The proof was simply too long to be checked by hand, and some mathematicians feared that the computer might have slipped up and made a subtle error. Today, more than two decades later, validity of the proof is generally acknowledged, but many still regard it as unsatisfactory. “I’m not an expert on the four-color problem,” Erdős said, “but I assume the proof is true. However, it’s not beautiful. I’d prefer to see a proof that gives insight into why four colors are sufficient.”

75 *Beauty* and *insight*—these are words that Erdős and his colleagues use freely but have difficulty explaining. “It’s like asking why Beethoven’s Ninth Symphony is beautiful,” Erdős said. “If you don’t see why, someone can’t tell you. I know numbers are beautiful. If they aren’t beautiful, nothing is.”

26. Which of the following best describes the passage as a whole?
- (A) An analysis of rival viewpoints among mathematicians
 - (B) An exploration of the role of computers in solving mathematical theorems
 - (C) A reflection on certain key features of mathematical proofs
 - (D) An explanation of required steps for mathematical proofs
 - (E) A treatise on the necessity of an aesthetic element in mathematics texts
27. The author includes a reference to Bill Clinton in lines 8-10 primarily to
- (A) provide an example of how a syllogism works
 - (B) provide an example of a logical fallacy
 - (C) provide a political illustration for a mathematic problem
 - (D) engage in a sardonic digression
 - (E) develop an analogy to illustrate the difference between politics and math
28. For the mathematicians cited in lines 10-21, a proof would lack beauty if it were
- (A) useful in everyday life
 - (B) free of nonessential steps
 - (C) clearly comprehensible
 - (D) resistant to challenge
 - (E) completely predictable
29. In paragraph one, all of the following pairs illustrate contrasts EXCEPT
- (A) “science” and “art” (line 2)
 - (B) “obvious” and “unexpected” (line 12)
 - (C) “trivial” and “beautiful” (line 13)
 - (D) “surprising” (line 14) and “straight from the Book” (line 15)
 - (E) “odd” and “surprising” (line 18)
30. Paragraph two presents which of the following?
- I. A demonstration of the inherent simplicity of a mathematical problem
 - II. A discussion of the Four Color Map Theorem
 - III. An example of the tenacity of mathematicians
- (A) II only
 - (B) I and II only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II, and III
31. In context, the word “contrarians” (line 34) means those who
- (A) take an old-fashioned view
 - (B) deny the complexity of the theory of the four color map
 - (C) approach a topic from an unorthodox perspective
 - (D) dislike most mathematical procedures
 - (E) cooperate with other mathematicians
32. The phrase “mathematical Mount Everest” (line 53) refers to
- (A) “long-sought-after counterexample” (lines 43-44)
 - (B) “five-color map” (line 50)
 - (C) “Four Color Map Theorem” (line 54)
 - (D) “use of high-speed computers” (lines 58-59)
 - (E) “1,500 fundamental cases” (line 62)
33. In context, the phrase “fundamental cases” (line 62) means
- (A) basic patterns
 - (B) primary numbers
 - (C) specific reasons
 - (D) historical illustrations
 - (E) unchanging proofs

34. At the end of paragraph three, the author includes a quotation from Erdős (lines 69-73) primarily to show that Erdős
- (A) admires those who developed the theorem
 - (B) knows little about the theorem
 - (C) reserves judgment on the proof
 - (D) dislikes some aspects of the proof
 - (E) begs to differ with the results of the proof
35. In context, paragraphs two and three (lines 22-73) primarily serve to
- (A) suggest that different mathematicians have different strengths
 - (B) explain how both humans and computers rely on syllogisms
 - (C) contrast mathematical proofs with scientific investigations
 - (D) illustrate the shortcomings of a mathematical proof without beauty
 - (E) underscore Erdős' reputation as being at once humble and a perfectionist
36. Paragraphs two and three are developed primarily by
- (A) definition
 - (B) argument
 - (C) persuasion
 - (D) comparison and contrast
 - (E) narration and analysis
37. The sense of the last paragraph depends mainly on which of the following?
- (A) Analogy
 - (B) Humor
 - (C) Irony
 - (D) Paradox
 - (E) Personification
38. On the whole, the tone of the author is best described as
- (A) puzzled
 - (B) objective
 - (C) skeptical
 - (D) confrontational
 - (E) condescending
39. The author's presentation makes use of all of the following EXCEPT
- (A) direct quotation
 - (B) dictionary definition
 - (C) historical summary
 - (D) extended anecdote
 - (E) comparison with the arts

Questions 40-54. Read the following passage carefully before you choose your answers.

(This passage is from a work written near the end of the eighteenth century; the author is a woman.)

Line
5 To speak disrespectfully of love is, I know, high treason against sentiment and fine feelings; but I wish to speak the simple language of truth, and rather to address the head than the heart. To endeavour to reason love out of the world would be to out-Quixote Cervantes,¹ and equally offend against common sense; but an endeavour to restrain this tumultuous passion, and to prove that it should not be allowed to dethrone superior powers, or to usurp the sceptre
10 which the understanding should ever coolly wield, appears less wild.

Youth is the season for love in both sexes; but in those days of thoughtless enjoyment provision should be made for the more important years of life, when reflection takes place of sensation. But Rousseau,²
15 and most of the male writers who have followed his steps, have warmly indicated that the whole tendency of female education ought to be directed to one point—to render them pleasing.

20 Let me reason with the supporters of this opinion who have any knowledge of human nature. Do they imagine that marriage can eradicate the habitude of life? The woman who has only been taught to please will soon find that her charms are oblique sunbeams,
25 and that they cannot have much effect on her husband's heart when they are seen every day, when the summer is passed and gone. Will she then have

sufficient native energy to look into herself for comfort, and cultivate her dormant faculties? or is it
30 not more rational to expect that she will try to please other men, and, in the emotions raised by the experience of new conquests, endeavour to forget the mortification her love or pride has received? When the husband ceases to be a lover, and the time will
35 inevitably come, her desire of pleasing will then grow languid, or become a spring of bitterness; and love, perhaps, the most evanescent of all passions, gives place to jealousy or vanity.

I now speak of women who are restrained by principle or prejudice. Such women, though they
40 would shrink from an intrigue with real abhorrence, yet, nevertheless, wish to be convinced by the homage of gallantry that they are cruelly neglected by their husbands; or, days and weeks are spent in dreaming
45 of the happiness enjoyed by congenial souls, till their health is undermined and their spirits broken by discontent. How then can the great art of pleasing be such a necessary study? it is only useful to a mistress. The chaste wife and serious mother should only
50 consider her power to please as the polish of her virtues, and the affection of her husband as one of the comforts that render her task less difficult, and her life happier. But, whether she be loved or neglected, her first wish should be to make herself respectable, and
55 not to rely for all her happiness on a being subject to like infirmities with herself.

¹Reference to the novel *Don Quixote* by the Spanish writer Miguel de Cervantes (1547-1616)

²Jean-Jacques Rousseau (1712-1778), French writer and philosopher

40. The passage as a whole is best described as a
- (A) discussion of women's unique qualities
 - (B) criticism of the limited goals of women's education
 - (C) declaration of a woman's right to choose a husband
 - (D) plea for the eradication of an outdated female stereotype
 - (E) cynical parody of the attitude of males
41. In line 9, "sceptre" is used as a
- (A) symbol of queenly grace
 - (B) metaphor for physical strength
 - (C) synonym for the word "sword"
 - (D) symbol of authority
 - (E) metaphor for love
42. The first paragraph (lines 1-11) functions as
- (A) a reasoned introduction to an argument
 - (B) initial evidence to support a thesis
 - (C) the opening scene of a narrative
 - (D) basic historical background material
 - (E) an analysis of the boundaries of a case
43. In line 14, the phrase "the more important years of life" is best taken to mean the years when
- (A) instruction is first given
 - (B) youthful pleasures are pursued
 - (C) one has children of one's own
 - (D) maturity has been reached
 - (E) age forces reliance on other people
44. In lines 20-21, the author reveals her intention to
- (A) appeal to the intelligence of those who support Rousseau's theories
 - (B) argue with those who question Rousseau's theories
 - (C) acknowledge that young women may resist her ideas
 - (D) assume that her audience has little knowledge of human nature
 - (E) suggest that her audience has no personal experience of love
45. The author's approach to reasoning with "the supporters of this opinion" (line 20) is to pose questions that she
- (A) knows the supporters have considered
 - (B) answers with emotion rather than reason
 - (C) fears can never be answered by anyone
 - (D) intentionally answers with illogical responses
 - (E) answers from her own point of view
46. In line 24, the "sunbeams" are "oblique" because they are
- (A) very beautiful and very fleeting
 - (B) overly familiar and growing weaker
 - (C) shyly revealing and subtly ingratiating
 - (D) meaningless to the person casting them
 - (E) distorted by the person at whom they are directed
47. Which of the following is closest in meaning to the word "prejudice" as it is used in line 40?
- (A) Unfounded dislike
 - (B) A loss of faith
 - (C) Innovative thinking
 - (D) Fixed convictions
 - (E) Affectionate approval
48. Lines 39-47 ("I now speak . . . discontent") serve to
- (A) introduce a rationale for women to behave as men behave
 - (B) illustrate the futility of looking "into herself for comfort" (lines 28-29)
 - (C) explore the dilemma of how principle can coexist with prejudice
 - (D) exemplify how efforts to please inevitably displease
 - (E) develop the metaphor of the "spring of bitterness" (line 36)
49. In context, the author's regard for "the great art of pleasing" (line 47) is best described as
- (A) minimal
 - (B) deepening
 - (C) enthusiastic
 - (D) excessive
 - (E) ambivalent
50. In line 55, "a being" is best taken to mean a woman's
- (A) daughter
 - (B) friend
 - (C) father
 - (D) husband
 - (E) self

51. The passage can best be classified as which of the following?
- (A) A fictional narrative
 - (B) A reasoned appeal
 - (C) A dispassionate analysis
 - (D) A formal petition
 - (E) A dramatic accusation
52. The author appears to believe most firmly that
- (A) passion and reason should be exercised equally
 - (B) love is the highest level of fulfillment
 - (C) all passions, but especially love, must be subject to reason
 - (D) young women should delay marriage until their passions have cooled
 - (E) young men should seek wives who have been educated by women
53. The author's reflections on married love are best described as
- (A) illogical and contradictory
 - (B) romantic and optimistic
 - (C) serious and cautionary
 - (D) glamorous and inflated
 - (E) speculative and shallow
54. Throughout the passage, the author's argument is meant chiefly to
- (A) inspire young men and women to be faithful to each other
 - (B) question the sincerity of expressions of love
 - (C) change perceptions of how women should relate to men
 - (D) bring to light the hardships of married women
 - (E) describe the ideal education for women

END OF SECTION I

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY
CHECK YOUR WORK ON THIS SECTION.**

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

Name: _____

**AP[®] English Language and Composition
Student Answer Sheet for Multiple-Choice Section**

No.	Answer
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No.	Answer
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AP[®] English Language and Composition
Multiple-Choice Answer Key

No.	Correct Answer
1	C
2	E
3	A
4	A
5	B
6	E
7	B
8	B
9	A
10	D
11	D
12	D
13	E
14	A
15	A
16	C
17	B
18	C
19	D
20	A
21	E
22	D
23	E
24	C
25	E
26	C
27	A
28	E
29	E
30	D

No.	Correct Answer
31	C
32	C
33	A
34	D
35	D
36	E
37	A
38	B
39	B
40	B
41	D
42	A
43	D
44	A
45	E
46	B
47	D
48	E
49	A
50	D
51	B
52	C
53	C
54	C