

Practice Test A

ANSWER SHEET

**Multiple-Choice
Questions**
Time—1 hour

1. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D) (E)
3. (A) (B) (C) (D) (E)
4. (A) (B) (C) (D) (E)
5. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D) (E)
7. (A) (B) (C) (D) (E)
8. (A) (B) (C) (D) (E)
9. (A) (B) (C) (D) (E)
10. (A) (B) (C) (D) (E)
11. (A) (B) (C) (D) (E)
12. (A) (B) (C) (D) (E)
13. (A) (B) (C) (D) (E)
14. (A) (B) (C) (D) (E)
15. (A) (B) (C) (D) (E)
16. (A) (B) (C) (D) (E)
17. (A) (B) (C) (D) (E)
18. (A) (B) (C) (D) (E)
19. (A) (B) (C) (D) (E)
20. (A) (B) (C) (D) (E)
21. (A) (B) (C) (D) (E)
22. (A) (B) (C) (D) (E)
23. (A) (B) (C) (D) (E)
24. (A) (B) (C) (D) (E)
25. (A) (B) (C) (D) (E)
26. (A) (B) (C) (D) (E)
27. (A) (B) (C) (D) (E)
28. (A) (B) (C) (D) (E)
29. (A) (B) (C) (D) (E)
30. (A) (B) (C) (D) (E)
31. (A) (B) (C) (D) (E)
32. (A) (B) (C) (D) (E)
33. (A) (B) (C) (D) (E)
34. (A) (B) (C) (D) (E)
35. (A) (B) (C) (D) (E)
36. (A) (B) (C) (D) (E)
37. (A) (B) (C) (D) (E)
38. (A) (B) (C) (D) (E)
39. (A) (B) (C) (D) (E)
40. (A) (B) (C) (D) (E)
41. (A) (B) (C) (D) (E)
42. (A) (B) (C) (D) (E)
43. (A) (B) (C) (D) (E)
44. (A) (B) (C) (D) (E)
45. (A) (B) (C) (D) (E)
46. (A) (B) (C) (D) (E)
47. (A) (B) (C) (D) (E)
48. (A) (B) (C) (D) (E)
49. (A) (B) (C) (D) (E)
50. (A) (B) (C) (D) (E)
51. (A) (B) (C) (D) (E)
52. (A) (B) (C) (D) (E)
53. (A) (B) (C) (D) (E)
54. (A) (B) (C) (D) (E)
55. (A) (B) (C) (D) (E)

Practice Test A

SECTION I

TIME: 1 HOUR

Questions 1–13. Carefully read the following passage and answer the accompanying questions.

The passage below is excerpted from a memoir published in the mid-20th century.

PASSAGE 1

You can live a lifetime and, at the end of it, know more about other people than you know about yourself. You learn to watch other people, but you never watch yourself because you strive against loneliness. If you read a book, or shuffle a deck of cards, or care for a dog, you are avoiding yourself. The abhorrence of loneliness is as natural as wanting to live at all. If it were otherwise, men would never have bothered to make an alphabet, nor to have fashioned words out of what were only animal sounds, nor to have crossed continents—each man to see what the other looked like.

Being alone in an aeroplane even for so short a time as a night and a day, irrevocably alone, with nothing to observe but your instruments and your own hands in semi-darkness, nothing to contemplate but the size of your small courage, nothing to wonder about but the beliefs, the faces, and the hopes rooted in your mind—such an experience can be as startling as the first awareness of a stranger walking by your side at night. You are a stranger. It is dark already and I am over the south of Ireland. There are the lights of Cork and the lights are wet; they are drenched with Irish rain, and I am above them and dry. I am above them and the plane roars in a sobbing world, but it imparts no sadness to me. I feel the security of solitude, the exhilaration of escape. So long as I can see the lights and imagine the people walking underneath them, I feel selfishly triumphant, as if I have eluded care and left even the small sorrow of rain in other hands.

It is a little over an hour now since I left Abingdon, England. Wales and the Irish Sea are behind me like so much time used up. On a long flight distance and time are the same. But there had been a moment when Time stopped—and Distance too. It was the moment I lifted the blue-and-silver Gull from the aerodrome, the moment the photographers aimed their cameras, the moment I felt the craft refuse its burden and strain toward the

earth in sullen rebellion, only to listen at last to the persuasion of stick and elevators, the dogmatic argument of blueprints that said she *had* to fly (30) because the figures proved it. So she had flown, and once airborne, once she had yielded to the sophistry of a draughtsman's board, she had said, "There, I have lifted the weight. Now, where are we bound?"—and the question had frightened me.

We are bound for a place thirty-six hundred miles from here—two thousand miles of it unbroken ocean. Most of the way it will be night. We are flying west with the night.

So there behind me is Cork; and ahead of me is Berehaven Lighthouse. It is the last light, standing on the last land. I watch it, counting the frequency of its flashes—so many to the minute. Then I pass it and fly out to sea.

(40) The fear is gone now—not overcome nor reasoned away. It is gone because something else has taken its place; the confidence and the trust, the inherent belief in the security of land underfoot—now this faith is transferred to my plane, because land has vanished and there is no other tangible thing to fix faith upon. Flight is but momentary escape from the eternal (45) custody of earth. . . .

(1942)

- The rhetorical function of the first sentence (lines 1–2) is best described as
 - an assertion against which the entire passage argues
 - a piece of common wisdom that the passage will illustrate
 - a paradox that the passage will analyze and explain
 - the moral of the story that the author is about to tell
 - an example that supports the main idea of the passage
- The author uses all of the following phrases to illustrate the notion of the "abhorrence of loneliness" (line 5) EXCEPT
 - "live a lifetime" (line 1)
 - "watch other people" (line 2)
 - "read a book" (lines 3–4)
 - "care for a dog" (line 4)
 - "make an alphabet" (line 6)
- In line 9, the phrase "Being alone" is structurally parallel to the phrase
 - "your instruments" (line 10).
 - "your own hands" (lines 10–11).
 - "nothing to wonder about" (line 12).
 - "such an experience" (line 13).
 - "the first awareness of a stranger" (lines 13–14)

4. In lines 9–14 of the passage, the author uses an analogy between
- (A) being alone and thinking about the future
 - (B) darkness and ignorance
 - (C) being brave and contemplating one’s beliefs
 - (D) flying solo and discovering yourself
 - (E) a person’s hands and an airplane’s instruments
5. The rhetorical purpose of switching from second person to first person in line 15 is primarily to
- (A) explain the meaning of “You are a stranger” (lines 14–15)
 - (B) indicate that the author has not been talking about herself in paragraphs 1 and 2
 - (C) give an example of the “abhorrence of loneliness” (line 5)
 - (D) show that the narrator speaks from first-hand experience about issues raised in paragraphs 1 and 2
 - (E) inform the reader that the narrator is an accomplished pilot
6. In paragraph 3 (lines 22–33), which of the following rhetorical devices is most prominent?
- (A) Emphasizing sensual imagery
 - (B) Using abstract generalizations
 - (C) Mixing facts and impressions
 - (D) Appealing to authority
 - (E) Employing periodic sentences
7. The tone of the passage as a whole can best be described as
- (A) reflective and philosophical
 - (B) objective and informational
 - (C) academic and pedantic
 - (D) effusive and tumultuous
 - (E) terse and impersonal
8. The function of the phrase “sobbing world” (lines 17–18) is primarily to
- (A) describe the rain outside the airplane
 - (B) suggest the pulsating sounds of the airplane engine
 - (C) explain the sadness of lonely people everywhere
 - (D) explain the author’s sympathy for the Irish people far below
 - (E) indicate that flying serves as a release from everyday cares
9. The sentence in lines 23–24 (“On a long . . . same”) has all of the following functions EXCEPT
- (A) to present information about the way pilots think
 - (B) to introduce the anecdote that follows in lines 25–30
 - (C) to illustrate how pilots on long flights sometimes become disoriented
 - (D) to help to contrast the tedium of flying with the thrill of the take-off
 - (E) to explain the phrase “like so much time used up” (line 23)

10. The author's observation in lines 24–25 that “Time stopped—and Distance too” is best described as an example of
- I. hyperbole
 - II. ironic contrast
 - III. mixed metaphor
- (A) I only
(B) III only
(C) I and III only
(D) II and III only
(E) I, II, and III
11. In the description of the take-off (lines 25–30) the author employs all of the following EXCEPT
- (A) paradox
 - (B) parallel structure
 - (C) personification
 - (D) repetition for emphasis
 - (E) shift of pronouns
12. In context, the expression “to fix faith upon” (line 44) is best interpreted as having which of the following meanings?
- (A) To be victorious
 - (B) To feel secure
 - (C) To gain a sense of direction
 - (D) To speed up
 - (E) To have the courage of one's convictions
13. The passage as a whole can best be described as
- (A) an extended metaphor
 - (B) a metaphysical allegory
 - (C) a sentimental evocation of an episode
 - (D) an objective narrative
 - (E) a personal interpretation

Questions 14–23. Carefully read the following passage and answer the accompanying questions.

The passage below is the text of a newspaper column published in the latter part of the 20th century.

PASSAGE 2

PARRIS ISLAND, S.C.—He is seething, he is rabid, he is wound up tight as a golf ball, with more adrenalin surging through his hypothalamus than a cornered slum rat, he is everything these Marine recruits with their heads shaved to dirty nubs have ever feared or even hoped a drill instructor
Line (5) might be.

He is Staff Sgt. Douglas Berry and he is rushing down the squad bay of Receiving Barracks to leap onto a table and brace at parade rest in which none of the recruits, daring glances from the position of attention, can see any more of him under the rake of his campaign hat than his lipless mouth

(10) chopping at them like a disaster teletype: WHEN I GIVE YOU THE WORD YOU WILL WALK YOU WILL NOT RUN DOWN THESE STEPS WHERE YOU WILL RUN YOU WILL NOT WALK TO THE YELLOW FOOTMARKS. . . .

Outside, Berry's two junior drill instructors, in raincoats over dress greens, sweat in a muggy February drizzle which shrinks the view down to this wooden World War II barracks, to the galvanized Butler hut across the company street, the overground steam pipes, a couple of palmetto trees, the raindrops beading on spitshined black shoes. Sgt. Hudson mans the steps, Sgt. Burley the footmarks. They pace with a mannered strut, like men wearing white tie and tails, their hands folded behind their backs, their jaw muscles flexing. One senses that this is serious business. There's none of the smart-alecky wisecracking of TV sitcoms that portray hotshot recruits outsmarting dumb sergeants for passes to town.

(20)

In fact, during his 63 days of training at Parris Island, unless a member

(25) of the immediate family dies, a recruit will get no liberty at all. He will also get no talking, no phone calls, no books or magazines, no television, radio or record players, no candy or gum, one movie, one newspaper a week, and three cigarettes a day. Unless he fouls up, gets sent to the brig or to motivation platoon, and loses the cigarettes.

WHEN I GIVE YOU THE WORD TO MOVE OUT YOU WILL MOVE OUT DO YOU UNDERSTAND ME? Hudson meets the first one at the steps like a rotary mower ripping into a toad, so psyched he's actually dancing on tiptoe, with his face a choleric three-quarters of an inch from the private FASTER PRIVATE FASTER JUST TAKE YOUR

(35) DUMB TIME SWEETHEART MOVE! MOVE! as this hog, as recruits are colloquially known, piles out of the barracks in a stumble of new boots, poncho, laundry bag and the worst trouble his young ass has ever been in, no doubt about it when Burley meets him just like Hudson, in an astonishment of rage that roars him all the way down to the right front set of yellow footprints YOU LOCK YOUR BODY AT ATTENTION YOU

(40) LOCK YOUR BODY. . . .

Or maybe Burley writhes up around this private to hiss in his ear—and Burley is very good at this—you hate me, don't you, you hate me, private, you'd better hate me because I hate you, or any of the other litanies drill

(45) instructors have been barking and hissing at their charges ever since the first of more than one million Parris Island graduates arrived on the flea-ridden sand barren in 1911.

Until there are 60 of them out there in the drizzle with the drill instructors shouting themselves hoarse, 60 volunteers who had heard from countless older brothers and street corner buddies and roommates that it would be exactly like this but they volunteered anyhow, to be Marines.

(50)

(55) Right now, with lips trembling, eyes shuttling YOU BETTER STOP THAT EYE-BALLING, PRIVATE! fat and forlorn, they look like 60 sex perverts trapped by a lynch mob. They are scared. They are scared as fraternity pledges during a cleverly staged hell week, shaking like boys about to abandon their virginity.

(60) It's a primal dread that drill instructors invoke and exploit in eight weeks (soon to revert to the pre-Vietnam 11 weeks) of folk theater, a spectacle staged on the scale of the Passion Play at Oberammergau, an initiation that may be the only true rite of passage to manhood that America hasn't yet scoured away as an anthropological anachronism.

(1972)

14. Several sections of the passage appear in capital letters and with almost no punctuation. This can be explained by all of the following reasons EXCEPT
- (A) to suggest the volume at which the words are uttered
 - (B) to indicate a staccato-like manner of speech
 - (C) to convey the intensity with which the words are spoken
 - (D) to separate spoken words from narration and description
 - (E) to heighten dramatic effect
15. In line 8, "daring" modifies
- (A) "Berry" (line 6)
 - (B) "squad bay" (line 6)
 - (C) "table" (line 7)
 - (D) "none" (line 8)
 - (E) "recruits" (line 8)
16. In paragraph 3 (lines 14–18), which of the following rhetorical devices is most in evidence?
- (A) Expressionism
 - (B) Metonymy
 - (C) Figures of speech
 - (D) Impressionistic descriptive prose
 - (E) Visual imagery
17. The principal contrast employed by the author in the passage is between
- (A) Sgt. Berry and Sgt. Burley
 - (B) the drill instructors and the recruits
 - (C) the reality of boot camp and sitcom versions of military life
 - (D) modern military training and World War II training
 - (E) basic training and fraternity hazing

18. The main rhetorical function of the description of Hudson and Burley (lines 19–21) is to
- (A) set the stage for material in the next paragraph
 - (B) reinforce a description given earlier in the passage
 - (C) prepare for the contrast made in the following sentence
 - (D) provide support for a thesis proposed in the first paragraph
 - (E) introduce humor into the passage
19. The point of view expressed in “In fact . . . day” (lines 24–28) is that of
- (A) the author
 - (B) the recruits
 - (C) the Marine Corps
 - (D) Sgt. Hudson
 - (E) Sgt Berry
20. To create the greatest effect, all of the following rhetorical techniques are used in lines 42–47 EXCEPT
- (A) repetition
 - (B) use of highly connotative verbs
 - (C) evocation of historical tradition
 - (D) vivid adjectives
 - (E) subordinate clause set off by dashes
21. In the last paragraph, (lines 57–61), which of the following words is parallel in function to “dread” (line 57)?
- (A) “theater” (line 58)
 - (B) “weeks” (line 57)
 - (C) “initiation” (line 59)
 - (D) “manhood” (line 60)
 - (E) “anachronism” (line 61)
22. The passage as a whole might best be described as
- (A) a parable of modern life
 - (B) a melodramatic evocation
 - (C) a parody
 - (D) a dramatic monologue
 - (E) an exposé
23. Which of the following best captures the author’s attitude toward the events and people described in the passage?
- (A) “Outside . . . barracks” (lines 14–16)
 - (B) “One senses . . . town” (lines 21–23)
 - (C) “Hudson meets . . . tiptoe” (lines 31–32)
 - (D) “They are scared” (line 54)
 - (E) “an initiation . . . anachronism” (lines 59–61)

Questions 24–35. Carefully read the following passage and answer the accompanying questions.

This is an excerpt from a speech made by a British nobleman who served in the government of Queen Victoria late in the 19th century.

PASSAGE 3

It is no doubt true that we are surrounded by advisers who tell us that all study of the past is barren except insofar as it enables us to determine the laws by which the evolution of human societies is governed. How far such an investigation has been up to the present time fruitful in results I will not
Line
(5) inquire. That it will ever enable us to trace with accuracy the course which States and nations are destined to pursue in the future, or to account in detail for their history in the past, I do not believe.

We are borne along like travelers on some unexplored stream. We may know enough of the general configuration of the globe to be sure that we
(10) are making our way toward the ocean. We may know enough by experience or theory of the laws regulating the flow of liquids, to conjecture how the river will behave under the varying influences to which it may be subject. More than this we can not know. It will depend largely upon causes which, in relation to any laws which we are ever likely to discover, may properly be
(15) called accidental, whether we are destined sluggishly to drift among fever-stricken swamps, to hurry down perilous rapids, or to glide gently through fair scenes of peaceful cultivation.

But leaving on one side ambitious sociological speculations, and even those more modest but hitherto more successful investigations into the
(20) causes which have in particular cases been principally operative in producing great political changes, there are still two modes in which we can derive what I may call “spectacular” enjoyment from the study of history.

There is first the pleasure which arises from the contemplation of some great historic drama, or some broad and well-marked phase of social development. The story of the rise, greatness, and decay of a nation is like some
(25) vast epic which contains as subsidiary episodes the varied stories of the rise, greatness, and decay of creeds, of parties, and of statesmen. The imagination is moved by the slow unrolling of this great picture of human mutability, as it is moved by contrasted permanence of the abiding stars. The
(30) ceaseless conflict, the strange echoes of long-forgotten controversies, the confusion of purpose, the successes which lay deep the seeds of future evils, the failures that ultimately divert the otherwise inevitable danger, the heroism which struggles to the last for a cause foredoomed to defeat, the wickedness which sides with right, and the wisdom which huzzas at the triumph of folly—fate, meanwhile, through all this turmoil and perplexity,
(35) working silently toward the predestined end—all these form together a subject the contemplation of which we surely never weary.

(40) But there is yet another and very different species of enjoyment to be derived from the records of the past, which require a somewhat different method of study in order that it may be fully tasted. Instead of contemplating, as it were, from a distance, the larger aspects of the human drama, we may elect to move in familiar fellowship amid the scenes and actors of special periods.

(45) We may add to the interest we derive from the contemplation of contemporary politics, a similar interest derived from a not less minute and probably more accurate knowledge of some comparatively brief passage in the political history of the past. We may extend the social circle in which we move—a circle perhaps narrowed and restricted through circumstances beyond our control—by making intimate acquaintances, perhaps even (50) close friends, among a society long departed, but which, when we have once learnt the trick of it, it rests with us to revive.

(55) It is this kind of historical reading which is usually branded as frivolous and useless, and persons who indulge in it often delude themselves into thinking that the real motive of their investigation into bygone scenes and ancient scandals is philosophic interest in an important historical episode, whereas in truth it is not the philosophy which glorifies the details, but the details that make tolerable the philosophy.

24. The speaker's observation in the first sentence in the passage can best be described as an example of which of the following?
- (A) A hyperbolic statement
 - (B) A scornful tone
 - (C) An allusion to a well-known historical event
 - (D) An objective comment
 - (E) A double entendre
25. Which of the following best describes the rhetorical function of the third sentence in the passage (lines 5–7)?
- (A) It reiterates the thesis of the passage.
 - (B) It explains the gap between historical theory and historical fact.
 - (C) It provides evidence that supports a previous generalization.
 - (D) It articulates the speaker's view on the main subject of the passage.
 - (E) It suggests the speaker's authority to speak on the subject of the passage.
26. Which of the following words or phrases is grammatically and thematically parallel to "account" (line 6)?
- (A) "inquire" (line 5)
 - (B) "enable" (line 5)
 - (C) "trace" (line 5)
 - (D) "pursue" (line 6)
 - (E) "believe" (line 7)

27. In lines 8–18 of the passage, the speaker uses an extended analogy that compares
- (A) passengers on a boat to explorers
 - (B) the behavior of people to the behavior of flowing water
 - (C) the affairs of humankind to an uncharted waterway
 - (D) historical events to unpredictable accidents
 - (E) society's laws to the laws of physics
28. As used in line 22, the word “spectacular” is best interpreted to mean
- (A) evoking wonder and admiration
 - (B) appealing to the eye
 - (C) distinctly unusual or unexpected
 - (D) melodramatic
 - (E) grand in size or scale
29. In describing the rewards of studying history (lines 23–37), the speaker emphasizes the
- (A) insights gained into present conditions
 - (B) inevitable surprises
 - (C) challenge to determine what actually occurred
 - (D) stimulation of thought
 - (E) emotional excitement
30. In paragraph 4 (lines 23–37) which of the following rhetorical devices is most in evidence?
- (A) Stream of consciousness
 - (B) A series of factual statements
 - (C) Personification
 - (D) A buildup of suspense leading to a climax
 - (E) A poetic repetition of sounds
31. Lines 29–37 contain all of the following EXCEPT
- (A) parallel syntax
 - (B) a loose sentence
 - (C) prepositional phrases
 - (D) relative clauses
 - (E) a simple grammatical subject
32. The speaker's reference to extending a “social circle” (line 47) serves primarily to
- (A) suggest that readers must seek out a variety of viewpoints on historical matters
 - (B) illustrate the “different method of study” alluded to in the previous paragraph
 - (C) persuade historians to make the acquaintance of personalities of the past
 - (D) emphasize the speaker's special interest in the sociology of groups
 - (E) encourage readers to become more knowledgeable about contemporary politics

33. The “circumstances” referred to in lines 48–49 can best be interpreted as
- (A) entrenched methods of historical research and scholarship that cannot be altered
 - (B) “facts” about historical periods that often change as time goes on
 - (C) historians’ limited access to prominent figures of the past because they are dead
 - (D) historical records that are frequently incomplete or in disarray
 - (E) the inevitable changes that occur over time in the stature and legacy of historical figures
34. Which of the following phrases most closely describes the “kind of reading” referred to in line 52?
- (A) “contemplation of some great historic drama” (lines 23–24)
 - (B) “vast epic” (line 27)
 - (C) “slow unrolling of . . . human mutability” (lines 28–29)
 - (D) “accurate knowledge of some . . . brief passage in the . . . history of the past (lines 46–47)
 - (E) “move in familiar fellowship amid . . . special periods” (lines 42–43)
35. The passage as a whole can best be described as
- (A) a tribute to historians
 - (B) an analysis of problems faced by serious historians
 - (C) an objective report on the value of studying history
 - (D) a reflection on the rewards of reading history
 - (E) an attack on a traditional theory of history

Questions 36–45. Carefully read the following passage and answer the accompanying questions.

The passage below is an excerpt from a 20th-century book.

PASSAGE 4

Both the city and the Italian Colony were progressing steadily when the 1906 earthquake and fire struck. San Francisco had been razed by fires six times from 1849 to 1851, and each time the ruins had been swept away and the city rebuilt in a much finer fashion. This time, however, the damage was

Line (5) far too extensive. The tragedy was compounded by the great number of people and buildings which were concentrated along the path of the fault.

The destruction caused by the earthquake and the ensuing fire in the Italian Quarter resulted in the complete loss of the district. The Italian Quarter, as other parts of the city hit by the disaster, had been reduced to a

(10) knotted, tangled mass of bent steel frames, charred bricks, and ashes. In North Beach, only a small part of the community remained. The Italians on Telegraph Hill had been luckier than most, although they suffered losses since insurance companies were not interested in insuring remote areas of

(15) the Hill. The scattered fire hydrants and water cisterns were not to be found east of Dupont Street and the insurance companies were not willing to gamble. It was reported in the Italian press that some 20,000 Italians lost their homes in the conflagration.³²

(20) One of the priests from the church of Sts. Peter and Paul had managed to save the consecrated host, vestments, and holy vessels³³ and said Mass under the inflamed sky. After the fires had died, the Italians quietly returned to North Beach and tried to find the confidence to rebuild Little Italy.³⁴

(25) Approximately five to six hundred Italians had definitely left San Francisco due to this tragic event, while over six thousand new immigrants arrived and helped the survivors clear the ruins. Seven hundred building permits were granted to North Beach Italian residents and businessmen³⁵ to expedite the construction of the Colony. Several real estate firms, such as the J. Cuneo Company in North Beach, demonstrated their confidence in the determination of the Italians by investing \$400,000 in the reconstruction of apartments, stores, flats, and business offices.³⁶

(35) Temporary buildings were cheaply erected for immediate occupancy, while the leaders of the Colony were busily engaged in drawing up plans for a modern Little Italy. The buildings would be simple, small, neat, and airy, which combined both functional and classical lines.³⁷ One writer described this new architecture as a reflection of the Italian immigrants' acceptance of American ways.³⁸ The most picturesque features of the flats and apartments were the roof-top sun decks with flower gardens.³⁹ Part of the planning for the new Colony included the renaming of two of the main thoroughfares of the Italian Quarter. In 1907, one-half of Dupont Street was renamed Grant Avenue, and by the end of 1908 all of Dupont became Grant Avenue. By 1910, Montgomery Avenue was renamed Columbus Avenue and still retained its fame as "The Avenue." The changes in these street names denoted a change in the geographic character of the Italian Quarter.

³²"*La Infernale Catastrofe de San Francisco*," *L'Italia*, p. 1. April 1906.

³³"*The Frightful Calamity on the Pacific Coast*," *Leslie's Weekly*, 102:418. May 3, 1906.

³⁴"*La Ricostruzione de San Francisco*," *La Voce del Popolo*, p. 1. May 12, 1906.

³⁵"*Facts and Figures Worthy of Consideration*," *L'Italia*, p. 1. April 28, 1906.

³⁶"*J. Cuneo Co.*" *L'Italia*, July 2, 1906. In deposit, *Bank of America NT&SA Archives, San Francisco*.

³⁷"*Curious Tour of City Leaves Telegraph Hill for Fisherman's Wharf*," *San Francisco Chronicle*, p. 12. Feb. 16, 1932.

³⁸*Peixotto*, Scribner's, 48:82. July, 1910.

³⁹*J.M. Scanland*, "On the Roofs of the Latin Quarter," *Overland Monthly*, 57:330. March, 1911.

36. The speaker's main focus in the passage is

- (A) the effects of the 1906 San Francisco earthquake on the Italian community
- (B) the economic consequences of the 1906 San Francisco earthquake and fire
- (C) why Italians came to San Francisco after the 1906 earthquake
- (D) how the San Francisco earthquake transformed the Italian Colony
- (E) the courage and fortitude of Italians in San Francisco during the 1906 earthquake and fire

37. Which of the following describes the rhetorical purpose of the first paragraph (lines 1–6)?
- (A) It suggests that San Franciscans were unaware of the dangers of earthquakes.
 - (B) It raises questions that will be discussed in the remainder of the passage.
 - (C) It provides a thesis that will be challenged later in the passage.
 - (D) It explains the uniqueness of the 1906 earthquake.
 - (E) It introduces the reader to the intense emotion generated by the tragic events discussed in the passage.
38. The sequence of detailed images in line 10 are meant to illustrate all of the following EXCEPT
- (A) “The tragedy” (line 5)
 - (B) “the fault” (line 6)
 - (C) “The destruction” (line 7)
 - (D) “complete loss” (line 8)
 - (E) “the disaster” (line 9)
39. Which of the following best describes the primary rhetorical purpose of the sentence, “The scattered . . .to gamble” (lines 14–16)?
- (A) to develop an idea presented in the previous sentence
 - (B) to provide background for understanding information contained in the next sentence
 - (C) to specify the location where the earthquake did the greatest damage
 - (D) to clarify the author’s attitude toward insurance companies
 - (E) to suggest that the earthquake destroyed the hydrants and water cisterns
40. Taken as a whole, the footnotes show that
- (A) it is crucial to consult published books while doing historical research
 - (B) almost all news about the earthquake was reported in Italian by the Italian press
 - (C) only a small amount of material about the earthquake was published after 1911
 - (D) in doing historical research about an event, it is best to use work published close to the time the event occurred
 - (E) the author of the passage relied heavily on sources contemporary to the earthquake
41. Which of the following is a proper interpretation of footnote 38 (line 36)?
- (A) The author found the material to be footnoted between pages 48 and 82.
 - (B) *Scribner’s* is the name of a book published in 1910.
 - (C) The work by Peixotto has been cited in a previous footnote.
 - (D) In 1910, Scribner’s published Peixotto’s book.
 - (E) References to *Scribner’s* can be found on pages 48 and 82 of an article by Peixotto.

42. The development of the passage can best be described as
- (A) an analysis of how people in 1906 reacted to misfortune and tragedy
 - (B) a detailed examination of a group that shared a common heritage
 - (C) a compilation of information about the effects of the earthquake
 - (D) a narrative of the earthquake and its aftermath
 - (E) an explanation of why the earthquake had been so damaging
43. Which of the following sources cited by footnotes 37–39 express a favorable view of the housing being planned for “a modern Little Italy” (lines 31–34)?
- I. The source cited in footnote 37
 - II. The source cited in footnote 38
 - III. The source cited in footnote 39
- (A) I only
 - (B) II only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II and III
44. Lines 39–41 contain which of the following?
- (A) An illustrative anecdote
 - (B) Subordinate clauses
 - (C) A single compound sentence
 - (D) Antithesis
 - (E) An extended metaphor
45. The tone of the passage is best described as
- (A) reverent but remorseful
 - (B) disapproving but respectful
 - (C) excited and energetic
 - (D) unemotional and informative
 - (E) admiring and awe-struck

Questions 46–55. Carefully read the following passage and answer the accompanying questions.

The passage is a segment of a book written early in the 20th century.

PASSAGE 5

In a recent bulletin of the Superintendent of the Census for 1890 appear these significant words: “Up to and including 1880 the country had a frontier of settlement, but at present the unsettled area has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line. In the discussion of its extent, its westward movement, etc., it cannot, therefore, any longer have a place in the census reports.” This brief official statement marks the closing of a great historic movement. Up to our

own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development.

Behind institutions, behind constitutional forms and modifications, lie the vital forces that call these organs into life and shape them to meet changing conditions. The peculiarity of American institutions is the fact that they have been compelled to adapt themselves to the changes of an expanding people—to the changes involved in crossing a continent, in winning a wilderness, and in developing at each area of this progress out of the primitive economic and political conditions of the frontier into the complexity of city life. Said Calhoun in 1817, “We are great, and rapidly—I was about to say fearfully—growing!” So saying, he touched the distinguishing feature of American life. All peoples show development; the germ theory of politics has been sufficiently emphasized. In the case of most nations, however, the development has occurred in a limited area; and if the nation has expanded, it has met other growing peoples whom it has conquered. But in the case of the United States we have a different phenomenon. Limiting our attention to the Atlantic coast, we have the familiar phenomenon of the evolution of institutions in a limited area, such as the rise of representative government in complex organs; the progress from primitive industrial society, without division of labor, up to manufacturing civilization. But we have in addition to this a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating the American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. Even the slavery struggle, which is made so exclusive an object of attention by writers like Professor von Holst, occupies its important place in American history because of its relation to westward expansion.

In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization. Much has been written about the frontier from the point of view of border warfare and the chase, but as a field for the serious study of the economist and the historian it has been neglected.

The American frontier is sharply distinguished from the European frontier—a fortified boundary line running through dense populations. The most significant thing about the American frontier is, that it lies at the hither edge of free land. In the census reports it is treated as the margin of that settlement which has a density of two or more to the square mile. The term is an elastic one, and for our purposes does not need sharp definition.

46. In the context of the passage as a whole, the quotation from the Superintendent of the Census (lines 2–6) presents
- (A) an analogy that illustrates the theme of the passage.
 - (B) an anecdote that introduces the main subject of the passage.
 - (C) a problem for which the author of the passage will offer a solution.
 - (D) a statement on which the passage will build.
 - (E) an opinion that emphasizes the gravity of the issue discussed in the rest of the passage.
47. In its context, the phrase “vital forces” (line 13) refers to
- (A) the Census Bureau.
 - (B) the U.S. Constitution.
 - (C) new laws and regulations passed to deal with changing social and economic conditions.
 - (D) the natural obstacles faced by settlers in the West.
 - (E) the people’s urge to go west and to settle there.
48. Which of the following phrases illustrates “the germ theory of politics” (lines 21–22)?
- (A) “and rapidly—I was about to say fearfully—growing” (lines 19–20)
 - (B) “development . . . in a limited area” (line 23)
 - (C) “rise of representative government” (lines 27–28)
 - (D) “process of evolution” (line 30)
 - (E) “return to primitive conditions” (lines 32–33)
49. The “different phenomenon” mentioned in line 25 refers to all of the following EXCEPT
- (A) a return to a primitive style of life.
 - (B) new development in unsettled areas.
 - (C) a recurrence of historical events.
 - (D) growth within a limited geographical area.
 - (E) the potential for further expansion.
50. The dominant rhetorical feature of the sentence, “This perennial . . . character” (lines 35–38) is:
- (A) the use of repetition and rhythm
 - (B) alliteration
 - (C) a pronounced change in tone from the preceding sentence
 - (D) a sudden shift in the author’s point of view
 - (E) a balance of overstatement and understatement

51. In context, the word “chase” (line 45) is best interpreted to mean
- (A) the hunt for food
 - (B) survival in primitive conditions
 - (C) the question of slavery in the new territories
 - (D) the expulsion of the indigenous population
 - (E) settlers’ competition for free land
52. In the passage the author employs which of the following rhetorical strategies?
- (A) Extended analogy
 - (B) Appeal to patriotism
 - (C) Testimony from authority
 - (D) Inspiring language
 - (E) Statistical support
53. The function of the sentence in lines 48–49 (“The American frontier populations”) is to
- (A) draw a contrast between American and European frontiers.
 - (B) show the superiority of the American frontier.
 - (C) reveal the uniqueness of the American frontier.
 - (D) help summarize the passage.
 - (E) present arguments in opposition to those in the previous paragraph.
54. The attitude of the author toward the closing of the frontier is primarily one of
- (A) regret.
 - (B) historical interest.
 - (C) disapproval.
 - (D) hopefulness about the future.
 - (E) satisfaction.
55. Which of the following best captures the main theme of the passage?
- (A) An industrial society has superseded a primitive society on the frontier.
 - (B) America’s frontier differs sharply from frontiers elsewhere.
 - (C) Expansion to the West has helped to define America’s character.
 - (D) Criteria for taking the U.S. census must remain flexible.
 - (E) America’s frontier has been characterized by violence.

SECTION II**Three Essay Questions**

TIME: 2 HOURS AND 15 MINUTES

Write your essays on standard 8½" × 11" composition paper. At the exam you will be given a bound booklet containing 12 lined pages.

ESSAY QUESTION 1

Suggested time:

15 minutes for reading the question and sources

40 minutes for writing an essay

Many people worldwide devote huge amounts of time, money, and energy opposing the use of animals in laboratory research. Many others take the view that animals should be used in research for the overall benefit of humankind.

Carefully read the following six sources, including the material that introduces each source. Then, in an essay that synthesizes at least three of the sources, take a position on the claim that animals should be used in research for the overall benefit of humankind.

Don't simply summarize the sources. Instead, weigh evidence from the sources to support and illustrate your position on the issue. You may paraphrase, review, and quote relevant material directly and indirectly from the sources. Be sure to indicate in your essay which sources you use. Refer to them as Source A, Source B, and so on, or by the key words in the parentheses below. In making your argument, you may, of course, also include any ideas of your own.

Source A (AALAS)

Source B (Andre and Velasquez)

Source C (Pie graph)

Source D (Derbyshire)

Source E (Nuffield)

Source F (Haggarty)

SOURCE A

“What Benefits Have Come From Medical Research Using Animals?” American Association for Laboratory Animal Science (AALAS). <www.foundation.aalas.org>

The following comes from the web site of a foundation that provides funding to promote awareness of research in animal care and animal contributions to biomedical research, safety testing, and education.

. . . Today’s children routinely receive a vaccine that provides a lifetime of protection against polio. Children are also immunized against typhus, diphtheria, whooping cough, smallpox, and tetanus. Untold millions of people around the world are healthy adults because of these vaccines made possible through animal research.

Diabetes is another example of the importance of biomedical research. Approximately 6.2% of the population (17 million people) has diabetes. Nearly 1 million new cases of diabetes are diagnosed every year, and based on death certificate data, diabetes contributed to 209,664 deaths in 1999 alone. Without insulin treatments to regulate blood sugar levels, many more diabetics would die. Dogs were crucial to the research that identified the cause of diabetes, which led to the development of insulin. Recently, researchers have developed insulin pumps to replace injections, and current transplant research offers the hope that diabetes can be cured.

The importance of animal research to those suffering from heart and circulatory diseases cannot be overlooked. About 50 million Americans age six and older have high blood pressure, which can cause strokes, heart attacks, and heart disease. Research involving animals has helped identify the causes of high blood pressure and develop more effective drugs to control the problem. Other research has resulted in treatments for strokes and heart attacks that save thousands of lives and reduce recovery time. Dogs have been especially important to researchers who developed open-heart surgery, pacemakers, and heart transplants. These techniques have revolutionized therapy for people who have severe heart disease.

SOURCE B

Andre, Claire, and Manuel Velasquez. "Of Cures and Creatures Great and Small," *Issues in Ethics*, v.1, No. 3, Spring, 1988, published by Markkula Center for Applied Ethics, Santa Clara University.

The passage below comes from a position statement published by an organization active in the field of ethical issues.

Animal rights advocates are pressing government agencies to impose heavy restrictions on animal research. But this growing criticism of painful experimentation on animals is matched by a growing concern over the threat restrictions on the use of animals would pose to scientific progress. Whether such experiments should be allowed to continue has become a matter for public debate.

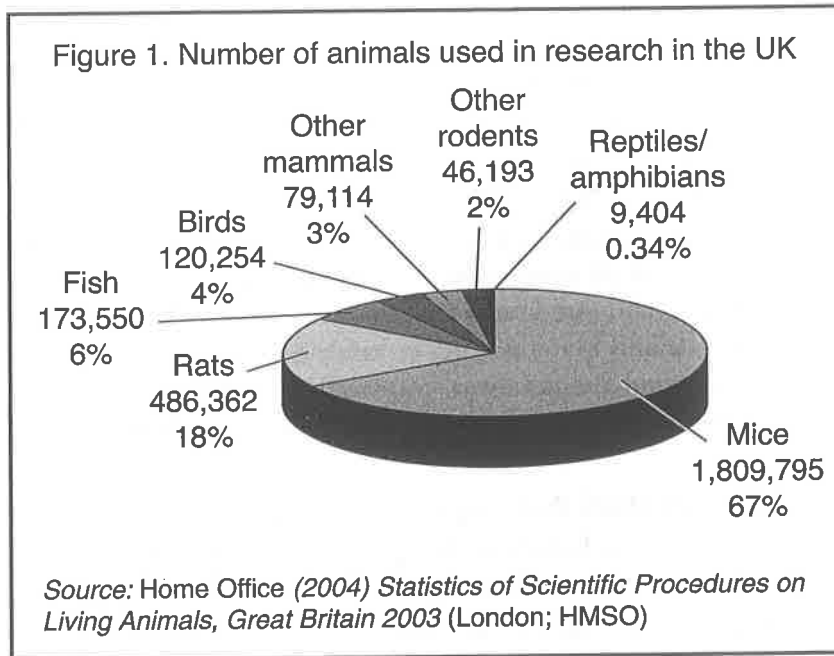
Those who argue that painful experimentation on animals should be halted, or at least curtailed, maintain that pain is an intrinsic evil, and any action that causes pain to another creature is simply not morally permissible. Pointing to the words of the nineteenth-century utilitarian, Jeremy Bentham, animal welfare advocates claim that the morally relevant question about animals is not, "Can they reason? nor Can they talk? but, Can they suffer?" And, animals do in fact suffer, and do in fact feel pain. The researcher who forces rats to choose between electric shocks and starvation to see if they develop ulcers does so because he or she knows that rats have nervous systems much like humans and feel the pain of shocks in a similar way. Pain is an intrinsic evil whether it is experienced by a child, an adult, or an animal. If it is wrong to inflict pain on a human being, it is just as wrong to inflict pain on an animal.

Moreover, it is argued, the lives of all creatures, great and small, have value and are worthy of respect. This right to be treated with respect does not depend on an ability to reason. An insane person has a right to be treated with respect, yet he or she may not be able to act rationally. Nor does the right to be treated with respect rest on being a member of a certain species. Restricting respect for life to a certain species is to perform an injustice similar to racism or sexism. Like the racist who holds that respect for other races does not count as much as respect for his or her own race, those who support painful experimentation on animals assume that respect for other species does not count as much as respect for members of his or her own species.

SOURCE C

“Numbers of Animals Used in Research in the United Kingdom,” Home Office (2004) *Statistics of Scientific Procedures on Living Animals, Great Britain 2003*.

The pie graph below comes from a British government agency.



SOURCE D

Derbyshire, Stuart, PhD., "Animal Experimentation," Speech at Edinburgh Book Festival, 19 August 2002.

Below are excerpts from a talk given at a book festival by a faculty member in the School of Psychology, University of Birmingham.

. . . Ongoing research with a wide variety of animals includes investigations of AIDS, cancer, heart disease, cystic fibrosis, and muscular dystrophy. The development of artificial arteries, the possibility of reversing spinal cord injury, and the aging process are all being investigated using animal models. The best hopes to cure malaria, Parkinson's and Alzheimer's diseases, epilepsy, clinical obesity, infertility, and a variety of birth defects all rely on current animal experiments.

Without doubt there are many experiments that will fail or lead to no useful therapy—such is the nature of all science. But to suggest that scientists are pointlessly pursuing experiments and models that do not work is just wrong-headed. The process of peer review and grant allocation certainly has its problems, but it is not that bad! If there were good alternatives to animals that worked better or as well, for less money and hassle, scientists would use them. We can be stubborn but we are not totally bananas.

. . . Tom Regan and Richard Ryder argue that animals are like us, that they share with us the capacity for seeing, hearing, believing, remembering, and anticipating and for experiencing pleasure and pain. They suggest that animals are "subjects of a being."

There is a trivial sense in which Regan and Ryder are undoubtedly correct; animals certainly do possess the biological properties necessary for processing information. But, in every important sense, they are flat out wrong. Animals and humans do not think alike, feel alike, or experience alike. Humans and animals are not on the same scale.

SOURCE E

“The Ethics of Research Involving Animals: A Guide to the Report,” Nuffield Council on Bioethics, 25 May 2005.

The following is excerpted from a report issued by a foundation that studies and reports on ethical issues involving biological and medical research.

The question of defining the moral status of humans and animals often arises in the debate on research involving animals. Are humans morally more important than all animals? Is there a sliding scale with humans at the top and the simplest animals at the bottom? Or are humans and animals morally equal?

We suggest that the proper moral treatment of a being depends on the characteristics it possesses, rather than simply on the species to which it belongs. We identify five morally relevant features:

- Sentience (the capacity to feel pleasure and pain)
- Higher cognitive capacities (for example, the ability to use language and learn complicated tasks, such as making and using tools)
- The capacity to flourish (the ability to satisfy species—specific needs)
- Sociability (being a member of a community)
- Possession of a life (attributing value to life itself)

What weight should be given to each of the morally relevant features in considering whether or not research is acceptable? Are there factors to be weighed against human benefit? Should they be understood as absolute constraints? For example, should any use of animals that are capable of suffering be prohibited, or only the use of those that have higher cognitive capacities?

Many people seem to support a “hybrid” approach. This involves a combination of laying down definite limits for what should and should not happen (for example: “animals with higher cognitive capacities such as chimpanzees should never be used in research”) and weighing up the costs and benefits of a particular action (for example, “research that causes minimum pain to a mouse is acceptable if it helps to ascertain the safety of an important and frequently used chemical”).

SOURCE F

Haggarty, Clare, "Animals in Scientific Research: The Ethical Argument," National Anti-Vivisection Society, <www.navs.org>

The following comes from the website of an organization devoted to protecting animals and their rights.

The worst atrocity we inflict upon animals condemned to scientific research may be the act of removing them from the natural habitat, or breeding them in captivity, and then placing them in the artificial environment of a laboratory cage, where they have no hope of having the kind of life nature intended for them.

In the end, we as a society have a choice. Do we treat our fellow creatures with cruelty and callousness? Or with compassion, respect and justice? As humans, we have the freedom to make that choice. With this freedom comes the moral obligation to make responsible decisions.

Animals have no such choice. Because they cannot say no, they are completely vulnerable to whatever the researcher has in store for them, no matter how much pain and suffering is involved. Animals are unable to understand or claim their right to be alive, to be free from pain and suffering, and fulfill their biological potential. Therefore, it is up to humans to recognize and protect those rights for them, just as we are morally obligated to protect infants, the developmentally disabled, and the mentally ill.

It has been said that the moral progress of our society can be measured by the way it treats animals. Animal experimentation—an institutionalized form of exploitation—stands in the way of moral progress. Now is the time to extend our sphere of ethical concern to all creatures.

ESSAY QUESTION 2

(Suggested time—40 minutes. This question counts as one third of the total score for Section II.)

Here are two passages from the essays of the renowned physicist Albert Einstein. After reading them carefully, write an essay that analyzes and compares Einstein's use of language and rhetoric in each.

PASSAGE A

- Physics deals with "events" in space and time. To each event belongs, besides its place coordinates x , y , z , a time value t . The latter was considered measurable by a clock (ideal periodic process) of negligible spatial extent. This clock C is to be considered at rest at one point of the coordinate system, e.g., at the coordinate origin ($x = y = z = 0$). The time of an event taking place at a point $P(x, y, z)$ is then defined as the time shown on the clock C simultaneously with the event. Here the concept "simultaneous" was assumed as physically meaningful without special definition. This is a lack of exactness which seems harmless only since with the help of light (whose velocity is practically infinite from the point of view of daily experience) the simultaneity of spatially distant events can apparently be decided immediately.

PASSAGE B

- I am convinced there is only one way to eliminate these grave ills, namely through the establishment of a socialist economy, accompanied by an educational system which would be oriented toward social goals. In such an economy, the means of production are owned by society itself and are utilized in a planned fashion. A planned economy, which adjusts production to the needs of the community, would distribute work to be done among all those able to work and would guarantee a livelihood to every man, woman and child. The education of the individual, in addition to promoting his own innate abilities, would attempt to develop in him a sense of responsibility for his fellow men in place of the glorification of power and success in our present society.

- Nevertheless, it is necessary to remember that a planned economy is not yet socialism. A planned economy as such may be accompanied by the complete enslavement of the individual. The achievement of socialism requires the solution of some extremely difficult socio-political problems: is it possible, in view of the far-reaching centralization of political and economic power, to prevent bureaucracy from becoming all-powerful and overweening? How can the rights of the individual be protected and therewith a democratic counterweight to the power of the bureaucracy be assured?

ESSAY QUESTION 3

(Suggested time—40 minutes. This question counts as one third of the total score for Section II.)

The German poet Goethe once wrote, “Treat people as if they were what they ought to be and you help them to become what they are capable of being.”

Goethe’s statement might be applied to schools, government, social services, business, even to families—anyplace, really, where people interact with each other. Is Goethe just expressing an unattainable principle of human behavior, or does his ideal have real-life applicability? In a well-organized essay, comment on the validity of Goethe’s statement as a realistic guide to personal relationships. To support your point of view, you may draw evidence from your reading, studies, observation, and personal experience.

END OF PRACTICE TEST A

Answer Key

PRACTICE TEST A

Answers to Multiple-Choice Questions

1. B	21. C	41. C
2. A	22. B	42. C
3. D	23. E	43. C
4. D	24. B	44. C
5. D	25. D	45. D
6. C	26. C	46. D
7. A	27. D	47. C
8. E	28. A	48. A
9. C	29. D	49. D
10. A	30. E	50. A
11. A	31. B	51. D
12. B	32. B	52. C
13. E	33. C	53. D
14. D	34. E	54. B
15. E	35. D	55. C
16. E	36. A	
17. B	37. D	
18. C	38. B	
19. C	39. A	
20. E	40. E	

Summary of Answers in Section I (Multiple Choice)

Number of correct answers _____

Use this information when you calculate your score for this exam. See page 262.

ANSWER EXPLANATIONS**PASSAGE 1—AN EXCERPT FROM BERYL MARKHAM, *WEST WITH THE NIGHT***

1. (B) The author alludes directly and indirectly to the sentiment expressed in the aphoristic opening sentence. She is surprised to meet the “stranger” (herself) in the cockpit of her plane (lines 14–15).
2. (A) All the phrases except that in (A) identify activities that people have contrived to keep loneliness at bay.
3. (D) “Being alone” is a verbal phrase that starts out as the grammatical subject of the sentence. But the verb of the sentence—“can be”—does not appear until line 13, after several intervening prepositional phrases and infinitives. By that time, the writer has chosen to recast the sentence with a new grammatical subject—“such an experience.” Consequently, the two phrases together serve as the subject of the sentence.
4. (D) The author compares the experience of piloting an airplane all alone to discovering a stranger—that is, solo flying is like finding a side of yourself that you hadn’t known about.
5. (D) The first paragraph consists of generalizations about man’s abhorrence of loneliness. The second paragraph cites an example of extreme loneliness. In the third paragraph, the narrator feels obliged to explain that her thoughts about loneliness are based on her own experience. Thus, she relates a personal anecdote about a solo flight she once made.
6. (C) After telling where she is and what she sees, the author describes the feelings and thoughts that the situation evokes.
7. (A) During much of the passage, the author reflects on loneliness. She also discloses her thoughts and fears about flying.
8. (E) Piloting a plane provides the “security of solitude, the exhilaration of escape” (lines 18–19). These feelings contrast with those of the cares of the world below and “the small sorrow of rain” (line 21).
9. (C) The sentence explains why distance is compared to “so much time used up.” But it also serves all the other functions except to show that equating time and distance is an indication of pilot disorientation.
10. (A) The observation dramatizes a moment during the take-off—a moment so riveting that it seemed unreal. To capture that sense of unreality, the author uses exaggeration, or hyperbole. The notion that time and distance can stop has metaphorical implications, too, but the metaphor used here is consistent, not mixed. Choice II does not apply.

11. (A) A paradox is a valid statement that seems to fly in the face of logic. The lines contain no such feature. (B) and (D) are evident in the piling up of phrases beginning with “the moment.” (C) can be found in lines that suggest the airplane has a will of its own, as in “refuses its burden.” (E) is seen when the narrator shifts from the impersonal “it” to “she.”
12. (B) The speaker is describing how fear vanishes once she is airborne. Because she can no longer depend on the “security of land underfoot,” security comes from the plane itself.
13. (E) Throughout the passage the author assigns meanings to particular moments in her flight and interprets the general experience of flying. None of the other choices accurately describe the passage.

PASSAGE 2—AN EXCERPT FROM HENRY ALLEN, “THE CORPS”

14. (D) The capitalized words convey the effect of the drill instructor’s speech pattern and loudness.
15. (E) The phrase “daring glances” is a participial modifying the noun “recruits.”
16. (E) The paragraph is filled with visual images, climaxed by the vivid reference to “raindrops beading on spitshined black shoes.”
17. (B) Most of the passage is devoted to describing the behavior of the omnipotent drill instructors. Their power contrasts starkly with the haplessness of the recruits.
18. (C) Hudson and Burley, proud, tough Marines, stand in stark contrast to the goofy, wisecracking versions of soldiers once popular on prime-time television.
19. (C) While not an exact quote from Marine Corps regulations, the material in these lines is a paraphrase of the rules governing recruits during their basic training.
20. (E) The paragraph contains all of the techniques except a subordinate clause set off by dashes. The material between the dashes (lines 42–43) is an independent clause embedded in another independent clause.
21. (C) Because the word “dread” names the subject of the sentence (“It”), it is a predicate nominative. Other words in the sentence that serve the same function are “spectacle” and “initiation.”
22. (B) Each of the choices has possibilities, but the purpose of the passage is best described as the author’s attempt to recreate life at Parris Island. The extreme emotions and often inflammatory choice of words contain ample evidence of melodrama.
23. (E) All the choices are descriptive except the last one, in which the author implies his approval of the methods used by the Marine Corps to train its recruits.

PASSAGE 3—AN EXCERPT FROM ARTHUR JAMES, EARL OF BALFOUR, “ON THE BENEFITS OF READING” (1887)

24. (B) The speaker intends to criticize the thinking of his so-called “advisers.” His assertion that it “is no doubt true” contrasts sharply with his advisers’ misguided theory of history, a theory he deems so erroneous that he declines even to comment on it: “I will not inquire,” he writes in the next sentence, as if to say that by explaining his opposition to the theory he would give it greater credence than it deserves.
25. (D) As suggested by the first two sentences, the subject of the passage is the common theory that says the study of the past enables us to better predict the future. In the third sentence, the speaker denies the validity of that theory.
26. (C) The phrases, “to trace” and “to account” are parallel verb forms each referring to a step in the process of studying “the course which states and nations are destined to pursue in the future”—i.e., the unfolding of historic events.
27. (D) The speaker claims that we have only a limited vision of the future. We can guess in a very general way what the future may hold, but precisely how events will unfold depends largely on unpredictable—i.e., “accidental” (line 15)—occurrences.
28. (A) The paragraph that begins with line 23 enumerates many of the wondrous—i.e., “spectacular”—pleasures that await students and observers of history.
29. (D) To some extent, all the choices name possible rewards of studying history. Enjoyment and the stirring of the imagination are important, but the speaker saves the greatest reward for the end of the paragraph: history serves as “a subject of contemplation” of which we never grow weary.
30. (E) Scan the paragraph and you will find several series of repeated sounds. Note, for example, the repetition of *hard c* and also *s*, *d*, and *f* in lines 30–33. These sounds serve to unify the prose. But more to the point, in this paragraph the speaker means to evoke the beauty of history. By deliberately using poetic language, he emphasizes the drama and romance of history, or, as he puts it, “The imagination is moved by the slow unrolling of this great picture of human mutability” (lines 27–29).
31. (B) The lines consist of a single *periodic* sentence—i.e., one in which the main thought is not complete until the very end. (A *loose* sentence is the opposite—one in which the main idea is stated much earlier, often at the very beginning.) Parallel syntax is found in a series of phrases, some beginning with a noun (*successes, failures*), some with adjectives (*ceaseless, strange*). Prepositional phrases such as *of long forgotten controversies* and *of purpose* appear throughout the lines in question. Lines 31–32, among others, contain relative clauses: *which lay deep the seeds . . .* and *that ultimately divert . . .* and so on.

The subject of the sentence is *those*, a single demonstrative pronoun that refers to and takes the place of the long string of nouns that came earlier in the sentence.

32. (B) The previous paragraph introduces the notion that increased enjoyment with the study of the past can be achieved by becoming familiar with the “scenes and actors of special periods,” in other words, by getting us to expand our “social circle.”
33. (C) The speaker is implying that death invariably narrows and restricts our “social circle.” Yet, he adds in the last line of the paragraph that there is a trick to reviving it.
34. (E) The sort of reading that the speaker has in mind is described in the previous paragraph. It is the kind that acquaints readers—or even allows the reader to become “close friends”—with specific individuals who lived in the past.
35. (D) Early in the passage the speaker rejects the notion that history is most useful as a key to predicting the future. But the bulk of the passage concentrates not on the practicality of studying history but on its joys.

PASSAGE 4—AN EXCERPT FROM DEANNA PAOLI GUMINA, *THE ITALIANS OF SAN FRANCISCO*

36. (A) Although each of the choices is mentioned somewhere in the passage, the speaker’s overall purpose in the passage is to tell the story of how the earthquake affected the Italian residents of the city.
37. (D) The details in the first paragraph emphasize the unusual nature of the 1906 earthquake. (E) may sound like a promising choice because the author calls the earthquake a “tragedy” (line 5). But overall, the author’s rhetorical stance in the paragraph is largely straightforward and objective.
38. (B) The “knotted, tangled mass” of rubble depicts all the choices except the fault line—the underground crack where the earthquake was centered.
39. (A) The sentence is meant to explain why the people on Telegraph Hill suffered losses in spite of being “luckier than most” (line 12).
40. (E) Because five of the eight footnotes cite sources written soon after the earthquake, (E) is the only logical choice. All the other choices are assumptions based on too little evidence. All the other choices are incorrect because the numbers refer to the volume and page number of a periodical—in this case *Scribner’s*, which is neither a book nor a publisher.
41. (C) The absence of a book title in the footnote signifies that the work by Peixotto has appeared in a previous footnote.

42. (C) To inform readers about the effects of the earthquake on the Italian community in San Francisco is the main purpose of the passage. (A) is too broad because the passage focuses on the Italians of San Francisco. (B) is inaccurate because the passage covers how the Italian community fared in the earthquake but does not scrutinize or examine the community in detail. (D) suggests an account of the entire event, but the passage begins only after the quake has occurred. (E) is slightly valid because the first paragraph of the passage mentions why the quake had been so deadly, but fails to take into account the rest of the passage.
43. (C) Sources I and II say complimentary things about the design of the buildings. The author of the remaining source (Footnote 38) neither approves or disapproves, commenting instead on what the architecture implies about Italians' experience in America.
44. (C) The first sentence is a compound sentence that is made up of two independent clauses joined by the conjunction *and*. None of the other features are found in these lines of the passage.
45. (D) The author's intent in the passage is to write a serious, informative account of the events described. Because her approach is that of an objective historian, evidence of her personal feelings is hardly noticeable.

PASSAGE 5—AN EXCERPT FROM FREDERICK JACKSON TURNER, *THE FRONTIER IN AMERICAN HISTORY*

46. (D) The quotation announces a change in the manner in which census reports are made. In the remainder of the passage, the author details this change and explains its historic implications.
47. (C) According to the author, "vital forces" generate institutional changes.
48. (A) The author alludes to the "germ theory" in the context of a discussion about growth and development, described vividly by Calhoun's words. The quotation suggests that in 1817 the nation was expanding uncontrollably—not an altogether sanguine situation in Calhoun's words, but rather, the author believes, like a plague of "germs."
49. (D) Growth in a limited geographical area is characteristic of Europe and of the original American settlement along the Atlantic coast. All the other features pertain to the frontier in the American West.

50. (A) The most notable feature is the rhythmic piling up of similar phrases that constitute the subject of the sentence.
51. (D) According to the paragraph in question, the frontier has been the “meeting point between savagery and civilization,” and has been marked by “border warfare.” Both phrases imply the existence of a clash between the settlers and those who interfered with their progress—namely the native inhabitants of the land. Indeed, much has been written about the conflict between settlers and the Indians.
52. (C) Twice in the passage, the author quotes authority figures—the Superintendent of the Census (lines 2–6) and Calhoun (lines 19–20)—and then refers to Professor von Holst (line 41). In all instances, the words serve as a springboard to further discussion.
53. (D) While the sentence points out that the European and American frontiers differ from each other, the purpose of the entire last paragraph of the passage is to summarize what came before. Thus, the sentence introduces and contributes to a summary of the passage.
54. (B) The author analyzes the historical meaning of the end of the frontier in America. He expresses no strong feelings about it. Rather, he presents his interpretation of a great historical event.
55. (C) Throughout the passage, the author refers to the frontier’s influence on American life. In the first paragraph he states that American development can be explained by the westward expansion. In the next paragraph, he states that America’s institutions have adapted to the needs of expansion. In lines 35–38, the author states outright that the frontier has furnished “the forces dominating the American character.”

Answers to Essay Questions

For an overview of how essays are graded, turn to “How Essays Are Scored,” page 28.

Although answers to the essay questions will vary greatly, the following descriptions suggest a possible approach to each question and contain ideas that could be used in a response to the question. Perhaps your essay contains many of the same ideas. If not, don't be alarmed. Your ideas may be no less, or could be even more, insightful than those presented below.

ESSAY QUESTION 1

On this issue, it's unusual to take an extreme position, although those who do probably come down on the side of animal protection. But not always.

SOME ARGUMENTS IN FAVOR OF USING ANIMALS FOR RESEARCH:

- Millions of people owe their good health to vaccines developed with the help of animals. (Source A)
- Many diseases, from diabetes to heart disease, can be treated with drugs developed in laboratories using animals. (Source A)
- Scientific progress depends on animal research. (Source B)
- The vast majority of animals used in research—mice and rats—are of a lower order than humans and most other mammals. (Source C)
- Animals and humans should not be equated because they are not on the same scale; humans are special. (Source D)

SOME ARGUMENTS AGAINST USING ANIMALS FOR RESEARCH:

- Imposing pain on helpless animals is intrinsically evil. (Source B)
- Using animals for experimentation is unjust and shows a wanton disregard of the value of life. (Source B)
- Literally millions of animals are used in research in just one year in just one country—England. (Source C)
- Employing animals for research should not be undertaken without considering several morally relevant features, among them the cognitive level of the animal. (Source E)
- The treatment of animals in the lab is cruel and callous. (Source F)
- The moral position of a society can be measured by the way its animals are treated. (Source F)

ESSAY QUESTION 2, BASED ON PASSAGES BY ALBERT EINSTEIN

Although the two passages were written by the same person, they are dramatically different from each other. In the first, Einstein explains a phenomenon in physics, a world in which he is very much at home. Much of the passage is factual, precise, and impersonal. He writes, for example, “The latter was considered measurable . . .,” using a passive construction in order to avoid using the first person. The technical nature of the passage is evident in several symbols and formulas and in the specialized language of physics, e.g., “negligible spatial extent” and “the simultaneity of spatially distant events.”

Unlike the first passage, the second is written speculatively. Gone is the voice of authority and the technical language and formulas—replaced herein by vague generalizations couched in the language of economics and sociology. Consider such phrases as “an educational system . . . oriented toward social goals,” and “the education of the individual . . . would attempt to develop . . . a sense of responsibility.” This sort of language may sound good, but it lacks substance. It’s jargon, plain and simple. We are hearing the views of someone who may be a thoughtful human being, but the words resemble empty platitudes. Instead of stating his case forcefully, Einstein resorts to the repeated use of *would*, a word that suggests tentativeness. Had he been more confident and well-informed on the topic, his language would have reflected greater certainty. He would have been better served by using *will*, a far more decisive word.

ESSAY QUESTION 3, BASED ON A STATEMENT BY GOETHE

The task in this question is to support, challenge, or qualify Goethe’s statement. If you agree with Goethe, your essay should contain examples—possibly in anecdotal form—of people living up to expectations because they were treated with respect and dignity. You may remember a time, for example, when you were treated like an adult, and so you behaved like one, or in contrast, because you were treated as a child, you acted silly or immature.

If you cannot subscribe to Goethe’s point of view, you should cite examples of people being treated well but acting badly. A striking example occurred not long ago when a high school student in New York murdered his English teacher after the teacher had gone out of his way to help the student deal with both academic and personal problems. One could argue, of course, that because this case was an aberration, it cannot reasonably support a generalization about human behavior. In fact, beware of drawing any broad conclusions based on a single event or example—both in your essay writing and in life.

Self-Scoring Guide—Practice Test A

SCORING SECTION II ESSAYS

After referring to “How Essays Are Scored,” on pages 28–31 of this book, use this guide to help you evaluate each essay. Do your best to evaluate your performance in each category by using the criteria spelled out below. Because it is hard to achieve objectivity when assessing your own writing, you may improve the validity of your score by having a trusted and well-informed friend or experienced teacher read and rate your essay.

On the following Rating Chart, enter a number (from 1 to 6) that you think represents your level of performance in each category (A–F).

Category A: OVERALL PURPOSE/MAIN IDEA

- 6** extremely well-defined and insightful
- 5** clearly defined and generally insightful
- 4** mostly clear
- 3** somewhat clear but occasionally confusing
- 2** generally unclear and confusing
- 1** virtually incomprehensible

Category B: HANDLING OF THE PROMPT

- 6** self-evident or extremely clear throughout
- 5** mostly clear
- 4** somewhat clear
- 3** somewhat unclear
- 2** generally unclear or ambiguous
- 1** confusing or nonexistent

Category C: ORGANIZATION AND DEVELOPMENT

- 6** insightfully organized; fully developed with excellent supporting evidence
- 5** reasonably well organized; developed with appropriate supporting material
- 4** appropriately organized; developed with some relevant material
- 3** inadequately organized; weak development
- 2** poorly organized; little or no development
- 1** no discernible organization; no relevant development

Category D: SENTENCE STRUCTURE

- 6 varied and engaging
- 5 sufficiently varied to create interest
- 4 some variety
- 3 little variety; minor sentence errors
- 2 frequent sentence errors that interfere with meaning
- 1 serious sentence errors that obscure meaning

Category E: USE OF LANGUAGE

- 6 precise and effective word choice
- 5 competent word choice
- 4 conventional word choice; mostly correct
- 3 some errors in diction or idiom
- 2 frequent errors in diction or idiom
- 1 meaning obscured by word choice

Category F: GRAMMAR AND USAGE

- 6 error-free or virtually error-free
- 5 occasional minor errors
- 4 basically correct but with several minor errors
- 3 meaning somewhat obscured by errors
- 2 meaning frequently obscured by errors
- 1 meaning blocked by several major errors

Rating Chart

Rate your essay:	Essay 1	Essay 2	Essay 3
Overall Purpose/Main Idea	_____	_____	_____
Handling of the Prompt	_____	_____	_____
Organization and Development	_____	_____	_____
Sentence Structure	_____	_____	_____
Use of Language	_____	_____	_____
Grammar and Usage	_____	_____	_____
Composite Scores (Sum of each column)	_____	_____	_____

By using the following scale, in which composite scores are converted to the nine-point AP rating scale, you may determine the final score for each essay:

Composite Score	AP Essay Score
33–36	9
29–32	8
25–28	7
21–24	6
18–20	5
15–17	4
10–14	3
7–9	2
6 or below	1

AP Essay Scores Essay 1 _____ Essay 2 _____ Essay 3 _____

TEST SCORE WORKSHEET FOR PRACTICE TEST A

The scores you have earned on the multiple-choice and essay sections of the exam may now be converted to the AP five-point scale by performing the following calculations:

I. Determine your score for Section I (Multiple Choice)

Step A: Number of correct answers _____

Step B: Multiply the figure in Step A by 1.2272 to find your Multiple-Choice Score _____. (Do not round.)

II. Determine your score for Section II (Essays)

Step A: Enter your score for Essay 1 (out of 9) _____

Step B: Enter your score for Essay 2 (out of 9) _____

Step C: Enter your score for Essay 3 (out of 9) _____

Step D: Add the figures in Steps A, B, and C _____

Step E: Multiply the figure in Step D by 3.0556 _____. (Do not round.) This is your Essay Score.

III. Determine Your Total Score

Add the scores for I and II to find your composite score _____. (Round to nearest whole number.)

To convert your composite score to the AP five-point scale, use the chart below. The range of scores only approximates what you would earn on the actual test because the exact figures may vary from test to test. Be aware, therefore, that your score on this test, as well as on other tests in this book, may differ slightly from your score on an actual AP exam.

Composite Score	AP Grade
114–150	5
98–113	4
81–97	3
53–80	2
0–52	1

AP essays are ordinarily judged in relation to other essays written on the same topic at the same time. Therefore, the scores you assign yourself for these essays may not be the same as the scores you would earn on an actual exam.

