

Practice Test C

ANSWER SHEET

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

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

Practice Test C

SECTION I

TIME: 1 HOUR

Questions 1–12. Carefully read the following passage and answer the accompanying questions.

The passage is an excerpt from an essay by a 19th-century American author.

PASSAGE 1

But it is mostly my own dreams I talk of, and that will somewhat excuse me for talking of dreams at all. Everyone knows how delightful the dreams are that one dreams one's self, and how insipid the dreams of others are. I had an illustration of the fact, not many evenings ago, when a company of us got telling dreams. I had by far the best dreams of any; to be quite frank, mine were the only dreams worth listening to; they were richly imaginative, delicately fantastic, exquisitely whimsical, and humorous in the last degree; and I wondered that when the rest could have listened to them they were always eager to cut in with some silly, senseless, tasteless thing that made me sorry and ashamed for them. I shall not be going too far if I say that it was on their part the grossest betrayal of vanity that I ever witnessed.

But the egotism of some people concerning their dreams is almost incredible. They will come down to breakfast and bore everybody with a recital of the nonsense that has passed through their brains in sleep, as if they were not bad enough when they were awake; they will not spare the slightest detail; and if, by the mercy of Heaven, they have forgotten something, they will be sure to recollect it, and go back and give it all over again with added circumstance. Such people do not reflect that there is something so purely and intensely personal in dreams that they can rarely interest anyone but the dreamer, and that to the dearest friend, the closest relation or connection, they can seldom be otherwise than tedious and impertinent. The habit husbands and wives have of making each other listen to their dreams is especially cruel. They have each other quite helpless, and for this reason they should all the more carefully guard themselves from abusing their advantage. Parents should not afflict their offspring with the rehearsal of their mental maunderings in sleep, and children should learn that one of the first duties a child owes its parents is to spare them the anguish of

4. The speaker in the passage can be described as a person with all of the following qualities EXCEPT
- (A) self-centered hypocrisy
 - (B) the ability to see himself as others see him
 - (C) blindness to the fact that he is the very sort of person he scorns
 - (D) a belief that he is a well-mannered gentleman
 - (E) unawareness that the more he says the more he reveals his shortcomings
5. In line 21, “they” refers to which of the following?
- I. “people” (line 18)
 - II. “dreams” (line 22)
 - III. “husbands and wives” (line 22)
- (A) I only
 - (B) II only
 - (C) I and II only
 - (D) II and III only
 - (E) I, II, and III
6. The last sentence of the second paragraph (lines 28–30) can best be described as
- (A) a generalization followed by a specific example.
 - (B) a suggestion followed by the reason for making it.
 - (C) a statement about a cause and its effect.
 - (D) a reasonable assumption and a logical conclusion.
 - (E) a recommendation followed by an editorial comment.
7. That the speaker declares that some dreams “are so imperatively significant, so vitally important” (lines 31–32) is ironic mainly because
- (A) the speaker has been railing against the telling of dreams
 - (B) some dreams are “exceptional” (line 31)
 - (C) the speaker has characterized dreams as “intensely personal” (line 19)
 - (D) irrational events occur in dreams as well as in reality
 - (E) people rarely remember their dreams
8. The speaker’s report of his nighttime encounter with the Duke of Wellington (lines 34–51) contributes to the unity of the passage in which of the following ways?
- (A) As proof of the fleeting nature of dreams
 - (B) As a deliberate example of a “silly, senseless, tasteless thing” (line 9)
 - (C) As a description of the speaker’s social status
 - (D) As evidence that dreams leave permanent impressions on the dreamer
 - (E) As an illustration of the speaker’s conviction that his own dreams are “worth listening to” (line 6)

Questions 13–24. Carefully read the following passage and answer the accompanying questions.

The passage below is part of a talk delivered by a renowned 20th-century poet.

PASSAGE 2

I hold no diploma, certificate, or other academic document to show that I am qualified to discuss this subject. I have never taught anybody of any age how to enjoy, understand, appreciate poetry, or how to speak it. I have
Line known a great many poets, and innumerable people who wanted to be told
 (5) that they were poets. I have done some teaching, but I have never “taught poetry.” My excuse for taking up this subject is of wholly different origin. I know that not only young people in colleges and universities, but secondary school children also, have to study, or at least acquaint themselves with, poems by living poets; and I know that my poems are among those studied.
 (10) This fact brings some welcome supplement to my income; and it also brings an increase in my correspondence, which is more or less welcome, though not all the letters get answered. These are the letters from children themselves, or more precisely, the teenagers. They live mostly in Britain, the United States, and Germany, with a sprinkling from the nations of Asia. It
 (15) is in a spirit of curiosity, therefore, that I approach the subject of teaching poetry: I should like to know more about these young people and about their teachers and the methods of teaching.

For some of my young correspondents seem to be misguided. Sometimes I have been assigned to them as a “project,” more often they have made the
 (20) choice themselves—it is not always clear why. (There was one case, that of an Egyptian boy, who wanted to write a thesis about my work, and as none of my work was locally available and as he wanted to read it, asked me to send him all my books. That was very exceptional, however.) Very often the writers ask for information about myself, sometimes in the form of a ques-
 (25) tionnaire. I remember being asked by one child whether it was true that I only cared to associate with lords and bishops. Sometimes a photograph is asked for. Some young persons seem to want me to provide them with all the material for a potted biography, including mention of my interests, tastes, and ways of amusing myself. Are these children studying poetry, or
 (30) merely studying poets? Very often they want explanations, either of a whole poem (“what does it mean”) or of a particular line or phrase; and the kind of question they ask often suggests that their approach to that poem has been wrong, for they want the wrong kind of explanation, or ask questions which are simply unanswerable. Sometimes, but more rarely, they are avid
 (35) for literary sources, which would seem to indicate that they have started too early on the road to Xanadu.

Now, when I was young, this sort of thing did not happen. I did study English at school, beginning, thank God, with grammar, and going on to
 (40) “rhetoric”—for which also I am grateful. And we had to read a number of set books of prose and verse—mostly in school editions which made them look peculiarly unappetizing. But we never were made to read any literature which could be called “contemporary.”

16. Based on the sentence beginning in line 25 (“I remember . . . lords and bishops”), the speaker in the passage is acknowledging that
- (A) he plays an official role in church affairs.
 - (B) his poetry is difficult to understand.
 - (C) he has an undeserved reputation as an elitist.
 - (D) he believes that schoolchildren are ignorant.
 - (E) he comes from a family of nobility.
17. The tone of the second paragraph can best be described as
- (A) didactic
 - (B) amused
 - (C) resigned
 - (D) nostalgic
 - (E) confident
18. The statement “they have started too early on the road to Xanadu” (lines 35–36) contains an example of
- (A) an epithet.
 - (B) pathetic fallacy.
 - (C) a metaphorical allusion.
 - (D) metonymy.
 - (E) hyperbole.
19. Which of the following best characterizes the rhetorical function of the first sentence of paragraph 3 (line 37)?
- (A) It provides a logical transition between paragraphs 3 and 4.
 - (B) It restates the main idea of the previous paragraph.
 - (C) It bolsters the main point made by paragraph 3.
 - (D) It introduces a change in the speaker’s attitude toward the topic of the passage.
 - (E) It briefly summarizes the main idea of the passage.
20. In context, all of the following describe the speaker’s rhetorical intent in using the expression “thank God” (line 38) EXCEPT
- (A) to indicate that he is a devout, God-fearing individual.
 - (B) to suggest that writing letters to poets is less valuable than studying grammar.
 - (C) to express skepticism about the usefulness of some current educational practices.
 - (D) to imply that knowledge of grammar is essential to a good education.
 - (E) to encourage his audience to master English grammar.

Questions 25–40. Carefully read the following passage and answer the accompanying questions.

The passage below comes from the pen of a well-known 19th-century writer.

PASSAGE 3

The changes wrought by death are in themselves so sharp and final, and so terrible and melancholy in their consequences, that the thing stands alone in man's experience, and has no parallel upon earth. It outdoes all other accidents because it is the last of them. Sometimes it leaps suddenly upon its victims, like a Thug; sometimes it lays a regular siege and creeps upon their citadel during a score of years. And when the business is done, there is sore havoc made in other people's lives, and a pin knocked out by which many subsidiary friendships hung together. There are empty chairs, solitary walks, and single beds at night. Again, in taking away our friends, death does not take them away utterly, but leaves behind a mocking, tragical, and soon intolerable residue, which must be hurriedly concealed. Hence a whole chapter of sights and customs striking to the mind, from the pyramids of Egypt to the gallows and hanging trees of medieval Europe. The poorest persons have a bit of pageant going towards the tomb; memorial stones are set up over the least memorable; and, in order to preserve some show of respect for what remains of our old loves and friendships, we must accompany it with much grimly ludicrous ceremonial, and the hired undertaker parades before the door.

Although few things are spoken of with more fearful whisperings than this prospect of death, few have less influence on conduct under healthy circumstances. We have all heard of cities in South America built upon the side of fiery mountains, and how, in this tremendous neighbourhood, the inhabitants are not a jot more impressed by the solemnity of mortal conditions than if they were delving gardens in the greenest corner of England. There are serenades and suppers and much gallantry among the myrtles overhead; and meanwhile the foundation shudders underfoot, the bowels of the mountain growl, and at any moment living ruin may leap sky-high into the moonlight, and tumble man and his merry-making in the dust. In the eyes of very young people, and very dull old ones, there is something indescribably reckless and desperate in such a picture. It seems not credible that respectable married people, with umbrellas, should find appetite for a bit of supper within quite a long distance of a fiery mountain; ordinary life begins to smell of high-handed debauch when it is carried on so close to a catastrophe; and even cheese and salad, it seems, could hardly be relished in such circumstances without something like defiance of the Creator. It should be a place for nobody but hermits dwelling in prayer and maceration, or mere born-devils drowning care in perpetual carouse.

And yet, when one comes to think upon it calmly, the situation of these South American citizens forms only a very pale figure for the state of ordinary mankind. This world itself, travelling blindly and swiftly in overcrowded space, among a million other worlds travelling blindly and swiftly

29. In line 5, “it” refers to
- (A) “the thing” (line 2).
 - (B) “man’s experience” (line 3).
 - (C) “no parallel” (line 3).
 - (D) “earth” (line 3).
 - (E) “a Thug” (line 5).
30. The speaker uses the phrase “a whole chapter of sights and customs striking to the mind” (line 12) to refer to
- (A) physical reminders of death.
 - (B) lost friends.
 - (C) inevitable thoughts about one’s own death.
 - (D) mourners.
 - (E) hired undertakers.
31. Lines 19–21 contain all of the following EXCEPT
- (A) a complex sentence.
 - (B) an extended analogy.
 - (C) a paradoxical idea.
 - (D) a subordinate clause.
 - (E) parallel syntax.
32. In line 25, “serenades and suppers and much gallantry among the myrtles” most directly alludes to
- (A) “fearful whisperings” (line 19).
 - (B) “conduct under healthy circumstances” (lines 20–21).
 - (C) “solemnity” (line 23).
 - (D) “mortal conditions” (lines 23–24).
 - (E) “gardens in . . . England” (line 24).
33. The use of which rhetorical device is most in evidence in lines 25–28 (“There are serenades . . . in the dust”)?
- (A) Deductive reasoning
 - (B) Overdone sentimentality
 - (C) Alliteration
 - (D) Fantasy
 - (E) Antithesis
34. The function of the sentences in lines 25–28 (“There are serenades . . . in the dust”) might best be described as
- (A) presenting a problem and offering an immediate solution.
 - (B) balancing an overstatement and an understatement.
 - (C) citing two examples of natural perils.
 - (D) contrasting man’s weaknesses and nature’s power.
 - (E) developing in more detail the main ideas of the previous sentence.

Questions 41–53. Carefully read the following passage and answer the accompanying questions.

The passage below is an excerpt from a contemporary book.

PASSAGE 4

So he bought it.¹ Everyone knows that. Peter Minuit purchased Manhattan Island from a group of local Indians for sixty guilders worth of goods, or as the nineteenth-century historian Edmund O’Callaghan calculated it, twenty-four dollars. From the seventeenth through the early twentieth century thousands of real estate transactions occurred in which native Americans sold parcels—ranging in size from a town lot to a midwestern state—to English, Dutch, French, Spanish, and other European settlers. But only one sale is legend; only one is known by everyone. Only one has had the durability to be riffed on in Broadway song (“Give It Back to the Indians,” from the 1939 Rodgers and Hart musical *Too Many Girls*), and, at the end of the twentieth century, to do service as a punchline in a column by humorist Dave Barry (“. . . which the Dutch settler Peter Minuit purchased from the Manhattan Indians for \$24, plus \$167,000 a month in maintenance fees”).²

It’s pretty clear why this particular sale lodged in the cultural memory, why it became legend: the extreme incongruity, the exquisitely absurd price. It is the most dramatic illustration of the whole long process of stripping the natives of their land. The idea that the center of world commerce, an island packed with trillions of dollars’ worth of real estate, was once bought from supposedly hapless Stone Age innocents for twenty-four dollars’ worth of household goods is too delicious to let slip. It speaks to our sense of early American history as the history of savvy, ruthless Europeans conniving, tricking, enslaving, and bludgeoning innocent and guileless natives out of their land and their lives. It’s a neatly packed symbol of the entire conquest of the continent that was to come.

Beyond that, the purchase snippet is notable because it is virtually the only thing about Manhattan colony that has become part of history. For this reason, too, it deserves exploring.

So, who were the Indians who agreed to this transaction, and what did they think it meant? The ancestors of the people whom European settlers took to calling Indians (after Columbus, who at first thought he had arrived at the outer reaches of India) traveled the land bridge from Siberia to Alaska that existed during the last ice age, more than twelve thousand years ago, then spread slowly through the Americas. They came from Asia; their genetic makeup is a close match with Siberians and Mongolians.³ They spread out thinly across the incomprehensible vastness of the American continents to create a linguistic richness unparalleled in human history: it has been estimated that at the moment Columbus arrived in the New World twenty-five percent of all human languages were North American Indian.⁴

43. Footnote 1 (line 1) suggests that
- (A) the passage is theoretical, not factual.
 - (B) the story of the purchase of Manhattan is most likely fictitious.
 - (C) information about long-ago events cannot be trusted.
 - (D) historians sometimes draw different conclusions from the same set of facts.
 - (E) the name of the buyer is historically more significant than the fact of the purchase itself.
44. The speaker's reference to a Broadway song (line 9) serves chiefly to
- (A) illustrate the uniqueness of the sale of Manhattan Island.
 - (B) distinguish between several momentous land acquisitions.
 - (C) comment on the price that was paid for the island.
 - (D) explain a cause of hostility between European settlers and Indians.
 - (E) commend Peter Minuit for outsmarting the Indians.
45. All of the following phrases are used to support the idea that the "sale lodged in the cultural memory" (line 15) EXCEPT
- (A) "is known by everyone" (line 8).
 - (B) "durability to be riffed on" (line 9).
 - (C) "do service as a punchline" (line 11).
 - (D) "too delicious to let slip" (line 21).
 - (E) "ruthless Europeans" (line 22).
46. In line 21, the pronoun "our" refers to
- (A) Native-Americans.
 - (B) specialists in early American history.
 - (C) everyone familiar with the details of the purchase of Manhattan Island.
 - (D) schoolchildren who have studied the history of New York.
 - (E) authors who write books about colonial America.
47. Which of the following inferences can be drawn from a reading of footnotes 3 and 4?
- (A) That the information designated by footnote 3 (line 35) and footnote 4 (line 40) appeared in the works of both Sikes and King
 - (B) That *First People, First Contacts: Native Peoples of North America* is an eight-page pamphlet
 - (C) That the works of Sikes and King have been cited earlier in the book from which this passage has been taken
 - (D) That Sykes' work, *The Seven Daughters of Eve . . .*, is an article published in an unnamed periodical
 - (E) That the absence of a copyright dates in both footnotes suggests that the works of Sykes and King were published before the advent of copyright laws

52. In the sentence beginning “The Indians were . . .” (lines 55–57), all of the following words are parallel in function to “capable” (line 55) EXCEPT
- (A) “skilled” (line 55).
 - (B) “duplicitous” (line 55).
 - (C) “technological” (line 56).
 - (D) “smart” (line 56).
 - (E) “cruel” (line 57).
53. The main rhetorical function of the last sentence of the passage (lines 61–64) is to
- (A) offer a specific answer to the question that begins paragraph 4 (lines 29–30).
 - (B) put to rest a misconception that is discussed in the last paragraph of the passage.
 - (C) summarize the main idea of the passage.
 - (D) provide a series of generalizations that are drawn from evidence in the passage.
 - (E) introduce a new twist on the subject that readers would do well to think about.

SOURCE A

“Q & A About Military Recruitment at High Schools,” ACLU of Washington, www.aclu-wa.org, September 14, 2007.

This passage is excerpted from an online article prepared by the American Civil Liberties Union, a group devoted to protecting the constitutional rights of all Americans.

Are schools required to allow military recruiters on campus?

. . . [L]aws require high schools to give military recruiters the same access to the campus as they provide to other persons or groups who advise students about occupational or educational options. Therefore, if a school does not have any on-campus recruiting by employers or colleges, it is not required to have on-campus military recruiting. For example, if a school has a job fair with booths for many employers, it must offer a booth to military recruiters.

Can peace groups or military counseling groups get equal time as military recruiters?

Nothing would prevent a school from allowing peace groups to come on campus if it wished. Whether peace groups could require the school to provide access against its wishes depends on whether the school has created a public forum for that kind of expression. . . .

Can I prevent my school from giving contact information to military recruiters?

The law requires schools to release basic contact information about students (called “directory information”) to military recruiters. However, schools are required to honor a family’s request that such information not be provided.

SOURCE C

“Military Has No Trouble Making Recruiting Goals,” *Delaware Online*, August 21, 2010.

This passage comes from an item posted online by a newspaper, the News Journal in Wilmington, Delaware.

With the 2010 military recruiting cycle drawing to a close, recruiters . . . across the nation find themselves on a pace to meet manpower requirements and able to pick from a pool of better-educated young people than in past years.

The latest numbers, released this week by the Department of Defense, show the Marine Corps and three of the six reserve forces deliberately slowing recruiting efforts to keep within congressionally mandated force levels. The Army, whose recruiting needs are generally the highest of the service branches, has already enlisted 61,437 of its 74,500-recruit goal for the year and has turned its attention to staffing for the next two years, delaying basic training for some new recruits by as long as 14 months.

Recruiters point to new recruiting strategies, the well-publicized drawdown in Iraq—and an economy in the doldrums.

The U.S. Army Recruiting Command claims that the Army has raised basic enlistment standards and is attracting more people who might, in better economic times, seek white-collar employment.

SOURCE E

Ruby Hawk, "Military Recruitment in High Schools," *Socyberty.com.*, February 15, 2010.

This is excerpted from a position paper posted on the website of a group that publishes articles online on social issues from human psychology to politics and education.

The United States has long been against recruitment of child soldiers in other countries. So why do we have military recruiters going to high schools lecturing kids about all the advantages of joining the military? The pressure put on these students by aggressive recruiters has been unconscionable. Misconduct by recruiters includes deception, false promises, and hassling these kids at school and home. How can we call it volunteering when these youths are hounded and tricked into the service?

. . . [T]he U.S. continues its strategy to recruit youngsters under 17, and fails to protect 17 year olds from aggressive abusive recruitment. The ACLU [American Civil Liberties Union] also found that the U.S. military tactics targets kids from low income families. Last year a U.N. committee called on the U.S. to end military training in public schools and to stop targeting low income students and other venerable [*sic*] economic groups for military service.

In Georgia, violations are continuing. According to the "No Child Left Behind" Act, high schools have to disclose student records of junior and seniors, including students under 17, to military recruiters or risk losing federal aid. Parents can sign and submit a form asking that the data be withheld, but many schools do not make that information available to parents. . . .

ESSAY QUESTION 2

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

What follows is part of an essay, “Our March to Washington,” written by Theodore Winthrop (1828–1861) about going off to fight in the Civil War. Carefully read the excerpt and then write an essay which analyzes the rhetorical strategies Winthrop used to convey his feelings about the experience.

At three o'clock in the afternoon of Friday, April 19, we took our peacemaker, a neat twelve-round brass howitzer, down from the Seventh Regiment Armory, and stationed it in the rear of the building. The twin peacemaker is somewhere near us, but entirely hidden by this enormous crowd.

Line

(5) An enormous crowd! of both sexes, of every age and condition. The men offer all kinds of truculent and patriotic hopes; the women shed tears, and say, “God bless you, boys.”

(10) This is a part of the town where baddish cigars prevail. But good or bad, I am ordered to keep all away from the gun. So the throng stands back, peers curiously over the heads of its junior members, and seems to be taking the measure of my coffin.

(15) At a great house on the left, as we pass the Astor Library, I see a handkerchief waving for me. Yes! it is she who made the sandwiches in my knapsack. They were a trifle too thick, as I afterwards discovered, but otherwise perfection. Be these my thanks and the thanks of hungry comrades who had bites of them!

At the corner of Great Jones Street we halted for half an hour,—then, everything ready, we marched down Broadway.

(20) It was worth a life, that march. Only one who passed, as we did, through that tempest of cheers, two miles long, can know the terrible enthusiasm of the occasion. I could hardly hear the rattle of our own gun-carriages, and only once or twice the music of our band came to me muffled and quelled by the uproar. We knew now, if we had not before divined it, that our great city was with us as one man, utterly united in the great cause we were

(25) marching to sustain.

This grand fact I learned by two senses. If hundreds of thousands roared it into my ears, thousands slapped it into my back. My fellow-citizens smote me on the knapsack, as I went by at the gun-rope, and encouraged me each in his own dialect. “Bully for you!” alternated with benedictions,

(30) in the proportion of two “bullies” for one blessing.

Answer Key

PRACTICE TEST C

**Answers to
Multiple-Choice
Questions**

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

Summary of Answers in Section I (Multiple Choice)

Number of questions not answered _____

Use this information when you calculate your score for this exam. See page 344.

12. **(D)** The speaker devotes almost the entire passage to passing judgments on several matters, particularly people's propensity to relate their dreams to others. **(A)** cannot be the answer because the speaker in a dramatic monologue addresses a particular person or audience and responds to their cues. **(B)** and **(E)** apply only to minor segments of the passage. **(C)** is not a good answer because, in a soliloquy, the speaker customarily talks aloud to himself.

PASSAGE 2—AN EXCERPT FROM T. S. ELIOT, "ON TEACHING THE APPRECIATION OF POETRY."

13. **(E)** Because the speaker has never "taught poetry," he cannot advise his audience on how to teach it. Rather, he can talk with authority about what he has observed, from a distance, about the teaching of poetry in schools.
14. **(A)** The speaker is alluding to the plight of many renowned poets and authors—namely unsolicited requests by struggling writers for advice and critiques of their work.
15. **(A)** In contrast to the Egyptian boy, who boldly stated his purpose (he wants books), many youngsters did not make clear why they had written to him.
16. **(C)** The child's innocent question amuses the speaker. That he is able to laugh about it suggests that rumors of his elitism are unfounded, or at least overstated.
17. **(B)** A gentle, ironic humor pervades the speaker's account of his correspondence with students.
18. **(C)** Even if you don't know that Xanadu refers to an ideal, magical, otherworldly place or a remote, inaccessible realm, the context suggests that the "road to Xanadu" is a metaphorical expression.
19. **(A)** The sentence marks a slight change in the direction of the passage, but by using the phrase "this sort of thing" the speaker ties paragraph 3 to what he intends to say in paragraph 4.
20. **(A)** To some degree, all the choices except **(A)** are implied by the speaker's brief interjection.
21. **(E)** **(A)** refers to the names of past poets; **(B)** is found in "No," the first word of the paragraph. **(C)** is exemplified by "horse's mouth" (line 49), and **(D)** is used in lines 50–52. Only a rhetorical question is missing from the paragraph.
22. **(A)** The speaker surmises that some letters are motivated not by students' desire to learn, but by a hope to put their teachers down.
23. **(C)** The speaker mentions these poets of the past to stress the point that receiving letters from students is a development that only contemporary poets like himself have experienced.

35. (E) The opening sentence of the paragraph states a basic paradox: death frightens people, but it has no influence on their behavior. Much of the paragraph continues to discuss details about the inhabitants of cities built on the “side of fiery mountains.” Paradoxically, the people are “not a jot more impressed by the solemnity of mortal conditions than if they were delving gardens” In other words, they lead ordinary lives, taking part in “serenades and suppers . . . etc.,” in spite of the dangers lurking underfoot.
36. (C) The speaker alludes to umbrellas to suggest that these married couples take pains to protect themselves from the rain but mindlessly put themselves in harm’s way by having “a bit of supper” on the side of a fiery mountain.
37. (E) Hermits pray for their own souls, are solitary figures, and suffer through their present lives in exchange for a heavenly life after death. The “born-devils” as described in the passage mindlessly drown their cares and sorrows in drink, unmindful of the consequences or long-term effects.
38. (C) The speaker is saying that much of what we do in life jeopardizes the health of our organs, hence our very lives.
39. (D) The repetition of “travelling blindly and swiftly” (line 40) conjures the chaotic movement of a million worlds. The comparison of the human body and a ship is an analogy. Among the rhetorical questions are, “What woman would ever be lured into marriage . . . etc.?” (lines 50–51). In the last sentence “ice” is a metaphor for life. Only an anecdote is missing; nowhere does the speaker tell a story.
40. (C) The first and third paragraphs discuss the omnipresence of death. In the rest of the passage the speaker observes that, although death is a constant threat, people conduct their lives as though death were a phenomenon that has nothing to do with them. In effect, they ignore it because they can’t control it.

PASSAGE 4—AN EXCERPT FROM RUSSELL SHORTO, *THE ISLAND AT THE CENTER OF THE WORLD*.

41. (C) While explaining the circumstances surrounding the purchase of Manhattan Island from the Indians, the speaker interprets the famous event and expresses opinions about it.
42. (C) The pair of terse back-to-back sentences convey the impression that the speaker has no doubt about the validity of his claim that Peter Minuit bought Manhattan Island.
43. (D) The footnote explains that historians differ on who actually purchased Manhattan Island. The speaker, after reading various accounts of the transaction, sides with those who believe it was Peter Minuit, but evidently no one knows for sure.

Answers to Essay Questions

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 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 perhaps even more—insightful than those presented below.

ESSAY QUESTION 1

SOME ARGUMENTS IN FAVOR OF CHANGING THE LAW THAT GIVES MILITARY RECRUITERS ACCESS TO STUDENTS IN HIGH SCHOOLS:

- The quality of enlistees is high [Implying that recruiting in high schools is unnecessary]. (Source A)
- High unemployment increases the number of volunteers, thereby eliminating the need to recruit in high schools. (Source C)
- Recruiters use questionable methods to sway young and impressionable students into joining the military. (Source D)
- Recruiters often make false promises and exaggerate the benefits of military service to young students. (Sources D and E)
- The United States has a tradition of deploring the recruitment of very young soldiers in other countries. (Source E)
- Military recruiters use highly persuasive and often deceptive sales pitches that target low-income and noncollegebound students. (Source E)

SOME ARGUMENTS AGAINST CHANGING THE LAW THAT GIVES MILITARY RECRUITERS ACCESS TO STUDENTS IN HIGH SCHOOLS:

- The law is fair because it provides equal access to high school students by employers, colleges, and to the military. (Source A)
- Families of students can exercise the right to withhold student contact information from military recruiters. (Source A)
- Under the existing law the military has raised standards and improved the quality of volunteers. (Sources B and C)
- Recruiting in schools has enabled the military to reach or exceed its recruiting goals for the first time in many years. (Source C)
- Noncollegebound students can be given useful information about the vast educational and other opportunities available to service men and women. (Source F)

QUESTION 3, BASED ON SIDNEY SMITH'S REVIEW OF
THE BOOK OF FALLACIES

If you were to agree with Smith, your essay might begin with a rationale such as this: Young people need to make decisions on their own. Self-reliance is a sign of maturity. Therefore, on the verge of adulthood, the young will disregard the wisdom of the past. Beyond that, you could probably name several situations and endeavors in which young people are likely to be better informed than their elders. When it comes to modern electronic and digital technology, for instance, it's a truism that the young folks are far more savvy than the geezers. The same principle applies to such everyday activities as going to bed and getting up in the morning. Traditional wisdom says, "Early to bed and early to rise . . .," but modern youth knows better. They have the advantage of research into enzymes and body chemistry showing that most teenagers, biologically, tend to function more efficiently later in the day than early in the morning. No doubt you can think of additional ways in which to support Smith's surprising assertion that our ancestors are "the young people, and have the least experience."

If, on the other hand, you choose to poke holes in Smith's argument, you might cite several examples of the reliability of old-time wisdom and experience. You might argue that governmental decisions and policies must be based on historical evidence. From World War II the world has learned, if nothing else, to be far more alert to the threats of genocide. From Vietnam and Iraq, America has presumably learned to be wary of political and military quagmires. In addition, in crisis after crisis, the wisdom of America's founders has proved to be a solid foundation for decision-making. Then there are ancient religious texts thousands of years old that still serve as moral compasses for individuals as well as groups. Back in the 17th century, Rouchefoucauld said, "Nothing is given so profusely as advice," and, "The true way to be deceived is to think oneself more clever than others"—just two pieces of wisdom among countless others that are as apt today as they were generations ago.

Or let your essay take the middle ground between these two extremes. A strong case could be made that the past can serve as a beacon in some areas of life, but is hopelessly irrelevant in others. Certainly our ancestors can teach us little about treating cancer or AIDS. Their knowledge of diseases, health, nutrition, and genetics now seems quaint. Their understanding of the physical world was relatively primitive. But, when it comes to common sense about character and human relations, getting and spending money, morals and values, and so on, the wisdom of "old times" may still be instructive and useful.

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)	_____	_____	_____

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
111–150	5
97–110	4
80–96	3
53–79	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.