

Practice Test D

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 | |
| 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 D

SECTION I

TIME: 1 HOUR

Questions 1–14. Carefully read the following passage and answer the accompanying questions.

The passage below is an excerpt from the autobiography of a 19th-century American literary figure.

PASSAGE 1

One day in June, 1854, young Adams walked for the last time down the steps of Mr. Dixwell's school in Boylston Place, and felt no sensation but one of unqualified joy that this experience was ended. Never before or afterwards in his life did he close a period so long as four years without some sensation of loss—some sentiment of habit—but school was what in after life he commonly heard his friends denounce as an intolerable bore. He was born too old for it. The same thing could be said of most New England boys. Mentally they were never boys. Their education as men should have begun at ten years old. They were fully five years more mature than the English or European boy for whom schools were made. For the purposes of future advancement, as afterwards appeared, these first six years of a possible education were wasted in doing imperfectly what might have been done perfectly in one, and in any case would have had small value. The next regular step was Harvard College. He was more than glad to go. For generation after generation, Adamses and Brookses and Boylstons and Gorhams had gone to Harvard College, and although none of them, as far as known, had ever done any good there, or thought himself the better for it, custom, social ties, convenience, and above all, economy, kept each generation in the track. Any other education would have required a serious effort, but no one took Harvard College seriously. All went there because their friends went there, and the College was their ideal of social self-respect.

Harvard College, as far as it educated at all, was a mild and liberal school, which sent young men into the world with all they needed to make respectable citizens, and something of what they wanted to make useful ones. Leaders of men it never tried to make. Its ideas were altogether different. The Unitarian clergy had given to the College a character of

3. Which of the following best describes the rhetorical effect of the sentence in line 7 (“He was born too old for it”)?
- (A) It succinctly summarizes all the ideas contained in the passage thus far.
 - (B) It contrasts starkly to the structure and diction of the preceding sentence.
 - (C) It suggests the simpleminded mentality of most New England boys.
 - (D) It completely reverses the the tone of the passage.
 - (E) It serves as a dramatic climax to the story of Adams’ education.
4. The idea expressed in “He was born too old for it” (line 7) is reinforced by all of the following phrases EXCEPT
- (A) “some sentiment of habit” (line 5).
 - (B) “an intolerable bore” (line 6).
 - (C) “never boys” (line 8).
 - (D) “education as men should have begun at ten” (lines 8–9).
 - (E) “fully five years more mature” (line 9).
5. The speaker mentions the “Adamses and Brookses and Boylstons and Gorhams” (lines 15–16) as examples of which of the following?
- I. Families that helped Harvard maintain its reputation as an exclusive finishing school for young men
 - II. New England families that had traditionally sent their sons to Harvard
 - III. Students whose names assured them of preferential treatment in Harvard’s admission process
- (A) I only
 - (B) I and II only
 - (C) II and III only
 - (D) III only
 - (E) I, II, and III
6. The two sentences beginning with “Harvard College” and ending with “tried to make” (lines 23–26), employ all of the following EXCEPT
- (A) a compound subject.
 - (B) predicate adjectives.
 - (C) subordinate clause.
 - (D) parallel syntax.
 - (E) inverted sentence structure.
7. The effects of a Harvard education discussed in lines 23–26 are referred to elsewhere as which of the following?
- (A) “above all, economy” (lines 18–19)
 - (B) “serious effort” (line 20)
 - (C) “less hurtful” (line 39)
 - (D) “ready to receive knowledge” (lines 42–43)
 - (E) “less than nothing” (line 45)

14. The speaker in the passage can best be described as a person inclined to believe all of the following EXCEPT that
- (A) a Harvard education in the mid-19th century left much to be desired.
 - (B) the maturity of boys from abroad tended to lag behind the maturity of boys from New England.
 - (C) to be a Harvard student was socially desirable and advantageous.
 - (D) Harvard graduates were virtually indistinguishable from one another.
 - (E) Harvard's administration and faculty ought to have been held accountable for the College's deficiencies.

Questions 15–25. Carefully read the following passage and answer the accompanying questions.

The passage below is from an essay written by an early 20th-century British poet.

PASSAGE 2

Play is not for every hour of the day, or for any hour taken at random. There is a tide in the affairs of children. Civilization is cruel in sending them to bed at the most stimulating time of dusk. Summer dusk, especially, is the frolic moment for children, baffle them how you may. They may have
 Line (5) been in a pottering mood all day, intent upon all kinds of close industries, breathing hard over choppings and poundings. But when late twilight comes, there comes also the punctual wildness. The children will run and pursue, and laugh for the mere movement—it does so jolt their spirits.

What remembrances does this imply of the hunt, what of the predatory
 (10) dark? The kitten grows alert at the same hour, and hunts for moths and crickets in the grass. It comes like an imp, leaping on all fours. The children lie in ambush and fall upon one another in the mimicry of hunting. The sudden outbreak of action is complained of as a defiance and a rebellion. Their entertainers are tired, and the children are to go home. But, with
 (15) more or less of life and fire, the children strike some blow for liberty. It may be the impotent revolt of the ineffectual child, or the stroke of the conqueror; but something, something is done for freedom under the early stars.

This is not the only time when the energy of children is in conflict with the weariness of men. But it is less tolerable that the energy of men should
 (20) be at odds with the weariness of children, which happens at some time of their jaunts together, especially, alas! in the jaunts of the poor.

Of games for the summer dusk when it rains, cards are most beloved by children. Three tiny girls were to be taught “Old Maid” to beguile the time. One of them, a nut-brown child of five, was persuading another to play.
 (25) “Oh, come,” she said, “and play with me at ‘New Maid.’”

The time of falling asleep is a child's immemorial and incalculable hour. It is full of traditions, and beset by antique habits. The habit of prehistoric races has been cited as the only explanation of the fixity of some customs in mankind. But if the inquirers who appeal to that beginning remembered

18. In lines 9–12, the speaker associates the wildness she observes in children at summer dusk with
- (A) ancient survival techniques.
 - (B) a primitive impulse to kill.
 - (C) the instinctual behavior of predators.
 - (D) aggressive intimidation.
 - (E) extinct mammals.
19. The speaker’s observation in the sentences, “But, with more or less . . . early stars” (lines 14–17) can best be described as an example of
- (A) an expert’s advice to parents.
 - (B) an objective analysis of disobedient children.
 - (C) an interpretation of children’s behavior.
 - (D) an appeal to authority.
 - (E) an objection to excessively strict parental discipline.
20. Which of the following best describes a rhetorical shift that occurs in lines 26–33?
- (A) The speaker’s diction becomes less argumentative and contentious.
 - (B) The focus of the passage turns from children in general to a single child.
 - (C) The tone shifts from assertive to conjectural.
 - (D) The speaker adopts a highly poetic style of writing.
 - (E) The language is more concrete than in previous paragraphs.
21. The primary rhetorical purpose of the sixth paragraph (lines 34–45) is to
- (A) refute a widely held assumption.
 - (B) develop an emotionally appealing argument.
 - (C) provide a perspective on a common, everyday phenomenon.
 - (D) cite specific examples to prove an abstract argument.
 - (E) propose a theory to be studied in the future.
22. In line 30, the pronoun “their” refers to
- (A) “prehistoric races” (lines 27–28).
 - (B) “customs” (line 28).
 - (C) “inquirers” (line 29).
 - (D) “habits” (line 30).
 - (E) “children” (line 31).
23. The speaker’s central rhetorical strategy in the seventh paragraph (lines 46–50) can best be described as
- (A) introducing a series of generalizations that will be supported later.
 - (B) citing specific examples to illustrate an abstract concept.
 - (C) comparing and contrasting a pair of suppositions.
 - (D) challenging a controversial thesis proposed earlier.
 - (E) anticipating objections raised by ideas presented in lines 35–37.

- yellow Mersey, under a sky so low that they seemed to touch it with their funnels, and in the thickest, windiest light. Spring was already in the air, in the town; there was no rain, but there was still less sun—one wondered what had become, on this side of the world, of the big white splotch in the
- (30) heavens; and the gray mildness, shading away into black at every pretext, appeared in itself a promise. This was how it hung about me, between the window and the fire, in the coffee-room of the hotel—late in the morning for breakfast, as we had been long in disembarking. The other passengers had dispersed, knowingly catching trains for London (we had only been a
- (35) handful); I had the place to myself, and I felt as if I had an exclusive property in the impression. I prolonged it, I sacrificed to it, and it is perfectly recoverable now, with the very taste of the national muffin, the creak of the waiter's shoes as he came and went (could anything be so English as his intensely professional back? it revealed a country of tradition), and the rustle of the newspaper I was too excited to read.
- (40)

- I continued to sacrifice for the rest of the day; it didn't seem to me a sentient¹ thing, as yet, to inquire into the means of getting away. My curiosity must indeed have languished, for I found myself on the morrow in the slowest of Sunday trains, pottering up to London with an interruptedness
- (45) which might have been tedious without the conversation of an old gentleman who shared the carriage with me and to whom my alien as well as comparatively youthful character had betrayed itself. He instructed me as to the sights of London, and impressed upon me that nothing was more worthy of my attention than the great cathedral of St. Paul. "Have you seen
- (50) St. Peter's in Rome? St. Peter's is more highly embellished, you know; but you may depend upon it that St. Paul's is the better building of the two." The impression I began with speaking of was, strictly, that of the drive from Euston, after dark, to Morely's Hotel in Trafalgar Square. It was not lovely—it was in fact rather horrible; but as I move again through dusky
- (55) tortuous miles, in the greasy four-wheeler to which my luggage had compelled me to commit myself, I recognize the first step in an initiation of which the subsequent stages were to abound in pleasant things.

¹*sentient*: aware; conscious; capable of making fine distinctions

26. The speaker in the passage focuses primarily on
- (A) changes that have occurred since he arrived in London
 - (B) a recollection of his state of mind upon arriving in England
 - (C) memorable qualities that characterize England and the English people
 - (D) his affection for all things English
 - (E) the significance of his return to his ancestral homeland
27. In line 5, the phrase "murky Babylon" can best be described as
- (A) an analogical comparison.
 - (B) an example of verbal irony.
 - (C) an elliptical construction.
 - (D) a metaphorical allusion.
 - (E) anecdotal development.

33. In line 22, the pronoun “It” refers to
- (A) “a first impression” (line 1).
 - (B) “an earlier vision” (line 3).
 - (C) “the English character” (lines 9–10).
 - (D) “a kind of wonder” (line 12).
 - (E) “the coast of Ireland” (line 24).
34. The second paragraph (lines 22–40) derives its unity primarily through
- (A) an abundant use of sensual imagery.
 - (B) using details to support a generalization.
 - (C) a comparison of the land and the sea.
 - (D) its emphasis on the weather.
 - (E) contrasting the speaker’s impressions of the night and the day.
35. In context, the phrase “sacrificed to it” (line 36) is best understood to mean that the speaker
- (A) abandoned his fellow passengers.
 - (B) gave up his customary reading of the daily paper.
 - (C) found himself being shunned by other passengers.
 - (D) had given up a great deal in order to travel to England.
 - (E) decided to linger in Liverpool before continuing his journey.
36. Which of the following best describes the tone of the parenthetical remark “could anything . . . of tradition” (lines 38–39)?
- (A) curious and questioning
 - (B) smug and worldly-wise
 - (C) uncertain and troubled
 - (D) puzzled and wary
 - (E) uncomfortable and insulting
37. The rhetorical function of the last sentence of the passage (lines 53–57) is to
- (A) bring the passage to an unexpected climax.
 - (B) present a realistic picture of the speakers’s emotional state.
 - (C) unify the passage by reiterating its main theme.
 - (D) reveal an inconsistency in the character of the speaker.
 - (E) strengthen the coherence of the passage by alluding to the “earlier vision” (line 3).
38. The speaker in the passage can best be described as a person who
- (A) habitually boasts of his past successes.
 - (B) nostalgically recalls earlier days.
 - (C) tends to test the validity of his conjectures.
 - (D) writes in order to recreate the pathos of a misspent youth.
 - (E) promotes the advantages of traveling alone.

- as for the public profile of the team. He was intent on turning pro football into a sort of respectable middle class occupation that fit with the new white-collar bureaucracies and the rising corporate management ethic of postwar America.
- (45)

⁴⁵*Brown*, PB, p. 148.

⁴⁶*Ibid.*, pp. 16, 148; *Clary*, *Cleveland Browns*, p. 18; "Football: Brown Ohio," *Newsweek*, Dec. 30, 1946, p. 66; *Byrne, et al.*, *The Cleveland Browns*, p. 17; *Maule*, "A Man for This Season," p. 32; "Praying Professionals," *Time*, Oct. 27, 1947, pp. 55–56.

⁴⁷*Clary*, *The Gamesmakers*, p. 32; *Clary*, *Cleveland Browns*, p. 19; *Brown*, PB, p. 15.

39. Which of the following best states the subject of this passage?
- (A) Professional football at the crossroads
 (B) The role of a football coach
 (C) A football coach's vision of his team
 (D) The transformation of professional football teams
 (E) Turning college players into professionals
40. Which of the following rhetorical strategies does the author use in paragraph 1 of the passage?
- I. parallel syntax
 II. repetition of sentence structure
 III. antithesis
- (A) I only
 (B) II only
 (C) I and II only
 (D) II and III only
 (E) I, II, and III
41. Which of the following best describes the rhetorical function of the second sentence (lines 2–5) of the passage?
- (A) It amends the tone of the first sentence.
 (B) It puts an idea expressed at the start of the passage into different words.
 (C) It presents a specific example in support of the preceding generalization.
 (D) It states the main idea of the passage.
 (E) It analyzes the author's purpose.
42. Which of the following phrases does the author use to reiterate the notion of a "different postwar ethic" (line 4)?
- (A) "social welfare" (line 1)
 (B) "self-control" (line 2)
 (C) "discipline" (line 2)
 (D) "playbooks" (line 3)
 (E) "image of a well-run organization" (line 5)

48. Which of the following is being referred to by the abstract term “bourgeoisie” (line 29)?
- (A) “dressed like a laborer” (line 25)
 - (B) “stereotypes of the old-time pros” (line 30)
 - (C) “good reputation” (line 31)
 - (D) “big, dumb guy” (line 32)
 - (E) “organization men” (lines 36–37)
49. Which of the following pieces of information can be inferred from footnote 47?
- (A) That all of the works listed in the footnote have been cited in earlier footnotes
 - (B) That Clary writes articles for sports publications
 - (C) That *The Gamesmakers* was published prior to both *Cleveland Browns* and *PB*
 - (D) That Brown, the author of *PB*, interviewed Brown, the coach, while doing research
 - (E) That Clary collaborated with other authors in writing *The Gamesmakers* and *The Cleveland Browns*
50. The sentence structure and diction of lines 34–40 (“What Brown wanted . . . in the city”) suggest that the author views herself primarily as
- (A) an impartial observer of human behavior.
 - (B) an interpreter of words and actions.
 - (C) a suspicious commentator.
 - (D) a well-meaning but selfish friend.
 - (E) a flattering admirer of celebrities.
51. Taken all together, the footnotes suggest that
- (A) sports historians depend more on books than on news magazines as sources of information.
 - (B) Ohio is the center for publishing books about football and other sports.
 - (C) most of the material in the passage is anecdotal.
 - (D) Brown’s work was a fertile source for the author of the passage.
 - (E) the passage was written roughly in the middle of the 20th century.
52. The development of the last paragraph (lines 28–45) can best be described as
- (A) a selection of details leading to a generalized summary.
 - (B) a series of examples arranged chronologically.
 - (C) a statement of opinion followed by supporting evidence.
 - (D) an accumulation of generalizations.
 - (E) the movement from theory to a factual conclusion.

SOURCE A

Tuomey, Enda, "Should Dangerous Sports Be Banned? Yes!" *Writefix.com*.

What follows is an essay written by an English teacher at a college in Abu Dhabi in the United Arab Emirates.

Millions of people play sports every day, and, inevitably, some suffer injury or pain. Most players and spectators accept this risk. However, some people would like to see dangerous sports such as boxing banned. This essay will examine some of the reasons for banning certain sports.

Some sports are nothing but an excuse for violence. Boxing is a perfect example. The last thing an increasingly violent world needs is more violence on our television. The sight of two men (or even women) bleeding, with faces ripped open, trying to obliterate each other is barbaric. Other sports, such as American football or rugby, are also barely concealed violence.

Some people argue that the players can choose to participate. However, this is not always the case. Many boxers, for example, come from disadvantaged backgrounds. They are lured by money or by social or peer pressure and then cannot escape. Even in richer social groups, schools force unwilling students to play aggressive team sports, claiming that playing will improve the students' character (or the school's reputation), but in fact increasing the risk of injury.

Even when people can choose, they sometimes need to be protected against themselves. Most people approve of governments' efforts to reduce smoking. In the same way, governments need to act if there are unacceptably high levels of injuries in sports such as football, diving, mountaineering, or motor-racing.

I accept that all sports involve challenge and risk. However, violence and aggression should not be permitted in the name of sport. Governments and individuals must act to limit brutality and violence so that children and adults can enjoy and benefit from sports.

SOURCE C

Mill, John Stuart, "On Liberty," 1859.

The following is an excerpt from a work by John Stuart Mill, a renowned British philosopher and economist of the 19th century.

The object of this Essay is to assert one very simple principle, as entitled to govern absolutely the dealings of society with the individual in the way of compulsion and control, whether the means used be physical force in the form of legal penalties, or the moral coercion of public opinion. That principle is, that the sole end for which mankind are warranted, individually or collectively, in interfering with the liberty of action of any of their number, is self-protection. That the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not a sufficient warrant. He cannot rightfully be compelled to do or forbear because it will be better for him to do so, because it will make him happier, because, in the opinions of others, to do so would be wise, or even right. These are good reasons for remonstrating with him, or reasoning with him, or persuading him, or entreating him, but not for compelling him, or visiting him with any evil in case he do otherwise. To justify that, the conduct from which it is desired to deter him must be calculated to produce evil to someone else. The only part of the conduct of anyone, for which he is amenable to society, is that which concerns others. In the part which merely concerns himself, his independence is, of right, absolute. Over himself, over his own body and mind, the individual is sovereign.

SOURCE E

British Broadcasting Co., "Are Sports Becoming Too Dangerous?" "Talking Points."

The text below consists of responses to the question "Are sports becoming too dangerous?" posed to readers of the BBC Online Network in 1999.

"The very fact that this question is being asked is symptomatic of a neurosis which has reached epidemic proportions. There is no such thing as a 'risk-free' life, and misguided (and often self-serving) attempts to create one will soon reach a point where demands for further regulation of our lives make any sort of life not worth living. The truth is that we are living in an age when there isn't much to worry about and, as a consequence, we seem to worry about everything."

David, United Kingdom

"The choice is individual. I think people are highly aware of the dangers that extreme sports have. What needs to be regulated is the preparation of the group leaders. The marketing of extreme sports is not properly regulated. Even elementary precautions are not taken."

Alessandro, Italy

"Certainly sports are becoming too dangerous. We see it when boxers like Mike Tyson bite the ears off opponents and then get back into the ring again. We see it when daredevils do stupid things. We see it when men and women do nutty things to prove themselves. We see it in our ignorance of the common sense of life."

Adam, USA

"I have no problem dying doing a sport I love. You have to get a kick from somewhere, and it's not going to be at your 9 to 5."

Dave, United Kingdom

"Smoking is regulated, airline travel is regulated, food and drugs are regulated. Then why not sports? Society suffers when people do idiotic things to hurt themselves. Pointless injuries often result in lifelong disabilities and divert medical resources from where they are truly needed. It may seem oppressive to place restrictions on sports, but foolhardy people need to be protected from themselves."

Kate, Scotland

ESSAY QUESTION 2

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

The following sketch, “A Fair and Happy Milkmaid,” written in 1615 and credited to two possible authors—Thomas Overbury and John Webster—pays tribute to a lovely young lass.

Read the passage carefully. Then write an essay in which you analyze how the speaker uses rhetorical strategies and stylistic devices to convey his affection for the milkmaid.

A fair and happy milkmaid is a country wench, that is so far from making herself beautiful by art, that one look of hers is able to put all outsides face-physic out of countenance. She knows a fair look is but a dumb orator to commend virtue, therefore minds it not. All her excellencies stand in her so
Line (5) silently, as if they had stolen upon her without her knowledge. The lining of her apparel . . . is far better than the outsides of tissue: for though she be not arrayed in the spoil of the silk-worm, she is decked in innocency, a far better wearing. She doth not, with lying long abed, spoil both her complexion and conditions; nature hath taught her, too immoderate sleep is rust to the
 (10) soul: she rises therefore with chanticleer, her dame’s cock, and at night makes the lamb her curfew. In milking a cow, and straining the teats through her fingers, it seems that so sweet a milk-press makes the milk the whiter or sweeter; for never came almond glove or aromatic ointment on her palm to taint it. The golden ears of corn fall and kiss her feet when she reaps them,
 (15) as if they wished to be bound and led prisoners by the same hand that felled them. Her breath is her own, which scents all the year long of June, like a new made haycock. She makes her hand hard with labour, and her heart soft with pity: and when winter evenings fall early (sitting at her merry wheel), she sings a defiance to the giddy wheel of fortune. She doth all things with
 (20) so sweet a grace, it seems ignorance will not suffer her to do ill, being her mind is to do well. She bestows her year’s wages at next fair; and in choosing her garments, counts no bravery in the world, like decency. The garden and the bee-hive are all her physic¹ and chirurgery,² and she lives the longer for it. She dares go alone, and unfold sheep in the night, and fears no manner of ill, because she means none: yet to say truth, she is never alone, for
 (25) she is still accompanied with old songs, honest thoughts, and prayers, but short ones; yet they have their efficacy, in that they are not palled with ensuing idle cogitations. Lastly, her dreams are so chaste, that she dare tell them; only a Friday’s dream³ is all her superstition: that she conceals for fear of
 (30) anger. Thus lives she, and all her care is that she may die in the spring time, to have store of flowers stuck upon her winding sheet.

¹*physic: medicine, cures*

²*chirurgery: surgery*

³*Friday’s dream: Christ’s passion took place on a Friday; hence, Friday’s dreams are ominous*

- I was profoundly disappointed by this book. I was hoping for something like *The Great Influenza* by John Barry but ended up with randomly referenced (bold assertions are followed by a footnote, which if tracked down often have a tenuous relationship to the subject under discussion. We are even informed that finding references was complicated because the books she wanted weren't on interlibrary loan!), hyperbolic, and confused set of ramblings on a fascinating subject. For all her screeds about "exploitation" by "the West," it seems that Ms. Shah saw an opportunity to make a quick profit off one of the world's deadliest diseases as it re-enters media prominence. The only problem was that she didn't bother to learn the basic facts of her subject first.

END OF PRACTICE TEST D

ANSWER EXPLANATIONS

PASSAGE 1—AN EXCERPT FROM HENRY ADAMS, *THE EDUCATION OF HENRY ADAMS*

1. (C) Through most of the passage, the speaker appraises the evolution of Adams' education from his last day at Mr. Dixwell's school through his graduation from Harvard and beyond.
2. (B) The experience is young Adams' career at Mr. Dixwell's school. The boy is overjoyed that it has come to an end.
3. (B) Coming on the heels of two lengthy introductory sentences, this stark seven-word, seven-syllable sentence stands out startlingly and tersely.
4. (A) All the phrases except (A) in one way or other develop the idea that Adams was too mentally and emotionally advanced for the school he attended.
5. (B) The names are those of old and influential New England families that enjoyed long affiliations with Harvard and helped to build the stature of the college. It would be reasonable to assume that applicants bearing those names would be given preferential treatment, but the passage does not discuss the admissions process.
6. (A) Neither sentence contains a compound subject. The words "mild" and "liberal" are predicate adjectives; "which" (line 24) begins a subordinate clause; that portion of the sentence beginning with "with" (line 24) contains parallel syntax; and in the second sentence the predicate precedes the subject, indicating inverted word order.
7. (D) The phrase "something of what they wanted to make useful ones" (lines 25–26) suggests that a Harvard degree was not the end of a young man's education. Rather, it marked just the start. Once the graduate left Harvard, he was "ready to receive knowledge"—that is, he could now begin to acquire the knowledge needed to make something of himself.
8. (E) The speaker maintains that Harvard graduates project a certain uniform and easily identifiable image.
9. (D) Graduates of Harvard became recognizable types, inevitably endowed with a certain set of qualities, among them supple, but docile, minds and few strong prejudices (lines 41–42).
10. (A) The sentence, which is a broad statement about the deleterious effects of education, reveals a cynical state of mind. It reflects both the speaker's and Adams' attitude.
11. (C) The speaker uses a succession of antitheses: "taught little . . . but left the mind open," "free from bias . . . but docile," and "knew little . . . but . . . remained supple."

24. (D) The phrase implies something unknowable, something mysterious and puzzling.
25. (A) The speaker observes children affectionately, almost sentimentally. Her interpretations of children's behavior appear to have been thoughtfully developed over a long period of being with and watching small children.

PASSAGE 3—AN EXCERPT FROM HENRY JAMES, *FROM LONDON*

26. (B) Most of the passage discusses the speaker's emotions as he arrives in England and makes his way to London.
27. (D) The phrase alludes to Babylon, an ancient city that has become a metaphor for a large, luxurious metropolis given to gratifying the senses of its inhabitants and visitors.
28. (A) Beginning with the phrase "wet, black Sunday" (line 2) until the description of "the gray mildness, shading away into black" (line 30), the speaker stresses the bleakness of the land and sky.
29. (A) All the phrases except "the end of a wet, black Sunday" suggest the speaker's high level of emotional anticipation as he approached London. In contrast, a "wet, black Sunday, . . . about the first of March" is primarily a piece of incidental information.
30. (E) Although arriving in England evoked strong feelings, there is no evidence that the speaker's emotions leapt beyond his control.
31. (B) At breakfast in the hotel soon after his arrival in England, the speaker realized with a sense of wonder how "English" it was in England (lines 12–18).
32. (E) As the speaker says, it's the kind of emotion (line 20) that often makes us yearn for strange and faraway places—in other words a sense of wonder.
33. (D) Through much of the first paragraph the speaker describes his sense of wonder. The pronoun "It" carries the discussion into the next paragraph.
34. (A) Pervasive throughout the paragraph are sensual images evoking sights, sounds, smells, tastes, and physical sensations; for example: "strange, dark, lonely freshness of the coast" (line 24), "the gray mildness, shading away into black" (line 30), and "the creak of the waiter's shoes" (lines 37–38).
35. (E) In order to remain on an emotional high a while longer, the speaker stays put for a day, thereby sacrificing, as it were, the pleasure and anticipation of a timely arrival in London, his final destination.
36. (B) The remark is somewhat boastful. It sends a message to the reader that says: Look how clever I am to make this witty and perceptive observation about the waiter's back.

49. (A) Because the works cited contain only the author, title, and page number, it's reasonable to infer that each of the works has been listed before. The previous citations probably contained full information about each work. (It's also possible that the author of the book used another documentation method in which all footnotes refer to works listed in a separate bibliography.)
50. (B) The author analyzes Brown's words and spells out what she thinks Brown is really saying. In other words, she examines the implications of Brown's down-to-earth ideas and articulates them in the more sophisticated language of, say, a sociologist or historian.
51. (D) All three footnotes cite Brown, suggesting that the author of the passage found Brown's work fruitful.
52. (A) The paragraph contains a number of quotations amplified by the author's commentary. The last sentence summarizes Brown's intentions and generalizes the overall point of the passage.

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 STRICTER REGULATION OF SPORTS:

- Some sports are little more than organized violence. (Source A)
- Athletes are often unwilling participants in violent sports, having been drawn in by circumstances such as the lure of money or peer pressure. (Source A)
- Placing limits on brutality and violence will permit more people to enjoy and derive benefits from sports. (Source A)
- Because people often behave recklessly and ignore common sense, they need to be protected from themselves. (Source E)

SOME ARGUMENTS AGAINST STRICTER REGULATION OF SPORTS:

- Some athletes' love for sports is greater than their fear of injury or death. (Source B)
- Society may not interfere with the freedom of an individual unless that individual's behavior harms others. (Source C)
- Because injuries occur at very low rates for athletes who are 20+ years old, stricter regulations, if any, should apply only to high school and college sports. (Source D)
- Restrictions will drain the excitement out of sports. (Sources E and F)

Not once in the passage does Zugar use the first-person pronoun. Yet, we know exactly what she thinks of Shah's work. Zugar has raised expectations that in Shah's book readers will find prose that is no less sprightly and compelling than these opening paragraphs of her review.

Wingy, on the other hand, claims early on that his high hopes for the book were shattered. He asserts that the book is rife with error and adds a strenuous objection to Shah's use of language.

Apparently, Wingy has a biology background, which he proudly flaunts. He points out errors of fact and corrects Shah's use of technical terms (lines 6–8). While attacking the work, he adopts a contemptuous, even nasty tone, lashing out not only at the author but also at the editor (lines 3–4). He ridicules Shah for complaining that certain reference books were not available on interlibrary loan (lines 19–21) and accuses her of writing this book “to make a quick profit off one of the world's deadliest diseases” (lines 23–24). Wingy's diction throughout the review reflects his negativity. He accuses Shah of “dabbling” with scientific terms (line 14) and taking a “brief foray” (line 15) into science before engaging in “wild historical speculation” (lines 15–16). Notably, he provides no evidence to support these charges.

As he develops his argument, Wingy is far more straightforward than Zugar. He avoids digressions and rhetorical flourishes but can't resist adding a parenthetical barb (line 13) that challenges Shah's use of two unusual adjectives—“ponytailed” and “queenly Cameroonian.”

In contrast to Zugar, Wingy plants himself directly into the review. He uses the first-person pronoun *I* four times in the very first sentence and numerous times thereafter. In a sense, the review says as much about the book as it reveals about the reviewer. Wingy seems almost to have been personally affronted by Shah: “the more I read the more frustrated I became” (line 2) and “I was profoundly disappointed by this book” (line 17). His phrase “utterly nonsensical” (line 8) succinctly summarizes his overall view.

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 |
|-----------------|----------|
| 112–150 | 5 |
| 97–111 | 4 |
| 80–96 | 3 |
| 55–79 | 2 |
| 0–54 | 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.